



Pupil Premium Strategy Statement: Barwic Parade Community Primary School

1. Summary information					
School	Barwic Parade CP School				
Academic Year	2018/19	Total PP budget	£131,320	Date of most recent PP Review	Ofsted June 2017
Total number of pupils	238 (R-Y6)	Number of pupils eligible for PP	98 (41%)	Date for next internal review of this strategy	January 2019 (Link Gov/Lead)

2. Current attainment				
	<i>School- Pupils eligible for PP – End of KS2 2018</i>	<i>School- Pupils not eligible for PP – End of KS2 2018</i>	<i>School- all pupils- End of KS2 2018</i>	<i>National- all pupils</i>
% of pupils achieving the expected standard in reading, writing and maths	33% ++	60%	49%	64%
reading progress score	-2.6 ++	-4.11	-3.4	0
writing progress score	1.5 ++	-1.22	-0.1	0
maths progress score	-1.9 +-	-0.2	-0.9	0

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Reading progress from Key Stage 1 to Key Stage 2
B.	Curriculum
C.	End of Key Stage Additional and Different provision (Maths and Reading)
D.	Resilience and confidence to overcome barriers in learning
External barriers	
E	Parental Engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress in reading across KS2 leads to an improved reading progress score and a higher % of children achieving age-related expectations and greater depth by the end of year 6. EOY targets are met in each year group.	Attainment %s increase across years 3-6 as the year progresses due to pupils making rapid progress. PP reading % targets are met in every year group. The gap between the end of KS2 reading progress score and the National figure narrows.
B.	Big Journey curriculum ensures NC coverage and a wide range of experiences for pupils to access. Pupils can use ICT to support and enhance learning. More pupils achieve ARE in other curriculum areas.	The Big Journey approach to delivering the curriculum allows for creativity and more opportunities for cross-curricular learning. The approach enables learning to flow through topics, with pupils being 'hooked into' learning and every half-term, celebrating the learning journey. The Long Term Plans across all phases ensure NC coverage whilst providing pupils with 'wow' experiences that support engagement in learning. Pupils' ideas influence learning.
C.	Year 2 and 6 targets are met in reading, writing and maths as the provision and support is targeted and specific for each individual pupil.	Provision and support is well thought-out and carefully planned to meet the needs of learners. The PP leader monitors the progress of every child and monitors the impact of additional and different provision that is in place for those children working below expected standards. Adults are deployed effectively to provide targeted support. PP % targets are met in year 2 and 6 through accelerated progress.
D.	The Thrive programme is embedded throughout school and children who need 1:1 tailored support receive this. They develop Growth Mindsets whereby skills and relational understanding is embedded to enable deep understanding, linking concepts and ideas and applying skills to new learning, resulting in accelerated progress.	A higher % of pupils achieve greater depth as they are resilient when tackling problems. They see challenges as fun and failure as an important part of learning. Pupils challenge themselves to further their own learning. They develop skills needed to apply learning and ideas across different subject areas. Pupils' SEMH needs are supported through the tailored Thrive approach with the Learning Mentor leading this across school.
E.	Increased parental engagement working in partnership with the school to ensure rapid progress for each child.	Parents know the curriculum expectations for their children. Parents know how they can support their children with learning at home and their next steps in learning. They regularly attend parent's meetings and, in year 6, are supported through the revision guides and additional meetings with the Pupil Premium leader. As a result, a higher % of pupils achieve age-related expectations at the end of year 6.

