This table shows that over the past three years the impact of Pupil Premium funding has narrowed the gap between disadvantaged pupils (Pupil Premium) and other pupils both in school and against ‘other’ pupils nationally in attainment at Key Stage 1 (Year 2).

In 2014-15 the attainment gap in all subjects closed by 0.1 average points score but attainment of pupils actually rose.

In 2014-15 in Reading the attainment gap closed by 0.6 average points scores.

In 2014-15 in Writing the attainment gap widened by 0.1 average point score but attainment actually rose in comparison to the previous year.

In 2014-15 in Mathematics the attainment gap remained the same but again attainment improved on the previous year.

The ‘in school’ gap between our own disadvantaged pupils and other pupils also reflects this very pleasing improving trend.
This table shows that over the past three years the impact of Pupil Premium funding has narrowed the gap between disadvantaged pupils (Pupil Premium) and other pupils nationally in attainment at Key Stage 2 (Year 6).

In 2014-15 the attainment gap in all subjects closed by 0.6 average points score and attainment of pupils rose when compared to the previous year.

In 2014-15 in Reading the attainment gap closed by 2.0 average points scores. (This represents an excellent level of improvement)

In 2014-15 in Writing the attainment gap closed by 1.6 average point score and attainment rose in comparison to the previous year.

In 2014-15 in Mathematics the attainment gap widened by 0.5 average point scores but attainment was equivalent to the previous year and the same as other pupils in the school.

In 2014-15 in English Grammar, Punctuation and Spelling the attainment gap narrowed by 1.4 average point scores. This is a very good improvement on the previous year.

The overall ‘in school’ gap between our own disadvantaged pupils and other pupils also reflects this very pleasing improving trend. This can vary year on year as the abilities of each year group are different.

Narrowing the attainment gap between other pupils and disadvantaged pupils in Mathematics will be our main focus for 2015-16 at KS1 and KS2.
Percentage of pupils making expected progress or more

Disadvantaged pupils and other pupils

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2. Above expected progress means that pupils have made three levels progress or more.

Mathematics

Expected Progress - mathematics

Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2:EPR_CTG)

This chart shows that in 2014-15 the ‘disadvantaged’ pupils at Netherbrook made significantly better progress than ‘other’ pupils nationally in Mathematics.
**Percentage of pupils making expected progress or more**

**Disadvantaged pupils and other pupils**

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2. Above expected progress means that pupils have made three levels progress or more.

**Writing**

**Expected Progress - writing**

<table>
<thead>
<tr>
<th>KS1 Writing Level</th>
<th>Total No. of Disadvantaged pupils</th>
<th>Disadvantaged pupils Expected Progress</th>
<th>Expected Progress</th>
<th>More than expected progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>100%</td>
<td>93%</td>
<td>0%</td>
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<td>0%</td>
<td>100%</td>
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<tr>
<td>2B</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Summary**

| Total No. of Disadvantaged pupils | 25 |

This chart shows that in 2014-15 the ‘disadvantaged’ pupils at Netherbrook made significantly better progress than ‘other’ pupils nationally in Writing. 100% of all pupils made expected progress and a higher percentage of our disadvantaged pupils vs other pupils nationally made more than expected progress.
Percentage of pupils making expected progress or more

Disadvantaged pupils and other pupils

Pupils are expected to make two levels progress from the end of KS1 to the end of KS2. Above expected progress means that pupils have made three levels progress or more.

Reading

This chart shows that in 2014-15 the ‘disadvantaged’ pupils at Netherbrook made similar progress than ‘other’ pupils nationally in Reading. A higher percentage of Disadvantaged pupils at Netherbrook also made more than expected progress than ‘other’ pupils nationally.

Summary

Disadvantaged pupils at Netherbrook make excellent progress in all subjects and achieve very well against ‘other’ pupils nationally. Their attainment is similar to disadvantaged pupils nationally and the gap in attainment between our disadvantaged pupils and ‘other’ pupils nationally has narrowed significantly over recent years. This demonstrates that the pupil premium funding received by the school is well spent and is improving the education of some of our most vulnerable pupils.