





## Pupil Premium Data Review for 2018-2019

New Bewerley Community School – Dis.	48%	39%	48%	47%	52%	50%	41%	22%
New Bewerley Community School - Other	65%	58%	58%	71%	71%	54%	58%	42%
Gap	-17%	-19%	-20%	-24%	19%	4%	17%	20%

KS1 Disadvantaged attainment gap 2019 (Dis/Other)			
	<ul style="list-style-type: none"> <li>from equivalent National figures</li> <li>from equivalent NA dis/other figures</li> </ul>		
	Reading	Writing	Maths
EXS	-27/-10 -14/-13	-21/-11 -7/-15	-24/-5 -10/-8
GDS	-15/-6 -4/-9	-15/-8 -12/-10	-19/-6 -9/-8

Areas for investigation from ISDR relating to disadvantaged pupils

TBC



## *Pupil Premium Data Review for 2018-2019*

### *The Impact of the Expenditure on Pupils 2018-2019*

*It must be noted that the data contained within this report is unvalidated*

#### *Early Years Foundation Stage*

	GLD
New Bewerley Community School – Pupil Premium	29%
New Bewerley Community School - Other	61%
National Benchmark (Dis.)	57%
Leeds Benchmark (Dis.)	49%

24 children (nearly half of the year group) were eligible for pupil premium funding. Of these, only 29.2% achieved GLD which is significantly lower than Leeds and National figures (this has not been the case in previous years). Only 1 child is identified and having SEND so it would appear that SEN is not a major factor in the low attainment of this cohort. White British children make up a large percentage of the PP group and their attainment is also exceptionally low.

Levels of development in reading and writing are the main barriers to children achieving GLD. Throughout the year, the EYFS leader attended several initiatives (x3 EYFS Writing and Reading and x3 'Closing the Gap in EYFS') to support the development of these 2 areas and began to weave these through planning. The EYFS leader also worked more closely with the Children's Centre to up skill and support their teaching and assessment of writing and phonics. The EYFS leader has also reviewed data analysis procedures so that school has a clearer picture of progress from starting points at all levels.

#### Next steps:

- Continue to develop children's centre links, particularly in developing agreed baseline. Ensure at least 3 moderation sessions with CC take place.
- Maintain GLD and ensure there are more exceeding. Fewer children in the 20%

## Pupil Premium Data Review for 2018-2019



### Key Stage 1

% achieving the expected standard

	Reading	Writing	Maths	RWM	Pupils
New Bewerley Community School – Dis.	48%	48%	52%	41%	29
New Bewerley Community School - Other	65%	58%	71%	58%	31
Gap	-17%	-20%	--19%	--17%	
National Benchmark (all)	75%	69%	76%	76%	
Leeds Benchmark (all)	70%	64%	71%	71%	
National Benchmark (Dis./Other)	62%/78% Gap: -16	54%/73% Gap: -19 47%/69% Gap: -	62%/79% Gap: -17	50%/69% Gap: -19 43%/65% Gap: -	
Leeds Benchmark (Dis./Other)	55%/75% Gap: -20	22	56%/76% Gap: -20	22	

The percentages of pupil premium pupils achieving the expected standard in each of the subjects is much lower than the National and Leeds figures however, the gap between disadvantaged and other pupils is broadly the same as the National gap and better than the Leeds gap in all subjects including RWM combined. Although RWM combined is still low at 41%, this is an improvement in the previous year (30% dis.). 22 children were in receipt of FSM with an additional 7 children who qualified as 'disadvantaged'. The figure for the larger group is similar to that of the FSM group. It must be noted, however, that 10/29 (34%) of the disadvantaged children were identified as having SEND. Their attainment is very low, even compared to SEN children elsewhere and none of them achieved the expected standard in all three subjects; this has had a huge impact on the overall results for this cohort as well as those of other pupil groups including Pupil Premium/Disadvantaged.

Internal data shows that from their starting points, Pupil Premium children have generally made good progress, particularly in the 'Below to At+' and the 'at to above' groups. Areas to target next year include Year 2 'At to At+' in writing.

## Pupil Premium Data Review for 2018-2019



### Next steps:

- Undertake analyses which seek to isolate the impact of SEN on the overall results, by focusing evaluation on the non-SEN children in each cohort.
- Continue to provide additional CPD and intervention to support attainment and progress in writing and reading.

