

Pupil Premium Case Study: Child A (Reading)

Child A is currently in Year Five and is now working above age-related expectations in Reading, after previously being significantly below age-related expectations.

Child A began Year Two 'Well Below' Age-related expectations (achieving APS 7 instead of APS 11).

At the end of Half-term Two in Year Five, Child A was 'Above Age-related expectations' (achieving APS 23 instead of APS 21) having received Pupil Premium for 44% of Child A's time in school.

Child A made 13 Average Points Score (APS) Progress within Key Stage One (when 'Expected APS Progress' is 6).

Child A has made 8 Average Points Score (APS) Progress within Key Stage Two so far (when 'Expected Progress' over this period is 6 APS).

Child A is expected to exceed Age-related expectations at the end of Key Stage Two and make more than 2 levels progress.

Child A has made 16 APS progress between Year Two Half-term One and Year Five Half-term Two, 6 APS above expected. This represents exceptional progress.

Child A has made 8 APS progress since the introduction of Pupil Premium, when expected progress during this time was 6 APS. This represents exceptional progress.

Child A has benefitted from a wide range of tailored interventions and support to meet her individual needs, which as a result has had a positive impact on her attainment and achievement in Reading. Support includes: additional 1:1 reading, reciprocal reading sessions and additional English Boosters.

Child A commented, "I am pleased that I have achieved 23 points instead of 21. The teachers have helped me to learn more and get higher scores. At home, I read the books I have taken from the school library and read every night. I am really proud."

Pupil Premium Case Study: Child B (Writing)

Child B is currently in Year Four and is now working above age-related expectations in Writing, after previously being significantly below age-related expectations.

Child B began Year One 'Well Below' Age-related expectations (achieving APS 6 instead of APS 9, ie 3 APS below expected).

At the end of Half-term Four in Year Four, Child B is now 'Above Age-related expectations (achieving APS 26 instead of APS 20, ie 6 APS more than expected) having received Pupil Premium for 57% of Child B's time in school.

Child B made 9 Average Points Score (APS) Progress within Key Stage One (when 'Expected APS Progress' is 6).

Child B has made 9 Average Points Score (APS) Progress within Key Stage Two so far (when 'Expected Progress' over this period is 5 APS).

Child B is expected to exceed Age-related expectations at the end of Key Stage Two and make more than 2 levels progress.

Child B has made 20 APS progress between Year One Half-term One and Year Four Half-term Two, 9 APS above expected. This represents exceptional progress.

Child B has made 15 APS progress since the introduction of Pupil Premium, when expected progress during this time was 9 APS. This represents exceptional progress.

Child B has benefitted from a wide range of tailored interventions and support to meet Child B's individual needs, which as a result has had a positive impact on her attainment and achievement in Writing.

Child B commented, "I didn't know that I could do so well. I feel happy with myself. I have learnt a lot of Sentence Tricks like 'Emotion Tricks' and 'The More, the More' tricks. This helps me a lot to get higher levels."

Pupil Premium Case Study: Child C (Writing)

Child C is currently in Year Three and is now working above age-related expectations in Writing, after previously being significantly below age-related expectations.

Child C began Reception 'Well Below' Age-related expectations (achieving APS 1 instead of APS 6, ie 5 APS below expected).

At the end of Half-term Two in Year Three, Child C is now 'Above Age-related expectations (achieving APS 17 instead of APS 15, ie 2 APS more than expected) having received Pupil Premium support for 70% of Child C's time in school.

Child C made 5 Average Points Score Progress in Reception (when 'Expected APS Progress' is 2).

Child C made 11 Average Points Score (APS) Progress within Key Stage One (when 'Expected APS Progress' is 6).

Child C is on target to exceed Age-related expectations at the end of Key Stage Two and make more than 2 levels progress.

Child C has made 16 APS progress between Reception Half-term One and Year Three Half-term Two, 8 APS above expected. This represents exceptional progress.

