

## Hanover School Objectives For Pupil Premium Spending 2015-16

We carefully consider the use of our pupil premium funding to take into account the context of the school and its pupils and previous and current data.

Our prime objective in using the pupil premium funding is to narrow the gap between pupil groups. Nationally, the group of children who are entitled to pupil premium achieve less well than their non-eligible counterparts which can be limiting to their future life-chances. It is not only important that children entitled to pupil premium achieve well academically, but also that they have access to a full range of enrichment opportunities that should be the entitlement of all. This includes access to a range of musical, creative and sporting experiences.

Historically, where children at Hanover achieve well overall and make good progress, attainment for children eligible for free school meals or Pupil Premium has been lower than the non-eligible group. Through targeted interventions, we are working to eliminate barriers to learning and progress. For children that start school with low attainment on entry, we aim to help them to make accelerated progress in order to reach age-related expectations as they move up through the school.

We are making progress in narrowing the gap in children achieving age-related expectations between those entitled and not entitled to FSM or Pupil Premium. Indeed in December 2014 we received a Pupil Premium Award for the attainment and progress of this group that year. However, there remains a gap in attainment between those entitled to Pupil Premium and others at the higher levels – fewer children entitled to Pupil Premium reach the higher levels.

The high proportion of children in 2015 year 6 pupil premium group who had special educational needs, despite specialist and intensive intervention, contributed to this group not making as much progress, and attaining less well, than those entitled to pupil premium the previous year. We need to ensure that through their years at Hanover, these children are consistently well supported in order that they make good or better progress from their individual starting points so that we are sending them on to secondary school as well equipped as possible.

Where we need to remember that each cohort of children is different from the last and outcomes at the end of each year vary, it is clear that currently, the children in KS2 entitled to pupil premium are overall making less good progress than their peers, particularly in reading. We are confident that the teaching of phonics in KS1 is very strong and this is reflected in KS1 assessment outcomes. Work needs to continue with relation to comprehension and engagement in reading.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles:

### *Ensuring high expectations*

- Staff believe in the ability of ALL children to make good progress and achieve well
- There are no excuses made for underperformance
- Staff adopt a solution-based approach to overcoming barriers
- Staff support children to develop good learning behaviour
- We seek to engage parents as partners in their children's learning and try to ensure that they share our high expectations

### *Analysing Data*

- All teaching staff use data to inform their planning and teaching
- All staff involved in analysis of data are fully aware of the strengths and areas for development across the school
- Through regular pupil progress meetings between class teachers and Senior Leadership Team, the progress and attainment of all children is discussed including barriers to learning and solutions to these barriers. The discussions take place with children's up to date progress tracking.

- Teachers' performance management targets include a target related specifically to the progress of children entitled to pupil premium
- We use research such as the Sutton Trust Toolkit to support us in selecting appropriate strategies

#### *Identification of Pupils*

- All staff are aware of those children who are entitled to pupil premium
- All teaching staff and teaching assistants are involved in discussions about individual children and their needs
- Underachievement at all levels is targeted (not just lower attaining children)
- All pupil premium children benefit, not just those who are under performing

#### *Improving Day to Day Teaching*

- We are dedicated to the view that 'Quality First' teaching from all staff across the school is the most important feature in supporting learning of all children
- We have an annual target in school improvement planning relating to percentage of 'outstanding' teaching that we are aiming towards
- High expectations are set for all children
- We ensure implementation consistent message around expectations including in marking, handwriting, guided reading and moderation
- We share good practice within the school and draw on external expertise both for teachers and teaching assistants

#### *Increasing Learning Time*

- We address punctuality and attendance using school-wide and individual approaches
- We extend learning beyond the school day including a wide range of homework and 'catch-up' clubs included in our after-school clubs offer
- We provide early intervention in foundation stage and KS1

#### *Individualising Support*

- We ensure that additional support provided is effective by considering the learning needs of each individual child and having a clear purpose for each intervention session
- We ensure that additional support staff and class teachers communicate regularly
- Phase managers and class teachers have a clear picture of interventions in their phase and the impact that these are having
- We work with external agencies and advisors including CAMHS, educational psychologists, bereavement counsellors, speech and language therapists and educational welfare officers to ensure that individuals are best supported

#### *Working with Parents*

- As well as liaising closely with parents about expectations for their children, we also provide extensive information about the curriculum and its delivery.
- We hold termly parents meetings informing about expectations and areas that children will be studying
- We hold regular parent information sessions including running a parent Power of Reading book group, sessions on the teaching and learning of phonics, maths and calculation methods and offer parent ESOL classes
- We are improving channels of communication with parents with a view to heightening engagement and providing information in a range of ways. These include email correspondence, better use of the school website and home/school reading booklets purchased to inform parents of curriculum coverage in reading and spelling and make the message on the importance of home reading, and the support that we provide for this, a consistent one across the school.

