



# Pupil Premium Grant Expenditure



## Sutton Greens Primary School's Pupil Premium Profile

	2015/16	2016/17	2017/18
<b>Total number of pupils in the school</b>	246	237	209
<b>Number of PP-eligible pupils:</b>	63	74	60
<b>Amount per pupil:</b>	63 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 0 Ever 5 Service x £300	66 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 8 Ever 5 Service x £300	52 Ever 6 FSM x £1320.00 0 Looked After Children x £1900 8 Ever 5 Service x 8 £300
<b>Total pupil premium budget:</b>	£83,160	£89,520	£ 71,040

## Evidence of school performance

Pupil premium funding is used well to overcome barriers for learning. Children benefit from a wide ranging and well thought out series of interventions, support and activities. They are well tracked, and the use of a range of high quality data from the schools tracking system is a real strength. Under performance of individuals, groups and cohorts is well understood and tackled effectively through the school pupil progress reviews and performance management. The school knows its learners well.

(External Pupil Premium Audit by Prestolee Teaching School-January 2017)

Those pupils who are known to be eligible for free school meals and pupil premium funding also achieve well. Their achievement is rising and is now close to, or often equal to, that of the other pupils in school.

(Ofsted- December 2013 )

## Review of PPG Spending 2016 /17

Strategy and EEF Impact figure**	Outcomes and Impact	Continue (C) or Discontinue (D)
Speech and Language Therapy (EEF + 5 months)	<ul style="list-style-type: none"> <li>Improved self-esteem</li> <li>All achieved good or expected progress In reading.</li> </ul>	C
1:1 TA sessions (EEF +9 months)	<ul style="list-style-type: none"> <li>Worked well – pupils were aware of their targets and enjoy their 1:1 sessions</li> <li>Improved motivation.</li> <li>Improved teaching of targets to eradicate identification of gaps.</li> </ul>	D <i>but expand 1:1sessions by Involving more staff to provide sessions Consider introducing assertive mentoring program.</i>
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> <li>Worked well – pupils were aware of their targets</li> <li>Improved motivation.</li> <li>Improved accuracy in assessment and identification of gaps.</li> </ul>	C
Learning Mentor (EEF +4 months)	<ul style="list-style-type: none"> <li>Worked well – attendance and punctuality targeted</li> <li>Emotional wellbeing of vulnerable children and families targeted.</li> </ul>	C
Early Years Interventions (EEF +6 months)	<ul style="list-style-type: none"> <li>Some improvements seen, not as much as predicted in the EEF grade and dependent on intervention.</li> </ul>	C <i>but review interventions</i>
Subsidised trips, Residentials and extra curricular activities (EEF +3 months)	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of the world around them</li> <li>Increased aspirations and understanding of opportunities available to them.</li> <li>Increased confidence and social skills.</li> <li>Improved independence.</li> </ul>	C
Year 6 SATs Boosters (EEF +6 months)	<ul style="list-style-type: none"> <li>Worked well – pupils confidence and test stamina improved</li> <li>Improved motivation.</li> <li>Improved teaching of misconception and 'gaps' in learning addressed.</li> </ul>	C

\*\* EEF = Education Endowment Foundation. This organisation summarises educational research from the UK and around the world to provide school leaders and teachers with guidance on how to best use and spend their resources to improve attainment for pupils. This is expressed in months gained.

