



### Analysis of Pupil progress for Pupil Premium children 2015-2016

#### Progress Expectations

The table below shows the progress of all Pupil Premium children in the school for the last academic year.

Progress is compared to all pupils in the school as the expectation is that all pupils will make the same progress. At QE, we have the expectation that all pupils make 4 mini-levels of progress a year, which equates to 16 Mini-levels over their time at QE. There are two mini levels in each step and three steps in each year making a total of 6 mini steps a year.

The results below include internal progress data based on Teacher Assessments for Year 3, 4 and 5. The data for Year 6 is based on the end of year Statutory Assessment Tests (SATs).

#### In Year Progress (based on Teacher Assessment)

##### Reading

Year 3	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 or more Mini-levels progress
Pupil Premium	11%	0%	11%	0%	22%	0%	44%	0%	11%
Non-Pupil Premium	1%	5%	9%	4%	14%	15%	19%	11%	16%

Year 4	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	0%	17%	34%	0%	34%	0%	17%
Non-Pupil Premium	1.5%	3%	16.5%	21%	15%	6%	7.5%	9%	19.5%

Year 5	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	40%	0%	60%	0%	0%	0%	0%
Non-Pupil Premium	1.2%	8.4%	25.2%	27.6%	25.2%	2.4%	2.4%	2.4%	0%

Year 6	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	17%	0%	17%	51%	0%	17%	17%	0%
Non-Pupil Premium	0%	0%	5.4%	23.4%	36%	14.4%	3.6%	0%	1.8%

##### Analysis

Reading results show that for every year group, Pupil Premium children performed better than non-Pupil Premium. This was especially notable in Year 4 where 17% of children did not meet the target of 4 mini-levels as opposed to 42% for Non-PP. The picture was similar for the other year groups where a greater percentage of PP pupils made the 4 mini-steps than non-PP pupils.



### Areas to address

To improve progress further staff need to be trained on how to more effectively assess pupil progress in Treading. The next School Development Plan will include an assessment of Reading based priority aimed at all pupils.

### Writing

Year 3	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	11%	0%	11%	22%	22%	0%	33%	0%	0%
Non-Pupil Premium	4%	2%	6%	22%	20%	7%	12%	12%	9%

Year 4	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	34%	17%	34%	0%	17%	0%	0%
Non-Pupil Premium	3%	10.5%	16.5%	22.5%	10.5%	3%	16.5%	9%	7.5%

Year 5	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	40%	0%	20%	20%	0%	20%	0%
Non-Pupil Premium	2.4%	0%	32.4%	22.8%	14.4%	10.8%	9.6%	2.4%	0%

Year 6	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	17%	34%	34%	0%	0%	0%	17%
Non-Pupil Premium	1.8%	0%	14.4%	23.4%	19.8%	3.6%	16.2%	1.8%	14.4%

### Analysis

Writing results show that the majority of Pupil Premium (PP) Pupils in the lower school (Year 3 & 4) made less progress than their non-PP peers with the exception of Year 5 where they performed slightly above the non-PP pupils. Performance across the school for writing was below expectations for all groups and as a result there will be a writing target in the school's new School Development Plan.

### Areas to address

To improve progress further a greater focus on writing needs to be implemented for the next academic year. The next School Development Plan will include a writing based priority aimed at PP pupils.



Maths

Year 3	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	11%	11%	11%	11%	22%	0%	22%	11%	0%
Non-Pupil Premium	2%	4%	11%	3%	16%	15%	24%	9%	10%

Year 4	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	17%	0%	17%	34%	0%	0%	17%	17%	0%
Non-Pupil Premium	4.5%	0%	19.5%	15%	25.5%	4.5%	6%	0%	24%

Year 5	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	40%	40%	0%	20%	0%	0%	0%
Non-Pupil Premium	2.4%	1.2%	37.2%	25.2%	16.8%	4.8%	6%	2.4%	0%

Year 6	No Progress	1 Mini-level progress	2 Mini-levels progress	3 Mini-levels progress	4 more Mini-levels progress	5 more Mini-levels progress	6 more Mini-levels progress	7 more Mini-levels progress	8 more Mini-levels progress
Pupil Premium	0%	0%	0%	34%	17%	17%	0%	17%	17%
Non-Pupil Premium	0%	0%	1.8%	34.2%	28.8%	9%	9%	5.4%	5.4%

Analysis

With Maths the pattern of progress has continued with PP pupils performing as well or better than their peers for the majority of Year groups. The Year 5 pupils progress overall for maths was less than other year groups. Analysis of this data also shows that in Year 6 PP pupils out performed their non-PP peers.

Areas to address

To improve progress further a great focus on the planning and teaching of Maths will be undertaken.