### Phonics Screening

	Year 1 (23 Dis./37 Other)
New Bewerley Community School – Pupil Premium	65%
New Bewerley Community School - Other	73%
Gap	-8
National Benchmark (all)	82%
Leeds Benchmark (all)	79%
National Benchmark (Dis./Other)	71%/84% Gap: -13
Leeds Benchmark (Dis./Other)	68%/83% Gap: -15

### Year 1

The % of children passing the Phonics test in Year 1 is still lower than National but is much closer than previously. 20% of this year group were identified with SEND and the impact of this large minority of SEN children on the overall year group figure has been considerable (non SEN is only 3% below National). Although the figure for disadvantaged pupils is lower than NA, 65% of the disadvantaged pupils achieved the standard compared to only half the previous year. In addition to this, although fewer disadvantaged children achieved the pass score compared to 'other' children, the gap between the Disadvantaged and 'non-Disadvantaged' children is smaller than both the national and Leeds gap.

### Year 2

In the current Year 2, 24 pupils had to re-sit the test and 13 of them (54%) achieved the standard. The Leeds figures are 56% and 52% respectively.

## Pupil Premium Data Review for 2018-2019



The cumulative proportion of children who achieved the expected standard by the end of Key Stage 1 is 82% this year, compared to 91% nationally and 89% in Leeds.

### Key Stage 2

#### Average Scaled Scores

	Reading	Maths	GPS
New Bewerley Community School - Pupil Premium	99.0	98.1	99.9
New Bewerley Community School - Other	102.1	101.1	102.3
Gap	-3.1	-3	-2.4
National Benchmark (Dis./Other)	101.9/105.5 Gap: -3.6	102.5/106.1 Gap: -3.6	103.8/107.4 Gap: -3.6
Leeds Benchmark (Dis./Other)	100.6/105.1 Gap: -4.5	101.6/106.1 Gap: -4.5	102.7/107.5 Gap: -4.8

#### % achieving the expected standard

	Reading	Writing TA	GPS	Maths	RWM	No of Pupils
New Bewerley Community School – Pupil Premium	39%	47%	50%	50%	22%	35
New Bewerley Community School - Other	58%	71%	63%	54%	42%	22
Gap	-19%	-24%	-13%	-4%	-20%	
National Benchmark (all)	73%	78%	78%	79 %	65%	

## Pupil Premium Data Review for 2018-2019



Leeds Benchmark (all)	69%	74%	75%	76%	61%
National Benchmark (Dis./Other)	62%/78% Gap: -16	68%/83% Gap: -15	67%/83% Gap: -16	67%/84% Gap: -17	51%/71% Gap: -20
Leeds Benchmark (Dis./Other)	56%/76% Gap: -20	61%/81% Gap: -20	62%/82% Gap: -20	62%/82% Gap: -20	43%/65% Gap: -22

### Provisional Progress Scores

	Reading	Writing TA	Maths	No of Pupils
New Bewerley Community School – Disadvantaged	+0.9	-0.3	-0.8	35
New Bewerley Community School – Other	+0.7	+2.1	-1.6	22
National Benchmark	0.0			

### Attainment:

Given the exceptionally low prior attainment of this year group at KS1, good outcomes have been achieved for most of the children over the course of Key Stage 2 with progress being broadly average to National and above for disadvantaged children in reading. Although the attainment is well below National and Leeds benchmarks, the gap between the disadvantaged and 'other' pupils is smaller than the National and Leeds measures in GPS and Maths and lower than Leeds in reading. The remaining concern is attainment and progress for disadvantaged children in writing and in maths. Although the maths attainment and dipped for 3 consecutive years, the disadvantaged gap has narrowed from the previous year and the gap is smaller than the national and Leeds gap for both EXS and GDS.

The very low RWM combined figure has been impacted by an inconsistency of attainment across the subjects and is much lower than the 'pass-rates' for individual subjects. In addition, 16/35 of the disadvantaged children also had SEND and 3 of these children were RP and had EHCPs. Their attainment is very low, even compared to that of SEND nationally. In addition, NBCS applied for 'Special Consideration' to be applied in SATs for 14 children as their SEMH was being significantly impacted by distressing home circumstances leading up to and around the time of their tests. Of these 14 children, 12 were also disadvantaged. Although additional points were added to their scores, this only went so far as to compensate for the lack of concentration and distress that these children were experiencing at this time.

## Pupil Premium Data Review for 2018-2019



GDS: Although the % of children achieving Greater Depth is still lower than NA and Leeds, the gap is narrowing well – there is a smaller gap in reading and writing than the National Gap.

### Progress:

Although attainment at KS2 remains very low, the rates of progress achieved by this cohort are broadly average in each subject and is positive in reading for disadvantaged pupils, which reflects the hard work in targeting these pupils throughout the year. The overall picture presented by these progress figures is one of consistently good progress achieved by the children who attend this school. It is reassuring to see that the unofficial figures for this year are all average, despite the much lower attainment of this cohort. These figures indicate that these children still made good progress despite many of them having very low KS1 prior attainment.

