



Banks Road Infant & Nursery School

Summary of the Impact of Pupil Premium Funding

September 2013 - Present

Since September 2015 we have created case studies for all children eligible for Pupil Premium funding. To find further details of individual children's needs, how their funding will be used and the impact of this, please see their case studies. The Pupil Premium Strategy also holds further details of planned expenditure and intended outcomes for these children.

Since September 2016 the learning of Pupil Premium children has been monitored more frequently (half termly) to ensure appropriate support/interventions/acceleration can be implemented as soon as possible to have greater impact on the progress of these children. Each term a Pupil Premium Monitoring Report analyses the progress of children in receipt of Pupil Premium funding and the effectiveness of spending. However, within this document data will be presented at two points throughout the year to provide a summary.

Analysing progress

Expected (on track to meet ELG) FS1 on entry - 30-50B

Expected (on track to meet ELG) FS2 on entry – 40-60B

Expected at end of FS2 – ELG

If hit ELG at end of FS good progress will mean they achieve national standard at the end of Y2

Shaded boxes highlight terms in which children received PP funding

Free School Meals (FSM)

Service Children

Looked After Children (LAC)

Sept 2016 – July 2020 Cohort

	FS1						FS2						Year 1								Year 2					
	Reading		Writing		Number		Reading		Writing		Number		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths		
	Oct 16	June 17	Oct 16	June 17	Oct 16	June 17	Oct 17	June 18	Oct 17	June 18	Oct 17	June 18	Oct 18	June 19	Oct 18	June 19	Oct 18	June 19		Oct 19	June 20	Oct 19	June 20	Oct 19	June 20	
■							40-60 B	ELG B	40-60 B	ELG D	40-60 B	ELG D														
■							40-60 B	ELG B	40-60 B	ELG D	40-60 B	ELG D														

End of year analysis (July 18):

■ has made expected progress in all areas. He started the year at ARE in Reading, Writing and Maths and has reached the Early Learning Goal in all areas at either a Beginning or Developing level.

■ has made expected progress in all areas. She started the year at ARE in Reading, Writing and Maths and has reached the Early Learning Goal in all areas at either a Beginning or Developing level.

Sept 2015 – July 2019 Cohort

	FS1						FS2						Year 1								Year 2					
	Reading		Writing		Number		Reading		Writing		Number		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths		
	Oct 15	June 16	Oct 15	June 16	Oct 15	June 16	Oct 16	June 17	Oct 16	June 17	Oct 16	June 17	Oct 17	June 18	Oct 17	June 18	Oct 17	June 18		Oct 18	June 19	Oct 18	June 19	Oct 18	June 19	
■	30-50 B	30-50 S	22-36 S	30-50 S	30-50 B	30-50 S	40-60 D	EXC	30-50 S	ELG D	40-60 D	EXC	Y1 T1	G1 2	Y1 T1	A8	Y1 T1	G1 2		40/40						
■	30-50 B	40-60 B	30-50 B	40-60 B	30-50 D	40-60 B	40-60 D	EXC	40-60 B	EXC	40-60 D	ELG S	Y1 T1	G1 2	Y1 T1	G1 2	Y1 T1	G1 1	40/40							

											Y1 T1	G9	Y1 T1	A8	Y1 T1	A8	40/40							
											Y1 T1	G1 2	Y1 T1	A8	Y1 T1	A8	40/40							
		30- 50 S		30- 50 D		40- 60 B	40- 60 B	40- 60 B	40- 60 B	40- 60 B	Y1 T1	A6	Y1 T1	A6	Y1 T1	A6	31/40							

End of year analysis (July 16):

■■■■ made steady progress throughout FS1 in reading and number. He made good progress in writing. ■■■■ was assessed to be working above the expected level in reading and number and below the expected standard in writing.

■■■■ was assessed to be working at the expected standard in writing and above the expected standard in reading and number at the beginning of FS2.

■■■■ entered FS2 at the expected level in reading and writing and below the expected standard in number.

■■■■ entered FS2 at the expected level in reading and number and below in writing.

■■■■ entered FS2 significantly below the expected standard across reading, writing and number.

End of year analysis (July 17):

■■■■ has made accelerated progress in Reading, Writing and Maths this year, making 5 steps of progress in each area. ■■■■ achieved end of year expectations (the Early Learning Goal) in 14 out of 17 areas and exceeded the expectations in the remaining three areas. Much of ■■■■ funding has been used to support his social and emotional skills and understanding, he has made good progress in these areas to reach expectations.

