



Humber Education Trust

**Maybury Primary School
Pupil Premium Report
2018-2019**



Pupil Premium Report

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- Children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The DFE states that schools are free to spend their Pupil Premium allocation as they see fit as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are accountable for the impact of this spending.

The purpose of the information on this page is to inform parents, carers and governors how much Pupil Premium has been received by the school, how it was spent and the impact the spending has had on pupils' achievement. The report also gives details of funding for 2018-19 and its intended use.

Maybury is located in an area of high social deprivation. Over 92% of our households are situated within 10% of the most deprived households nationally. The school has one looked after children. The percentage of disadvantaged pupils is 51.9% which is significantly higher than the national average. As a result of this, Maybury receives a considerable amount of Pupil Premium funding. This means that support put into place impacts on all pupils, including a significant number who do not attract the Pupil premium but live in homes which reflect high levels of deprivation.

The main barriers to educational achievement faced by eligible pupils at the school are:

- Low starting points
- Poor language acquisition (Speech and Language, Speaking and Listening Skills)
- Personal, Social, Health and Emotional factors
- Equality of opportunity

Pupil Premium Strategy 2018-19

1. Summary information					
School	Maybury Primary School				
Academic Year	2018/2019	Total PP Budget	£150,400	Date of most recent PP Review	July 2018
Total number of pupils	216	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Termly - Dec 2018

2.Current attainment									
	Reading			Writing			Maths		
	Pupils eligible for PP (9)	All pupils (30)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (National 2017)
% achieving ELG by end of FS2	67%	67%	80%	56%	60%	76%	56%	67%	81%
% achieving expected standard - end of Y2	73%	73%	79%	55%	67%	72%	73%	70%	79%
% achieving expected standard - end of Y6	95%	97%	77%	68%	77%	81%	95%	97%	80%

3.Barriers to future attainment (for pupils eligible for PP)		Priority			
Where high represents a significant impact on future attainment		Likely to affect <u>most</u> pupils (81%-100%)	Likely to affect the <u>majority</u> of pupils (51%-79%)	Likely to affect a <u>minority</u> of pupils (21-49%)	Likely to affect a <u>few</u> pupils (0%-20%)
A.	Low starting points and attainment gaps	x			
B.	Poor language acquisition (Speech and Language, Speaking and Listening Skills, limited vocabulary)	x			
C.	Personal, Social, Health and Emotional factors		x		
D.	Equality of opportunity – limited opportunities outside school leading to a narrower range of experiences	x			
E.	Attendance and punctuality		x		

4.Desired Outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Improve outcomes in writing at the expected standard and at greater depth	At least 70% of current Y6 cohort achieve Expected Standard by the end of KS2
B	Enhance speech and language provision through partnership working with Bridge SLT to develop and enhance: <ul style="list-style-type: none"> • Vocabulary • Language • Phonological awareness 	Vocabulary and Language Development By the end of the year: <ul style="list-style-type: none"> • Most (at least 80%) of children will score within the average range for their age Phonological awareness By the end of F1: <ul style="list-style-type: none"> • Most (at least 80%) of children will have achieved words, syllables and sentences By the end of F2: <ul style="list-style-type: none"> • Most (at least 80%) of children will have achieved phoneme level and rhyming and will be accessing complex sounds elite
C	Provide appropriate support to ensure that all children are ready to learn and are able to access curriculum	Children's behaviour and behaviour for learning to remain outstanding
D	Develop the curriculum so that explicit links are made and opportunities are maximised	Outcomes for children at the end of Year 6 match those seen nationally at all levels
E	Improve attendance and reduce persistent absence	Attendance for Pupil Premium children increases from 94.4% to 96.0% Reduce Persistent Absence rates from 12.6% to below 8%

The Pupil Premium for the academic year 2018-19

The school has a pupil premium budget of £150,400 for the year 2018-19. The Early Years pupil premium budget is estimated to be **£3,000** for 2018-2019. The table below shows out how this money was used to fund activities, initiatives and staffing: Total: £153,400

