

## Impact of Pupil Premium 2015 - 2016



Summercroft uses 'Herts for Learning' steps assessment to monitor progress. Children are expected to make 3 steps of progress in each academic year.

### Progress Summary of Disadvantaged Pupils across the School

Years	No. of Pupils	Reading		Writing		Maths	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
1 – 5	32	81%	22%	75%	16%	84%	19%

The large majority of disadvantaged children are making expected progress in reading, writing and maths.

### Breakdown of Progress Summary of Disadvantaged Pupils Year 1 – 5

Year	No. of Pupils	Reading		Writing		Maths	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
1	4	100%	25%	100%	50%	100%	75%
2	6	50%	33%	67%	17%	83%	17%
3	3	100%	33%	67%	33%	100%	33%
4	13	85%	15%	70%	8%	77%	8%
5	6	83%	17%	83%	0%	83%	0%

### End of Key Stage 2 (Year 6) Progress Summary

No. in cohort	53	Reading		Writing		Maths	
		School All	School Disadvantaged	School All	School Disadvantaged	School All	School Disadvantaged
No. of disadvantaged	6	2.18	0.68	2.13	-1.97	3.26	5.54
Progress Score (please indicate if sig+ or sig -)		Sig +		Sig +		Sig + (Top 10% nationally)	Sig + (Top 2% nationally)

End of Key Stage 2 progress data is based on Year 6 SATs results measured against their End of Key Stage 1 data. This data is taken from Raise Online.

### Attainment of Disadvantaged Pupils

The attainment of children is judged against National Curriculum Standards and reported using 'Herts for Learning' assessment package. The children are judged as being below, at or beyond Age Related Expectations (ARE).

Across the school 66% of 33 disadvantaged children are now at ARE compared to 25% in Summer term 2015 and 9% of disadvantaged children are beyond ARE compared to 0% in Summer term 2015.

Year	No. of Pupils	Reading		Writing		Maths	
		% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE
1	4	75%	0%	75%	0%	100%	0%
2	7	86%	29%	86%	14%	86%	14%
3	3	100%	33%	67%	33%	67%	33%
4	13	62%	16%	54%	8%	62%	7%
5	6	83%	0%	67%	9%	50%	0%
6 (based on SATs results)	7	57%	0%	57%	0%	86%	14%

## Impact of Early Years Pupil Premium 2015 - 2016

There are three areas of learning that are used to measure the progress and attainment of children in Early Years which are indicative of their capacity to learn now and in the future. These are 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. The progress and attainment of disadvantaged children in our Early years setting are outlined below.

### Summary of Progress

Year	No. of Pupils	Communication and Language		Physical Development		Personal, Social and Emotional Development	
		% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress	% making expected progress	% making more than expected progress
Nursery	1	100%	100%	100%	100%	100%	100%
Reception	7	100%	57%	100%	43%	100%	57%

All children made expected progress in with a good proportion of these children made more than expected progress.

### Summary of Attainment

Year	No. of Pupils	Communication and Language		Physical Development		Personal, Social and Emotional Development	
		% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE	% at ARE and beyond	% beyond ARE
Nursery	1	100%	0%	100%	0%	0%	0%
Reception	7	86%	14%	86%	14%	86%	0%

The large majority (7 out of 8) disadvantaged children in Early Years are at Age Related Expectations by the end of Summer term 2016 compared to 2 out of the 8 children being at Age Related Expectations at the start of the year showing they have made more than expected progress and are diminishing the difference between them and other pupils.