



## **Pupil Premium Impact Statement 2018/19**

### **Progress for Disadvantaged pupils over three years**

Reading for Disadvantaged children was 0.52 points more than the Non-Disadvantaged children's average, and 1.30 points less than the National Disadvantaged average.

The school gap has narrowed by 0.56 points since 2016/17.

Writing for Disadvantaged children was 0.16 points less than the Non- Disadvantaged children's average, and 1.11 points lower than the National Disadvantaged average.

The school gap has widened by 1.42 points since 2016/17.

Maths for Disadvantaged was 0.30 points higher than the Non- Disadvantaged children's average, and 1.81 points more than the National Disadvantaged average.

This group is outperforming the Non-Disadvantaged children's average by 1.12 points more than they were in 2016/17.

### **Attainment for disadvantaged pupils over three years**

The percentage of Disadvantaged children achieving the expected standard in Reading was 2.5% higher than the Non- Disadvantaged children's average, and 17.5% less than the National Disadvantaged average.

The school gap has narrowed by 4.6% since 2016/17.

The percentage of Disadvantaged children achieving the expected standard in Writing was 22.2% lower than the Non- Disadvantaged students average, and 27.0% lower than the National Disadvantaged average.

The school gap has widened by 30.3% since 2016/17.

The percentage of Disadvantaged children achieving the expected standard in Maths was 5.2% less than the Non- Disadvantaged children's average, and 7.9% lower than the National Disadvantaged average.

The school gap has narrowed by 9.2% since 2016/17.

The percentage of Disadvantaged children achieving the expected standard in EGPS was 5.2% higher than the Non- Disadvantaged children's average, and 10.5% more than the National Disadvantaged average.

The school gap has stayed constant since 2016/17.

### **Internal Data**

The data below demonstrates the average steps progress made by our Disadvantaged children in Year 6 in 2018/19.

The expected progress is one step per half term. (6 steps over the academic year).

The progress data below demonstrates that our disadvantaged children achieved over the expected rates of progress.



Reading – 1.88 steps progress  
Writing – 0.84 steps progress  
Mathematics 1.14 steps progress

Other significant evidence to support impact for our Pupil Premium Rationale and strategy 2018/19

- 83% of lessons observed demonstrated that Teaching Assistants were moving learning on through the use of high quality feedback. This has been made more effective through the development of Steps to Success used by both adults and children in Reading, Writing, mathematics and Science.
- 100% of teaching staff have attended 'Inference Training.' Trio's (including both teachers and teaching assistants) were established to share good practice. Resources and teaching strategies support our children and demonstrate a significant impact in Reading tests analysis throughout 2018/19.
- SEND Data demonstrates that progress made by our SEND children on average is above the expected rates of progress. Closing the Gap in attainment between SEND and non SEND pupils still remains a priority on our School Development Plan for 2019/20. Training and INSET session to support staff in Personalised provision for SEND pupils is a priority for next year.

### **SEND Progress 18/19**

Reading - 7.7 steps progress (average)  
Writing - 7.8 steps progress (average)  
Mathematics - 8.2 steps progress (average)

### **SEND Attainment 18/19**

Reading - 0%  
Writing - 0%  
Mathematics - 7%

- Four members of staff are undertaking project based learning as part of their NPQSL training and one member of staff the NPQML. These are all linked to SDP priorities. Work scrutinies, learning walks, observations, staff and pupil voice demonstrate baselines and action plans in order to drive curriculum school improvement.
- End of Key stage 2 Outcomes and Progress can be viewed here:

<https://www.compare-school-performance.service.gov.uk/school/105626/alexandra-park-junior-school/primary>

- Our Core offer of Curriculum Enhancement can be viewed via the 'Curriculum' part of our school website - [www.alexandrapark.oldham.sch.uk](http://www.alexandrapark.oldham.sch.uk) This was implemented in 2018/19 and has been reviewed for 2019/20.
- A children's shared reading area has been created in the Year 3. 100% of children are timetabled to use this area in order to promote Reading for Pleasure. Pupil's Voice demonstrates children's engagement and excitement when utilising this area and reading books.
- The total number of pupils accessing our breakfast club in September 2018 was 93 on average over the period of a week. Breakfast Club was rebranded and given a new name 'OwlClub.' Children were also able to access more engaging activities after they had eaten such as, football, archery, computing, learning on iPads, basketball, board games and playing on a football table. As a result the total number of pupils accessing breakfast club on average over a period of a week rose to 184 children. The main driver for the increase in this benefit to children and their families. We have seen improved learning, attendance and punctuality, behaviours for learning, healthy eating and social development at Alexandra Park Junior School.
- Parents attending Life long Learning classes has doubled from 2017/18 to 2018/19.

- Attendance and Punctuality Data demonstrates a rise in attendance for Pupil Premium Children and a reduction in the percentage of lates from the previous year. (See tables below)

<b>Attendance</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>
2017/18	94.31%	95.38%
2018/19	95.74%	96.40%

<b>Punctuality</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>
2017/18	1.98%	1.30%
2018/19	1.69%	1.20%