## Funding Priorities 2015-16

This year our aim is to further increase the percentage of outstanding teaching across the school. This is judged not only on lesson observation, but through quality of marking and feedback given to the children, the progress that they make and the quality of work that they produce. We are doing this by honing the skills of phase managers, adapting the established monitoring routine and by providing release time for all managers to spread good practice relating to their area of responsibility. We have welcomed 4 new class teachers onto our team this September, 2 of who are newly qualified. We intend by the end of the year to be able to report 100% 'good' or 'outstanding' teaching with an increased percentage 'outstanding' overall.

Because of the success of the intensive input from the Assistant Head who worked with a large group of year 6 children in 2014-15, we have decided to continue this work in 2015-16. As well as working with groups on maths, reading, writing and GPS, the Assistant Head is timetabled in all classes in upper KS2 in order to quality assure provision, to support the work in the year 5/6 of an NQT and to make sure that those entitled to pupil premium are being consistently supported whatever their ability.

Other senior managers have targeted teaching responsibilities for children in lower KS2 and KS1 focussing on improving basic skills of those children who are falling behind their peers.

Another very experienced teacher with specific skills in grammar, punctuation and spelling (GPS) is working in KS1 to ensure that this good practice shared with colleagues. She is also working with more able children in the pupil premium group in KS1 to contribute towards supporting these children to reach their full potential in maths and English.

There remains, across the school, an achievement gap at the higher levels between those entitled and those not entitled to pupil premium. We need to continue to focus on this. We are looking to achieve this by encouraging enhanced parental engagement, providing better targeted teaching through groupings and through additional opportunities including through special visits and engagement with projects. Early intervention and support at foundation stage and through KS1 is also being increased in order to try to close gaps in attainment and progress early on in children's school life in order to give them the best possible start to their education.

We are prepared to purchase additional days of external support agencies' time, including educational psychologists, in order to make sure that we are supporting the children with barriers to their learning as well as we can.

In addition to the above, we are always mindful that opportunities offered at Hanover that include residential trips, musical instrument tuition and taking part in the variety of after-school activities available to children should be accessible to all. Through discussion with parents, we help to subsidise activities where at all possible, for those pupils who are entitled to pupil premium.

Numbers of pupils and pupil premium grant received	
Total number of pupils on roll	340 (including nursery)
Total number of pupils eligible for PP	146 @ £1,320 3 @ £1,900 (CLA)
Amount of PP per pupil	£1,320
Total amount of PP received	£198,420
Total amount of PP planned spending 2015-2016	£200,896

Nature of support and Planned Expenditure 2015-16	
Focus on learning, attainment and progress in the curriculum	69%
Focus on social, emotional and behaviour	13%
Focus on enrichment beyond the curriculum	6%
Focus on families/community	2%
Management, Planning, Administration	3%
Specialist Support	7%
<b>Curriculum Focus</b>	
Increase % of children entitled to pupil premium working at age related expectations in reading, writing and maths and to increase the % of children exceeding age-related expectations in reading, writing and maths. To ensure that all children make expected or better progress across each year group and key stage. This to include the children in the pupil premium group that also have SEN.	

Year Group	Item/Project	Cost and use of funding	Objective	Progress (success of intervention to be recorded with traffic light colours to indicate level of success)
5/6	Year 6 Reading	£7,600	Daily sessions to accelerate progress in reading in preparation for SATs tests led by non- class based assistant headteacher	March 2016 90% of children made expected or better progress.
	Year 5 Reading – 1:1	£1,500	To support and accelerate the progress of individual children	March 2016 50% of children made expected or better progress.
	Year 5 Reading/Phonics Groups	£1,500	Phonics sessions to improve reading, writing and basic sentence structure aiming to support improvements in reading and writing overall	March 2016 50% of children made expected or better progress.
	Year 5 & 6 Writing Groups	£7,600	Daily focus on writing sessions supporting specific needs through small group intervention led by non-class based	March 2016 100% of children made expected or better progress.

			assistant headteacher	
	Year 5 & 6 Maths Groups	£14,000	4 x weekly maths lessons in small group to accelerate progress led by non-class based assistant headteacher and other teachers in phase.	March 2016 64% of children made expected or better progress.
	Year 5 & 6 Maths Booster	£1,170	After school sessions to support less able in phase.	March 2016 62% of children made expected or better progress.
	Year 5 & 6 Homework Club	£2,600	After school sessions to support less able and those who find homework easier to carry out with teacher support	March 2016 100% of children made expected or better progress in reading, writing and maths.
	Year 5 & 6 Double Club	£700	After school sessions run by Arsenal FC and school staff working on football for half the session and homework for the other half	March 2016 50% of children made expected or better progress in reading, writing and maths. 75% of children made expected or better progress in reading. 100% of children made expected or better progress in writing. 50% of children made expected or better progress in maths.
3/4	One to one reading groups	£3,675	To bring identified PP children meeting ARE by end of school year led by deputy headteacher	March 2016 75% of children made expected or better progress.
	Phonic group work	£900	To review and reinforce set 2 and 3 sounds to enhance overall reading ability (set 2 and set 3 sounds)	March 2016 50% of children made expected or better progress.
	Additional phonic/reading work	£450	Higher level phonics review, sentence structure, recall and dictation group	March 2016 50% of children made expected or better progress.
	Additional one to one reading	£5,575	20 PP children having additional regular one to one reading support with TAs	March 2016 79% of children made expected or better progress.
	Handwriting and letter formation	£900	Weekly session to improve handwriting	March 2016 83% of children