## End of Key Stage Data

### Attainment Data from 2015

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	84	6	8	-3	75	2	50	7	82	6	42	4
Whole Cohort	79	-3	21	-4	88	1	47	3	91	6	68	6
<b>DIFFERENCE</b>	5		13		13		3		9		26	

### Attainment Data from 2016 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	17	-9	0	-2	75	0	17	-2	33	5	0	-1
Whole Cohort	30	-6	10	0	77	1	27	1	50	6	17	0
<b>DIFFERENCE</b>	-13		-10		-2		-10		-17		-17	

### Attainment Data from 2017 (ARE = Age Related Expectations)

KS1	Writing				Reading				Maths			
	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data
PP	14	-3	0	-1	29	-3	0	-1	43	-2	14	0
Whole Cohort	50	-4	5	-2	59	-3	32	-1	55	-4	36	3
<b>DIFFERENCE</b>	-36		-5		-30		-32		-12		-22	

### Attainment Data from 2015

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	63	-2	13	1	75	1	25	2	75	1	13	1
Whole Cohort	81	-4	19	2	83	0	33	1	90	6	24	-2
<b>DIFFERENCE</b>	<b>-18</b>		<b>6</b>		<b>-8</b>		<b>-8</b>		<b>-15</b>		<b>-11</b>	

### Attainment Data from 2016 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data	% ARE and Above RAISE 2016 (in School)	2016 Difference to National Data	% Greater Depth RAISE 2016 (in School)	2016 Difference to National Data
PP	30	-8	10	-1	40	-6	10	-2	40	-6	10	1
Whole Cohort	50	-4	6	-8	58	-9	11	-2	56	-6	11	2
<b>DIFFERENCE</b>	<b>-20</b>		<b>4</b>		<b>18</b>		<b>1</b>		<b>16</b>		<b>1</b>	

### Attainment Data from 2017 (ARE = Age Related Expectations)

KS2	Writing				Reading				Maths			
	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data	% ARE and Above RAISE 2017 (in School)	2017 Difference to National Data	% Greater Depth RAISE 2017 (in School)	2017 Difference to National Data
PP	80	0	0	-1	70	0	10	-1	80	0	0	-2
Whole Cohort	83	2	5	-5	73	0	23	0	68	-2	3	-8
<b>DIFFERENCE</b>	<b>-3</b>		<b>-5</b>		<b>-3</b>		<b>-13</b>		<b>12</b>		<b>-3</b>	

