



Pupil Premium Spending Statement 2016/17

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's.

All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Hilltop we are making provision for socially disadvantaged pupils, however we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged.

Pupil Premium Strategy Statement

At Hilltop we strongly believe that it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school.

We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. At Hilltop we wholeheartedly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include - increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Barriers to Learning.

Our Building blocks to success

At Hilltop we have a whole school ethos of high attainment for all pupils. We see each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group - we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. Our targets have always been to ensure that groups of disadvantaged pupils are doing as well as other groups of students. We see pupils as individuals, each with their own challenges, talents and interests. Staff throughout school work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.

Achievement - data driven

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions programmes.

We continuously monitor levels of progress and attainment for all pupils very carefully. Where pupils would benefit from additional support to boost their learning, this funding provides the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils.

Throughout school we rigorously use data to identify pupils' learning needs at every opportunity -when pupils join the school, during regular reviews of progress and during day-to-day teaching. All staff review progress, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching.

A consistent marking scheme is implemented across school which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers. As a whole school we also monitor the success of support strategies through the implementation of the 'Provision Map' and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced

High Quality of Teaching and Learning

Teachers are focussed on differentiated for groups of all learners and are moving away from whole class teaching in order to target the learning more effectively within each lesson. There is evidence that teaching is 100% good and 33% outstanding.

In addition to the above, the school recognises the fundamental importance of quality first teaching for all its pupils. We have therefore used our staff development time to focus on securing consistently good teaching and learning with much moving to outstanding. We have reviewed our approach to marking and feedback, the use of effective questioning and enabling children to understand how to be effective learners.

The quality of teaching and learning is central to all pupils making progress throughout school and through the targeted intervention groups delivered by quality trained support staff enabling the pupils to remove any barriers to learning and guarantee accelerated progress. The strong focus on the basic skills enable the pupils to gain the skills and knowledge that they need to reach higher levels.

The enriched curriculum ensures all children are engaged in the learning by doing more. Pupils are more confident in their main classes and this increases their participation whilst positively impacting on behaviour.

Behaviour and Safety

Pupils' attitudes to learning are of an equally high standard across school, incidences of low-level disruption in lessons are extremely rare. Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. Staff and pupils are unreservedly positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality, which is identified through external visitors

Through the implementation of Jigsaw and focused lessons all groups of pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Attendance

Pupils have to be in school and able to pay attention before they can access learning. We have implemented really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. Within school we have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. We have also employed and established a rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.

Planned Expenditure for 2016/17

2016/17 year's allocation is £168,021

Schools are funded Pupil Premium @ £1323 (an increase of £23) per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.

Schools are funded a further £300 per pupil for

- all pupils who have parent/carers in the armed services

Schools are funded a further £1900 per pupil for

- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's.

Children eligible for free school meals:

Year	Number of children in the year group	Number of children who are FSM	Percentage of children that are FSM
Nursery	52	-	-
Reception	52	9	17%
Year 1	50	15	30%
Year 2	49	14	29%
Year 3	46	12	26%
Year 4	50	20	40%
Year 5	47	16	34%
Year 6	52	26	50%
Total	393	112	28%

The total Pupil Premium funding for Hilltop Primary School for the financial year 2015/16 was **£182,300**
 Therefore there has been a decrease in funding of **£14,279**

How we are using our Pupil Premium funding 2016/17

Our planned expenditure for 2016/17 is as following:- Pupil premium used for:	Amount allocated to intervention /action?	Is this a new or continued activity or cost?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Improving the quality of teaching and learning (training)	£14,000	Continuous	Continuing Professional Development in response to new initiatives and triangulation meetings in summer 2015 - Marking and feedback - Building on prior learning - Effective questioning - Self & peer assessment - Assessing without levels - NPQSL - Jane Reed	To use the National best practice to inform staff CPD, remove barriers to learning and lead to more outstanding T&L For all teaching and learning to be at least good. For staff to secure at least 'good' lesson observation, triangulated with progress and work scrutinies	Spring/Summer term lesson observations, pupil progress data and outcomes from work scrutiny. End of year triangulation meetings	
Additional classroom support	£110.465	Continuous	Targeted intervention groups/programmes delivered by trained support staff removing barriers for learning and guarantee accelerated progress.	For identified target children to reach targets and age related expectations, making accelerated progress	Monitored by - class teacher on a weekly basis. - discussions during phased meeting -termly progress meetings. Reported to Governors	
Phonics/reading intervention		Continuous	To provide additional support to identified year groups where target groups of children have been identified from tracking assessment data. Deployment and target children discussed with class teachers at phase meetings and pupil progress meetings.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored by - class teacher on a weekly basis. - discussions during phased meeting -termly progress meetings. Reported to Governors	
Therapy Nurture	£4,500	Continuous	A specialist therapist is employed, to meet	For identified target pupils to work towards	Impact evidenced through caseload evaluations provided	

