

IMPACT OF PUPIL PREMIUM ALLOCATION 2017/18

Through quality first teaching, high quality teaching assistant support, specific tailored intervention and the provision of a range of enrichment opportunities at Forsbrook CE Primary School we are proud of the way we tackle the challenges to support our most disadvantaged pupils.

It is our ambition to ensure that all of our children that leave Forsbrook CE Primary School do so with a good level of basic skills to enable them to make the very best of the opportunities which will present themselves in the next stage of their education.

During the academic year 2017/18 we were allocated the following Pupil Premium Funding: **£28,080**. This includes disadvantaged children and looked after children.

WHOLE SCHOOL PP PROGRESS in 2017/18

The percentage of Pupil Premium children who made expected progress in line with individual targets in 2017-18 was:

READING = 79%

WRITING = 79%

MATHS = 83%

OVERALL OUTCOMES AT KEY STAGE 1 (2 pupils)

50% of children (1 pupil out of 2) achieved the national expected standard in reading, writing and maths. This was below national figures due to the size of the group. The one child who did not meet the expected standard will continue to be targeted and provision has been placed for 2018-19 in order to ensure that 'small steps' progress is made.

OUTCOMES AT KEY STAGE (7 pupils)

Pupils that left our school at the end of Key Stage 2 in 2018 achieved the following outcomes in terms of attainment and progress:

Reading

71% of disadvantaged pupils achieved the expected standard

29% of these pupils achieved a high standard

Progress scores for disadvantaged pupils were 2.03 for reading. This is significantly higher than non-disadvantaged pupils.

Writing

57% of disadvantaged pupils achieved the expected standard

14% of these pupils achieved a high standard

Progress scores for disadvantaged pupils were -1.72 for writing.

Maths

43% of disadvantaged pupils achieved the expected standard

14% of these pupils achieved a high standard

Progress scores for disadvantaged pupils were -0.82 for maths.

Percentages for disadvantaged children for writing and maths are significantly lower than non-disadvantaged children. This is because 5 out of the 7 disadvantaged pupils joined the school late (2 started after Y4). There was only one disadvantaged pupil, who started in reception, who did not meet the expected standard in maths and writing. The other child reached a high standard.