

Sir Alexander Fleming Pupil Premium Strategy

2019-2020 Review

Internal data information

EYFS

|  |  |  |  |
| --- | --- | --- | --- |
| % of pupils reaching Good Level of Development at the end of EYFS | Disadvantaged pupils at SAF | Non Disadvantaged pupils at SAF | Difference |
| 54% | 64% | -10% |

Key Stage One - Year 1 Phonics

|  |  |  |  |
| --- | --- | --- | --- |
| % of pupils achieving the required standard in the Phonics screening at Year 1 | Disadvantaged pupils at SAF | National other | Difference |
| 26/31 children  84% | 92% (2019) | -8% |

Key Stage One – Year 2 Internal Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % of pupils reaching the expected standard in … | Reading | | | Writing | | | Maths | | |
| Disadvantaged | National other | Difference | Disadvantaged | National other | Difference | Disadvantaged | National other | Difference |
| 68% | 79% | -11 | 60% | 72% | -12 | 66% | 79% | -13 |

Key Stage Two – Year 6 Internal Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % of pupils reaching the expected standard in … | Reading | | | Writing | | | Maths | | |
| Disadvantaged | National other | Difference | Disadvantaged | National other | Difference | Disadvantaged | National other | Difference |
| 69% | 75% | -6 | 66% | 78% | -12 | 82% | 76% | +6 |

**Desired outcomes for 2019/20 as outlined in Sir Alexander Fleming’s PPG strategy document**

|  |  |
| --- | --- |
| **DESIRED OUTCOME** | **IMPACT** |
| More PP pupils achieve age related expectations at the end of KS1 and KS2 in Reading, Writing and Maths | Due to COVID-19, our assessment data has not been externally moderated this year and there were no external examinations / SATS. The data has all been taken from professional teacer judgements.  KS1  When comparing the Key Stage 1 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils did not achieve as well as non-disadvantaged children nationally. In all reported subjects, they did not exceed the 2019 national percentages. This means that the disadvantaged pupils leaving KS1 are performing below that of their non-disadvantaged peers across the curriculum. In Key Stage 1, pupils eligible for PP were also children on the SEND register.  When comparing our Disadvantaged pupils against the National benchmark for other pupils nationally, there is a slight gap for writing, reading and maths however these differences compared to last year, have diminished across all subject areas.  KS2  When comparing the Year 6 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils did not achieve as well as non-disadvantaged children nationally. In all reported subjects, they did not exceed the 2019 national percentages apart from Maths where they were 12% above.  This means that the disadvantaged pupils leaving KS2 are performing below that of their non-disadvantaged peers in Reading, Writing but not Maths. |
| PPG pupils are not disadvantaged by low attendance | |  |  | | --- | --- | |  | 2019/2020 | | Disadvantaged | 95.05 | | Non-disadvantaged | 96.44 | |  | -1.39 |   Due to COVID-19 our attendance data is only calculated up to the beginning of March 2020.  Disadvantaged attendance, as a group has improved over the last academic year by 0.2% . The difference to our target of 96.75% is 1.7% and the difference between disadvantaged attendance and non-disadvantaged attendance is -1.39%. The difference between the Disadvantaged pupils and their non-Disadvantaged peers has decreased.  We will continue to develop strategies for the academic year 2020/2021 to maintain and build on the success and diminish the difference. |
| Ensuring that our children are secure in their social and emotional fundamental skills  Ensuring that children are able to manage their own self-regulation strategies, from Nursery to Year 6 | This year we developed a KS2 Nurture group and implemented an updated behaviour system with a mentoring system into school. We have also further increased our pastoral team with a Scale 4 TA who leads social and emotional groups with children across all year groups.  FTE Data   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn 2019** | **Spring 2020** | **Summer 2020** | | Sessions lost | 44 days  88 sessions | 7.5 days  15 sessions | No comparison due to COVID-19 | | Children | 15 (All boys) | 2 (All boys) |  | | Incidents | 17 | 3 |  | | Perm Ex | 1 | 1 |  | | Reasons | * Persistent disruptive behaviour * Damage to school property * Physical assault on child * Physical assault on adults | * Persistent disruptive behaviour * Damage to school property * Physical assault on child * Physical assault on adults |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ATTAINMENT DATA FOR 2019-2020**  Internal Data | | | | | | | |
|  | Reception  28 | Year 1  31 | Year 2  35 | Year 3  35 | Year 4  29 | Year 5  21 | Year 6  33 |
| % achieving ARE or above in maths | 54% | 64% | 68% | 60% | 66% | 77% | 69% |
| % achieving ARE or above in reading | 54% | 62% | 60% | 54% | 51% | 66% | 66% |
| % achieving ARE or above in writing | 54% | 68% | 66% | 58% | 65% | 67% | 82% |
| % achieving GD in maths | 18% | 16% | 17% | 11% | 21% | 29% | 30% |
| % achieving GD in reading | 22% | 10% | 9% | 11% | 10% | 33% | 24% |
| % achieving GD in writing | 22% | 3% | 17% | 9% | 17% | 19% | 24% |