Child C has made 11 APS progress since the introduction of Pupil Premium, when expected progress during this time was 6 APS. This represents exceptional progress.

Child C has benefitted from a wide range of tailored interventions and support to meet her individual needs, which as a result has had a positive impact on her attainment and achievement in Writing.

Child C commented, "I feel happy. I do Big Write and that makes me really good with my writing."

Pupil Premium Case Study: Child D (Maths)

Child D is currently in Year Six and in Maths (at Half-term Two), is already at the level expected at the end of Year Six. This is after previously being significantly below age-related expectations. Child D's level of P8 at the start of Year Two placed Child D on the school's SEN register and significantly below his peers, although now Child D is joint 5th out of 19 Pupil Premium children in terms of high attainment.

Child D began Year Two 'Well Below' Age-related expectations (achieving APS 6 instead of APS 11, ie 5 APS below expected).

At the end of Half-term Two in Year Six, Child D is now at Age-related expectations (achieving APS 27, exactly what is expected, having received Pupil Premium support for 37% of Child D's time in school).

Child D made 10 Average Points Score (APS) Progress within Key Stage One (when 'Expected APS Progress' is 8).

Child D is on target to exceed Age-related expectations at the end of Key Stage Two and make more than 2 levels progress.

Child D has made 21 APS progress between Year Two Half-term One and Year Six Half-term Two, 5 APS above expected. This represents outstanding progress.

Child D has benefitted from a wide range of tailored interventions and support to meet his individual needs, which as a result has had a positive impact on his attainment and achievement in Writing.

Child D commented, "I am happy that I got a good score. In school I listen a lot in maths and try to work hard. At home I do maths with my dad. I think it's really important because he's good at maths as well and can teach me things."

Pupil Premium Case Study: Child E (Maths)

Child E is currently in Year Two and is now working above age-related expectations in Maths, after previously being significantly below age-related expectations.

Child E began Reception 'Well Below' Age-related expectations (achieving APS 1 instead of APS 6, ie 5 APS below expected).

At the end of Half-term Two in Year Two, Child E is now 'Above Age-related expectations (achieving APS 13 instead of APS 11, ie 2 APS more than expected) having received Pupil Premium support for 100% of Child E's time in school.

Child E made double expected Average Points Score Progress in Reception, achieving 4 APS progress, when 'Expected APS Progress' is 2. This represents exceptional progress.

Child E has already made 8 Average Points Score Progress within Key Stage One (when 'Expected APS Progress' for this period so far is 2 APS). This figure of four times greater than expected progress represents exceptional progress.

Child E is on target to exceed Age-related expectations at the end of Key Stage One.

Child E has made 12 APS progress between Reception Half-term One and Year Two Half-term Two, 7 APS above expected. This represents exceptional progress.

Child E has benefitted from a wide range of tailored interventions and support to meet his individual needs, which as a result has had a positive impact on his attainment and achievement in Maths.

Child E commented, "At home I help my sister with her practice and I practice my maths too. When I practice that's when I get better. The more I practice, the better I get. When I was in Reception, I couldn't do it, but then I started to practice. I feel excited about maths."

Pupil Premium Case Study: Child F (Reading)

Child F is currently in Year Four and is now working above age-related expectations in Reading, after previously being significantly below age-related expectations.

Child F began Year One 'Well Below' Age-related expectations (achieving APS 1 instead of APS 9), indicating Special Educational Needs.

At the end of Half-term Four in Year Four, Child F was 'Above Age-related expectations' (achieving APS 23 instead of APS 20) having received Pupil Premium for 57% of Child F's time in school.

Child F made 12 Average Points Score (APS) Progress within Key Stage One (which is double 'Expected APS Progress' of 6). This represents exceptional progress.

Child F has made 8 Average Points Score (APS) Progress within Key Stage Two so far (when 'Expected Progress' over this period is 5 APS).

Child F is expected to exceed Age-related expectations at the end of Key Stage Two and make more than 2 levels progress.

