



Review of Pupil Premium Action Plan 2019-20

Due to Covid 19 and no end of year tests being taken nationally this review is based on the judgements and data collections that were made by teachers in March 2020.

The plan for the academic year 2019-20 was written by O Wilson and C Lavelle.

Data Analysis:

This analysis provides the following comparisons for the projected outcomes:

- EYFS
- Year 1 Phonics Screening
- KS1 SATs
- KS2 SATs

Key Questions:

- 1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?
- 2) How well do disadvantaged pupils at WPA perform compare to their non-disadvantaged national peers?

In the assessments taken in March 2020, 67% of disadvantaged children at WPA reached the expected standard at the end of Key Stage 2 in reading, writing and mathematics compared with 65% combined national for 2019.

At the end of KS2 30 % nationally were classed at disadvantaged compared to 56% at WPA.

Outcomes end of KS2: 2017-2018
:2018-2019
:2019-2020 no published data

Reading	National	National Non Disadvantaged (Birmingham)	WPA 63 cohort 61 cohort 61 cohort	WPA Disadvantaged 28 children 32 children 33 children			WPA Non Disadvantaged 35 children 29 children 28 children		
Reaching Expected or above %	75 73	75	78 70 77	75	63	67	80	72	89
Greater Depth	28 27	30	38 23 33	36	13	30	40	34	50
Average Scaled Score	105.0 104.0	105.3	106.9	107.0			107.1		

1) How well do disadvantaged children at WPA perform in reading compared to their non-disadvantaged school peers?

- In March 2020 for reading, there was an in school gap between disadvantaged children and non-disadvantaged children, with 67% of disadvantaged children achieving EXS + compared to 89% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform compare to their non-disadvantaged national peers?

- In March 2020 for reading, WPA disadvantaged children were achieving below the standard of their national non-disadvantaged children, with 67% of disadvantaged children achieving EXS + compared to 75%(National 2019).

Writing Externally moderated in June 2019	National	National Non Disadvantaged (Birmingham)	WPA 63 cohort 61 cohort 61 cohort	WPA Disadvantaged			WPA Non Disadvantaged		
				28 children 32 children 33 children			35 children 29 children 28 children		
Reaching Expected or above %	78 78	80	79 90 82	71	87	78	86	97	86
Greater Depth	20 20	18	25 27 23	25	20	12	26	34	36

1) How well do disadvantaged children at WPA perform in writing and compared to their non-disadvantaged school peers?

- In March 2020, for writing, there was an in school gap between disadvantaged children and non-disadvantaged children, with 78% of disadvantaged children achieving EXS + compared to 86% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform compare to their non-disadvantaged national peers?

- In March 2020, for writing, there was a gap between disadvantaged children and national non-disadvantaged children, with 78% of disadvantaged WPA children achieving EXS + compared to 80% of non-disadvantaged national children achieving the same standard. (National 2019)

Mathematics	National	National Non Disadvantaged (Birmingham)	WPA 63 cohort 61 children 60 children	Disadvantaged 28 children 32 children 31 children			Non Disadvantaged 35 children 29 children 29 children		
Reaching Expected or above %	75 79	76	81 80 82	75	73	76	86	90	89
Greater Depth	24 27	26	30 33 33	25	23	24	34	45	43
Average Scaled Score	104.0 105.0	104.8	106.2	104.5			107.6		

1) How well do disadvantaged children at WPA perform in mathematics compared to their non-disadvantaged school peers?

- In March 2020, for mathematics, there was an in school gap between disadvantaged children and non-disadvantaged children with 76% of disadvantaged children achieving EXS + compared to 89% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform in mathematics compared to their non-disadvantaged national peers?

- In March 2020, for mathematics, WPA disadvantaged children are 3% (1 child) below achieving the same outcomes as national non-disadvantaged children, with 76% of disadvantaged children achieving EXS+ compared to 79% nationally in 2019.

Combined Reading, Writing and Mathematics at Expected

Data release 2019, 65% achieved expected in combined with 11% at GDS.

	WPA Disadvantaged			WPA Non Disadvantaged	
Expected or above %	68	63	67	74	86
Above %	14	13	12	23	29

1) How well do disadvantaged children at WPA perform in RWM compared to their non-disadvantaged school peers?

- In March 2020, the combined outcomes for RWM, was an in school gap between disadvantaged children and non-disadvantaged children with 67% of disadvantaged children achieving EXS + compared to 86% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform in RWM compared to their non-disadvantaged national peers?

