

## Pupil Premium, 2015-16 Outcomes



**SCHOLES**  
Scholes (Elmet)  
Primary School

### Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after by the local authority continuously for more than six months
- children where a parent serves in the armed forces

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

This document sets out the main outcomes for disadvantaged pupils for the 2015-16 school year. Schools are provided with various analyses of pupils' performance. Below is an overview of the data.

Scholes (Elmet) Primary is a typical-sized school. However, the proportions of disadvantaged pupils can be small. As a result, we caution around reading too much into the results of such small groups because they are not always 'statistically significant', meaning that the results may represent just one or two individuals and therefore not be representative. Looking at average results over three years to get an overview of performance would be better. Apart from Early Years and Key Stage 1 phonics, this is not as straightforward in 2016 as it once was because the government changed the curriculum and how it is assessed, including the end of key stage tests: "...*The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous years' statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time.*" Head of Profession for Statistics, Department for Education, SFR 30/2016, 5 July 2016

## Pupil Premium Strategy 2015-16: What were the outcomes for disadvantaged pupils?

### Early Years

In 2015-16, there were 40 children in the cohort, 30 (75%) of whom reached a good level of development, the key measure of attainment used by the Department for Education. (This is 5% points lower than the previous year, largely due to special educational needs and pupil mobility. The figure is, however, at least 5% points better than anticipated based on Nursery assessments.) All children achieved age-related expectations in at least one Early Years Foundation Stage area.

Of the disadvantaged pupils, 50% achieved a good level of development. This is an increase of 17% points.

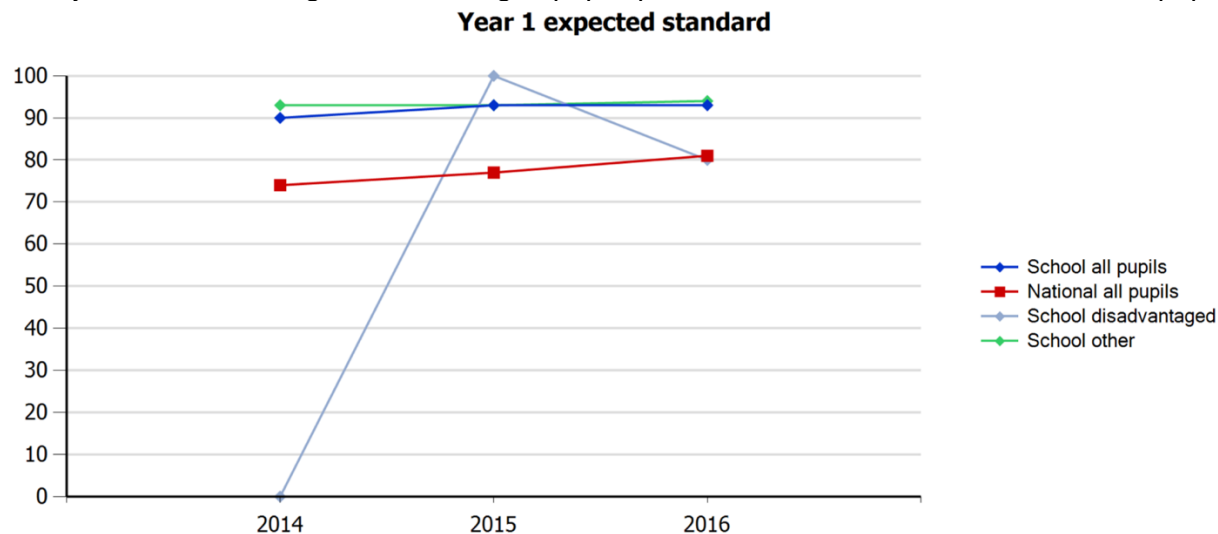
In 2014-15, there were three disadvantaged pupils and one reached a good level of development. In 2013-14, one of the two disadvantaged pupils reached this level.

Taken as a whole, this means that over three years, outcomes for disadvantaged pupils are not as good as outcomes for all pupils nationally.

### Key stage 1 Phonics

The graph below shows the percentage of Year 1 pupils achieving the expected standard in the phonics screening check which happens towards the end of the year. The pale blue line represents the disadvantaged pupils at Scholes (Elmet) Primary; the small proportion of disadvantaged pupils means that sharp rises (2015, for example) or declines are quite likely.

You can see that in 2015 a greater proportion of disadvantaged pupils achieved or exceeded the expected standard than all pupils nationally. In 2016, and over the years as an average, disadvantaged pupils perform at a level at least in line with all pupils nationally.



## Key Stage 1 Reading, Writing and Maths

In 2015-16, there were only two disadvantaged pupils in the cohort (out of a group of 40).

Of the two, one pupil reached age-related expectations in Reading, Writing and Maths, and one pupil did not. This puts the proportions (50%) lower than other pupils in school and nationally. Although this is not based on a statistically significant number, performance in 2014-15 was not strong either – we know that more effective use of the pupil premium in Key Stage 1 is needed.

## Key Stage 2 Reading, Writing and Maths

In 2015-16, eight pupils out of a total of 38 were disadvantaged pupils.

The average scaled score is a new way to measure attainment. Children are given a scaled score based on their end of key stage tests (known as SATs). 100 is the expected level; a score less than this indicates that a pupil is working at a lower level. All the pupils' scaled scores are averaged out to enable schools to be compared overall.

The average scaled score for **Reading** amongst disadvantaged students is 103.9. This is 1.5 points greater than the non-disadvantaged pupils average at Scholes (Elmet) (102.4) and 4.0 points greater than the national disadvantaged pupils average (99.9). It matches the figure for non-disadvantaged pupils nationally (103.8).

The picture is also good in **Maths**. The average scaled score amongst disadvantaged students is 102.1. This is 0.3 points greater than the non-disadvantaged pupils average (101.8) and 1.4 points greater than the national disadvantaged pupils average (100.7). However, it is lower than the figure for non-disadvantaged pupils nationally (104.1).

(There is no scaled score for Writing because there is no test in **Writing** – assessment is based solely on teacher assessments.)

Progress is measured in a new way, too. Where 0.0 indicates expected progress, a number above this (ie a positive number, up to around 10) indicates better than typical progress, and a number lower (ie a negative number) indicates less than typical progress.

Overall, disadvantaged pupils made less than expected progress in **Reading** – the progress measure was -1.4 (equivalent to that made by the school's non-disadvantaged pupils). This highlights the importance of reading at home with an adult, and talking about the texts. Despite being able to read quite fluently (and therefore attaining satisfactorily by the end of Key Stage 1), by the end of Key Stage 2, some pupils struggled to show a depth of understanding of texts other than those in genres with which they felt comfortable. Disadvantaged pupils made less than expected progress in **Writing** where the progress measure was -3.9. Progress in **Maths** by disadvantaged pupils was better: -0.2 (actually higher than the figure for non-disadvantaged pupils).

We know that more effective use of the pupil premium in Key Stage 2 is needed to increase progress and therefore raise attainment levels. See 2016-17 plans.