



The Midsomer Norton Schools Partnership
Westfield Primary Pupil Premium Report 2019-20

September 2019

Pupil Premium strategy statement

1. Summary information					
School	Westfield Primary				
Academic Year	2019-20	Total PP budget	126 420	Date of most recent PP Review	Sept 2019
Total number of pupils	394	Number of pupils eligible for PP	96	Date for next internal review of this strategy	January 2020

2. Current attainment					
	Sch	Nat other pupils		Sch	Nat Other
% achieving in reading, writing and maths	69	71	% Achieving a Good level of development in Early Years		71.8
KS2 Progress measure in reading	5.86	0.0	Key Stage 1 attainment measure in reading	65	79
KS2 Progress measure in writing	3.50	0.0	Key Stage 1 attainment measure in reading	59	73
KS2 Progress measure in maths	5.38	0.0	Key Stage 1 attainment measure in mathematics	65	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OfSTED

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.

The school has identified the following as our main areas to focus the use of the pupil premium:

A. Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing in KS1 and low number of higher levels at KS2 reading test)

B. Language and communication difficulties
 a. Managing behaviour and learning disengagement
 b. Low self-esteem/Lack of self confidence

C. Attachment difficulties

D. Issues arising from long term low level neglect

External barriers (issues which also require action outside school, such as low attendance rates)

E. Parental engagement with learning

F. Absence from school/Lateness to school

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Improving teaching & learning	<ul style="list-style-type: none"> • Reading/writing/maths attainment and progress improve to at least target levels, including disadvantaged pupils • The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths • Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period
B.	Removing barriers to learning	
C.	Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths	
D.	Accelerating the progress of disadvantaged pupils	
E.	Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.	

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Pupil Premium Champion to track progress of children and instigate action where progress is not good. To monitor and track progress of disadvantaged groups and their participation in extra-curricular activities. Improved parental engagement both with the school and their child's learning. To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school To offer support and advice to staff regarding ways in which to support these pupils To have oversight of the PP allocation and ensure that needs are identified and addressed using this funding 	<p>Pupil Premium Champion</p>	<p>Research – Feedback + months</p> <ul style="list-style-type: none"> Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome <p>Barriers: A, D, E</p>	<ul style="list-style-type: none"> All pupils receiving Pupil Premium will make progress in line with their peers or better than their peers. To improve communication with parents of pupils eligible for Pupil Premium funding. To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. 	Vicki Bowery	<p>January 2020</p> <p>April 2020</p>
<ul style="list-style-type: none"> Attainment in reading and maths is increased to at least 80% in both areas Disadvantaged pupils attain in line with peers In-school and national gap is closed To expand proven classroom approaches – providing 	<p>Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups</p>	<p>Research – Small group tuition +4 months</p> <ul style="list-style-type: none"> A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective Pupils are grouped according to current levels of attainment or specific needs <p>Barriers: A, B, D</p>	<ul style="list-style-type: none"> Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) results in optimum impact. Short termly checks on attainment and progress Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the support is beneficial. 	Vicki Bowery	<p>January 2020</p> <p>April 2020</p> <p>Ongoing weekly discussions</p>

<p>effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other.</p> <ul style="list-style-type: none"> To increase the level of TA support, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained. To provide focused support to ensure positive attitudes, behaviour and learning. To overcome barriers to learning. Feedback is given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. 		<p>Research – Feedback + months</p> <ul style="list-style-type: none"> Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome <p>Barriers: B, D</p> <p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. <p>Barriers: A, B, D, E</p>	<ul style="list-style-type: none"> Specifically trained teachers have nearly twice the effect on average than TA support 		
Total budgeted cost					78 490

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To enable children to be taught in smaller groups for core subjects at timetabled points across targeted year groups. Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Targeted interventions matched to specific students with particular needs or behavioural issues. Improved outcomes in Reading, Writing and Maths (greater proportion meeting AREs). Pupils gaining confidence with key concepts. Pupils feel equipped to tackle higher-level work 	<p>Collaborative Learning</p> <p>Behaviour Interventions</p> <p>One to One Tuition</p>	<p>Research + 5 months</p> <ul style="list-style-type: none"> A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. <p>Research + 3 months</p> <ul style="list-style-type: none"> Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. <p>Research + 5 months</p> <ul style="list-style-type: none"> One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching <p>Barriers: A, B, C, F</p>	<ul style="list-style-type: none"> Regular review of groupings and reshaping of focus as required Data analysis every term to identify pupils whose progress is causing concern and to review successes Close communication between teachers and HLTA to discuss pupils and check progress. Training for HLTA to use SIMS 	S Mills and D Carver	<p>January 2020</p> <p>April 2020</p> <p>Ongoing weekly discussions</p>