Planned Expenditure					
Academic Year	2018-2019				
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead/cost	When will you review implementation?
Improve outcomes in writing at the expected standard and at greater depth	Further improve quality first teaching in writing through coaching and mentoring	All children have access to quality first teaching	Support, coaching and mentoring from CD (English Lead) – additional time given for support Support from other HET schools – particularly with writing at Greater Depth	CD AHT £1000	Ongoing – learning walks, book scrutiny and data analysis of identified children to ensure strategies are having impact Termly pupil progress Meetings Head's Report to Governors
	Further targeted Talk for Writing training for Foundation and KS1 staff	Develop skills of teaching staff - all children have access to quality first teaching leading to writing skills being embedded in Key Stage 1 and the Early years	Support from CD AHT (English Lead) Support from other HET schools	CD AHT £500	Ongoing – learning walks, book scrutiny and data analysis of identified children to ensure strategies are having impact Termly pupil progress Meetings Head's Report to Governors
	Increased teacher :pupil ratios in F2 – two teachers in F2 at all times: -quality first phonics teaching with children in small groups. -effective outdoor writing area to help engage boys. -writing activities designed around children's interests	Children taught in smaller groups by a qualified teacher leading to high quality first teaching	Support from SLT Support from other HET schools	ED AHT CD AHT £37,000	Ongoing – learning walks, data analysis of identified children to ensure strategies are having impact Termly pupil progress Meetings Head's Report to Governors
Total budgeted cost: £38,500					

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead/cost	When will you review implementation?
Speech and language provision Vocabulary development	To continue the employment of two speech and language professionals one half per week. Targeted work mainly on speech therapy and language acquisition in F1 and F2 plus critical cases from the rest of the school; as well as training for lead TAs	Data shows that children enter the Foundation stage with speaking and listening and attention skills below those expected for their age. Historically, parents have not kept speech and language appointments held externally and the service provided by the NHS has been sporadic and inadequate.	Progress of children in phonological awareness is carefully monitored. Regular dialogue with Speech and Language professionals and SLT/SENCo	ED AHT/ JS SENCo £19,500	Ongoing- children's outcomes reviewed as part of termly Pupil Progress Meetings to measure impact of speech and language intervention across the curriculum Termly EYFS report to Governors
	1 TA to deliver speech and language programmes F1, F2 and Y1: 6 x 15 minutes daily; 1 Ta to deliver speech and language programmes Y3, Y4 and Y5: 4 x 15 minutes daily	High quality training for key TAs in the school enables speech and language programmes to be delivered regularly and effectively.	Training, monitoring and support from Speech and language professionals and SLT/SENCo	ED AHT/ JS SENCo £5,162	Ongoing- children's outcomes reviewed as part of termly Pupil Progress Meetings to measure impact of speech and language intervention across the curriculum Termly EYFS report to Governors

Total budgeted cost: £24,662

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead/cost	When will you review implementation?
Provide appropriate support to ensure that all children are ready to learn and are able to access curriculum	To continue to sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for playtime and lunchtime and attendance) to ensure readiness to learn. Provide advice, support and challenge to staff to enable all children to access learning	Evidence shows that social and emotional interventions have valuable impact on attitudes to learning and children's progress. This is led at Senior Leadership level to ensure effective impact – including the management of playtimes and lunchtimes	HeadStart participation and training Support from rest of SLT and other HET schools	AG Head £1,480	Ongoing – learning walks, book scrutiny and data analysis of identified children to ensure strategies are having impact Performance Management targets and termly reviews of Readiness to Learn Leader Readiness to Learn Leader's termly reports to governors