Child F has made 22 APS progress between Year One Half-term One and Year Four Half-term Four, 11 APS above expected. This represents exceptional progress (double expected).

Child F has made 12 APS progress since the introduction of Pupil Premium, when expected progress during this time was 9 APS. This represents outstanding progress.

Child F has benefitted from a wide range of tailored interventions and support to meet his individual needs, which as a result has had a positive impact on his attainment and achievement in Reading. Support includes: additional 1:1 reading, reciprocal reading sessions and additional English Boosters.

Child F commented, "I am 100% proud of myself because I have done so well in my reading. When I get stuck on a word I spell it out and know what sounds are there are. Then I know the word. My brother and sister help me to read."

Pupil Premium Case Study: Child G (Reading) Special Educational Needs example

Child G is currently in Year Five and was identified with Special Educational Needs in Foundation Stage. This has continued throughout Child G's time in school.

Child G entered Key Stage One on APS 5, which is significantly lower than age-related expectations (APS 11).

In Year Two, Child G made 1 APS (one quarter of the progress expected). At the end of Year Two, the gap between Child G and age related expectations had continued to widen. Child G (APS 6) Age related (APS 15). Within a year, Child G had gone from being 6 APS below age related to 9 APS below age related expectations.

Since the introduction of Pupil Premium, when Child G was in Year Three, Child G has made 6 APS progress between Year Three Half-term One and Year Five Term Two. Expected progress for this period is 6 APS, showing Child G has made Expected Progress over this period of time.

Additional Pupil Premium intervention / support has had a positive impact on Child G's progress, even though Child G's attainment remains significantly lower than age-related expectations due to identified Special Educational Needs.

Child G has benefitted from a wide range of tailored interventions and support to meet his individual needs, which as a result has had a positive impact on his attainment and achievement in Reading. Support includes: additional 1:1 reading, reciprocal reading sessions and additional English Boosters.

Child G commented, "I like Reading. I like reading Horrid Henry and Matilda. I feel excited because I am doing well in my Reading."

Pupil Premium Case Study: Child H (Maths) Special Educational Needs example

Child H is currently in Year Three and was identified with Special Educational Needs in Foundation Stage. This has continued throughout Child H's time in school.

Child H entered Reception on 0 APS, significantly below age-related expectations (APS 6) Child H made expected progress in Reception (2 APS progress).

Child H entered Key Stage One on APS 3, which is 6 APS lower than age-related expectations (APS 9), ie significantly lower. Within Key Stage One, Child H made 8 APS progress, when Expected Progress is 6 APS progress. By the end of KS1, Child H was just 4 APS lower than age-related expectations, when compared to 6 APS lower at the start of KS1. The gap is narrowing.

Since Reception Half-term One, Child H has made expected progress (ie 9 APS progress) even with identified additional educational needs.

Since the introduction of Pupil Premium, Child H has made 6 APS progress, which is expected progress during this time period.

Additional Pupil Premium intervention / support has had a positive impact on Child H's progress, even though Child H's attainment remains lower than age-related expectations due to identified Special Educational Needs.

Child H has benefitted from a wide range of tailored interventions and support to meet her individual needs, which as a result has had a positive impact on her attainment and achievement in Reading. Support includes: additional 1:1 reading, reciprocal reading sessions and additional English Boosters.

Child H commented, "I do counting and I learn. I feel a bit happy."

Pupil Premium Case Study: Child I (Maths)

Higher Achiever example

Child I is currently in Year Six and is working Above Age-related Expectations. Child I has been identified as an able child since entry to our school.

On entry to Year Two, Child I met age-related expectations (Average Point Score 11). Within Year Two, Child I made 'Outstanding Progress' (5 APS). Child I finished Year Two 1 APS above age-related expectations.

At the start of Year Three, Child I exceeded age-related expectations by one APS, achieving APS 16. Within Year Three, Child I made 'Expected Progress' (4 APS). Child I finished Year Three 1 APS above age-related expectations.