	support		delivered by 2 TAs supporting at 2 different levels	made expected or better progress.
1/2	Year 1 & 2 Reading and Writing Booster Groups	£6,000	Securing set 1, 2 or 3 sounds as appropriate over 4 small groups led by teachers/TAs. Developing blending and segmenting, learning high frequency words, developing comprehension skills	March 2016 42% of children made expected or better progress in reading. 69% made expected or better progress in writing.
	Year 1 & 2 Maths and Mental Maths Booster Groups	£1,560	Over 4 small groups led by teachers/TAs. Reinforcing and securing knowledge of Numicon, securing number recognition and formation, learning number bonds.	March 2016 56% of children made expected or better progress in the maths booster groups. 70% of children made expected or better progress in the mental maths booster groups.
	Year 2 More Able Maths Group	£2150	Extending and challenging the more able group in year 2	March 2016 100% of children made expected or better progress.
EYFS	Nursery & Reception Language Groups	£2,500	To extend and accelerate language acquisition and use of language skills	
	Nursery & Reception Basic Skills Groups	£4,500	To extend the learning in basic skills of the bottom 20%	
	Nursery & Reception English/Maths Support & Extension Groups	£1,700	To extend the learning of more able groups	
	Nursery & Reception Fine Motor Skills Groups	£1,100	To support the development of fine motor skills	
	Nursery & Reception Nurture Groups	£1,800	To support the social development of small groups of children	
	Part time TA support for children with EAL in nursery	£4,500	To support PP children including those who have EAL with communication and social development	
Whole School/ Cross	Phase Managers release time	£ 10,895	<b>Addressing within school variance</b> Ensuring consistent	This release time has been very well used by phase managers

Phase			<p>implementation of practice and expectations</p> <p>Improving monitoring and evaluation</p> <p><b>Ensuring Quality First Teaching and sharing best practice</b></p> <p>Team teaching and planning including joint lesson study</p> <p>Modelling lessons and presenting best models relating to quality of feedback</p> <p><b>Ensuring Effective Interventions</b></p> <p>Ensuring effectiveness of support staff interventions</p> <p>Providing targeted support/interventions for pupils to address underachievement</p> <p><b>Ensuring more accurate data</b></p> <p>Moderation and effective use of data and gap analysis</p> <p><b>Increasing engagement of parents in learning</b></p> <p>Leading on organisation of termly parents meetings</p> <p>Leading on quality of information available on class blog pages</p>	<p>and has been particularly important in this year of change with relation to assessment and tracking.</p> <p>Phase managers have been enabled to review consistency of assessment of progress and attainment across their phase. This has led to well-planned and targeted meetings with the rest of the teaching team, moderation and exemplification.</p> <p>Modelling of lessons and good practice has been shared in most phases. This has been particularly evident in years 5 and 6.</p> <p>Use of the new tracking system has enabled quick and accurate judgements about what individual and groups of children need to improve in their learning and has facilitated the establishment of effective and targeted interventions which have been run by both teachers and teaching assistants.</p> <p>The phase manager time has also facilitated the planning of parent sessions. These have been arranged in order that parents have a clearer understanding of the new assessments</p>
-------	--	--	--	--

				<p>and tests that will be taking place this summer.</p> <p>Termly meetings for parents have continued and feedback through the Community Committee has been taken on board by each phase manager.</p> <p>Quality of blog pages remains variable</p>
	3 mornings per week release for experienced expert teacher in GPS and literacy support working across KS1 and KS2 classes	£12,500	Sharing expert practice, modelling lessons and raising standards	Expert teacher has been able to share and model good practice to other members of staff and been through a successful performance management process.
	Additional TA hour across the school after school hours on Mondays for all TAs	£ 12,000	<p>To improve the quality of communication between class teachers and TAs to better focus interventions and discuss outcomes</p> <p>To ensure that TAs are very clear about the content of learning across each week and are better able to provide quality support to children.</p>	<p>This year we have established the additional hour falling on a Monday for all TAs. This has led to a more uniform and purposeful use of the time when all members of the phases meet at the same time. Phase managers have led these effectively and the focus has been on sharing the content of the planning for the week ahead and sharing expectations about the support for individuals and groups that this needed to enable access to the learning for all children.</p> <p>Quality of support, as demonstrated during lesson observations is</p>