	<p>Funding for services to support children with behaviour/emotional/welfare issues:</p> <ul style="list-style-type: none"> • Advotalk - one morning per week • Dog Therapy – on afternoon per week • 	<p>Evidence shows that social and emotional interventions have valuable impact on attitudes to learning and children's progress</p>	<p>Liaison between Readiness to Learn Leader/SLT and services bought in to provide a cohesive approach to supporting children's needs</p>	<p>CW Readiness to Learn Leader</p> <p>Advotalk- £3,420</p> <p>Pet Therapy- £2,660</p>	<p>Ongoing – learning walks, book scrutiny and data analysis of identified children to ensure strategies are having impact</p>
	<p>To fund Jigsaw Families programme to explore issues that can be challenging for families, for example managing bedtimes, building self-esteem. Parents of targeted children work jointly with their children through a six session programme led by trained TAs: targets eight families for six sessions three times a year</p>	<p>The involvement of parents in supporting their child's academic learning is associated with a child's success at school</p>	<p>Baseline assessment carried out with parents at the beginning; impact recorded at end</p> <p>Parental questionnaire</p>	<p>CW Readiness to Learn Leader</p> <p>£453</p>	<p>Ongoing -impact on children tracked through learning walks, book scrutiny, data analysis and attendance</p> <p>Readiness to Learn Leader termly report to Governors</p>
	<p>Socially Speaking Group Y2 -30 minutes 3x per week L2 TA FFT group Y2 – 4x 30 minutes L2 TA</p>	<p>Evidence shows that social and emotional interventions have valuable impact on attitudes to learning and children's progress</p>	<p>Training and support from SLT TA support from HET schools</p>	<p>ED AHT</p> <p>£1,975</p>	<p>Ongoing – learning walks, book scrutiny, data analysis and pupil progress meetings of identified children to ensure strategies are having impact</p>
	<p>To continue to fund towards staff school dinners: Ensures all staff eat in the Restaurant with the children promoting social skills; speaking and listening (conversation around the meal table) and healthy food choice</p>	<p>This encourages children to stay for a school meal – 91% uptake during the last academic year – ensuring children eat a healthy nutritious meal, engage in social interaction leading to calm lunchtimes and a 'readiness to learn'</p>	<p>SLT presence in the restaurant at lunchtime.</p> <p>Children taught table manners and dinner conversation by staff who stay school dinners</p>	<p>AG Head</p> <p>£3,230</p>	<p>SLT presence in the restaurant</p> <p>Regular monitoring of lunchtimes</p> <p>Readiness to Learn leader report to Governors- monitoring of lunchtime behaviour</p>
Total budgeted cost: £13,218					

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead/cost	When will you review implementation?
Develop the curriculum so that explicit links are made and opportunities are maximised	Continued to fund towards increased opportunities for instrumental tuition for children in KS2	Evidence shows a link between music (one of the arts) and improvement in outcomes. Playing music has shown a link to an improvement in mathematics outcomes – particularly spatial awareness. Performing in an ensemble teaches children to listen and work as part of a team	Children targeted to encourage participation and broaden horizons Staff with proven ability deliver music opportunities in school: Percussion – Hull Music Hub Guitars – Private high quality provider Brass- member of school staff Children have opportunities to perform in quality ensembles at local and national level	AG Head SG Music Lead £8,681	SLT termly monitoring of provision – learning walks, lesson observations Data analysis of outcomes of children (including attendance and attitudes to learning) involved in music provision
	SMSC development. Enrichment through visits and visitors – heavily subsidised or free of charge including those through Hull Children’s University:	Children have equality of opportunity for experiences within and beyond their local environment. Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions: e.g. Factory and workplace visits Space Centre London – Houses of Parliament and tour of capital Funding towards RobinWood residential for Y6	Trips and experiences link to the curriculum taught so that children gain as much first-hand experience as possible and can make links in their learning	AG Head £10,000	Ongoing – through lesson observation, learning walks, book scrutiny, data analysis Children and parent questionnaire - termly
	Pay towards employment 2.5 additional teachers to maintain the equivalent of three teachers across Y1 and Y2; Y3 and Y4; Y5 and Y6.	Quality first teaching at all times as supply teachers are never used and qualified teachers are able to provide focused and targeted teaching to identified children. Also ensure capacity building for continuity of teaching and learning. Teachers get regular time in addition to PPA for personal development so that lessons are of high quality	Children receive a high quality education at all times taught by a qualified teacher who knows the children well Support from SLT and other HET schools to develop practice	AG Head CD AHT (KS2) ED AHT (KS1/EYFS) £55,178	Ongoing – through lesson observation, learning walks, book scrutiny, data analysis
Total budgeted cost: £73,859					

