



Rationale

Halfpenny Lane Junior, Infant and Nursery 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 2019 but comparisons can be made to 2018. Once 2019 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		
	HPL 2018	HPL 2019	NATIONAL	HPL 2018	HPL 2019	NATIONAL	HPL 2018	HPL 2019	NATIONAL
DISADVANTAGED	-2.5	+1.0	-0.6	-0.6	-1.3	-0.4	1.7	2.2	-0.6
OTHER	0.3	-0.8	0.3	-3.3	-0.7	0.2	-0.6	1.0	0.3
EVALUATION	<ul style="list-style-type: none"> Disadvantaged pupils have made a significant improvement in progress in all areas compared the previous year. Significant improvement of the progress of end of KS2 reading. Writing for the disadvantaged will be identified and planed improvement for as both boys and girls are below (boys = -1.3/ Girls = -1.3) 								

YEAR 6 COMBINED ATTAINMENT									
		EXPECTED +				HIGH STANDARD			
		HPL 2018	HPL 2019	NATIONAL	DIFFERENCE	HPL 2018	HPL 2019	NATIONAL	DIFFERENCE
DISADVANTAGED	16	42%	78%		+36%	0%	13%		+13%
OTHER	41	71%	88%		+17%	9%	12%		+3%
EVALUATION	<ul style="list-style-type: none"> Significant improvement in expected outcomes from 42% to 78%. Also in 2018 no disadvantaged pupils. The gap between disadvantaged and other in 2018 was 29%, in 2019 this gap had narrowed to 10% with both groups improving. 								

YEAR 6 READING						
	EXPECTED +			HIGH STANDARD		
	2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
DISADVANTAGED	81%	64%	+17%	31%	18%	+13%
OTHER	90%	80%	+10%	24%	33%	-9%
YEAR 6 WRITING						
	EXPECTED +			GREATER DEPTH		
	2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
DISADVANTAGED	75%	67%	+8%	19%	11%	+8%
OTHER	95%	83%	+12%	20%	24%	-4%
YEAR 6 MATHEMATICS						
EXPECTED +				HIGH STANDARD		



Impact of Pupil Premium Spending | 2018 - 2019

	2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
DISADVANTAGED	88%	64%	+24%	25%	14%	+11%
OTHER	100%	81%	+19%	32%	28%	+4%
EVALUATION	<ul style="list-style-type: none"> Across all three subjects at expected, there has been a significant improvement from the previous year. Compared to national, disadvantaged children have performed better at expected and at greater depth. The biggest improvement is in the outcomes of maths (24% above national comparison) 					

YEAR 2 READING							
		EXPECTED +			GREATER DEPTH		
		2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
				%			%
DISADVANTAGED	12	42%	62%	-20%	8%	14%	-6%
OTHER	48	79%	79%	=	23%	29%	-6%
YEAR 2 WRITING							
		EXPECTED +			GREATER DEPTH		
		2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
				%			%
DISADVANTAGED		42%	55%	-13%	8%	8%	=
OTHER		73%	74%	-1%	15%	18%	-3%
YEAR 2 MATHEMATICS							
		EXPECTED +			GREATER DEPTH		
		2019	NATIONAL	DIFFERENCE	2019	NATIONAL	DIFFERENCE
				%			%
DISADVANTAGED		42%	63%	-21%	8%	12%	-4%
OTHER		77%	80%	-3%	21%	25%	-4%
EVALUATION	<ul style="list-style-type: none"> Out of the 12 pupils that were disadvantaged, the significant majority of pupils were also SEND pupils that were working significantly below age related. 8% of disadvantaged pupil achieved a combined of R/W/M. This is a significant improvement as no children achieved this in the last academic year. 						

YEAR 1 PHONICS				
		2019	NATIONAL	DIFFERENCE
				%
DISADVANTAGED	10	70%	72%	-2%
OTHER	48	90%	85%	+5%
EVALUATION	<ul style="list-style-type: none"> The outcomes of Year 1 pupils achieving pass mark in phonics was above national (86%/82%) however the % of disadvantaged is broadly in line with 70% achieving compared to 72% nationally. The gap between disadvantaged and non-disadvantaged is 20% the gap is 10% smaller compared to the last academic year. 			

GOOD LEVEL OF DEVELOPMENT				
		2019	NATIONAL	DIFFERENCE
				%
DISADVANTAGED	11	64%	57%	+7%
OTHER	48	77%	74%	+3%
EVALUATION	<ul style="list-style-type: none"> The % of GLD achieved by disadvantaged pupils has increased by 7% compared to the previous academic year. The 2019 disadvantaged cohort achieved 7% above 2018 national. The gap between disadvantaged and non-disadvantaged in 2018 was 18%, this gap has narrowed to 13% in the 2019 outcome. 			



Impact of Pupil Premium Spending | 2018 - 2019

ATTENDANCE (YEAR 1 – YEAR 6)		
	2019	NATIONAL
DISADVANTAGED	94.5%	
OTHER	95.7%	
EVALUATION	<ul style="list-style-type: none">Focus in 2019 pupil premium spend will be on the role of the pastoral learning mentor who will be monitoring the attendance of disadvantaged pupils.	