

The impact of Pupil Premium funding

Impact / Outcomes 2017

EYFS Not yet available

Y1 Phonics

2016	% School	% National
Disadvantaged pupils	71	84
Other pupils	92	84

Phonics results overall are again greatly improved in Y1. There continues to be a gap between disadvantaged pupils and the national figure for non-disadvantaged pupils.

In 2015 the % between disadvantaged pupils in school and national non-disadvantaged was 28%. This was significantly reduced in 2016 with a difference between these groups of only 9% and 13% in 2017. Our aim is to narrow this gap further.

KS1 2017 % achieving expected standard +

Reading	% School	% National
Disadvantaged pupils	61	63
Other pupils	78	79

Writing	% School	% National
Disadvantaged pupils	50	54
Other pupils	68	72

Maths	% School	% National
Disadvantaged pupils	67	62
Other pupils	73	79

Reading, Writing & Maths	% School	% National
Disadvantaged pupils	50	49
Other pupils	66	68

Whilst attainment in KS1 for disadvantaged children in school has exceeded the figure for the same group nationally in maths as well as reading, writing and maths combined, it is always

our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.

KS2 2017 % achieving expected standard +

Reading	% School	% National
Disadvantaged pupils	70	59
Other pupils	86	77

Writing	% School	% National
Disadvantaged pupils	78	66
Other pupils	82	81

English grammar, punctuation & spelling	% School	% National
Disadvantaged pupils	87	66
Other pupils	100	81

Maths	% School	% National
Disadvantaged pupils	70	63
Other pupils	91	80

Reading, Writing & Maths	% School	% National
Disadvantaged pupils	57	47
Other pupils	77	67

Attainment in KS2 for disadvantaged children in school has exceeded the figure for the same group nationally in every subject individually and combined. It continues to be our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.

We recognise that it is impossible to identify the specific impact of one particular aspect of funding or one specific intervention in the complex process of learning.

However, when the achievement data for those pupils entitled to free school meals is compared to data for those who are not entitled (other pupils); we believe that this usually demonstrates that Whinney Banks Primary School is being successful in narrowing the gaps to a greater degree than that seen nationally.

Our aim is to continue to narrow this gap.