				consistently good.
Welfare and first aid officer	£3,500	Providing sessions to help support parenting, parental engagement and liaising with outside health agencies to support children and their families' health and well-being		Positive impact on parental support and engagement. Feedback from outside agents (e.g. school nurse) is extremely positive.
Employment of librarian half day per week	£4,000	Librarian working with every class each week supporting enthusiasm of and access to books and reading		Children more actively using the library and talking about books and reading. Extra books are available to borrow and children are taking advantage of this. Children are learning library skills from the librarian and reading habits are developing.
Access to external professional advice and services	£8,000	Ability to purchase the professional advice and services to support children in PP group where specific issues that require specialist intervention might arise.		We have not to date needed to access additional external advice/services. However, we have appointed a temporary TA to support in a class where challenging behaviour was disturbing the learning of other children. The result of this has been far less disruption and a chance for the child/children who are finding their behaviour hard to manage full-time in class to access other activities, building concentration and responsibility.
Enrichment subsidy	£ 5,000	Supporting families to access musical instrument tuition, sports opportunities, after school enrichment club membership		Children are able to access and are provided with opportunities to display their skills and talents.
Enrichment opportunities	£ 3,500	Specialist music projects, visiting		Children have benefited from

			theatre productions, workshops, curriculum related visits	accessing leaning and the curriculum in various ways that has impacted on their progress/attainment and engagement.
Language groups	£15,875		Individualising support at all levels – small group work to develop pupil’s speech and language skills delivered by TA with specific expertise in this area.	Skilled TA assigned to work alongside link speech and language therapist (SALT) and carry out all language groups across KS1 and KS2 to ensure consistency and children receive the support they require. SALT has reported that all children are being supported well and making progress towards specific targets set.
Learning Mentor support	£26,746		Individual and group support for PP children whose learning behaviour impacts on their ability to progress and achieve well in order to meet their academic potential	Learning mentor is timetabled to help support the learning of children who’s challenging behaviour impacts both on their own progress and the learning of others. This is an effective use of his time and expertise.
Inclusion Manager time	£14,100		Full time Inclusion Manager’s time including identifying need, organising support, overseeing its delivery and helping with specific interventions	Inclusion Manager carrying out their role effectively following regular performance management with headteacher.
Administration and Management Time	£ 3,000		Time taken to account for tracking progress of PP group, setting up, and monitoring quality of delivery and accounting for expenditure.	Time spent effectively and efficiently

# Assessment Headlines including Pupil Premium analysis – Summer 2016

## Key Stage 2

---

### Contextual information:

We have applied (and expect to be granted) for one girl to be removed from the data as she was new to the UK and new to our school. All data analysis assumes that this is the case. This differs from the initial DfE data as the application process for her removal is ongoing.

Two children with Education Health and Care plans did not sit the tests, so there is no score data for them. They are included in the analyses, and collectively account for 4.6% of the cohort. Some analysis has been undertaken with these children removed to illustrate the effect that their

Number of pupils eligible for KS2 assessment 43

Number of boys 22

Number of girls 21

Cohort KS1 average points score 14.9

Low prior attainment band: number of all eligible pupils 8

Low prior attainment band: % of all eligible pupils 20%

Middle prior attainment band: number of all eligible pupils 23

Middle prior attainment band: % of all eligible pupils 58%

High prior attainment band: number of all eligible pupils 9

High prior attainment band: % of all eligible pupils 23%

Number of pupils who are non-mobile 40

% of pupils who are non-mobile 91%

Number of pupils with English as an additional language 12

% of pupils with English as an additional language 27%

Number of pupils with SEN with statements or EHC plan 2

% of pupils with SEN with statements or EHC plan 5%

Number of pupils with SEN without statements or EHC plans (SEN Support) 9

## Narrative to accompany the contextual analysis

---

Results at the end of Key Stage 2 in 2015-16 were disappointing, but not altogether surprising. Attainment in Reading and Writing were slightly above the national, but GPS and Science were slightly below, and maths was significantly below. In all areas apart from maths, a greater number of children reached the “higher standard” in tests this year than the national average. The overall (RWM) score was below national, and this is particularly disappointing. Maths is of particular concern because of the low attainment, but also the poor conversion from Key Stage 1 results. A separate narrative around maths is presented by Mark Day (AHT and maths lead). Maths is a key priority for the school in 2016-2017, partly in response to the results discussed here, and also because the school recognises the need for deep-rooted development in our pedagogical approach to the subject at all key stages. In summary, children at Hanover did well in the calculation and mental mathematics tests, but not in the reasoning and problem-solving parts of the assessment. Mark Day will be working with a number of other maths leads as well as our school improvement partner Marion Hunter, to ensure we are learning from the best practice both in Islington and more widely.