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead/Cost	When will you review implementation?
Improve attendance and reduce persistent absence	To continue to sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for attendance) to ensure readiness to learn.	Attendance is led at senior Leadership level to ensure impact Provision in place for home visits and access to support for families	Support from EWO and successful strategies from other HET schools	CW Readiness to Learn Leader £1,480	Weekly attendance meetings with HT to review attendance, target families and develop weekly action plan HTs termly report to governors
	Continue to provide free breakfast club	Research shows that Breakfast clubs aid attendance and 'Readiness to Learn'	Vulnerable children targeted to attend High quality activities/provision on offer to children who attend	AG Head CW Readiness to Learn Leader £6,669	Weekly attendance analysis
Total budgeted cost: £8,149					

Total Expenditure: £158,388

Review of expenditure for the academic year 2017-18

The school had a pupil premium budget of £157,960 for the year 2017-18. The Early Years pupil premium budget was **£4,500** for 2017-2018. The table below shows out how this money was used to fund activities, initiatives and staffing: Total: £162,460

Evidence of impact and progress of children eligible for the Pupil Premium is monitored termly.

Type of Provision	Definition	Monitoring of Impact	Impact and Evaluation
Actions focused on learning in the curriculum	Whole staff training on Talk for Writing: Training for all staff – some new to the school. Ensure that writing is taught effectively across the school by all members of staff impacting on all outcomes for children regardless of starting points	All children make good progress in writing. All staff know who the PP children are and their barriers to learning in writing PP children make accelerated progress from their starting points – evidenced through in-house tracking	Lesson observations, learning walks and book scrutiny showed writing taught well – particularly to the Expected Standard. Appropriate support given to staff where needed. Staff now need to develop teaching to greater depth to ensure high expectations in children's writing.
	Whole staff training on Maths No Problem: Training for all staff. Ensure that maths is taught effectively across the school by all members of staff	All children make good progress in maths. All staff know who the PP children are and their barriers to learning in maths PP children make accelerated progress from their starting points – evidenced through in-house tracking	Lesson observations, learning walks and book scrutiny showed mastery maths taught well. Maths outcomes at end KS1 and end of KS2 showed good improvement on last academic year. Outcomes at the expected standard in Y6 were significantly above national average. Now need to develop mastery at the higher standard.
	To continue the employment of two speech and language professionals one half per week. Targeted work mainly on speech therapy and language acquisition in F1 and F2 plus critical cases from the rest of the school; as well as training for lead TAs	Children make good progress in communication and language from starting points. Impacts on work across the curriculum – especially writing.	The school has its own in-school referral system and tracks the level, timescale and impact of intervention. Evaluation shows that all children who have had support have made progress in communication and language. This has impacted in actual measured outcomes for some at the end of key stage data collections
	1 TA to deliver speech and language programmes F1, F2 and Y1: 6 x 15 minutes daily; 1 Ta to deliver speech and language programmes Y3 and Y4: 3 x 15 minutes daily	Children make good progress in communication and language from starting points	TAs are fully trained – weekly feedback with Speech and language specialists. Evaluation shows that all children who have had support have made progress in communication and language. This has impacted in actual measured outcomes for some at the end of key stage data collections
	Employ 2.5 additional teachers to maintain the equivalent of three teachers across Y1 and Y2; Y3 and Y4; Y5 and Y6. Quality first teaching at all times as supply teachers are never used and qualified teachers are able to provide focused and targeted teaching to identified children. Also ensure capacity building for continuity of teaching and learning:	To increase the rate of progress and further improve the attainment of all pupils- especially those who benefit from the pupil premium for 2017/18	Children have been taught in all lessons (including when their class teacher has PPA, or during staff absence) by a qualified teacher with a good professional knowledge of them. This has also allowed qualified teachers to lead small group focused interventions. There has also been opportunity for experienced teachers to work alongside less experienced