Internal data for Years 3-5 also show good progress from disadvantaged pupils, although there are some areas to develop, particularly in Year 3 Writing and Year 4 maths.

### Next steps:

- Support PP in developing confidence in writing, particularly basic skills.
- Ensure a greater number of children (63%) achieve RWM combined
- Greater focus on in-year assessment and development of targeted intervention based on data
- Focus on writing in Years 4, 5 and 6
- Focus on attainment and progress for more able pupil premium children.
- Additional CPD for UKS2 maths
- Focused Smart plans for vulnerable disadvantaged children who need SEMH support.

<u>Profile of disadvantaged at NBCS 2018-2019</u>			
	No. Dis	% of class	Notable
R	19/59	32	<i>%PP risen from 23% due to mobility by Spring 2</i>
1	20/56	36	
2	26/58	45	



## Pupil Premium Data Review for 2018-2019



3	29/56	52	1/3 of pupils are also SEND compared to 1/7 of non PP
4	36/60	60	33% of PP are SEND
5	34/61	56	
6	34/60	57	50% of PP are also SEND

Whole School Provision January 2019											
	% PP	Academic intervention	SEMH intervention	SALT intervention	Breakfast Club	Tea Time Club	FSW/EH	Lunchtime and after-school clubs	Reading Volunteers	Easter School TBA	2+ provision
Y1	36%										
Y2	45%	24%	20%	16%	28%	16%	16%	40%	44%		52%
Y3	52%										
Y4	60%	67%	8%	6%	11%	6%	61%	61%	8%		72%
Y5	56%	62%	26%	3%	3%	0	32%	32%	21%		47%
Y6	57%	74%	41%	3%	9%	3%	53%	53%	6%		65%

In School Attainment Tracking 2018-2019													
National Gap 21% <span style="color: green;">&gt;10%</span> <span style="color: red;">&lt;21%</span> Leeds Gap 26% (LA concerns bigger 40+%)													
		% EXS+ R			% EXS+ W			% EXS+ N			% EXS+ on track for GLD		
		Dis	Other	Gap	Dis	Other	Gap	Dis	Other	Gap	Dis	Other	Gap
R	A	8	27	-19	12	33	-21	4	30	-26	8	22	-14
	Sp	24	47	-23	20	53	-33	28	56	-28	21	40	-19

# Pupil Premium Data Review for 2018-2019



	S												
		% EXS+ R			% EXS+ W			% EXS+ M			% EXS+ RWM		
Y1	A	45	51	-6	35	35	0	50	59	-9	35	36	-1
	Sp	52	54	-2	38	36	+2	52	32	+20	35	35	0
	S	58	79	-21	42	55	-13	63	85	-23	40	45	-5
Y2	A	38	53	-15	31	50	-19	42	53	-11	38	44	-6
	Sp	32	47	-15	33	47	-14	51	56	-4	31	44	-13
	S	48	65	-17	48	58	-10	51	71	-20	41	58	-17
Y3	A	38	67	-29	24	26	-32	45	63	-18	17	44	-27
	Sp	55	69	-14	26	62	-36	48	69	-21	21	50	-29
	S	55	67	-12	38	63	-25	48	70	-28	31	48	-17
Y4	A	39	67	-28	33	42	-9	36	50	-14	28	38	-10
	Sp	46	65	-19	37	50	-13	43	62	-19	29	50	-21
	S	53	77	-24	47	64	-17	47	82	-32	34	54	-20
Y5	A	32	56	-24	29	37	-8	59	59	0	24	33	-9
	Sp	38	58	-20	29	50	-21	50	69	-19	29	46	-17
	S	52	65	-13	41	42	-1	52	69	-17	36	39	-3
Y6	A	32	50	-18	32	42	-10	29	38	-9	24	38	-14
	Sp	37	47	-10	33	43	-10	40	50	-10	33	31	-2
	S	39	58	-19	47	71	-24	50	54	-4	22	42	-20