## Self Evaluation

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<b>Improve attainment and progress for Higher Ability Pupil Premium in Reading, Writing and Maths</b>	<ul style="list-style-type: none"> <li>• Attendance / Punctuality</li> <li>• Reading and writing stamina</li> <li>• Mastery / Using and Applying Skills</li> <li>• Learning behaviour and emotions (disengagement / confidence / motivation / aspirations)</li> <li>• Reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations).</li> <li>• Greater depth of learning and application of skills across the subjects.</li> <li>• Pupils have knowledge of targets, next steps and how to achieve these.</li> </ul>	<ul style="list-style-type: none"> <li>• At least ARE in Reading, Writing and Maths to be achieved.</li> <li>• Expected / more than expected progress for PP to be at least inline with national figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater focus on Reading Comprehension across the curriculum.</li> <li>• Catch up sessions for pupils with poor attendance and punctuality.</li> <li>• Targeted Feedback</li> <li>• Cross-Curricular writing</li> <li>• 1:1 Mentoring</li> <li>• Targeted interventions, including pre and post teaching sessions.</li> <li>• Booster sessions in Years 2 and 6.</li> <li>• Trips and Residential Visits</li> <li>• Extra Curricular Activities</li> </ul>	<p><b>End of Autumn 2017:</b></p> <ul style="list-style-type: none"> <li>• In Writing 75% of Higher Ability Pupil Premium Pupils have made expected progress.</li> <li>• In Reading only 58% of Higher Ability Pupil Premium Pupils have made expected progress. This will be a target during the Spring term.</li> <li>• In Maths only 69% of Higher Ability Pupil Premium Pupils have made expected progress. This will be a target during the Spring term.</li> </ul> <p><b>End of Spring 2018:</b></p> <ul style="list-style-type: none"> <li>• In Reading, Writing and Maths Higher ability pupils are back on track in all year groups. The current Year 4 and 5 will remain a priority for summer term.</li> </ul> <p>NFER Testing will take place in Reading and Maths for all pupils in the Summer Term</p> <p>Attendance and punctuality is still an area that needs to improve MP and CP have met.</p> <p><b>End of Summer 2018:</b></p> <p>NFER Testing has highlighted an issue in Reading across all year groups with 40% of pupils not achieving expected progress. – Papers will be analysed and interventions organised.</p> <p>NFER Testing has highlighted an issue in Maths across all year groups with 20% of pupils not achieving expected progress. – Papers will be analysed and interventions organised.</p> <p>Attendance and Punctuality is improving and will continue to remain a priority for Autumn 2018</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">cTo diminish the difference in attainment and progress between PP and Non-PP pupils in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>• Attendance / Punctuality</li> <li>• Reading and writing stamina</li> <li>• Mastery / Using and Applying Skills</li> <li>• Learning behaviour and emotions (disengagement / confidence / motivation / aspirations)</li> <li>• Reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations)</li> <li>• Pupils have knowledge of targets, next steps and how to achieve these.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% pupils reach ARE in Reading, Writing and Maths.</li> <li>• Expected / more than expected progress for PP to be at least inline with national figures.</li> </ul>	<ul style="list-style-type: none"> <li>• CODE X</li> <li>• Cross-Curricular writing</li> <li>• 1:1 Mentoring</li> <li>• Catch up sessions for pupils with poor attendance and punctuality.</li> <li>• Targeted interventions, including pre and post teaching sessions.</li> <li>• Booster sessions in Years 2 and 6.</li> <li>• Targeted Feedback</li> <li>• Trips and Residential Visits</li> <li>• Extra Curricular activities.</li> </ul>	<p><b>End of Autumn 2017:</b></p> <ul style="list-style-type: none"> <li>• KS1 show that there is no difference in attainment between disadvantaged and non-disadvantaged pupils in Maths</li> <li>• . In Reading and Writing at KS1 the disadvantaged pupils are achieving less than the non-disadvantaged pupils. This will be a target during the Spring term.</li> <li>• In KS2, the disadvantaged pupils are achieving less than the non-disadvantaged pupils in Reading and Writing. This will be a target during the Spring term.</li> <li>• KS2 in Years 4 and 5 show that there is no difference in attainment between disadvantaged and non-disadvantaged pupils in Maths</li> <li>• In KS2 in Years 3 and 6, the disadvantaged pupils are achieving less than the non-disadvantaged pupils in Maths. This will be a target during the Spring term.</li> </ul> <p><b>End of Spring 2018:</b></p> <ul style="list-style-type: none"> <li>• In Year 3 the achievement of disadvantaged pupils shows how focused targeting has worked.</li> <li>• In Year 5 there is very little difference in all areas.</li> <li>• In Year 4 there are a number of barriers of learning for the disadvantaged children which need to be addressed during the summer term.</li> <li>• In Key Stage 1 there are only 9 disadvantaged pupils</li> </ul> <p><b>End of Summer 2018:</b></p> <ul style="list-style-type: none"> <li>• In Year 4 the gap between PP and Non PP has narrowed in reading and writing due to a range of strategies to break down barriers to learning including a residential to Colemenny.</li> <li>• NFER and SATs have highlighted that with the exception of Year 5 there is a significant gap between the attainment of PP and Non PP pupils in Maths, this is being addressed by SLT.</li> <li>• Writing for Non SEND Pupil Premium Pupils also needs to be addressed.</li> <li>• Writing and Number is an issue for EYFS PP pupils with only 56% meeting National Expectations.</li> <li>• In EYFS, 9 pupils are PP .In KS 1, 9 pupils are PP, In KS 2, 48 Pupils are PP.</li> </ul>
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Strategy	Outcomes and success criteria	Owner	Cost per pupil	Total cost
Speech and Language Therapy. (EEF +5 months)	<ul style="list-style-type: none"> <li>All children who attend these sessions show improved self-esteem and good or expected progress in reading.</li> </ul>	SC	£185	£11,110
Mathematic based interventions (problem solving, number and calculation) (EEF +3 months)	<ul style="list-style-type: none"> <li>75% of children achieve ARE in Maths</li> </ul>	NL, DD,DA	£200	£12,000
1:1 sessions, including Reading (EEF +9 months)	<ul style="list-style-type: none"> <li>85% ARE in Reading</li> <li>Improved abilities and effectiveness with reading comprehension activities</li> <li>Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>Improved focus work on pupils targets</li> </ul>	HA,LC HK,DD	£185	£11,110
Learning Mentors (EEF +4 months)	<ul style="list-style-type: none"> <li>Improved progress of PP pupils –</li> <li>Improved attendance and punctuality</li> <li>Improved emotional wellbeing and confidence</li> <li>Improved feedback and target work (1:1)</li> </ul>	CP, SC, SBL	£58.47	£3,508.20
TA's in Class (EEF +1 month)	<ul style="list-style-type: none"> <li>Improved progress of PP pupils – closing the gap between PP and non PP pupils</li> <li>Improved support during lessons / targeted intervention / target work</li> <li>Improved feedback for pupils.</li> </ul>	HA DD	£449.77	£26,986.20
Pastoral Support for lateness / absences ( Targeted Interventions) (EEF +6 months)	<ul style="list-style-type: none"> <li>Improved progress of PP pupils – diminishing differences between PP and non PP pupils</li> <li>Reduce gaps in pupils learning due to missed learning</li> <li>Activities that allow pupils to access more learning</li> </ul>	MP, DD,CP	£45.02	£2,701.20
Subsidised trips, Residentials and extra curricular activities (EEF +3 months)	<ul style="list-style-type: none"> <li>Improved knowledge and understanding of the world around them</li> <li>Increased aspirations and understanding of opportunities available to them.</li> <li>Increased confidence and social skills.</li> <li>Improved independence.</li> </ul>	MP	£45.90	£2,754
Engage parents in reading, maths, writing, homework and curriculum evenings. (EEF +3 months)	<p>Open evenings, stay and play and family forums Use Internet learning for engaging in evidence based learning, eg SUMDOG.</p>	MP, CP	£14.51	£870.60
<b>Total pupil premium expenditure:</b>				<b>£71,040.20</b>

