

PUPIL PREMIUM IMPACT 2014/2015 OVERALL SUMMARY – £75,400 + £300

Year 6 2015

- In 2015, a quarter of pupils were 'disadvantaged'. Of these 1 child was also identified as SEN, this is 2%. There were no Looked After Children in this cohort.

READING

- 'Disadvantaged' pupils do better in reading at St Michael's than other pupils nationally in reading. They are about 6 months ahead.
- The attainment of disadvantaged pupils in reading at St Michael's improved again in 2015. The attainment of other pupils in the school also improved, reversing the decline seen in 2014. Both groups perform above that for other pupils nationally in reading.
- Both groups make good progress in reading. Targets were largely met.

WRITING

- 'Disadvantaged' pupils are about two months behind other pupils nationally in writing. This is the same as the picture in 2014.
- The attainment of disadvantaged pupils in writing at St Michael's stayed the same in 2015, while the attainment of other pupils in the school improved, and so the gap has widened very slightly.
- Both groups make progress that requires improvement in writing, it needs to be nearer to 100%. Targets for disadvantaged pupils in writing were not met.

MATHS

- 'Disadvantaged' pupils at St Michael's do almost as well as other pupils nationally in mathematics with a negligible gap.
- The attainment of disadvantaged pupils in mathematics at St Michael's improved again in 2015. The attainment of other pupils in the school improved slightly more and so the in-school gap has widened slightly. Both groups perform above that for other pupils nationally in mathematics.
- Both groups make good progress in reading. Outcomes were little below the targets set in mathematics.

SUMMARY

Disadvantaged pupils at St Michael's do better or broadly in line with other pupils nationally, so that gaps are very small.

The attainment of pupil premium pupils rose again in reading and mathematics, and stayed the same in writing. The attainment of the other pupils in the school rose more and as a result, in-school gaps widened slightly.

Other pupils at St Michael's now perform above national standards, reversing the picture from 2014, when their attainment fell.

Progress for both groups is good in reading and mathematics, but still requires further improvement in writing where both groups, while improving in 2015, still do not make enough progress from their starting points.

Year 3 (2014/2015)

- Progress in reading and writing is good for PP children
- PP children made more progress in writing than non-PP children
- In maths, children who are not PP are making more progress than those that are PP

Year 4 (2014/2015)

- Progress in reading and maths is good but needs to be improved in writing
- PP children made more progress in maths than non-PP children

Year 5 (2014/2015)

- PP children have not made as good a progress as non-PP children in reading, writing and maths

All Year Groups

- The range of enrichment activities, trips, residential and social care programmes have enabled all children the opportunity to experience a well-rounded and holistic learning experience. This enables a high level of engagement in learning and very good behaviour.
- The part funding of music lessons is developing higher levels of academic achievement, through a greater self-discipline and commitment and application to learning.
- Impact of counselling: Positive outcomes for children's well-being and achievement
- Outstanding progress of children regularly attending the Early Bird Learning Club making at least 4 points progress per year.