Pupil Premium was introduced 2011-12, when Child I was at the start of Year Four. At the start of Year Four, Child I exceeded age-related expectations by one APS, achieving APS 20. Within Year Four, Child I made 'Expected Progress' (4 APS). Child I ended Year Four, three APS above age-related expectations. Progress for Child I has begun to accelerate rather than simply be sustained.

At the start of Year Five, Child I exceeded age-related expectations by three APS, achieving APS 24. Within Year Five, Child I made 'Expected Progress' (4 APS). Child I ended Year Five three APS above age-related expectations.

Child I entered Year Six three APS above age-related expectations and is already exceeding Year Six age-related expectations and is currently in line to make more than two levels progress Yr2-6.

Ultimately Child I has always been above age-related expectations and has always made at least 'Expected Progress'. Before the introduction of Pupil Premium, Child I was always just one APS above age-related expectations. However, since the introduction of Pupil Premium, progress has been accelerated so that Child I has exceeded age-related expectations by three APS since 2011.

Between Year Two (Half-term Six) and Year Six (Half-term Two), 'Expected Progress' is 12 APS (ie APS 15-27). Child I has made 13 APS progress in this time which equates to 'Outstanding' progress.

Since Pupil Premium, Year Four (Half-term One) and Year Six (Half-term Two), 'Expected Progress' is 8 APS progress (ie APS 19-27). Child I has made 9 APS progress in this time which equates to 'Outstanding' progress.'

Child I commented, "I am really amazed that I have made a lot of progress. The teachers help me because if I'm stuck they help you. Maths is my favourite subject. I go to Thursday Boosters after school. Last time I got a lower score and after Boosters I got a higher score."

Child I's parents commented, "We are very proud of her gaining fantastic levels and making good progress."

Pupil Premium Case Study: (Writing)

Class Example

Class Three is a cohort with a wide range of diverse additional educational needs. This cohort was identified as a low attaining cohort on entry to Foundation Stage and has remained this way throughout Key Stage One. 30% of this class have Special Educational Needs.

47% of children are currently in receipt of Pupil Premium Funding, with 33% receiving Free School Meals.

Due to the diverse needs of this cohort, attainment for this class has been well below age-related expectations when compared within Oldham and when compared Nationally. For example: Year Two Average Points Score SATs data places this cohort significantly below National figures in all subjects.

* Reading: School: 12.0 National: 16.3 Difference: -4.3

* Writing: School: 10.1 National: 14.9 Difference: -4.8

* Maths: School: 11.9 National: 16.1 Difference: -4.2

Attainment for this cohort is also significantly lower than all of our other cohorts in Key Stage Two.

At the end of Reception, 0% of Pupil Premium children in this class met age-related expectations. At the end of Year One, 15% of Pupil Premium children met age-related expectations. At the end of Year Two, 31% of Pupil Premium children met age-related expectations. As these figures show, attainment is extremely low for this cohort.

However, 'Progress' figures for this cohort have been Outstanding.

Between Reception (Half-term One) and Year Three (Half-term Two), all children were expected to make 9 Average Points Score (APS) progress (ie APS 6-15). 85% of Pupil Premium children achieved 'Expected Progress' (9 APS) during this time, with 54% of Pupil Premium children making 'Above Expected' progress.

Since the introduction of Pupil Premium, (Year One Half-term One to Year Three Half-term Two), all children were expected to make 6 APS progress (ie APS 9-15). 100% of Pupil Premium children achieved 'Expected Progress' (6 APS) during this time, with 92% of Pupil Premium children making 'Above Expected' progress.

This class has had significant high quality support and interventions to meet / target the needs of children with a wide range of diverse needs. Pupil Premium funding is used to continue to accelerate the progress of this cohort in order to narrow the gap between this cohort and other cohorts in our school, and with children's peers in Oldham and Nationally.