5. Planned expenditure	
Academic year	2018/19

i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Mid-term review notes
A.C Reading progress across KS2 improves as approaches adopted in KS2 are evidence-based and effective.	Book Study Y5/6 Bug Club Y3/4 Use book bands which support independent reading, in years 3, 4 and 5 Peer Tutoring approach.	Research completed by CA (subject lead) into schools with high reading progress. Common thread book study. Previous Y3/4 reading data suggests Bug Club is effective. Practice seen by VV during school visit where progress score for disadvantaged reading was 6.6. EEF: Peer Tutoring +5 months.	<ul style="list-style-type: none"> Resources purchased Teachers trained in KS2 Half-termly monitoring and data analysis by subject leader 	<i>Attainment data figures for reading across school- % of children working at ARE has remained static or improved since the end of the previous year, in all but one year group. English lead has narrowed down key skills needed for reading comprehension (VIPERS) and teachers teaching reading every day through autumn term. Spring mixing VIPERS with work on test papers. English lead met with 5/6 phase lead and decided upon acronym strategy so children would know how to answer questions in the test. RUSHCUK. Leadership time was used to look at strategies to answer questions and analysed last year's SATs papers- vocabulary and inference identified as weaker areas. Strategies devised to support children in these areas. Spring after-school reading booster started.</i>
C. Reading attainment in year 2 increases.	Nelson Comprehension scheme Guided reading to include Book Study and VIPERS.	CA (subject lead) researched different schemes that would meet the needs of the key stage 1 children and found this to be the most suitable.	<ul style="list-style-type: none"> Phase leader to effectively plan guided reading sessions Teachers trained in KS1 Half-termly monitoring and data analysis by subject leader 	<i>Year 2- Reading attainment has increased from 61% working at ARE+ to 71% working at ARE+. The Nelson scheme is due to be completed shortly for Y2 then the focus will shift to working together on SATs style questions. VIPERS sessions allow children to develop skills and evidence understanding across the 6 key areas of reading.</i>
C. Attainment difference diminishes in writing from years 2 -6 with more children achieving ARE.	Sentence Stacking to be used across school.	Research completed by CA (subject lead) into schools with high writing progress. Common thread sentence stacking. Initial in-school trial started in Summer term deemed as effective.	<ul style="list-style-type: none"> Teachers trained across school Initially used with narrative writing If deemed to have high impact, access training and roll out across other genres 	<i>Book scrutiny recently undertaken by CA and SD. Significant improvement seen in quality of writing, especially year 5/6. Sentence stacking gives children more independence, pride in presentation, impact of teaching in independent pieces was clear. Application of skills evident in topic and English lessons. Teachers have noted that sentence stacking has particularly increased confidence of SEN, EAL and PP children as they have a scaffold to support their writing. Further training delivered by Jane Considine is now planned for all teachers to access in summer term.</i>

<p>B. Pupils are inspired through curriculum experiences and more children achieve ARE in foundation subjects.</p>	<p>'Big Journey' approach to be used across school. Investment in online Educational resources- staff users. Invest in Educational visits, subsidising costs.</p>	<p>Big Journey implemented, following an initial trial year, to further develop the wider curriculum. Feedback from parents was overwhelmingly positive and children engaged well during topic lessons. High usage of online resources recorded. Y1 phonics positive using educational resources- high impact last year.</p>	<ul style="list-style-type: none"> • Annual budget allocated to each phase to resource experiences. • Complete planning in phases • Assess foundation subjects in O-track • Plan budget spend 	<p><i>Big Journey approach is being followed. Monitoring is strong with LTPs showing good coverage, creativity and providing a breadth of opportunities. For example, Y5/6 WW2 autumn term- children found this interesting- engaged in topic so it was continued for the full term. Children have enjoyed the enrichment experiences such as Eden camp and NRM visits. Children produced high quality writing following the visits and are overwhelmingly positive about these experiences.</i></p>
<p>E. Parents develop a greater understanding of the school curriculum.</p>	<p>Planned Big Journey opportunities termly. KS welcome meetings. KS newsletters. KS celebration assemblies. Website and social media pages updated regularly.</p>	<p>EEF: Parental Engagement +3 months. These approaches will enable parents to have a clear understanding of their child's curriculum, what is expected in school and how to further support learning at home. Parents will know their child's next steps in learning and work in partnership with school to reinforce the importance of education.</p>	<ul style="list-style-type: none"> • Lead to monitor opportunities presented in each KS • Collate parent/carer feedback • Monitor use of home/school planners 	<p><i>Parents have attended many events so far this year including Key Stage welcome meetings, Thrive workshops, EYFS phonics sessions, KS1 Reading Café, Celebration assemblies and a range of 'Fantastic Finishes' linked to our Big Journeys. We communicate with parents in a variety of ways including regular school newsletters, termly Key Stage newsletters, parent's evenings, school website and social media pages on Facebook and Twitter. This year, we have also started using Marvellous Me to send messages, learning activities & badges to parents. This approach has received positive feedback from parents.</i></p>
<p>D. Children to be healthy, happy, confident and ready and open to learning.</p>	<p>Thrive training for all staff in school. Designated teachers to be trained as Thrive specialists. Learning mentor and TAs to deliver 1:1 sessions. Class teachers to deliver whole-class sessions.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF evidence suggests an average gain of +7 months (high impact for very low cost). Meta-cognition and self-regulation.</p>	<ul style="list-style-type: none"> • Regular training and updates for all staff • Monitor completion of class action plans termly • Monitor completion of individual action plans, frequency and quality of sessions • Monitor role of learning mentor 	<p><i>New staff to school have received Thrive training and receive 1:1 support when completing the assessments and planning future activities. Assessments are all up to date. Since the planning scrutiny, TAs are now planning regularly and follow-up scrutiny is planned for April. The learning mentor left post and this role has now been taken on by the PSA. She will access Thrive practitioner training next year. At present, 10 children have fully completed the Thrive programme and more children have been identified to participate in 1:1 programmes.</i></p>
Total budgeted cost				£30,000