## PUPIL PREMIUM GAP ANALYSIS (USING SCHOOLS OWN TRACKER POINTS SYSTEM)

Significantly Below 4 Points	Below 6 Points	National Age Expected Level 8 Points	Above 10 Points	Significantly Above 12 Points

READING	ATP Autumn End 2017			ATP Spring End 2018			ATP Summer End 2018		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	4.8	4.2	4.2	6.7	5.4	6.7	8.2	6.4	7.3
NON- PP	4.5	5.1	4.8	7.8	6.8	8.5	8.1	6.9	8.2
DIFFERENCE	0.3	0.9	0.6	1.1	1.4	1.8	0.1	0.5	0.9
WRITING	ATP Autumn End 2017			ATP Spring End 2018			ATP Summer End 2018		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	4.2	4.2	4.2	5.5	4.7	5.2	7.3	7.6	6.3
NON- PP	4.4	4.6	4.6	6.4	6.6	6.1	8.1	7.4	6.9
DIFFERENCE	0.2	0.4	0.4	0.9	1.9	0.9	0.8	0.2	0.6
MATHS	ATP Autumn End 2017			ATP Spring End 2018			ATP Summer End 2018		
	R	KS1	KS2	R	KS1	KS2	R	KS1	KS2
PP	5.3	4.1	4.3	6.5	5.7	6.5	7.6	6.9	7.1
NON- PP	5.5	4.6	4.6	7.3	6.9	7.4	8.2	7.7	8.3
DIFFERENCE	0.2	0.5	0.3	0.8	1.2	0.9	0.6	0.8	1.2