			teachers to develop quality first teaching across the school. All children have had the very best opportunity to succeed through quality first teaching.
	Maintain two teachers in Foundation 2 to ensure quality first teaching	Improvements in Prime and Specific areas of learning so that the GLD in 2018 moves closer to national average	The one Foundation 2 class is staffed by two teachers and one TA ensuring that children are taught in high pupil to teacher ratios and are directly taught by qualified teachers in focused activities.
	FFT Wave 3 support – two TAs to target support for pupils in reading	Accelerated rates of progress to close the gap with peers for children in Key Stage 1	10 children from Y2 targeted for intervention. 7 of these were PP children. 90% achieved the expected standard in reading at the end of Key Stage 1. All the PP children achieved EXS.
Actions focused on social, emotional and behavioural issues	To continue to sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for playtime and lunchtime and attendance) to ensure readiness to learn. Provide advice, support and challenge to staff to enable all children to access learning	Children attend school, have good attitudes to learning and well-being. Children reach targets across the curriculum.	Attendance of Pupil Premium children fell in 2017/18. This was impacted by one child who has not attended school for a whole academic year, holidays in term time and medical issues. Incidences of staff having to go out to collect children from home reduced from the previous academic year.
	Funding for services to support children with behaviour/emotional/welfare issues: <ul style="list-style-type: none"> • Advotalk - one morning per week • Dog Therapy – on afternoon per week 	Pupil Premium children targeted but no child in need of services left out Positive changes in targeted children with behavioural, emotional and social difficulties enabling children to be 'ready to learn'	Improvements in attitudes to learning seen in all children attending these sessions. Three children at risk of exclusion made changes in their behaviour with this support and found success in school.
	To fund Jigsaw Families programme to explore issues that can be challenging for families, for example managing bedtimes, building self-esteem. Parents of targeted children work jointly with their children through a six session programme led by trained TAs.	Positive changes in children of targeted families leading to improved progress and outcomes for targeted children.	Positive feedback received from parents at the end of two six week programmes. Attendance for two families with previous issues improved. 85% of children involved made expected progress by the end of the year.
	Socially Speaking Group Y2 -30 minutes 3x per week	Children develop skills to inform their own learning – resilience, persistence and motivation	10 children targeted and tracked throughout the year – 8 PP. Children tracked made good progress against starting points in key stage.

	To continue to fund towards staff school dinners: Ensures all staff eat in the Restaurant with the children promoting social skills; speaking and listening (conversation around the meal table) and healthy food choice	Children develop positive attitudes to eating and appropriate social skills leading to good attitudes to learning and well being	All children stay in school over lunchtime. School meal uptake was 91% ensuring a very large majority of children ate a healthy and nutritious school lunch. Presence of staff models good eating habits and has developed children's social speaking skills
Actions focused on enrichment beyond the curriculum	Continued to fund towards increased opportunities for instrumental tuition for children in KS2	Children develop good attitudes to learning and well-being. Equality of opportunity to learn to play brass, percussion and guitar.	Children have opportunities for brass, percussion and guitar tuition. In 2017/18 56 Pupil premium children had tuition. There was a zero drop-out rate. Offsetting a proportion of the cost of tuition, ensured that tuition was also free for 26 non Pupil Premium children whose families are on low income. The children performed at a national festival, in local competitions and as part of the Hull Jazz Festival.
	SMSC development. Enrichment through visits and visitors – heavily subsidised or free of charge including those through Hull Children's University: Children have equality of opportunity for experiences within and beyond their local environment. Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions: e.g. Factory and workplace visits Space Centre London – Houses of Parliament and tour of capital	Children gain enjoyment of learning and raise aspirations through experiences within and beyond Children make good progress in reading, writing and maths	Wide ranging visits, visitors and experiences have taken place over the year– no child excluded. This has extended the experiences, knowledge and enjoyment of all children beyond the classroom and local area ensuring equality of opportunity for all our children.
		Total:	£162,954