In 2015-2016, the Year 6 cohort was a complex one, and whilst this does not fully explain our results in GPS, Science or Maths, it is important to understand something of the makeup of this year group. In particular, one child was new to English and to Hanover, and she will be removed from the final analysis as a result. I have removed her from the following analyses. Two children in the year group had Education Health and Care Plans. These children did not sit any of the tests as it would have been inappropriate for them to do so. They will remain a part of our final analysis, but it is worth remembering that they account for 4.7% of the total, and if they were removed from the analysis, the Hanover scores for attainment would be comfortably above the national in all areas apart from maths. A separate analysis has been undertaken to illustrate this point. The attainment and progress of children entitled to Pupil Premium (PP) is another major concern. There was significant crossover in this cohort between children entitled to PP and those with a diagnoses SEN. However, this does not altogether explain the poor results, and the school is looking to address this issue in the following ways:

1. It is recognised that the learning behaviours of certain groups within our school, including many of those entitled to PP, need to improve. In particular, many of these children do not take ownership of their learning, and have not learned to become independent, resilient learners. The development of a “growth-mindset” across the school, and at all levels, is intended to address this key issue. This is central to the new vision and ethos of the school, and is also seen as a central barrier to learning which contributed to the poor results in reasoning and problem solving in this year’s maths tests. Teaching must become more challenging – not just that the work should be harder, but the structures and methods of delivery should lead to children improving their learning behaviours. A series of INSET training sessions, to be led by the head, deputy head and assistant head and maths lead, have already begun, and work with the Future Zone School Improvement Partnership will also feed directly into this work.
2. Maths has historically been taught in “sets” in most year groups at Hanover. The new headteacher pedagogically disagrees with this approach as research such as that undertaken by the Sutton Trust and the Learning Without Limits group have convincingly demonstrated that this leads to a “capping” of progress and attainment for children, and also leads to class teachers not being able to discuss the precise next-steps for children in their class if they do not teach them maths. A pilot is being run in years 5 and 6 by Mark Day this year to teach maths within the class, and results will be closely monitored. Following a successful pilot, this model will be rolled out to

all phases later this year. Success will depend on close monitoring and support, particularly in the areas of differentiation and the structures that teachers adopt to teach maths – for example, ensuring that there are enough opportunities for children to access open-ended but highly structured problem-solving tasks where reasoning is key to successful outcomes.

3. A newly designed monitoring cycle is to be rolled out later in the autumn term. This will involve closer and more finely-tuned monitoring of outcomes for different children in each class. Where book scrutiny has historically looked at one or two examples from a class, has meant that the SMT have not been as clear as they should have been about how children within the same lesson, but who are at very different levels of attainment are being stretched. It is felt that this accounts for part of the reason that disengaged children (many of whom are entitled to Pupil Premium presently) are not making enough progress. This new system of monitoring is also designed to be more analytical and supportive to staff, who want constructive feedback, and who have historically felt under-developed. Opportunities for staff to learn directly from each other through lesson-study and a culture of openness are key to this new monitoring cycle.

## Key Stage 2 Results

### Attainment

Combined score (RWM)

	% at expected standard or at Greater Depth	% at Greater Depth
<b>Hanover</b>	51.2	9.3
<b>National</b>	53	5

Attainment	% at expected standard or at Greater Depth (national figure in brackets)	% at 110 or more (Islington figure in brackets – no national data yet). Writing is % at 113	Average Score Hanover	Average Score National
<b>Reading</b>	72.1 (68)	23.2 (19)	103	103
<b>Writing</b>	79.1 (74)	16.3 (15)		
<b>GPS</b>	69.8 (72)	23.3 (23)	104.2	104
<b>Maths</b>	58.1 (70)	14.6 (17)	100.5	103
<b>Science</b>	79.1 (81)			

## Contextual analysis

READING	Pupils (%)	Below expected standard (%)	At or above expected standard (%)	Higher score within the expected standard (110+) (%)	Average score
<b>All pupils</b>	43 (100)	12 (28)	31 (72.1)	10 (23.3)	103
<b>Males</b>	22 (51.2)	7 (31.8)	15 (68.2)	5 (22.7)	103
<b>Females</b>	21 (48.8)	5 (23.8)	16 (76.2)	5 (23.8)	103.1
<b>Pupil Premium</b>	25 (58.1)	10 (40)	15 (60)	3 (11.1)	100.8
<b>Not Pupil Premium</b>	18 (41.9)	2 (11.1)	16 (88.9)	7 (43.8)	105.9
<b>SEN Support</b>	9 (20.9)	4 (44.4)	5 (55.6)	1 (11.1)	97.9
<b>Education health and care plan or statement</b>	2 (4.6)	2 (100)		0 (0)	
<b>Not SEN</b>	32 (74.4)	6 (18.8)	26 (81.3)	9 (28.1)	104.5

Writing	Pupils (%)	Below expected standard (%)	At or above expected standard (%)	At Greater Depth
<b>All pupils</b>	43 (100)	12 (27.9)	31 (79.1)	7 (16.3)
<b>Males</b>	22 (51.2)	6 (27.3)	16 (72.7)	2 (9.1)
<b>Females</b>	21 (48.8)	3 (14.3)	18 (85.7)	5 (23.8)
<b>Pupil Premium</b>	25 (58.1)	7 (28)	18 (72)	2 (8)
<b>Not Pupil Premium</b>	18 (41.9)	2 (11.1)	16 (88.9)	5 (27.8)
<b>SEN Support</b>	9 (20.9)	5 (55.6)	4 (44.4)	1 (11.1)
<b>Education health and care plan or statement</b>	2 (4.6)	2 (100)		
<b>Not SEN</b>	32 (74.4)	2 (6.2)	30 (93.8)	6 (18.8)