■■■■ has made accelerated progress in Reading, Writing and Maths, making at least 5 steps of progress in each area since the October baseline. ■■■■ achieved end of year expectations in 9 out of 17 areas and exceeded in the remaining 8 areas.

■■■■ has made accelerated progress in Reading and Writing (4 steps of progress in each) and good progress in Number. ■■■■ was one of the children targeted to boost learning to achieve the Early Learning Goal after not being predicted to, he achieved end of year expectations in all 17 areas.

■■■■ made accelerated progress in Reading, Writing and Maths since the October baseline. She was also a child targeted to achieve the Early Learning Goal with additional support and was able to achieve in all 17 areas.

■■■■■ has made good progress in Reading, Writing and Maths. The main focus of ■■■■■ support has been social and emotional wellbeing and development, please see ■■■■■ case study to demonstrate the good progress ■■■■■ has made against the outcomes set out at the beginning of the year.

End of year analysis (July 18):

■■■■■ has achieved in all areas this year - Reading, Writing and Maths. He has made accelerated progress in Reading and Maths, achieving a Greater Depth level. Much of ■■■■■ funding has been used to support his social and emotional skills and understanding, he has made good progress in these areas to reach expectations.

■■■■■ has made accelerated progress in Reading, Writing and Maths, reaching a Greater Depth level in Reading and Writing and G11 in Maths.

■■■■■ has achieved across the board in Reading, Writing and Maths.

■■■■■ has made accelerated progress in Reading and Writing and has achieved ARE in Maths. She reached the ELG in FS2 and wasn't predicted to exceed ARE in Year 1, so has made rapid progress.

■■■■■ has made good progress in Reading, Writing and Maths. The main focus of ■■■■■ support has been social and emotional wellbeing and development, please see ■■■■■ case study to demonstrate the good progress ■■■■■ has made against the outcomes set out at the beginning of the year.

Sept 2014 – July 2018 Cohort

	FS1						FS2						Year 1							Year 2					
	Reading		Writing		Number		Reading		Writing		Number		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths	
	Oct 14	June 15	Oct 14	June 15	Oct 14	June 15	Oct 15	June 16	Oct 15	June 16	Oct 15	June 16	Oct 16	June 17	Oct 16	June 17	Oct 16	June 17		Oct 17	June 18	Oct 17	June 18	Oct 17	June 18
■							30-50 S	40-60 D	30-50 S	40-60 D	40-60 B	ELG B	P7 S	Y1 A5	P6 S	Y1 A5	P7 S	Y1 A7	22	Y2 T1	A6	Y2 T1	A6	Y2 T1	A8
■	22-36 S	40-60 B	22-36 D	30-50 S	30-50 B	40-60 B	40-60 B	ELG S	30-50 S	40-60 S	40-60 B	ELG S	Y1 T1	Y1 G11	Y1 T1	Y1 A8	Y1 T1	Y1 G12	40	Y2 T1	Y2 A8	Y2 T1	Y2 A7	Y2 T1	Y2 G12
■								40-60 D		40-60 D		ELG B	Y1 T1	Y1 A7	Y1 T1	Y1 A7	Y1 T1	Y1 A7	34	Y2 T1	A8	Y2 T1	A6	Y2 T1	A6

End of year analysis (July 16):

■■■■ entered FS2 below expectations in reading and writing. He made 2 bands of progress in these areas. ■■■■ entered FS2 at the expected standard and he made good progress to just achieve the Early Learning Goal in number.

■■■■ entered FS2 at the expected standard in reading and number. He made accelerated progress (4 bands) to achieve the Early Learning Goal. ■■■■ entered FS2 below the expected standard in writing and made good progress to achieve just below the Early Learning Goal by the end of the academic year.

■■■■ attained below the Early Learning Goal in reading and writing at the end of FS2 and just achieved the goal in number.

End of year analysis (July 17):

■■■■ has made accelerated progress over the academic year from P Scales to working within National Standard. While he did not achieve the Phonics Screen with additional support he has made good progress in both Reading and Phonics.

■■■■ has made accelerated progress to be working at greater depth in Reading and Maths and good progress to have achieved National Standard in Writing.

■■■■ has made good progress in all three areas over the year to be working within National Expectations and pass the end of year Phonics Screen. Much of ■■■■ support has been focused on social and emotional wellbeing and development.

End of year analysis (July 18):

■■■■ has made steady but slow progress over the academic year. He has achieved ARE in Maths, but not in Reading and Writing. There have been many inconsistencies to his learning due to complex medical needs, resulting in the withdrawal from lessons and absence from school.