ii. Targeted support				
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Mid-term review notes

	action/approach	for this choice?	implemented well?	
A.C.D. TAs build up a 'core package' of skills in delivering interventions so they can be delivered consistently across school, where needed.	Half-termly training to be organised by HSJ (MITA lead). External facilitators to be sourced, where needed. TAs to attend all training, ensuring implementation and review. TAs to 'buddy up' to develop own and other's practice.	TAs are confident and highly skilled in delivering a range of interventions and supporting learning within class. They know how to evidence impact and analyse the effectiveness of interventions they deliver. We want interventions to be relevant and effective so that the gap between pupils' current attainment and ARE narrows across school.	<ul style="list-style-type: none"> Meet half-termly with leader of the MITA project Plan diary dates in advance Source training where needed Analyse whole-school data to identify need and plan further training Monitor impact of training through discussions with TAs and class teachers 	<i>TAs have received training so far this year on: Precision Teaching Rapid Reader intervention Computing Peer coaching The MITA project leader has left post at school. Monitoring suggests that TAs are providing precise feedback and personalised target setting through the 1:1 Rapid Reader sessions. Monitoring of Precision Teach graphs shows that the intervention is having a positive impact for SEN children across school. During January appraisals, TAs contributed ideas to develop their own CPD which have been taken into account for future training.</i>
C. PP children who are working towards expected standard make accelerated progress in maths.	Staff deliver maths interventions: 5 minute box Precision Teaching Rockstars, following training. Introduce Small Group Tuition: Bespoke interventions designed by class teacher to support and challenge pupils identified through data analysis.	Some pupils need targeted support to catch up and some pupils need targeted support to achieve greater depth in learning. This ensures that pupils make accelerated progress through receiving and responding to immediate feedback in their learning and particularly receive additional 1:1 support if they do not grasp a concept. Small Group Tuition: EEF evidence suggests an average gain of +4 months (moderate impact for moderate cost).	<ul style="list-style-type: none"> Monitor phase leader A&D half-termly plans Ensure impact for each individual child is recorded Teachers analyse class data to deploy class TA in the most effective way TAs complete Intervention Record Sheets clearly showing pre and post data Teachers plan any bespoke interventions ensuring they are relevant and impact is clearly measured Teachers work with HO (subject lead) for maths intervention support. 	<i>The maths subject lead shared TA timetables showing interventions for PP children. Impact is measured through Additional and Different half-termly plans created for all children working towards expected standard. Arithmetic and reasoning interventions for year 6 and maths booster started in October. TA response in class to PP children is through a questioning and instant feedback focus. TAs keep intervention monitoring sheets to record pre and post data for each intervention so that progress can be measured. Times table Rockstars is used currently to scaffold learning in multiplication. Attainment data across the school-Static or improvements seen based on PP children working at ARE since the end of the previous year (across all but one year groups). The maths/phase lead has a clear plan for Year 5 maths moving forwards as, in terms of attainment, this is the main area of concern highlighted through the mid-term review.</i>