<b>Grammar, Punctuation and Spelling</b>	<b>Pupils (%)</b>	<b>Below expected standard (%)</b>	<b>At or above expected standard (%)</b>	<b>Higher score within the expected standard (110+) (%)</b>	<b>Average score</b>
<b>All pupils</b>	43 (100)	13 (30.2)	30 (69.8)		104.2
<b>Males</b>	22 (51.2)	8 (36.4)	14 (63.6)		103.3
<b>Females</b>	21 (48.8)	5 (23.8)	16 (76.2)		105
<b>Pupil Premium</b>	25 (58.1)	10 (40)	15 (60)		102.6
<b>Not Pupil Premium</b>	18 (41.9)	3 (16.7)	15 (83.3)		106.2
<b>SEN Support</b>	9 (20.9)	7 (77.8)	2 (22.2)		97.9
<b>Education health and care plan or statement</b>	2 (4.6)	2 (100)			
<b>Not SEN</b>	32 (74.4)	4 (12.5)	28 (87.5)		105.9

<b>Maths</b>	<b>Pupils (%)</b>	<b>Below expected standard (%)</b>	<b>At or above expected standard (%)</b>	<b>Higher score within the expected standard (110+) (%)</b>	<b>Average score</b>
<b>All pupils</b>	43 (100)	18 (41.9)	25 (58.1)	6 (14)	100.5
<b>Males</b>	22 (51.2)	10 (45.5)	12 (54.5)	6 (14)	102.1
<b>Females</b>	21 (48.8)	8 (38.1)	13 (61.9)	2 (9.5)	99
<b>Pupil Premium</b>	25 (58.1)	12 (48)	13 (52)	1 (3.7)	98.5
<b>Not Pupil Premium</b>	18 (41.9)	6 (33.3)	12 (66.7)	5 (31.3)	103.1
<b>SEN Support</b>	9 (20.9)	6 (66.6)	3 (33.3)		94.2
<b>Education health and care plan or statement</b>	2 (4.6)	2 (100)			
<b>Not SEN</b>	32 (74.4)	10 (31.2)	22 (68.8)	(18.8)	102.3

Science	Pupils (%)	Below expected standard (%)	At expected standard (%)
All pupils	43 (100)	9 (20.9)	34 (79.1)
Males	22 (51.2)	6 (27.3)	16 (72.7)
Females	21 (48.8)	3 (14.3)	18 (85.7)
Pupil Premium	25 (58.1)	6 (29.6)	19 (70.4)
Not Pupil Premium	18 (41.9)	3 (6.2)	15 (93.8)
SEN Support	9 (20.9)	4 (44.4)	5 (55.6)
Education health and care plan or statement	2 (4.6)	2 (100)	
Not SEN	32 (74.4)	3 (9.4)	29 (90.6)

Combined RWM	Pupils (%)	Below expected standard (%)	At or above expected standard (%)	Higher score within the expected standard (110+) (%)
All pupils	43 (100)	21 (48.8)	22 (51.2)	4 (9.3)
Males	22 (51.2)	11 (50)	11 (50)	2 (9.1)
Females	21 (48.8)	10 (47.6)	11 (52.4)	2 (9.5)
Pupil Premium	25 (58.1)	15 (60)	10 (40)	1 (4)
Not Pupil Premium	18 (41.9)	18 (41.9)	12 (66.7)	3 (16.7)
SEN Support	9 (20.9)	6 (66.6)	3 (33.3)	
Education health and care plan or statement	2 (4.6)	2 (100)		
Not SEN	32 (74.4)	13 (40.6)	19 (59.4)	4 (12.5)

## Progress

	Reading Progress Score (Hanover)	Floor standard (no national data yet available)
Reading	0.8	-5 or better
Writing	1.2	-7 or better
Maths	-2.6	-5 or better