■■■■ has made good progress to be working at greater depth in Maths and within the greater depth targets in Reading. He has not achieved National Standard in Writing this year.

■■■■ has made good progress in all three areas over the year; he has achieved ARE in Reading. Much of ■■■■ support has been focused on social and emotional wellbeing and development

Closing the gaps analysis using RaiseOnline:

Phonics screen results from RaiseOnline

All four children in Year 1 that are currently receiving Pupil Premium funding scored 40/40 in the Phonics Screen!

In Year 2, one child repeated the screen but didn't pass, with a score of 26/40.

The overall percentage for all PP children passing the Phonics Screen is 83.

Sept 2013 – July 2017 Cohort

	FS1						FS2						Year 1								Year 2					
	Reading		Writing		Number		Reading		Writing		Number		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths		
	Oct 13	June 14	Oct 13	June 14	Oct 13	June 14	Oct 14	June 15	Oct 14	June 15	Oct 14	June 15	Oct 15	June 16	Oct 15	June 16	Oct 15	June 16		Oct 16	June 17	Oct 16	June 17	Oct 16	June 17	
■							30-50 B	ELG B	30-50 B	40-60 S	30-50 S	ELG B	B1 0%	B2 91%	B1 0%	B1 44%	B1 0%	B2 62%	40	Y2 T1	Y2 G9	Y2 T1	Y2 A7	Y2 T1	Y2 A7	
■	22-36 B	30-50 S	30-50 D	40-60 B	22-36 B	30-50 D	30-50 D	ELG B	40-60 B	ELG B	30-50 D	ELG B	B1 26%	B2 48%	B1 19%	B1 30%	B1 10%	B1 19%	37	Y2 T1	Y2 A8	Y2 T1	Y2 A8	Y2 T1	Y2 A8	
■																			40	Y2 T2	Y2 A8	Y2 T1	Y2 A7	Y2 T1	Y2 A7	
■	30-50 B	40-60 B	30-50 S	40-60 B	30-50 D	40-60 D	40-60 B	ELG D	40-60 B	ELG S	40-60 B	ELG S							40	Y2 T2	Y2 G11	Y2 T1	Y2 A7	Y2 T1	Y2 G12	
■	30-50 B	40-60 B	30-50 B	40-60 B	30-50 S	40-60 D	40-60 B	EXC	30-50 B	EXC	40-60 B	EXC	B1 8/23 35%	A4 23/23 100%	B1 12/27 44%	A4 27/27 100%	B1 6/21 29%	A4 21/21 100%	40	Y2 T3	Y2 G12	Y2 T1	Y2 G11	Y2 T1	Y2 G12	
■							30-50 S	ELG D	40-60 B	ELG D	30-50 D	ELG B	B1 22%	B2 74%	B1 15%	B2 74%	B1 10%	B2 90%	40	Y2 T1	Y2 A8	Y2 T1	Y2 A7	Y2 T1	Y2 A7	
■							30-50 S	EXC	30-50 B	ELG S	30-50 D	ELG D	B1 4%	A3 100%	B1 0%	A3 100%	B1 0%	A4 100%	40	Y2 T1	Y2 G12	Y2 T1	Y2 A8	Y2 T1	Y2 A8	
■							40-60 B	EXC	40-60 B	EXC	40-60 B	EXC	B1 35%	A4 100%	B1 37%	A3 100%	B1 33%	A3 100%	38	Y2 T3	Y2 G12	Y2 T1	Y2 A8	Y2 T1	Y2 G12	
■							40-60 B	ELG B	40-60 B	EXC	40-60 D	ELG S														
■							40-60 B	EXC	40-60 B	ELG S	40-60 B	EXC														

End of year analysis (July 16):

■ entered FS2 significantly below the expected standard but was able to close this gap in reading and number to just achieve the Early Learning Goal. He also made accelerated progress in writing and moved across 4 bands. ■ made steady progress throughout Year 1 to be working just below the national standard in reading and maths and below the national standard in writing.

■■■■ entered FS2 below the expected standard in reading and number, he made accelerated progress within FS2 to close the gap and just achieve the Early Learning Goal. ■■■ entered FS2 at the expected standard in writing and made good progress to just achieve the Early Learning Goal. In Year 1 ■■■ made limited progress across reading, writing and maths despite significant intervention.