<p>A.C. PP children who are working towards expected standard make accelerated progress in reading.</p>	<p>Staff deliver reading interventions: Comprehension groups Precision Teaching Rapid Reader, following training.</p> <p>Introduce Small Group Tuition: Bespoke interventions designed by class teacher to support and challenge pupils identified through data analysis.</p>	<p>Some pupils need targeted support to catch up and some pupils need targeted support to achieve greater depth in learning.</p> <p>Rapid Reader ensures that pupils make accelerated progress through daily target setting and review in reading.</p> <p>Small Group Tuition: EEF evidence suggests an average gain of +4 months (moderate impact for moderate cost).</p> <p>EEF: Reading Comprehension Strategies +6 months.</p>	<ul style="list-style-type: none"> • Monitor phase leader A&D half-termly plans • Ensure impact for each individual child is recorded • Teachers analyse class data to deploy class TA in the most effective way • TAs complete Intervention Record Sheets clearly showing pre and post data • Teachers plan any bespoke interventions ensuring they are relevant and impact is clearly measured 	<p><i>TAs have received intervention training so far this year in Precision Teaching and Rapid Reader. Both approaches are used across school. For example, in KS1, some children access Precision teaching to work on graphemes they struggle to read in words, such as split digraphs. The impact of Rapid Reader intervention is evident across the school through specific feedback and precise targets recorded in planners. Impact is measured through Additional and Different half-termly plans created for all children working towards expected standard. TAs keep intervention monitoring sheets to record pre and post data for each intervention so that progress can be measured. The Y6 reading booster started in February.</i></p>
<p>C. Year 6 PP pupils working towards expected standard receive targeted support and instant feedback in maths lessons.</p>	<p>HLTAs deployed to support teaching and learning for identified pupils across Year 5/6 classes (equating to 6 hours in total).</p>	<p>This ensures that identified pupils make accelerated progress through receiving and responding to immediate feedback in their learning and particularly receive additional 1:1 support if they do not grasp a concept. Feedback: EEF evidence suggests an average gain of +8 months (high impact for very low cost).</p>	<ul style="list-style-type: none"> • Phase leader to analyse data and identify focus pupils for HLTAs to support • Monitor work of HLTAs across all 3 classes • HLTAs to complete Intervention Monitoring Form with pre and post assessment data if working with specific pupils 	<p><i>The phase leader reported that the UKS2 teachers have missed having the additional resource of HLTAs to support maths in year 5/6 (HLTAs left post at the beginning of autumn 2). We planned together to ensure that in Spring & Summer terms, class teachers could deliver intensive 1 hour boosters (for target children) covered by PPA teachers. Also, from January, children have been split into pure year groups for maths.</i></p>
<p>C. Year 6 PP pupils make rapid progress in maths through a Booster Club.</p>	<p>Target children who need to attend. Explain rationale at parent's evening. Weekly after-school booster sessions in Maths, content based on gap analysis.</p>	<p>Year 6 pupils need to be provided with the best possible opportunities to excel in their end of KS2 SATs. The experienced phase lead will deliver the Booster club.</p>	<ul style="list-style-type: none"> • Phase lead to plan and deliver Booster sessions • Clear gap analysis used to plan sessions • Impact to be measured for all children who attend • Selected PP pupils must attend • Monitoring of booster club by PP lead to ensure high impact on learning 	<p><i>Maths Booster: 7 PP children attend on a weekly basis. Class teachers have seen a noticeable impact in lessons through initial pre-teach approach. Moving onto SATs prep now with test-style questions. Data is tracked by the phase leader in terms of question types and maths topics.</i></p> <p><i>Reading Booster started in Feb 2019 following parental requests in PP parent meetings and positive impact seen in maths booster.</i></p>

C.E. More pupils achieve higher levels through support from home and parental knowledge of end-of-year expectations.	Year 6 Rising Stars revision guides.	Last year, this was an effective use of Pupil Premium funding. It gave clear focus to homework and supported parents to help their children to learn. Some children who were working below the expected level made accelerated progress because of the targeted and relevant work.	<ul style="list-style-type: none"> Phase lead to decide how and when to use the revision guides to have the highest impact on learning in preparation for SATs PP lead to monitor use to ensure this has desired impact 	<i>Homework is set every week based on topics being covered in class for extra revision. The majority of children complete homework, if they don't, they stay in and complete it so no work is missed. Opportunities are provided for post teach and are marked weekly with feedback. Children enjoy using them; it encourages them to do their homework. Staff value these as it gives a clear purpose to homework and is an extra pitch-appropriate resource. In parent meetings, parents expressed that they valued these resources and were surprised at the level of difficulty.</i>
D. Children who have struggled with difficult life events are supported to help them re-engage with life and learning.	Designated teachers to be trained as Thrive specialists. Learning mentor and TAs to deliver 1:1 sessions.	This is a research-based approach proven to move children on emotionally and socially by plugging developmental gaps.	<ul style="list-style-type: none"> Regular training and updates for all staff Monitor completion of individual action plans, frequency and quality of sessions Monitor role of learning mentor All staff to use VRFs 	<i>Thrive- our learning mentor has left post along with another fully-trained practitioner. The PSA role now also includes pastoral support and she has started delivering 1:1 Thrive programmes. Practitioner training is to be accessed next year. 5/9 children supported through 1:1 Thrive programmes are eligible for PP. 15 additional PP children are given extra family support to attend school and access learning in the classroom. Some children working with TAs made excellent progress through the strands and no longer require a 1:1 programme.</i>
Total budgeted cost				£6,500
iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Mid-term review notes
A. C. Improved attainment in English through rapid development in early language.	Targeted speech and language support by HLTAs (equating to 8 hours per week)	Oral Language Intervention: EEF evidence suggests an average gain of +5 months (moderate impact for very low cost). It is our view that, without a secure grasp of linguistic skills, which many of our children do not start school with, their primary years in education would be further disadvantaged.	<ul style="list-style-type: none"> Data analysed and pupils identified for intervention by BK HLTAs to create timetable with short daily sessions, focused on sp & lang targets HLTAs to analyse progress for each child ½ termly and update timetable, as needed 	<i>The HLTAs left post in November 2018. Since then, a TA has taken on the role of providing individual speech and language support to 7 children across school (Timetable in place- equating to 5 hours per week). The speech and language therapist writes bespoke care plans for us to follow in school. The TA has received training about how to deliver 1:1 programmes to meet the outcomes on the care plan. 8 children have been discharged from the speech and language service.</i>

