

Rationale

De Lacy Primary School recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which research shows underachieve compared to their peers.

The Government have used pupils entitled to Free School meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked after or the children of armed service personnel are also eligible for this increased funding.

The analysis below is based on the most up to date national information we have. National data for specific groups including disadvantaged pupils is not yet available for attainment or progress for 2018 but comparisons can be made to 2017. Once 2018 national averages are released, an analysis of disadvantaged pupils' progress and attainment compared to non-disadvantaged pupils (other pupils) nationally as well as disadvantaged pupils nationally will be made.

| YEAR 6 VALUE ADDED | | | | | | | | | |
|----------------------|--|---------|----------|---------|---------|----------|-------------|----------|----------|
| | READING | | | WRITING | | | MATHEMATICS | | |
| | DL 2017 | DL 2018 | NATIONAL | DL 2017 | DL 2018 | NATIONAL | DL 2017 | HPL 2018 | NATIONAL |
| DISADVANTAGED | -5.3 | -0.19 | 0.51 | -5.1 | 2.01 | 2.38 | -7.4 | -1.55 | -0.95 |
| OTHER | -4.2 | -1.22 | -1.55 | -4.8 | -1.27 | -1.44 | -4.8 | -0.16 | -0.44 |
| EVALUATION | <ul style="list-style-type: none"> Disadvantaged pupils have made a significant improvement in progress in all areas compared the previous year. The gap between disadvantage and others has narrowed in all 3 subjects. The progress of disadvantaged pupils is in line with national in reading and significantly above national disadvantaged in Writing. Use of PP money to ensure disadvantaged pupils received targeted and focused support ensured pupil outcomes across Reading, Writing and Maths has significantly improved. | | | | | | | | |

| YEAR 6 COMBINED ATTAINMENT | | | | | | | | |
|----------------------------|---|---------|----------|------------|---------------|---------|----------|------------|
| | EXPECTED + | | | | HIGH STANDARD | | | |
| | DL 2017 | DL 2018 | NATIONAL | DIFFERENCE | DL 2017 | DL 2018 | NATIONAL | DIFFERENCE |
| DISADVANTAGED | 17% | 15% | 48% | 34% | 0% | 0% | 4% | 4% |
| OTHER | 36% | 17% | 67% | 50% | 0% | 0% | 11% | 11% |
| EVALUATION | <ul style="list-style-type: none"> There has been 2% decrease of pupils achieving ARE in all subjects and it remains significantly below when compared to national. The gap between disadvantaged and others remains similar. No children achieved higher standard/greater depth in Re/Wr/Ma, a trend which has continued for two years. | | | | | | | |

| YEAR 6 READING | | | | | | |
|----------------------|------------|----------|------------|---------------|----------|------------|
| | EXPECTED + | | | HIGH STANDARD | | |
| | 2018 | NATIONAL | DIFFERENCE | 2018 | NATIONAL | DIFFERENCE |
| DISADVANTAGED | 39% | 60% | -21% | 9% | 14% | -5% |
| OTHER | 38% | 78% | -40% | 0% | 30% | -30% |

| YEAR 6 WRITING | | | | | | |
|----------------------|------------|----------|------------|---------------|----------|------------|
| | EXPECTED + | | | GREATER DEPTH | | |
| | 2018 | NATIONAL | DIFFERENCE | 2018 | NATIONAL | DIFFERENCE |
| DISADVANTAGED | 64% | 66% | -2% | 9% | 10% | -1% |
| OTHER | 38% | 62% | -24% | 0% | 21% | -21% |

| YEAR 6 MATHEMATICS | | | | | | |
|----------------------|------------|----------|------------|---------------|----------|------------|
| | EXPECTED + | | | HIGH STANDARD | | |
| | 2018 | NATIONAL | DIFFERENCE | 2018 | NATIONAL | DIFFERENCE |
| DISADVANTAGED | | | | | | |
| OTHER | | | | | | |

| | | | | | | |
|----------------------|--|-----|-------------|-----------|-----|-------------|
| DISADVANTAGED | 33% | 63% | -30% | 0% | 13% | -13% |
| OTHER | 54% | 81% | -27% | 0% | 28% | -28% |
| EVALUATION | <ul style="list-style-type: none"> Disadvantaged pupils at DL have significantly underperformed when compared to National disadvantaged in Maths and Reading, whilst significantly closing the gap in Writing. In the academic year 2018/2019 we shall continue to monitor pupil premium children and apply extra support and resources as required to ensure gaps continue to diminish. | | | | | |

| YEAR 2 READING | | | | | | |
|----------------------|------------|----------|--------------|---------------|----------|--------------|
| | EXPECTED + | | | GREATER DEPTH | | |
| | 2018 | NATIONAL | DIFFERENCE % | 2018 | NATIONAL | DIFFERENCE % |
| DISADVANTAGED | 50% | 63% | -13% | 0% | 14% | -14% |
| OTHER | 63% | 79% | -16% | 26% | 28% | -2% |
| YEAR 2 WRITING | | | | | | |
| | EXPECTED + | | | GREATER DEPTH | | |
| | 2018 | NATIONAL | DIFFERENCE % | 2018 | NATIONAL | DIFFERENCE % |
| DISADVANTAGED | 43% | 54% | -11% | 0% | 8% | -8% |
| OTHER | 56% | 72% | -16% | 15% | 18% | -3% |
| YEAR 2 MATHEMATICS | | | | | | |
| | EXPECTED + | | | GREATER DEPTH | | |
| | 2018 | NATIONAL | DIFFERENCE % | 2018 | NATIONAL | DIFFERENCE % |
| DISADVANTAGED | 50% | 62% | -12% | 0% | 11% | -11% |
| OTHER | 70% | 79% | -9% | 26% | 23% | 3% |
| EVALUATION | • | | | | | |

| YEAR 1 PHONICS | | | |
|----------------------|---|----------|--------------|
| | 2018 | NATIONAL | DIFFERENCE % |
| DISADVANTAGED | 56% | 70% | -14% |
| OTHER | 74% | 84% | -10% |
| EVALUATION | <ul style="list-style-type: none"> Phonics for both disadvantaged and other are achieving below their national comparison. The gap between DL disadvantaged and other is 18% which is slightly above the gap for the national averages. Using pp funding extra staff have been deployed to work with PP pupils on ensuring they achieve the phonics level. | | |

| GOOD LEVEL OF DEVELOPMENT | | | |
|---------------------------|--|----------|--------------|
| | 2018 | NATIONAL | DIFFERENCE % |
| DISADVANTAGED | 50% | 56% | -6% |
| OTHER | 68% | 73% | -5% |
| EVALUATION | <ul style="list-style-type: none"> The % of disadvantaged children who attained GLD, is below the national disadvantaged %. The gap between DA and Other at DL is broadly in line with the national gap. | | |

| ATTENDANCE (YEAR 1 – YEAR 6) | | |
|------------------------------|---|----------|
| | 2018 | NATIONAL |
| DISADVANTAGED | 92.95% | 94.5% |
| OTHER | 95.60% | 96.5% |
| EVALUATION | <ul style="list-style-type: none"> Attendance of disadvantage pupils is below national. Half way through the year an attendance officer was recruited to support with attendance, which previously was led by one of the learning mentors. | |