■■■■ achieved the Early Learning Goal by the end of FS2 and would therefore be expected to meet national standards by the end of Year 2.

■■■■ entered FS2 at the expected standard in reading and number and below the expected band in writing. He made accelerated progress across FS2 to exceed the Early Learning Goal in all of these areas. ■■■ continued to make good progress throughout Year 1 to achieve just above the national standard by the end of the academic year.

■■■■ made accelerated progress in reading, writing and number in FS2. She entered below the expected standard in reading and number and was able to achieve the goal and while she entered at the expected standard in writing she made 4 bands of progress to achieve the goal. Throughout Year 1 ■■■ made steady progress to be just below national standard by the end of the academic year.

■■■■ made accelerated progress across FS2. He entered below the expected standard and exceeded the goal in reading and achieved the Early Learning Goal in writing and number. ■■■ went on to make steady progress in Year 1 in reading and writing to achieve the national standard, while he made good progress in maths to achieve just above the national standard.

■■■■ made accelerated progress across reading, writing and number; she entered at the expected standard and exceeded the Early Learning Goal in all of these areas. Throughout Year 1 ■■■ made steady progress in writing and maths to achieve the national standard and made good progress in reading to be working above the national standard.

End of year analysis (July 17):

■■■■ has made good progress in maths and writing this year to be working at National Standard. He has made accelerated progress in reading to be working within greater depth statements.

■■■■ has made good progress in all areas to be working at the National Standard by the end of Year 2. ■■■ support has also focused on social wellbeing and development, his social skills have continued to develop well and he is beginning to form secure friendships.

■■■■ has made good progress in all areas this year. The additional intervention she has received has boosted her progress to ensure she has been able to meet National Standard in the core areas.

■■■■ has made good progress in writing to be working at the National Standard by the end of Year 2. He has made exceptional progress in reading and writing and he is working at greater depth in these areas. Much of ■■■ support has focused on emotional wellbeing, please see his individual case study for further information about his progress in this.

■■■■ has made accelerated progress in all areas this term. He is now confidently and securely working at greater depth across all core areas.

■■■■■ has made good progress in all core areas this year. This has ensured she has been able to reach National Expectations.

■■■■■ has made good progress in maths and writing this year to achieve National Standard. He has made accelerated progress in reading to be working at greater depth.

■■■■■ has made good progress in writing this year to be securely working at National Standard. She has made accelerated progress in maths and reading to be confidently working at greater depth.

Closing the gaps analysis using RaiseOnline:

At the end of Year 1 all children eligible for FSM achieved the Phonics Screen.

Sept 2012 – July 2016 Cohort

	FS1						FS2						Year 1							Year 2					
	Reading		Writing		Number		Reading		Writing		Number		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths	
	Oct 12	June 13	Oct 12	June 13	Oct 12	June 13	Oct 13	June 14	Oct 13	June 14	Oct 13	June 14	Oct 14	June 15	Oct 14	June 15	Oct 14	June 15		Oct 15	June 16	Oct 15	June 16	Oct 15	June 16
<div></div>							40-60 B	40-60 D	40-60 B	40-60 D	40-60 B	40-60 D	WB 3	1B+ 10	WB 3	1B+ 10	WA 5	1B+ 10	35	B1 27%	A3 100%	B1 10%	A3 94%	B1 3%	B2 75%
<div></div>							40-60 B	40-60 D	40-60 B	40-60 D	40-60 B	40-60 D	WC 2	1B 9	WC 2	1B 9	WB 3	1B 9	35	B1 27%	B2 82%	B1 13%	B2 55%	B1 3%	B2 41%
<div></div>							40-60 B	ELG B	40-60 B	ELG D	40-60 B	ELG D													
<div></div>							40-60 B	ELG D	40-60 B	ELG D	40-60 B	ELG D	1C 7	2C 13	1C 7	2C 13	1B 9	2C 13	40	B1 45%	A4 100%	B1 23%	D5 100%	B1 9%	A3 100%

Analysis of children's progress:

■ At the end of FS2 ■ was assessed as working below the Early Learning Goal in reading, writing and number. She made good progress in maths to attain just below national expectations by the end of Year 2. ■ made accelerated progress in reading and writing to achieve national standards by the end of Key Stage 1.

■: At the end of FS2 ■ was working below the Early Learning Goal in reading, writing and number. She made good progress throughout Key Stage 1 achieving just below national expectations in reading and writing and below national expectations in maths.