<p>D. Children in Early Years phase make accelerated progress through rapid feedback.</p>	<p>Increase staffing and training in Reception classes to provide instant feedback and support to children.</p>	<p>Early Years evidence EEF: Early numeracy and communication & language approaches +6 months. Typically, two thirds of children begin schooling at Barwic Parade with below age-related starting points. We acknowledge the need to support these children to make accelerated progress. Last year, this approach had a high impact on GLD data.</p>	<ul style="list-style-type: none"> • Regular monitoring of teaching and learning • Regular monitoring of learning journeys • Half-termly data analysis and pupil progress discussions • Relevant training through phase meetings • Play-based learning with interventions, where appropriate 	<p><i>On entry to reception, 4 out of 8 children (50%) were on-track to achieve GLD by the end of the year. At the spring mid-term assessment point, 8 out of 11 children (73%) are on-track to achieve GLD. The whole team adopt a nurturing Thrive approach and have a strong emphasis on the development of reading. Planners are now used to support home-school communication. Play-based learning interventions are having a positive impact across the phase.</i></p>
<p>A. Provision and outcomes for PP children continue to improve.</p>	<p>PP lead to continue accessing relevant and up-to-date CPD. PP lead to adopt relevant, high-impact EEF strategies. PP lead to collaborate with leading schools.</p>	<p>With such a high % of PP children in school, the PP lead plans and monitors implementation of strategies that should lead to a high impact on progress and outcomes for these children.</p>	<ul style="list-style-type: none"> • Meet all staff named on PP plan termly to discuss impact • Complete mid-year and end-of-year PP spend reviews • Access quality CPD through training, collaboration and research. 	<p><i>An in-depth progress and attainment report is created every half-term and shared with SLT and the governors through a Progress & Standards meeting. This report is annotated during pupil progress meetings where all teachers are held to account for the outcomes of PP children within their classes. Phase leaders then complete an Additional & Different provision map half-termly which clearly outlines provision for all PP children who are working towards the expected standard. Impact is then measured on a half-termly basis. Mid-term review meetings have been held with named staff to discuss impact in each area and next steps have been discussed. Any areas of the PP Strategy which have changed since the beginning of the academic year have been discussed and alternative provision put in place.</i></p>
<p>E. Attendance improves, the number of persistent absentees reduces and families are supported.</p>	<p>Targeted parental support and attendance monitoring by PSA (0.6).</p>	<p>Parents have a point of contact. They have access to in-school regular support, if needed. The links between home and school are strengthened for the most vulnerable families.</p>	<ul style="list-style-type: none"> • On playground before school every morning • Attendance monitoring by PSA and meetings held with parents, if needed • PSA to work closely with Selby prevention team and attend any relevant training • PSA to plan and signpost to family learning opportunities 	<p><i>Current attendance: School- PP 94.64% non PP 96.15% National 2018- PP 94% non PP 96.3%</i></p> <p><i>New morning routine with bagels, lining up and entering class together is already having a positive impact on both learning and reducing the number of 'lates'.</i></p> <p><i>All families that are currently supported by the PSA in terms of parental support and signposting to different services have children who are eligible for PP.</i></p>