Provision in red shows where the Early Years Foundation stage Pupil premium budget was used.

Impact of Pupil Premium spending 2017/18: Summary

Attendance: % of sessions missed due to overall absence

School FSM	School Non FSM	In School Gap	National FSM	National Non FSM	National Gap	School FSM	National FSM	Gap
5.6	4.0	+1.6	5.5	3.5	+2.0	5.6	5.5	+0.1

- The absence rates of our FSM children was impacted by one boy in Year 5 who only attended school for three weeks – social service, police involvement
- The absence rates of our FSM children is in line that of their peers nationally
- The absence rates of our FSM children is above that of our non FSM children. The gap is just below that seen nationally

Persistent Absence: % of pupils absent for 10% or more of their individual sessions

School FSM	School Non FSM	In School Gap	National FSM	National Non FSM	National Gap	School FSM	National FSM	Gap
12.6	6.0	+6.6	15.7	5.4	+10.3	12.6	15.7	-3.1

- Persistent absence rates of our FSM children were impacted by one Y5 boy with social service and police involvement
- Persistent absence rates of our FSM children is below that of their peers nationally
- Persistent absence rates of our FSM children is above that of our non FSM children. The gap is below that seen nationally

Achievement

It is important to remember the very low starting points of our children and that our aim is to close what is initially a wide gap in performance.

End of Foundation Stage

% of children achieving a Good Level of Development

PP School (11)	Non PP School (21)	All children School (30)	Non PP children Nationally (2017)	All children Nationally (2017)
46%	57%	53%		71%

- There were 30 children in FS2 in 2017/18; 11 of these were PP (37%)
- Five out of the eleven PP children achieved GLD- 4 girls and 1 boy. Of the six who did not: 3 are boys; 3 were on the SEN register and 5 were summer born

Key Stage 1

Y1 Phonics Screening Check 2018:

	2018 School % of Y1 children meeting the required standard	2017 National Other % of Y1 children meeting the required standard
PP (15)	80% (12)	
Non-PP (16)	75% (12)	84%
All Pupils (31)	77% (24)	81%

- Of the 31 pupils in Year 1 in 2017/18, 12 of these were Pupil Premium children. 80% of PP children in Y1 met the expected standard – this was in line with the national figure for all children of 81% but just below the national figure (2017) for other (non-Pupil Premium) children of 84%
- The gap between the school's PP children and other children nationally (2017) is less than one child
- Of the seven children who did not meet the required standard in the phonics screening test, three of these were Pupil Premium children. Two of these three children are on the SEN register at SEN support level with SLCN included as their identified need; none of these three children achieved a Good Level of Development at the end of EYFS. .

- All seven children are currently in a phonic set relevant to their need. Their progress and provision is reviewed regularly. The children on SEN support also receive Fischer Family Trust Wave 3 intervention.