Group			the needs of our most vulnerable children in school. To provide enrichment and nurture provision for individuals to remove the barriers to learning.	removing barriers to learning. Reports to HT and Dawn Slater.	by therapist show significant improvements in attitudes towards learning.	
Attendance support SIMMS EWO Attendance Officer	£12,000	Continuous	Employment of an attendance support staff member and additional EWO, who monitors attendance and supports parents to enable them to get their children to school every day.	Improved attendance - achieving at least National Average. Targeted parents signposted to additional agencies (school nurse). To work towards removing barriers to learning. Targeted pupils closely monitored and liaison with parents informing of attendance.	Monitored by NC and Office support staff every week. Impact evidenced through reports Termly report to governors.	
Pastoral support worker	£5,000	Continuous	To provide enrichment and nurture provision for individuals and groups of targeted children with identified barriers to learning. To work with and support vulnerable families at CAF, TAC and CIN level and engage in early intervention work liaising with inclusion manager and other external agencies.	To work towards removing barriers to learning through focussed parenting support and signposting to other agencies. Impact evidenced through caseload evaluations and case studies improved.	Monitored by HT half termly Impact/evaluation meetings and review on progress recorded Reported to Governors	
Behaviour and safety CPOMS	£4,000	Continuous	Continuous provision of CPOMS system in school enhancing the record keeping of any behavioural or safeguarding concerns.	More efficient system for the monitoring of safeguarding and behaviour issues, enabling allocated staff to ensure a clear overview across the whole school.	Monitored by SLT Impact evidenced through reports. Report to Governors.	
Enrichment experience Theatre Residential	£4,600	Continuous	All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family. Children have the	For pupils to achieve intended outcomes through enrichment activities promoting excellent speaking and listening skills. Fewer behaviour incidents recorded	Monitored by HT termly. Impact and evaluation meetings Pupil interviews. Report to Governors.	

			opportunity to have first-hand experience of drama promoting good speaking and listening skills. Year 6 did a residential trip to an adventure centre every year. We heavily subsidise this.	and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing and maths.		
ICT enhancement	£5,500	Continuous	Curriculum resources to promote more skills based learning.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews. Improved attainment in all core subjects To ensure all children are engaged in the learning by doing more. Pupils become more confident in their main classes and this increases their participation whilst positively impacting on behaviour	Monitored by termly pupil progress meetings against objectives and report impact to Governors.	
Children's University Programme	£200	Continuous	Subscription to Children's university. Enhanced after school curriculum provision for all pupils raising aspirations.	To work towards removing barriers to learning through focussed activities and interests. The number of PP pupils accessing out of school clubs has increased and are graduating at 'The Hub'	Monitored annually with children's university, KH to liaise with 'The Hub'.	
Additional Subscriptions	£1,000	Continuous				
External consult support	£5,000	Continuous	External CPD support for SLMT and whole school staff from - Jenny Deans - Maggie Bloat - Alistair Shaw	For identified staff to receive additional support to challenge and extend their own professional development and understanding enhancing the leadership in the school.	Monitored termly through SLMT meetings and contact visits with consultants.	
TOTAL - £166,265						

How we know that we are spending our Pupil Premium effectively and that it is 'narrowing the gap'.