<p>C.E Parents know how to support their child at home in preparation for the end of KS2 SATs.</p>	<p>PP lead to meet all parents of Y6 PP pupils to have a 'learning meeting' about their child.</p>	<p>Parents are clear about what the next steps for their child are and how they can support them at home. They ensure that their child attends all Booster sessions that are offered, uses the revision guides correctly thus giving them the best chance to achieve well at the end of KS2.</p>	<ul style="list-style-type: none"> • 1:1 Meetings with all 13 parents to be held in January • Targets, Revision Guides, Attendance at Boosters all to be discussed • Briefly outline each parent about how school is using PP funding and whether they have any specific requirements for their child. 	<p><i>Out of 13 parents invited to the 1:1 learning meetings, 8 parents attended. Parents commented positively on the revision guides (with one parent commenting- we learn together!), interventions, booster club and residential.</i> <i>Following the meetings, 2 children who had not previously been attending maths booster club started attending on a regular basis.</i> <i>One parent suggested an after-school reading booster club. This has now been implemented and is already seeing a positive impact.</i></p>
<p>D.E. Children have a nutritious and settled start to the day with opportunities to gain support with reading and homework.</p>	<p>Run a Breakfast Club with access to reading and homework support. Provide healthy snacks and milk at break time.</p>	<p>Children and their families benefit from the availability of this before-school provision (7.45-8.45 daily). Noted improvements from previous year include: improved learning, attendance and behaviour at school, punctuality, healthy eating and social skills development.</p>	<ul style="list-style-type: none"> • Regular meetings with breakfast club leader • Set up key worker system • Designate adult roles within club to support learning • Breakfast club leader to keep records of attendance 	<p><i>The breakfast club leader has worked with the team to make significant improvements to this provision. The key worker system is now in place and children report that they feel confident to speak to their key worker. Monitoring of breakfast club shows a range of activities at different stations, including games, reading, creativity and computing. Children particularly enjoy 'special' breakfasts such as 'Breakfast with Santa.' There is a calm and nurturing environment and both parents and children speak positively about the breakfast club.</i></p>
Total budgeted cost				£80,000

Total Strategy Plan spend: £116,500

6. Review of expenditure	
Academic year	2018/19
<p>Mid-term review data:</p> <p><u>Mid-year Attainment Summary</u></p> <ul style="list-style-type: none"> - This summary is calculated based on % working at ARE+ at the end of the previous year compared to % working at ARE+ at the Spring mid-term assessment point. - For example, if 68% of the Y4 cohort were working at ARE+ at the end of Y3 (July 2018) and now 72% are working at ARE, this figure would be shown as +4% 	

Year group and Area	Difference in attainment compared to previous summer (ARE+) cohort	Difference in attainment compared to previous summer (ARE+) Pupil Premium cohort
Reception- on-track GLD	+12%	+23%
Y1 Reading	N/a	N/a
Y1 Writing	N/a	N/a
Y1 Maths	N/a	N/a
Y2 Reading	+10%	+20%
Y2 Writing	+4%	-4%
Y2 Maths	-7%	0%
Y3 Reading	+5%	-5%
Y3 Writing	+3%	+6%
Y3 Maths	+3%	0%
Y4 Reading	-2%	+6%
Y4 Writing	+6%	+14%
Y4 Maths	+6%	+7%
Y5 Reading	-6%	+5%
Y5 Writing	0%	0%
Y5 Maths	-13%	-16%
Y6 Reading	+9%	+17%
Y6 Writing	+8%	+8%
Y6 Maths	+9%	+9%

2019 KS2 SATs- Predicted PP attainment shows an increasing trend:

RWM combined: 42% (increase on previous 3 years)

RWM combined GDS: 8% (increase on previous 3 years)

Mid-year Progress Summary (progress calculated from end of the previous school year to Spring mid-term)

- No progress comparison available for year 1 due to being in EYFS at the end of the previous year

Year group and Area	Average progress of cohort	Average progress of Pupil Premium cohort
Y2 Reading	2.97	3.36
Y2 Writing	2.82	2.55
Y2 Maths	2.23	2.82
Y2 RWM Combined	2.84	2.91
Y3 Reading	2.97	2.81

Y3 Writing	2.27	1.56
Y3 Maths	2.82	2.69
Y3 RWM Combined	2.69	2.35
Y4 Reading	2.85	3.17
Y4 Writing	3.00	3.08
Y4 Maths	3.58	3.08
Y4 RWM Combined	3.14	3.11
Y5 Reading	2.61	2.58
Y5 Writing	2.94	3.00
Y5 Maths	2.94	3.05
Y5 RWM Combined	2.83	2.88
Y6 Reading	2.85	2.75
Y6 Writing	2.62	2.37
Y6 Maths	2.76	2.50
Y6 RWM Combined	2.75	2.54

7. Additional Information

Find links below to the following documents:

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