End of Autumn Term 2017 Average tracker Points Progress						
	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reception	4.8	4.5	4.8	4.5	5.3	5.5
Year 1	4.2	5.6	4.2	4.4	4	4.7
Year 2	4.3	4.7	4.3	4.4	4.3	4.4
Year 3	4.7	5.5	4.1	5	4.4	4.8
Year 4	4.3	4.9	4.2	4.6	4.3	4.5
Year 5	4.5	4.9	4.5	5.2	4.6	4.8
Year 6	3.7	4.2	4	4	4	4.5

### End of SPRING Term 2018 Average tracker Points Progress



	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
<b>Reception</b>	6.7	7.8	5.5	6.4	6.5	7.3
<b>Year 1</b>	5.1	6.1	4.9	6.8	6	7.7
<b>Year 2</b>	5.3	6.7	4.5	6.2	5.1	5.6
<b>Year 3</b>	8.3	8.9	5.6	7	7.2	7.9
<b>Year 4</b>	5.6	7.9	5.4	6.1	4.7	5.9
<b>Year 5</b>	8.1	8.5	6.2	6.9	8.4	8.9
<b>Year 6</b>	4.2	6.4	4.7	5.8	4.6	6.4

<b>End of Summer Term 2018 Average tracker Points Progress</b>						
	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
<b>Reception</b>	8.2	8.1	7.3	8.1	7.6	8.2
<b>Year 1</b>	5.2	6	7.6	8.6	6	7
<b>Year 2</b>	8	7.8	7.5	6.2	8	8.3
<b>Year 3</b>	7.8	8.7	7.3	7.9	7.8	9.4
<b>Year 4</b>	7.3	7.2	6.4	6.4	6.6	7.7
<b>Year 5</b>	7.4	8	6	6.7	7.7	8
<b>Year 6</b>	6.8	8.3	6	6.9	6.5	8.6

**Pupil Premium Attainment Range Per Year (End of Autumn 2017)**

RECEPTION(8) 1 child is 12.5%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	%	50%	50%	%	%	50%
<b>Writing</b>	%	50%	50%	%	%	50%
<b>Maths: Numbers</b>	12%	26%	62%	%	%	50%

**KS1:**

Year 1 (5) 1 ch is 20%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	60%	0%	40%	0%	0%	40%
<b>Writing</b>	60%	0%	40%	0%	0%	40%
<b>Maths</b>	40%	40%	20%	0%	0%	20%

Year 2 (4) 1 ch is 25%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	50%	25%	25%	0%	0%	25%
<b>Writing</b>	50%	25%	25%	0%	0%	25%
<b>Maths</b>	25%	75%	0%	0%	0%	0%

**LKS2:**

Year 3 (7) 1 ch is 14%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	14%	72%	14%	0%	0%	14%
<b>Writing</b>	28%	58%	14%	0%	0%	14%
<b>Maths</b>	14%	86%	0%	0%	0%	0%

Year 4 (12) 1 ch is 8%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	8%	84%	8%	0%	0%	8%
<b>Writing</b>	8%	92%	0%	0%	0%	0%
<b>Maths</b>	0%	92%	8%	0%	0%	8%

**UKS2:**

Year 5 (13) 1 is 7.5%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	8%	92%	0%	0%	0%	0%
<b>Writing</b>	8%	92%	0%	0%	0%	0%
<b>Maths</b>	8%	84%	8%	0%	0%	8%

Year 6 (12) 1 ch is 8%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	50%	42%	8%	0%	0%	8%
<b>Writing</b>	32%	60%	8%	0%	0%	8%
<b>Maths</b>	24%	68%	8%	0%	0%	8%

**Pupil Premium Attainment Range Per Year (End of SPRING 2018)**

RECEPTION(g) 1 child is 11%	Below	Expected level	Above	ARE and Above
Reading	33%	56%	11%	67%
Writing	45%	45%	10%	55%
Maths: Numbers	45%	33%	22%	55%