- In March 2020, the combined outcomes for RWM, 67% of WPA disadvantaged children achieved the expected standard or above compared to 65% of national non-disadvantaged children in 2019.
- In 2019, at the end of KS2 30 % nationally were classed as disadvantaged compared to 56% at WPA as of March 2020.

KS1 Outcomes

Reading	National		WPA			Disadvantaged			Non Disadvantaged		
	2018	2019	62 Cohort	60 cohort	63 cohort	20 children	16 children	25 children	42 children	44 children	38 children
	2018	2019	2018	2019	Mar 2020	2018	2019	Mar 2020	2018	2019	Mar 2020
% Reaching Expected	75	75	73	77	73	55	75	56	81	77	84
Greater Depth	26	25	21	28	21	5	6	4	29	36	32

Writing	National		WPA			Disadvantaged			Non Disadvantaged		
	2018	2019	62 Cohort	60 cohort	63 cohort	20 children	16 children	25 children	42 children	44 children	38 children
	2018	2019	2018	2019	March 2020	2018	2019	2020	2018	2019	2020
Reaching Expected	70	69	69	75	75	55	75	60	76	75	84
Greater Depth	16	15	19	20	19	5	0	8	26	27	26

Mathematics	National		WPA			Disadvantaged			Non Disadvantaged		
	2018	2019	62 Cohort	60 cohort	63 cohort	20 children	16 children	25 children	46 children	44 children	38 children
	2018	2019	2018	2019	Mar 2020	2018	2019	Mar 2020	2018	2019	Mar 2020
Reaching Expected	76	76	71	80	75	60	69	60	76	84	84
Greater Depth	22	22	21	28	24	10	19	12	27	32	22

1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?

- In March 2020 for reading, there was an in school gap between disadvantaged children and non-disadvantaged children, with 56% of disadvantaged children achieving EXS + compared to 84% of non-disadvantaged children achieving the same standard.
 - In March 2020, for writing, there was a gap between disadvantaged children and national non-disadvantaged children, with 60% of disadvantaged WPA children achieving EXS + compared to 84% of non-disadvantaged children achieving the same standard.
 - In March 2020, for mathematics, there was an in school gap between disadvantaged children and non-disadvantaged children with 60% of disadvantaged children achieving EXS + compared to 84% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged pupils at WPA perform compare to their non-disadvantaged national peers?

- In March 2020, for reading disadvantaged children performance at achieving the expected standard was below national non-disadvantaged outcomes of 75%.
- In March 2020, for writing, disadvantaged children performance at achieving the expected standard was below national non-disadvantaged outcomes of 69%.
- In March 2020, for mathematics, disadvantaged children performance at achieving the expected standard was below national non-disadvantaged outcomes of 76%.

EYFS Outcomes-

%	School All			National All		School Non			School Disadvantaged		
	2018	2019	Mar 2020	2018	2019	2018	2019	Mar 2020	2018	2019	Mar 2020
Good Level of Development	59	75	80	72	72	71	73	83	44	79	72

1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?

- In March 2020, for a Good Level of Development, there was an in school gap between disadvantaged children and non-disadvantaged children of 11% , with 83% of disadvantaged children achieving a GLD compared to 72% of non-disadvantaged children achieving the same standard. Dis-advantaged pupils performed better than their non- disadvantaged peers.

2) How well do disadvantaged children at WPA perform compare to all national peers?

- Good Level of Development, the gap between disadvantaged children and all children nationally is in line with the national outcomes for all pupils at at the end of 2019.

Phonics Screening

School at			National at		School Disadvantaged			Non disadvantaged		
2018	2019	Mar 2020	2018	2019	2018	2019	Mar 2020	2018	2019	Mar 2020
87	73%	85%	82%	82%	93	54	94	84	86	81
			National Birmingham		74			83		

March 2020

- In a cohort of 59 there were 17 (28%) disadvantaged pupils and 42 (72%) non-disadvantaged. 94% of dis-advantaged children reached the expected standard in the screening test compared to 81% of their non dis-advantaged school peers. Dis-advantaged pupils performed better than their non- disadvantaged peers.

Attendance

How well do disadvantaged pupils attend school compared to their non- disadvantaged peers?

	School		National
	2019	March 2020	2019
FSM Absence	4.97%	4.07%	6.3%
FSM Persistent Absence	2.96%	5.2%	19.2%
EHCP Absence	5.11%	4.66%	8.2%
EHCP Persistent Absence	0.53%	5.0%	23.6%
SEND Absence	5.73%	4.42%	8%
SEND Persistent Absence	1.88%	6.6%	23.4%

Attendance has been affected due to the pandemic however it is still a high priority with all members of staff working with children and their families, with additional advice and support provided for those families who have persistent absence over time.