■ At the end of FS2 ■ attained the Early Learning Goal in reading, writing and number. She went on to make good progress in maths achieving the national standard and accelerated progress in reading, just above national expectations and writing, working at greater depth.

Closing the gaps analysis using RaiseOnline:

In Year 1 100% of FSM pupils achieved the Phonics Screen standard compared to 66% nationally.

The percentage of pupils eligible for FSM has decreased since the previous year and is significantly below the national average (3.9% at Banks Road compared to 26% nationally).

There were only 2 children eligible for FSM in the cohort. In Reading 1 child achieved the expected standard by the end of Year 2, while the other was working towards. However, both did not meet the ELG at the end of FS2, therefore, one child made expected progress while the other made accelerated progress against a challenging new curriculum. In Writing 1 child achieved the expected standard by the end of Year 2, while the other was working towards. However, both did not meet the ELG at the end of FS2, therefore, one child made expected progress while the other made accelerated progress against a challenging new curriculum. In Maths, neither of the children eligible for FSM achieved the National Standard, although one was close. However, neither achieved the ELG at the end of FS2 and as such still made good progress against the new curriculum standards.

Sept 2011 – July 2015 Cohort

	End of FS2 data	Year 1							Year 2						
		Reading		Writing		Maths		Phonics Screen	Reading		Writing		Maths		Phonics Screen
		Oct 13	June 14	Oct 13	June 14	Oct 13	June 14		Oct 14	June 15	Oct 14	June 15	Oct 14	June 15	
■	34	WB 4	1A 12	WA 5	1A 12	1C 7	2B 15	34	1A+ 12	2A+ 18	1A+ 12	2A+ 18	2B 15	3B 21	
■	17	WC 1	1B 10	WB 3	1B 10	WA 5	1A 12	30	1B+ 10	2A+ 18	1B+ 10	2B+ 16	1A+ 12	2A 17	36
■	17	WC 1	1C 8	WC 1	1C 8	WB 3	1B 9	14	1C+ 8	2B 15	1C+ 8	2B 15	1B 9	2A 17	37
■	17	WC 1	1B 9	WC 1	1C 8	WB 3	1B 9	10	1C+ 8	2B 15	1C+ 8	2B 15	1B 9	2A 17	37
■	32	WB 3	1B 10	WB 3	1B 10	WA 5	1A 11	33	1B+ 10	2A 17	1B+ 10	2B+ 16	1A 11	2A 17	

Analysis of children's progress:

■ At the end of FS2 ■ just achieved a good level of development with a score of 34. By the end of Key Stage 1 he achieved above national average in reading and writing and significantly above national average scores in maths. ■ made accelerated progress across curriculum areas between the end of FS2 and Key Stage 1.

■ At the end of FS2 ■ was scoring significantly below a good level of development with a score of 17. With appropriate support and intervention throughout Key Stage 1 ■ made exceptional progress to achieve above national average point scores in reading and maths and just above a national average score in writing.

■ At the end of FS2 ■ scored significantly below a good level of development with a score of 17. She made accelerated progress throughout Key Stage 1 to achieve national average point scores in reading and writing and an above average point score in maths.

■■■■■ end of FS2 attainment was significantly below a good level of development with a score of 17. Throughout Key Stage 1 ■ made accelerated progress to achieve a national average point score in reading and writing and an above average score in maths.

■ At the end of FS2 ■ attained a score just below a good level of development. He then made accelerated progress throughout Key Stage 1 to achieve an above average point score in reading and maths and a point score slightly above national average in writing.

Closing the gaps analysis using RaiseOnline:

At the end of Year 1 40% of pupils eligible for FSM achieved the Phonics Screen standard, compared with 63% nationally, however, there were a very small number of FSM pupils (5 children) and all achieved by the end of Year 2.

The percentage of pupils eligible for Free School Meals has decreased since the previous year, but still remains significantly below the national average (6% at Banks Road compared to 26% nationally).

The overall APS gap for disadvantaged pupils compared to other pupils is -2.0 compared to a national gap of -1.8. In Reading the gap was -2.3 APS compared to -1.9 nationally. In Writing the gap was -2.7 APS compared to -1.8 APS nationally. In Maths the gap was -1.1 APS compared to -1.6 nationally.

In National Curriculum subjects the gap between disadvantaged pupils and other pupils is higher than 2014-15; however, the average point score for these pupils is higher than the national average across the core subjects. In Reading APS is 16.2 compared to 15.2 nationally. In Writing APS is 15.4 compared to 14.0 nationally. In Maths APS is 17.8 compared to 15.2 nationally.