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 **Pupil Premium – Pupil Outcomes 2019**

**KS1 Outcomes 2019 ( Black School data – Red LA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Subject** | **Pupil Premium****(0 children)** | **Non Pupil Premium****(14 children)** |
| **Expected Standard** | **Reading** | **0% (62%)** | **93% (77%)** |
| **Writing** | **0% (55%)** | **86% (73%)** |
| **Maths** | **0% (62%)** | **86% (79%)** |
| **CRWM** | **0%** | **79%** |
| **Standard** | **Subject** | **Pupil Premium** | **Non Pupil Premium** |
| **Higher Standard** | **Reading** | **0% (14%)** | **36% (22%)** |
| **Writing** | **0% (10%)** | **29% (17%)** |
| **Maths** | **0% (12%)** | **29% (24%)** |
| **CRWM** | **0%** | **14%** |

**KS2 Outcomes 2019**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Subject** | **Pupil Premium****(2 children)**  | **Non Pupil Premium****(28 children)** |
| **Expected Standard** | **Reading** | **100% (62%)** | **86% (78%)** |
| **Writing** | **100% (68%)** | **89% (83%)** |
| **Maths** | **100% (67%)** | **89% (84%)** |
| **CRWM** | **100% (51%)** | **86% (71%)** |
| **Standard** | **Subject** | **Pupil Premium** | **Non Pupil Premium** |
| **Higher Standard** | **Reading** | **50% (17%)** | **14% (31%)** |
| **Writing** | **50% (11%)** | **43% (24%)** |
| **Maths** | **0% (16%)** | **11% (32%)** |
| **CRWM** | **50% (5%)** | **11% (13%)** |

**Evaluation**

The school’s evaluation of its own performance is rigorous and pupils attain well. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop strategies and interventions to promote improvement quickly.

* A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies and staff, parent and pupil voice;
* Assessment data collected termly to that the impact of intervention can be monitored;
* Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children reviewed;
* Regular feedback about performance is shared with parents;
* Interventions are adapted and changed if they are not working;
* A designated member of the Senior Leadership Team and Governing Body maintain an overview of pupil premium spending.

Internal tracking of the academic performance of pupils in the Pupil Premium group across the school from Y1-Y6 indicates that attainment and progress by children in this group is good. Where progress and attainment is less than good these children are typically in multiple vulnerable groupings and additional support and intervention is planned.