- Our Pupil Premium spending action plan includes performance measures and all of our spending priorities are evaluated and reviewed to ensure that they are successfully improving outcomes for children.
- Our school performance data shows that in all key stages, pupils eligible for Pupil Premium funding make good progress in Reading, Writing and Maths, and in the vast majority of classes and subjects, they make similar progress to those children not eligible for Pupil Premium.
- Many families have received targeted interventions to support their children's learning.
- Pastoral work targets the most vulnerable pupils to support their emotional needs.
- All classes have a wide range of phonic materials to promote reading. Consequently this year has been phenomenal and attainment in KS1 has reached it highest ever to date.
- Improved attainment for PP from 2015 results or sustaining high attainment and moving pupils to above.
- Disadvantaged pupils across school are attaining on average 79% ARE in reading, 68% ARE in writing and 80% ARE in maths.
- Intervention programmes have been adapted across school to focus on gaps in key skills for reading and maths, this has had a positive impact on attainment across school with the targeted groups of pupils meeting National in reading and writing.

How we have used our Pupil Premium funding 2015/16

Expenditure for 2015/16 was as following: -Pupil premium used for:	Amount allocated to intervention /action?	Is this a new or continued activity or cost?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Improving the quality of teaching and learning (training)	£14,000	Continuous	Continuing Professional Development in response to new initiatives and triangulation meetings in summer 2015 - - Marking and feedback - Building on prior learning - Effective questioning - Self & peer assessment - Assessing without levels - NPQSL - Jane Reed	To use the National best practice to inform staff CPD, remove barriers to learning and lead to more outstanding T&L For all teaching and learning to be at least good. For staff to secure at least 'good' lesson observation, triangulated with progress and work scrutinise	Spring/Summer term lesson observations, pupil progress data and outcomes from work scrutiny. End of year triangulation meetings	100% good teaching evidenced 33% outstanding teaching evidenced <u>KS2 National</u> <u>Reading -66%</u> <u>Writing 74%</u> <u>Maths 70%</u> Reading Y1 - 78% Y2 -83% Y3 -86% Y4 -83% Y5 -81% Y6 -86% Writing Y1 -78% Y2 - 70% Y3 -73% Y4 - 85% Y5 -78% Y6 -80% Maths Y1 -82% Y2 -87% Y3 -82% Y4 -83% Y5 -87% Y6 -86%

Additional classroom support	£96,000	Continuous	Targeted intervention groups/programmes delivered by trained support staff removing barriers for learning and guarantee accelerated progress.	For identified target children to reach targets and age related expectations, making accelerated progress	Monitored by - class teacher on a weekly basis. - discussions during phased meeting -termly progress meetings. Reported to Governors	<u>3 pts good progress</u> <u>Disadvantage</u> Reading Y1 - 2.9 2.9 Y2 -3.6 4.2 Y3 -3.2 3.0 Y4 -3.3 3.0 Y5 -3.2 3.1 Y6 -3.7 4.1 Writing Y1 -3 2.9 Y2 - 3.5 3.9 Y3 -3.2 3.0 Y4 - 3.5 3.1 Y5 -3.6 3.7 Y6 -4.2 4.4 Maths Y1 - 2.9 2.7 Y2 -3.3 3.4 Y3 -3.3 3.2 Y4 -3.3 2.6 Y5 -3.7 3.6 Y6 -3.8 4.3
Phonics/reading intervention		New 15/16	To provide additional support to identified year groups where target groups of children have been identified from tracking assessment data. Deployment and target children discussed with class teachers at phase meetings and pupil progress meetings.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored by - class teacher on a weekly basis. - discussions during phased meeting -termly progress meetings. Reported to Governors	92% passed end of year phonics assessment an increase of 12%
Therapy Nurture Group	£4,500	Continuous	A specialist therapist is employed, to meet the needs of our most vulnerable children in school. To provide enrichment and nurture provision for individuals to remove the barriers to learning.	For identified target pupils to work towards removing barriers to learning. Reports to AHT and HT.	Impact evidenced through caseload evaluations provided by therapist show significant improvements in attitudes towards learning.	
Attendance support SIMMS EWO Attendance Officer	£10,500	Continuous	Employment of an attendance support staff member and additional EWO, who monitors attendance and supports parents to enable them to get their children to school every day.	Improved attendance - achieving at least National Average. Targeted parents signposted to additional agencies (school nurse). To work towards removing barriers to learning. Targeted pupils closely monitored and liaison with parents informing of attendance.	Monitored by NC and Office support staff every week. Impact evidenced through reports Termly report to governors.	Attendance was 90.29% (2009/2010) 92.15%(2010 - 11) 93.12% (2011 - 12) 93.78 (2012 - 2013) 96.2 (2013-2014) 95.79 (2014-2015) 96.1% (2015/16)

