

Pupil Premium spending at Heather Primary School – Impact statement for the 2014-15 academic year

At the end of this academic year, we had 17 children in school for whom we received some level of Pupil Premium funding, and this funding applied to them for a range of reasons.

Given our small school status and the numbers of children receiving pupil funding in each small cohort, it would be inappropriate to offer any form of analysis that would allow individual children to be identified.

However, we are able to make broad statements about children's progress and attainment within this group, compared with the progress and attainment of children to whom pupil premium funding does not apply.

Our data is based on assessments completed at the start and end of this academic year, referenced to old National Curriculum levels to give some consistency to this evaluation. **Attainment and progress data shows that any progress and attainment gaps were minimal between children for whom the school received additional Pupil Premium funding and children to whom this funding did not apply.**

Moreover, in a number of cases, these narrow 'gaps' were often positive, created by *better* progress and attainment for our pupil premium funded children compared with the 'other' group.

Close data analysis means that, for the next academic year, we want to focus on enhancing our work on writing with our PPG children, so that they make progress in this area equal to the progress that they make in Reading and Maths. However, it is important to note that this is not the case for all children and that some made better progress in writing than in Maths, for example.

October 2015 note – RaiseOnline (Ofsted data analysis) showed that "Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading and mathematics".