# Pupil Premium Data Review for 2018-2019



		Below to At+			At to At+			At to Above			Above to Above		
		R	W	M	R	W	M	R	W	M	R	W	M
Year 1	PP	0%	0%	0%	82%	75%	100%	0%	0%	0%	NA	0%	0%
	NPP	13%	6%	0%	89%	66%	83%	0%	0%	0%	0%	0%	0%
	Gap	-13	-6	0	-7	+9	+17	0	0	0	0	0	0
Year 2	PP	10%	20%	0%	58%	60%	72%	22%	7%	22%	100%	NA	0%
	NPP	15%	20%	10%	79%	72%	69%	15%	22%	21%	67%	100%	0%
	Gap	-5	0	-10	-19	-12	+3	+7	-15	+1	+23	0	0
Year 3	PP	0%	0%	13%	67%	47%	84%	0%	0%	0%	100%	100%	100%
	NPP	12%	10%	0%	92%	82%	80%	0%	0%	7%	67%	0%	75%
	Gap	-12	-10	+13	-25	-35	+4	0	0	-7	+23	+100	+25
Year 4	PP	0%	0%	0%	63%	60%	59%	19%	7%	24%	33%	50%	50%
	NPP	0%	12%	0%	90%	46%	67%	30%	9%	9%	72%	75%	75%
	Gap	0	-12	0	-27	+14	-8	-21	-2	+15	-39	-25	-25
Year 5	PP	0%	0%	12%	63%	72%	86%	25%	0%	19%	NA	NA	NA
	NPP	0%	0%	23%	78%	60%	77%	28%	14%	30%	NA	NA	0%
	Gap	0	0	-11	-15	+12	+9	-3	-14	-21			
Year 6	PP	0%	13%	6%	50%	57%	62%	19%	0%	0%	67%	NA	0%
	NPP	0%	13%	0%	67%	67%	47%	14%	20%	0%	67%	NA	100%
	Gap	0	0	+6	-17	-10	+15	+5	-20	0	0		-100

Spring 2019 analysis

## Pupil Premium Data Review for 2018-2019



<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• New intervention sheets created so that we can better track the progress in SEMH. As this is one of the largest provision areas, it is important that we can measure non-academic success.</li> <li>• More detailed analysis of provision in each year group so that we can see the actions from PP strategy are being shared appropriately and are targeting appropriate children.</li> <li>• Measure progress of prev CLA children and plan on further support.</li> <li>• Apply for prev. CLA children on January census. Follow up with Virtual School and plan funds for summer term.</li> <li>• Continue to monitor and support Y1 in adapting curriculum.</li> <li>• Year 3 writing: Jo P to share outcomes from 3 day writing course. Share good practice and build into planning. Follow up on absences and impact on assessments in December. Additional moderation to take place in Spring.</li> <li>• Year 4 maths: Maths leader to work with Y4 teacher to support progress and planning – to raise % of A to A+.</li> <li>• Year 6 to introduce intensive teacher-led intervention in maths and reading.</li> <li>• Years 3 and 5: intensive reading sessions with specialist teacher for lowest ability readers.</li> <li>• Lots of green = better progress. Progress is often below Leeds and NA.</li> </ul>
<p><b>Next steps</b></p>	<ul style="list-style-type: none"> <li>• Ensure website is compliant including prev. looked after and CLA status letter.</li> <li>• Larger numbers of SEND within PP cohort compared to non-pp. Work with SENDCO to track these children on BSquared and through IEP work.</li> <li>• Meetings to be booked in to discuss analysis of PP provision – look at completing after next Pupil Progress meetings.</li> </ul>
<p><b>Summer 2019 analysis</b></p>	
<p><b>Impact from Spring 1 work</b></p>	<ul style="list-style-type: none"> <li>• New intervention sheets have shown clear evidence of impact in both academic and SEMH. Value for money in use of TAs and Inclusion staff.</li> <li>• More detailed analysis of provision in each year group shows that children are receiving quality support across an range of areas and many children are accessing more than one intervention.</li> <li>• Prev. CLA children have been recorded on January census. Money should be received in Summer term.</li> <li>• Year 3 writing has not demonstrated impact but this will be an ongoing focus in summer term. However, PP gap has reduced to below NA in reading.</li> </ul>

## Pupil Premium Data Review for 2018-2019



	<ul style="list-style-type: none"> <li>• Year 4 maths: Maths leader has begun to work with Y4 teacher to support progress and planning – to raise % of A to A+. This will hopefully show impact in Summer term as currently the PP gap has grown to be the same as NA. Will need to monitor this.</li> <li>• Year 6 intensive teacher-led intervention in maths and reading has shown that most children have made progress with many showing accelerated progress. These will continue until SATS. PP gap is well below NA in all subjects including combined.</li> <li>• Years 3 and 5: intensive reading sessions with specialist teacher for lowest ability readers has shown good progress especially in Y5 where many children are now working within or above their chronological age. PP gap has reduced to below NA in reading.</li> <li>• Progress for PP pupils is still largely below Leeds and NA.</li> </ul>
Summer 1 actions	<ul style="list-style-type: none"> <li>• Ensure website is compliant including prev. looked after and CLA status letter.</li> <li>• Larger numbers of SEND within PP cohort compared to non-pp. Work with SENDCO to track these children on BSquared and through IEP work.</li> <li>• Additional support for PP pupils in writing and maths in Year 3.</li> <li>• PP gap is growing in Year 5 in writing and maths. This will need to be monitored.</li> </ul>