**Pupil Premium spending – Impact statement 2018-2019**

**Summary of attainment only for Year 6 pupils ( Summer 2019)**

|  |  |  |
| --- | --- | --- |
| Expected standard only | | |
|  | Pupils @ St.Thomas of Canterbury 2019 | National Average 2018 |
| Disadvantage pupils only -READING | 91% | 80% |
| Disadvantage pupils only -WRITING | 91% | 83% |
| Disadvantage pupils only -MATHS | 9`% | 81% |

* Disadvantaged pupils attained significantly higher than their national counterparts in Reading, Writing and Maths in 2019 @ the expected standard.

**Average Scale Score ( attainment only )**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Disadvantaged pupils in school 2019** | **Other pupils in school**  **2019** | **All other pupils – National Average 2018** |
| **Reading** | **106** | **107** | **105** |
| **Maths** | **107** | **109** | **104** |
| **GPS** | **111** | **111** | **106** |

* **Disadvantaged pupils at St Thomas of Canterbury attainment Average Scale Scores in 2019 in Reading, Writing and GPS above those of All Other pupils nationally.**
* **Disadvantaged pupils at St. Thomas of Canterbury did as well as other pupils in school in Grammar, Punctuation and Spelling (GPS) in 2019 and slightly below in reading and maths**

**Progress only measure – Year 6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Progress of disadvantaged pupils in school 2019** | **Progress of non- disadvantaged pupils in school**  **2019** | **Progress of disadvantaged pupils nationally 2018** | **Progress of non -disadvantaged pupils nationally 2018** |
| **Reading** | **2.2** | **2.2** | **-0.59** | **0.31** |
| **Writing** | **1,8** | **1.8** | **-0.44** | **0.24** |
| **Maths** | **2.5** | **3.5** | **-0.58** | **0.31** |

* **Disadvantage pupils in 2019 in Reading ,Writing and Maths made significantly more progress from KS1 to KS2 than both disadvantaged pupils nationally ( like for like) and non- disadvantaged pupils nationally**
* **Disadvantaged pupils in school made the same progress as non-disadvantaged pupils in school in Reading and Writing, but less in Maths**

**End of Key Stage One ( Year 2)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Reading – Expected standard** | **Writing – Expected standard** | **Maths – Expected standard** |
| **Disadvantaged pupils in school results – Summer 2019** | **77%** | **75%** | **77%** |
| **Disadvantaged pupils nationally 2018** | **79%** | **74%** | **80%** |
| **Difference** | **-2%** | **+1%** | **-3%** |

* **The results of disadvantaged pupils in school are very slightly above nationa disadvantaged for writing and slightly below for reading and maths, This difference represents 1 pupil and is not statistically significant. It is more appropriate to say that school outcomes are in line with national outcomes @ KS1**

**End of Early Years (Reception)**

|  |  |  |
| --- | --- | --- |
| **% of FSM pupils achieving Good Level of Development (GLD) @ St. Thomas of Canterbury 2019** | **% of all pupils achieving GLD @ St. Thomas of Canterbury 2019** | **Difference** |
| **75%** | **70%** | **+5%** |

* **5% more Disadvantaged Pupils in Early Years n 2019 achieved GLD than all pupils combined.**

**Internal data Years 1/34/and 5**

**Core subjects**

* School tracking demonstrates that disadvantage pupils in Y1/3/4/5 make at least as much progress as their non -disadvantaged counterparts in reading, writing, maths and science

**Foundation subjects**

* Assessments made in all classes and for all other subjects annually in summer 2019 show no significant difference either in attainment or rates of progress between disadvantaged and non- disadvantaged pupils in school.

**Absence data**

* School analysis of absence data 2018- 2019 demonstrates no significant discrepancy between FSM and non- FSM pupils

**Pupils survey evidence**

* Pupil survey conducted and analysed annually indicates disadvantaged pupils have highly positive attitudes to their learning and school life generally. They were in fact, slightly more positive than their non-disadvantaged counterparts.