



A MULTI-ACADEMY TRUST

## **Norton Junior School**

### **END OF KEY STAGE 2 - PUPIL PREMIUM IMPACT EVALUATION 2019/20**

This year's data has been unprecedented for all pupils, due to the COVID 19 pandemic and significant absence from school. The impact on disadvantaged groups of pupils must not be underestimated, and is reflected in the Teacher Assessment data for 2019/20. Consequently, our teacher assessments have been deliberately cautious despite stronger performance historically.

It is also important to note that 32% of the Year 6 disadvantaged pupils, were also categorised as pupils with Special Educational Needs and Disabilities. 11% of this group had significant additional needs, resulting in Educational Health and Care Plans. Additionally, it is important to consider the analysis of in-year school data over the last three years, which demonstrates that this group of pupils made accelerated progress across all subjects from the Spring to Summer term. This is attributed to the strength of relationships developed, and the finely tuned interventions they receive.

#### **Mathematics**

Past performance in maths has been strong, with greater rates of progress compared to national and 'other' pupils. The percentage of disadvantaged pupils projected to attain the expected standard at NJS was less than that of their Norton Junior School and national 'other' peers. When analysing prior attainment, the percentage of disadvantaged pupils, who made the expected progress in mathematics, was broadly in line with the rates of progress made by their non-disadvantaged peers.

#### **Reading**

Historically, performance has been more closely aligned to national data. This year, the percentage of disadvantaged pupils who attained the expected standard at NJS was less than that made by their non-disadvantaged peers in school and nationally. Additionally, pupils at Norton Junior School were projected to have made less progress than their disadvantaged peers nationally.

## **Writing**

In recent years, rates of progress in writing at Norton Junior School have shown an improving trajectory for disadvantaged pupils. Moreover, attainment figures also show an upward trend. This year, the percentage of disadvantaged pupils attaining the expected standard at NJS was less than the percentage of National 'other' pupils. NJS disadvantaged pupils made slightly less progress than their disadvantaged peers nationally.

## **Spelling, Punctuation and Grammar (SPAG)**

Progress for disadvantaged pupils has been closer to National 'other' in previous years. This year, disadvantaged pupils have made less progress than their non disadvantaged school and national peers. Furthermore, the attainment gap has widened between non disadvantaged school and National peers.

## **Reading, Writing and Maths**

For combined attainment and progress, the percentage of disadvantaged pupils attaining the expected standard at NJS is less than the percentage of school and National 'other' pupils.

Historic Progress of NJS Pupil Premium children has been broadly in line or above school and national 'other' data.