**KS1:**

Year 1 (5) 1 is 20%	Below	Expected level	Above	ARE and Above
Reading	60%	20%	20%	40%
Writing	60%	0%	40%	40%
Maths	40%	40%	20%	60%

Year 2 (4) 1 is 25%	Below	Expected level	Above	ARE and Above
Reading	50%	0%	50%	50%
Writing	50%	25%	25%	50%
Maths	50%	0%	50%	50%

**LKS2:**

Year 3 (7) 1 is 14%	Below	Expected level	Above	ARE and Above
Reading	11%	78%	11%	89%
Writing	43%	43%	14%	57%
Maths	28%	72%	0%	72%

Year 4 (12) 1 is 8%	Below	Expected level	Above	ARE and Above
Reading	50%	42%	8%	50%
Writing	58%	42%	0%	42%
Maths	58%	34%	8%	42%

**UKS2:**

Year 5 (13) 1 is 7.5%	Below	Expected level	Above	ARE and Above
Reading	15%	62%	23%	85%
Writing	38%	47%	15%	62%
Maths	15%	47%	38%	85%
Year 6 (12) 1 is 8%	Below	Expected level	Above	ARE and Above
Reading	58%	33%	9%	42%
Writing	67%	33%	0%	33%
Maths	58%	33%	9%	42%

**Pupil Premium Attainment Range Per Year (End of SUMMER 2018)**

RECEPTION(g) 1 child is 11%	Below	Expected level	Above	ARE and Above
<b>Reading</b>	22%	78%	0%	78%
<b>Writing</b>	44%	56%	0%	56%
<b>Maths: Numbers</b>	44%	56%	0%	56%

**KS1:**

Year 1 (5) 1 ch is 20%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	60%	20%	20%	0%	0%	20%
<b>Writing</b>	40%	20%	0%	0%	40%	40%
<b>Maths</b>	40%	20%	40%	0%	0%	40%

Year 2 (4) 1 ch is 25%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	25%	25%	0%	25%	25%	50%
<b>Writing</b>	25%	25%	25%	0%	25%	50%
<b>Maths</b>	0%	50%	0%	50%	0%	50%

**LKS2:**

Year 3 (8) 1 ch is 12.5%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	12.5%	25%	37.5%	12.5%	12.5%	62.5%
<b>Writing</b>	12.5%	25%	50%	12.5%	0%	62.5%
<b>Maths</b>	12.5%	12.5%	50%	25%	0%	75%

Year 4 (14) 1 ch is 7%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	7%	36%	43%	14%	0%	57%
<b>Writing</b>	36%	14%	43%	7%	0%	50%
<b>Maths</b>	21%	36%	36%	7%	0%	43%

**UKS2:**

Year 5 (14) 1 is 7%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	21%	7%	50%	21%	0%	71%
<b>Writing</b>	36%	28%	36%	0%	0%	36%
<b>Maths</b>	21%	0%	58%	14%	7%	79%

Year 6 (12) 1 ch is 8%	Sig. below	Below	Expected level	Above	Sig above	ARE and Above
<b>Reading</b>	17%	42%	33%	0%	8%	41%
<b>Writing</b>	33%	33%	33%	0%	0%	33%
<b>Maths</b>	33%	26%	33%	0%	8%	41%

**Review of Impact (process)**

- Senior Leadership Team (SLT) monitor PP.
- Teachers monitor progress, share good practice and raise concerns.
- Data analysis – teachers input Teacher Assessments into school data system. MP and DD analyse the data to identify areas of strengths and weaknesses, identifying progress, attainment, gaps and groups. This feeds into staff meetings and to plan next steps..
- Staff appraisal targets linked to progress.
- Weekly SLT meetings, making decisions according to principles of 'What works well we do more of, what doesn't work well we'll stop / change'
- Link Governor for PP (Mrs L Dodd) and governors are informed at Full Governor Body meetings.