<p>Pastoral support worker</p>	<p>£5,000</p>	<p>New 15/16</p>	<p>To provide enrichment and nurture provision for individuals and groups of targeted children with identified barriers to learning.</p> <p>To work with and support vulnerable families at CAF, TAC and CIN level and engage in early intervention work liaising with inclusion manager and other external agencies.</p>	<p>To work towards removing barriers to learning through focussed parenting support and signposting to other agencies.</p> <p>Impact evidenced through caseload evaluations and case studies improved.</p>	<p>Monitored by HT and AHT half termly Impact/evaluation meetings and review on progress recorded Reported to Governors</p>	<p>Strong provision can be evidenced through end of year data. 57% of intervention groups averaged at least expected progress.</p> <p>78% of wave 3 literacy support achieved expected progress and 63% achieved above expected.</p> <p>79% of wave 3 maths support achieved expected progress and 55% achieved above expected.</p> <p>95% of wave 2 literacy support achieved expected progress and 12% achieved above expected.</p> <p>95% of wave 2 literacy support achieved expected progress and 32.5% achieved above expected.</p> <p>81% of reading groups achieved expected progress and 34% achieved above expected.</p>
<p>Behaviour and safety CPOMS Jigsaw Scheme</p>	<p>£4,000</p>	<p>Continuous</p>	<p>Continuous provision of CPOMS system in school enhancing the record keeping of any behavioural or safeguarding concerns. Implementation of the PHSE 'Jigsaw' scheme of work to bring together PHSE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work.</p>	<p>More efficient system for the monitoring of safeguarding and behaviour issues, enabling allocated staff to ensure a clear overview across the whole school. The whole school are trained and confident at using the new scheme of work meeting all PSHE Education curriculum requirements. Jigsaw PHSE is positively impacting on the whole primary school from years F1 through to Y6 further enhancing SMSC.</p>	<p>Monitored by SLT Impact evidenced through reports. View of the impact of the implementation through curriculum meetings.</p> <p>Pupil interviews Drop in lesson observations by MH Report to Governors.</p>	<p>See end of year Jigsaw impact report</p>
<p>Enrichment experience Theatre</p>	<p>£4,300</p>	<p>Continuous</p>	<p>All pupils experience the enrichment of a</p>	<p>For pupils to achieve intended outcomes through</p>	<p>Monitored by AST/HT termly. Impact and</p>	

Residential			pantomime either at the theatre or in school at no cost to the family. Children have the opportunity to have first-hand experience of drama promoting good speaking and listening skills. Year 6 did a residential trip to an adventure centre every year. We heavily subsidise this.	enrichment activities promoting excellent speaking and listening skills. Fewer behaviour incidents recorded and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing and maths.	evaluation meetings Pupil interviews. Report to Governors.	
ICT enhancement	£11,500	Continuous	Curriculum resources to promote more skills based learning. • ICT - invest in mini iPad's to enhance teaching and learning for staff and pupils • Clevertouch screens • Micro librarian	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews. Improved attainment in all core subjects	Monitored by termly pupil progress meetings against objectives and report impact to Governors.	100% good teaching evidenced 33% outstanding teaching evidenced <u>KS2 National</u> Reading -66% Writing 74% Maths 70% Teaching and learning in ICT is strong.
	£1,000	Continuous	Implementation of the PASS survey throughout school. Pastoral support programmes ensure the social and emotional needs of our pupils are met enabling them to access their learning more effectively, removing barriers to learning	For pupils to achieve intended outcomes through additional pastoral support promoting excellent speaking and listening skills. Fewer behaviour incidents recorded and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing.	Monitored by AHT twice a year October and then in June to measure the impact on individual pupils. Report to staff and Governors	Reduction from 22 on the RED band to 17 Only 3 children remain on the original Red band from October
Children's University Programme	£200	Continuous	Subscription to Children's university. Enhanced after school curriculum provision for all pupils raising aspirations.	To work towards removing barriers to learning through focussed activities and interests. The number of PP pupils accessing out of school clubs has increased and are graduating at 'The Hub'	Monitored annually with children's university, KH to liaise with 'The Hub'.	
Additional Subscriptions	£6,000	Continuous				
External consult support	£5,000	New in 2015/16	External CPD support for SLMT and whole school staff from - Jenny Deans - Maggie Bloat - Alistair Shaw	For identified staff to receive additional support to challenge and extend their own professional development and	Monitored termly through SLMT meetings and contact visits with consultants.	100% good teaching evidenced 33% outstanding teaching evidenced