## Contextual Analysis

Children reaching expected standard		Reading		Writing		GPS		Maths		RWM		Science	
		100+		At or Above		100+		100+		R&M = 100+ W = EXS & GDS		At or Above	
		School	LBI	School	LBI	School	LBI	School	LBI	School	LBI	School	LBI
All Pupils	<b>43</b>	<b>72.1</b>	<b>67.3</b>	<b>79.1</b>	<b>80.0</b>	<b>69.8</b>	<b>76.6</b>	<b>58.1</b>	<b>74.4</b>	<b>51.2</b>	<b>57.2</b>	<b>79.1</b>	<b>83.8</b>
KS1 Level 1 or below	<b>6</b>	<b>33.3</b>	<b>25.8</b>	<b>33.3</b>	<b>32.6</b>	<b>33.3</b>	<b>28.4</b>	<b>0.0</b>	<b>32.6</b>	<b>0.0</b>	<b>11.6</b>	<b>33.3</b>	<b>42.3</b>
KS1 Level 2	<b>25</b>	<b>72.0</b>	<b>71.1</b>	<b>84.0</b>	<b>88.3</b>	<b>68.0</b>	<b>84.3</b>	<b>60.0</b>	<b>79.3</b>	<b>52.0</b>	<b>59.1</b>	<b>80.0</b>	<b>91.0</b>
KS1 Level 3 or above	<b>9</b>	<b>100.0</b>	<b>96.6</b>	<b>100.0</b>	<b>99.7</b>	<b>100.0</b>	<b>99.4</b>	<b>88.9</b>	<b>98.0</b>	<b>88.9</b>	<b>94.6</b>	<b>100.0</b>	<b>100.0</b>
KS1 Missing results	<b>3</b>	<b>66.7</b>	<b>51.9</b>	<b>66.7</b>	<b>69.6</b>	<b>66.7</b>	<b>65.8</b>	<b>66.7</b>	<b>69.6</b>	<b>33.3</b>	<b>45.6</b>	<b>100.0</b>	<b>81.0</b>

	Roll	Reading		Writing		GPS		Maths		RWM		Science	
		110+		Above		110+		110+		R&M=110+	W	Above	
		School	LBI	School	LBI								
<b>All Pupils</b>	<b>43</b>	<b>23.3</b>	<b>22.1</b>	<b>16.3</b>	<b>20.3</b>	<b>23.3</b>	<b>27.8</b>	<b>14.0</b>	<b>20.2</b>	<b>9.3</b>	<b>8.8</b>	<b>n/a</b>	<b>n/a</b>
<b>KS1 Level 1 or below</b>	<b>6</b>	<b>0.0</b>	<b>4.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>1.3</b>	<b>0.0</b>	<b>1.9</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>
<b>KS1 Level 2</b>	<b>25</b>	<b>16.0</b>	<b>15.1</b>	<b>4.0</b>	<b>12.3</b>	<b>12.0</b>	<b>21.5</b>	<b>0.0</b>	<b>13.2</b>	<b>0.0</b>	<b>2.3</b>	<b>n/a</b>	<b>n/a</b>
<b>KS1 Level 3 or above</b>	<b>9</b>	<b>66.7</b>	<b>58.7</b>	<b>66.7</b>	<b>64.2</b>	<b>77.8</b>	<b>72.8</b>	<b>55.6</b>	<b>57.3</b>	<b>44.4</b>	<b>36.4</b>	<b>n/a</b>	<b>n/a</b>
<b>KS1 Missing results</b>	<b>3</b>	<b>0.0</b>	<b>20.3</b>	<b>0.0</b>	<b>10.1</b>	<b>0.0</b>	<b>16.5</b>	<b>33.3</b>	<b>19.0</b>	<b>0.0</b>	<b>5.1</b>	<b>n/a</b>	<b>n/a</b>

## Analysis with two children entitled to and EHCP removed:

### Key Stage 2 Results

#### Attainment

Combined score (RWM)

	% at expected standard or at Greater Depth	% at Greater Depth
<b>Hanover</b>	53.7	9.8
<b>National</b>	53	5

Attainment	% at expected standard or at Greater Depth (national figure in brackets)	Average Score Hanover	Average Score National
<b>Reading</b>	75.6 (68)	103	103
<b>Writing</b>	83 (74)		
<b>GPS</b>	73.2 (72)	104.2	104
<b>Maths</b>	61 (70)	100.5	103
<b>Science</b>	82.9 (81)		

# Hanover Primary School Key Stage 1 data 2016

---

## Contextual information:

Number of pupils eligible for KS1 assessment 45

Number of boys 20

Number of girls 25

Cohort number achieving Good Level of Development in EYFSP 27 children (60%)

Boys achieving GLD 13 (65%)

Girls achieving GLD 14 (56%)

Number of pupils who are non-mobile 36

% of pupils who are non-mobile 80%

Number of pupils with English as an additional language 12

% of pupils with English as an additional language 27%

Number of pupils with SEN with statements or EHC plan 0

% of pupils with SEN with statements or EHC plan 0

Number of pupils with SEN without statements or EHC plans (SEN Support) 4

Number of pupils with Pupil Premium 16 (35%)

Number of girls with Pupil Premium 12 (48% of girls in cohort)

Number of boys with Pupil Premium 4 (20% of boys in cohort)

## 1. whole cohort (45 children)

	% at expected	% at greater depth	% at or greater	National % at or greater
<b>Reading</b>	57.8% (26)	24.4% (11)	82.2% (37)	74%
<b>Writing</b>	60.0% (27)	15.6% (7)	75.6% (34)	66%
<b>maths</b>	46.7% (21)	31.1% (14)	77.8% (35)	73%

- A higher proportion of our KS1 pupils are working at or beyond the expected level in all subject areas than are nationally
- In Reading our children are 8.2% above national; in writing 9.6% above. In Maths we are 4.8% above.

