

Impact of Pupil Premium Expenditure 2018-2019

Key priorities:

- Our core aim was to raise the attainment and progress of Pupil Premium students so that their performance compared favourably with Non-Pupil Premium peers.
- To address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expected to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remained a constant and relentless focus. In addition to this, targeted intervention and support strategies were deployed in order to:

- improve levels of attainment and progress
- close attainment gaps relative to school averages
- enhance reading, writing, mathematics and communication skills
- engage and develop learning through a comprehensive extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- support pupils in becoming aspirational, confident and successful learners

Impact of PPG funding 2018-2019:

Progress from KS1 to KS2	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Bayside Progress - disadvantaged pupils (Y6)	-8.89	-7.60	-4.14	-8.88	-0.90	-0.05	-8.01	-4.10	+1.58
Number of disadvantaged pupils (Y6)	25/39 64%	28/37 75%	23/31 74%	25/39 64%	28/37 75%	24/32 75%	25/39 64%	28/37 75%	24/32 75%
Progress – change from previous year		+1.29	+3.46		+7.98	+0.85		+3.91	+5.68

- There has been a sustained improvement in progress scores between the end of KS1 and the end of KS2 in Reading, Writing and Maths.
- Pupils accelerated progress in Maths between the end of KS1 and the end of KS2. In Writing, pupils' progress matched national expectations. In Reading, progress continued to be lower than national measures of progress, although the gap closed from the previous year. Reading must continue to be an area of particular focus in the next academic year.

KS2 Attainment %	Reading				Writing				Maths			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Bayside - disadvantaged pupils	23	46	3	4	30	71	3	13	40	75	0	13
Bayside – all pupils	32	53	8	6	37	75	14	16	46	81	3	19
Disadvantaged to all pupils	-9	-7	-5	-2	-7	-4	-11	-3	-6	-6	-3	-6

- In Reading and writing, the gap between all pupils and disadvantaged closed in 2019, both for pupils achieving the expected standard at the end of KS2 and pupils exceeding the expected standard at the end of KS2.
- In Maths, although the gap between the groups did not close, this is in the context of a high level of achievement for the cohort.

KS1 Attainment %	Reading				Writing				Maths			
	Expected		Exceeding		Expected		Exceeding		Expected		Exceeding	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Bayside - disadvantaged pupils	48	53	0	26	31	47	0	21	59	58	0	11

- In English subjects, there was a significant improvement in the % of pupils achieving both the expected standard and achieving at Greater Depth in 2019 when compared to the previous year.
- Although pupils achieved 1% less at expected level in Maths in 2019, it is worth noting that there is an improved balance between the 3 subjects in 2019.
- Pupils exceeding national expectations in 2019 in Maths was significantly higher than in 2018.

Phonics and EYFS %	Phonics Screening (Expected Standard)		EYFS (GLD achieved)	
	2018	2019	2018	2019
Bayside - disadvantaged pupils	47	88	67	83

- Attainment for pupils in EYFS from disadvantaged backgrounds has significantly increased. In 2019, pupils accessing Free School Meals had a higher % achieving a Good Level of Development compared to pupils classified as non-disadvantaged.
- Disadvantaged pupils' scores in the Phonics Screening was significantly higher in 2019 compared to 2018.

Priorities for 2019/2020:

- Secure outstanding teaching and learning
- Develop outstanding leadership
- Provide tailored intervention: focus on reading, particularly in KS2
- Continue to provide bespoke inclusion support
- Support pupil well-being, including analysis through pupil survey
- Manage successful transition to secondary school
- Widen curriculum opportunities for pupils
- Widen opportunities through access to educational experiences
- Raise aspiration for secondary destinations