Y2 Cumulative Phonics Screening Check 2017:

	2018 School %of Y2 children meeting the required standard	2017 National % of Y2 children meeting the required standard
PP (11)	100% (11)	
Non-PP (19)	95% (18)	
All Pupils (30)	97% (29)	92%

- Of the 30 children in Year 2, 11 are Pupil Premium children.
- Five children re took the Phonics Screening Check in Year 2. Three of these are Pupil Premium children- two boys and one girl- and two of these are on the SEN register. Of these three children, all three reached the required standard.
- By the end of Y2, 100% of Pupil Premium children reached the required standard for the Phonics Screening check, which was above the national figure (2017) of 92% for all children nationally

Attainment at the end of KS1 2018:

30 children in cohort	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
PP School (11)	73% (8)	18% (2)	55% (6)	9% (1)	73% (8)	18% (2)
Non PP School (19)	74% (14)	15% (3)	67% (14)	16% (3)	68% (13)	14% (3)
All pupils School (30)	73% (22)	17% (5)	67% (20)	13% (3)	70% (21)	17% (5)
Other pupils nationally*	79%	28%	72%	18%	79%	23%
All pupils nationally*	76%	25%	68%	16%	75%	21%

*2017 national figures

- There were 30 children in Year 2: 15 boys and 15 girls. Of these, 11 were Pupil Premium (37%): seven boys and four girls

- Eight (73%) PP children were assessed to be working at the expected level or above for reading by the end of KS1. At the end of EYFS, seven (64%) were working at the expected level or above for reading and five (45%) achieved GLD. Of the three (27%) of PP children who did not achieve the expected standard, two of these are on the SEN register
- Six (55%) PP children were assessed to be working at the expected level or above for writing by the end of KS1. At the end of EYFS, six (55%) were working at the expected level or above for writing and five (45%) achieved GLD. Of the five (45%) PP children who did not achieve the expected standard, two of these are on the SEN register
- Eight (73%) PP children were assessed to be working at the expected level or above for maths. At the end of EYFS, seven (64%) were working at the expected level or above for maths and five (45%) achieved GLD. Of the three (27%) of children who did not achieve the expected standard, two of these are on the SEN register

End of Key Stage 2

Historically, by the time pupils leave the school at the end of Year 6, disadvantaged pupils in the school usually have reached standards and made progress that is as good as, and often better than, other pupils nationally.

Attainment

This cohort consisted of 31 pupils of which 22 were Pupil Premium children and nine were non-Pupil Premium. The five children on the SEN register for SEN support were all Pupil Premium children.

31 children in cohort	Reading			Writing		Maths		
	EXS+	HS	SS	EXS+	GD	EXS+	HS	SS
PP School (22)	95% (21)	23% (5)	107	68% (15)	14% (3)	95% (21)	9%(2)	105
Non PP School (9)	100% (9)	33% (3)	107	100% (9)	11% (1)	100% (9)	11% (1)	105
All pupils School (31)	97% (30)	26% (8)	107	77% (24)	13% (4)	97% (30)	10% (3)	105
Other pupils nationally	77%	29%	105.4	81%	21%	80%	27%	105.3
All pupils nationally	71%	25%	104.1	76%	18%	75%	23%	104.2

31 children in cohort	SPaG			RWM Combined	
	EXS+	HS	SS	EXS+	GD
PP School (22)	91% (20)	27%(6)	107	68% (15)	5% (1)
Non PP School (9)	100% (9)	33% (3)	109	100% (9)	0
All pupils School (31)	94% (29)	29% (9)	108	77% (24)	3% (1)
Other pupils nationally	82%	36%	107.0	67%	11%
All pupils nationally	77%	31%	106.0	61%	9%

Outcomes for PP children at expected standard were above national figures for all pupils nationally and other pupils nationally in reading, writing and maths.

Pupil Premium Pupils compared favourably to non PP children nationally in Reading, maths and SPaG at expected levels but were below other pupils nationally for writing and at the higher standard for all subjects.

Progress

	PP (school)	All children (school)	Non PP (school)	Other pupils nationally Progress
Reading	+1.95	+2.0	+1.72	at national average
Writing	-1.4	-0.7	+0.97	at national average
Maths	+1.3	+1.2	+0.9	at national average