## 1.2 whole cohort scaled test scores

	<100	100 +	average point score
reading	31.1% (14)	68.9% (31)	100.6
mathematics	40% (18)	55.6% (25)	102.4

- The average point score for maths is high which indicates a small number of high attainers in maths in this cohort
- 40% of children scored below national expectation in maths.
- The average point score in reading is just above national expectation, indicating that there are not many children achieving a high test score in reading.

## 2. Pupil premium pupils (16 children: 4 boys, 12 girls))

	% at expected	% at greater depth	% at or greater	Islington % at or greater (national data not available)
Reading	56.3% (9)	6.3% (1)	62.5% (10)	67.5%
Writing	62.5% (10)	0% (0)	62.5% (10)	60.9%
maths	43.8% (7)	12.5% (2)	56.3% (9)	65.9%

- Few of our pupil premium pupils are working at a greater depth in any subject.
- Six of the pupil premium pupils are working below the expected level in reading and writing; seven are below in maths.
- Our pupil premium pupils are achieving less well than pupil premium pupils in Islington in Reading and Maths. They are achieving slightly better in writing than pupil premium children in Islington.

### 2.1 whole cohort without Pupil premium children (29 children)

	% at expected	% at greater depth	% at or greater	Islington % at or greater
Reading	58.6% (17)	34.5% (10)	93.1% (27)	83.2%
Writing	58.6% (17)	24.1% (7)	82.8% (24)	76.7%
maths	48.3% (14)	41.4% (12)	89.7% (26)	80.7%

- Our non-pupil premium pupils are doing better than similar pupils in Islington.

### 2.2 scaled test scores (comparing pupil premium and non pupil premium children)

	<100	100 +	average point score
--	------	-------	---------------------

	not pupil premium	pupil premium	not pupil premium	pupil premium	not pupil premium	pupil premium
reading	20.7% (6 children)	50% (8 children)	79.3% (23 children)	50% (8 children)	105.4	91.9
mathematics	31% (9 children)	56.3% (9 children)	65.5% (19 children)	37.5% (6 children)	105	97.5

- Writing is assessed by teachers; there is no writing test.
- Test scores show that pupil premium children are scoring significantly lower than their non-pupil premium peers on average.

### 3. SEND children (4 pupils: 1 girl, 3 boys)

	% at expected	% at greater depth	% at or greater	Islington % at or greater (national data not available)
Reading	50% (2)	0% (0)	50% (2)	42.9%
Writing	50% (2)	0% (0)	50% (2)	34.8%
maths	50% (2)	0% (0)	50% (2)	44.6%

- One girl and one boy did not reach the expected standard.

#### 3.1 scaled test scores (SEND children)

	<100	100 +	average point score
reading	75% (3)	25% (1)	70.5
mathematics	50% (2)	50% (2)	95.3

- We would expect SEND children to score below the average on a scaled test.
- Reading is a particular difficulty for the SEND children in this cohort.

### 4. Girls and boys (25 girls, 20 boys in cohort)

	% at expected		% at greater depth		% at or greater		Islington % at or greater	
	girls	boys	girls	boys	girls	boys	girls	boys
Reading	48%	70%	24%	25%	72%	95%	77.4%	72.6%

	(12)	(14)	(6)	(5)	(18)	(19)		
<b>Writing</b>	48%	75%	24%	5%	72%	80%	72.4%	64.5%
	(12)	(15)	(6)	(1)	(18)	(16)		
<b>maths</b>	44%	50%	28%	35%	72%	85%	72.7%	73.4%
	(11)	(10)	(7)	(7)	(18)	(17)		

- A similar proportion of girls and boys are reading at a greater depth, but those same boys are not writing at a greater depth.
- Overall the boys are doing better than the girls in all areas, with the gap widest in reading and narrowest in writing.
- Our girls are achieving in line with girls across Islington in writing and maths; our boys are performing well above boys in Islington across all areas.

#### 4.1 Girls and boys: scaled test scores

	<100		100 +		average point score	
	girls	boys	girls	boys	girls	boys
<b>reading</b>	36%	25%	64%	75%	101.9	99.0
	9 children	5 children	16 children	15 children		
<b>mathematics</b>	48%	30%	44%	70%	101.3	103.7
	12 children	6 children	11 children	14 children		

- Reading: the higher attaining girls are scoring higher marks than the boys, bringing the average point score up.
- Over a third of girls are scoring below 100 in reading, compared to a quarter of the boys.
- Maths: almost half the girls are scoring below 100, compared to less than a third of boys.
- The highest scores in maths are those of the boys.

#### 4.2 Girls and boys KS1 attainment over time

	2016 (current Y3)			2015 (current Y4)			2014 (current Y5)			2013 (current Y6)		
	reading	writing	maths									
<b>boys</b>	95	80	85	80	66.7	80	75	62	70	55	51	63
<b>girls</b>	72	72	72	61.5	61.5	61.5	77	63.6	54	62	68	68
<b>gap</b>	23%	8%	13%	18%	5.2%	18%	2%	1.6%	16%	7%	17%	5%