				understanding enhancing the leadership in the school.		
Enhanced literacy, numeracy and ICT resources	£13,000	New in 2015/16	Curriculum resources to promote more skills based learning.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored termly Pupil progress meetings and work scrutiny.	100% good teaching evidenced 33% outstanding teaching evidenced <u>KS2 National</u> Reading -66% Writing 74% Maths 70% Teaching and learning in ICT is strong.

Data Analysis for 2015/16

The impact of Pupil Premium and how it is making a difference.

This table below shows the end of year attainment following summer assessment and class trackers.

Year ending	Attainment and progress for end of Summer 2016								
	Reading			Writing			Maths		
	School	Disadvantage	Non Disadvantage	School	Disadvantage	Non Disadvantage	School	Disadvantage	Non Disadvantage
Year 1	78%	64%	83%	78%	64%	83%	82%	71%	86%
Year 2	83%	85%	82%	70%	54%	76%	87%	92%	85%
Year 3	86%	87%	85%	73%	70%	77%	82%	83%	81%
Year 4	83%	71%	90%	85%	71%	93%	83%	71%	90%
Year 5	81%	80%	81%	78%	76%	81%	87%	84%	88%
Year 6	86%	85%	87%	80%	70%	93%	85%	80%	93%
Overall	83%	79%	85%	77%	68%	84%	84%	80%	87%

KS2 National Average

Writing 66% Reading 74% maths 70%

Colour code for ARE

80% +		Outstanding
70%-80%		Good
50%-70%		Requires Improvement
Below 50%		Inadequate

Pupil Premium end of year Progress Data Summer 2016:

Year Group	Reading		Writing		Maths	
	Expected	Above	Expected	Above	Expected	Above
Yr 1 (14)	92%	21%	100%	21%	93%	7%
Yr 2 (13)	100%	55%	100%	45%	91%	18%
Yr 3 (23)	91%	13%	91%	13%	85%	17%
Yr 4 (17)	88%	13%	88%	19%	76%	13%
Yr 5 (25)	92%	8%	94%	12%	100%	20%
Yr 6 (20)	100%	30%	95%	50%	100%	50%

This table below shows the gap between disadvantaged and non-disadvantaged pupils across school.

Year Group	Reading	Writing	Maths
1	NPP +19%	NPP +19%	NPP +15%
2	PP +3%	NPP +22%	PP +7%
3	PP +2%	NPP +7%	PP +2%
4	NPP +19%	NPP +22%	NPP +19%
5	NPP +1%	NPP +5%	NPP +4%
6	NPP +2%	NPP +23%	NPP +13%

This table below shows the gap between disadvantaged and non-disadvantaged pupils across school in

Year Group	Reading			Writing			Maths		
	2015	2016	Difference	2015	2016	Difference	2015	2016	Difference
1	31%	19%	-14	42%	19%	-23	32%	15%	-18
2	25%	3%	-22	10%	22%	+12	0	7%	+7
3	2%	2%	0	17%	7%	-10	14%	2%	-12
4	3%	19%	+17	5%	22%	+17	3%	19%	+16
5	7%	1%	-6	7%	5%	-2	3%	4%	-1
6	20%	2%	-18	19%	23%	+4	26%	13%	+13

comparison to 2015

Our school performance data clearly indicates that pupils eligible for Pupil Premium funding (FSM) achieve significantly better than that group of pupils nationally in reading, writing, SPAG and maths at the end of key stage 2. The table above clearly highlights the positive impact the funding has had on narrowing the gap between FSM and Non-FSM pupils within school for 2015. Disadvantaged pupils across school are attaining on average 79% ARE in reading, 68% ARE in writing and 80% ARE in maths.