<ul style="list-style-type: none"> Targeted families have received specialist support. This helps to support families in ensuring that child attends school regularly, makes positive behaviour choices at home and school and aids in supporting in everyday issues e.g. finance, housing, boundaries at home. Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings. Work with parents to identify and overcome barriers to their child's learning. To promote good attendance and punctuality. Supporting the personal and social needs of vulnerable children. 	<p>Family Intervention Worker</p>	<p>Research Parental Involvement +4 months</p> <ul style="list-style-type: none"> Seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community <p>Barriers: B, C, D, E, F</p>	<ul style="list-style-type: none"> Parents are identified and targeted for support with FIW Increased parental support for pupils eligible for pupil premium Increased attendance rates for pupils eligible for pupil premium 	<p>Sarah Jane Katz</p>	<p>Every half term</p>
<ul style="list-style-type: none"> To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's self-esteem and confidence, this will impact on all areas of learning. 	<p>Homework Clubs Yr 5&6 and 3rd Space Learning</p>	<p>Research +2 months</p> <ul style="list-style-type: none"> There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small <p>Barriers: A, B, D, E</p>	<ul style="list-style-type: none"> Pupils identified and targeted for homework club 	<p>S Mills J Plaxton J Chaudhuri</p>	<p>Weekly</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>27 778</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • Provide Ofsted with clear evidence for the new accountability measures highlighting the progress of the lowest 20 per cent • The involvement of all leaders and teachers across the school shows a very positive approach to develop and share the best practice across all schools for all staff. • Strategic implementation of interventions is based on evidenced impact within the school • All staff able to evidence progress by Vulnerable/disadvantaged pupils. 	Achievement 4 All programme	<p>Research – Parental involvement +3 months</p> <ul style="list-style-type: none"> • Focused approaches which support parents in working with their children to improve their learning are beneficial <p>Barriers: B, C, D, E</p>	<ul style="list-style-type: none"> • Interventions are in place for those children who are not on track to reach age related objectives • PP pupils on track to achieve at least expected progress by July 2019 are matching others ensuring school gap is not widening. • The school gap is narrowed between Pupil Premium pupils and non-Pupil Premium • Outcomes for disadvantaged pupils at the end of KS2 is in line or above national 	Vicki Bowery	January 2020 April 2020
<ul style="list-style-type: none"> • To improve attendance across school and reduce the incidence of persistent absenteeism • Attendance improves in all year groups to over 96% • Attendance of key groups (e.g. PP, SEND etc.) improves to at least 95%. 	Attendance Awards/Initiatives	<p>Research + 3 months</p> <ul style="list-style-type: none"> • Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases <p>Barriers: B, D, F</p>	<ul style="list-style-type: none"> • Attendance across all year groups is improved to school average of over 96% 	S Mills	
<ul style="list-style-type: none"> • Understand the root causes of why a pupil is disengaging. • Predict accurately which pupils are most likely to stop attending school, up to 12 months in advance. • Establish if a pupil is struggling with the study skills they need to access the curriculum. • Gauge learner's self-worth, which could be affecting academic potential • Identify 'invisible' groups such as fragile learners. 	Pupil Attitudes to Self and School (PASS)	<ul style="list-style-type: none"> • Help detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. <p>Barriers: B</p>	<ul style="list-style-type: none"> • Visualise reports easily in bar chart form • Analyse results according to any required demographic • Compare screening results over time • Measure the impact of intervention strategies 	S Mills	July 2020

<ul style="list-style-type: none"> The existing qualitative evidence is more consistent than the quantitative findings, showing that in most cases young people perceive adventure learning interventions to have had a positive impact on their lives and attitudes. Residential trips are effective because of their impact on non-cognitive skills, explicitly encouraging students to actively apply these skills in the classroom which in turn is likely to increase effectiveness. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential. 	Residential Trips	<p>Research +3 months</p> <ul style="list-style-type: none"> Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. <p>Barriers: B, D</p>	<ul style="list-style-type: none"> Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. 	Vicki Bowery	
<ul style="list-style-type: none"> To improve the attendance of targeted pupils and reduce persistent lateness Attendance improves for targeted pupils by 3% To improve the attendance of targeted pupils and reduce persistent absence and lateness To extend breakfast club to KS1 & Early Year pupils 	Subsidised Breakfast Club Places and staffing	<p>Research +2 months</p> <ul style="list-style-type: none"> Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases. <p>Barriers: D, E, F</p>	<ul style="list-style-type: none"> Attendance monitoring (Termly) EWO referrals 	S Mills	
<ul style="list-style-type: none"> Focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Target students with particular social or emotional problems Promote a positive ethos which also supports greater engagement in learning. Targeted interventions matched to specific students with particular needs or behavioural issues. 	Social and emotional learning	<p>Research + 4months</p> <ul style="list-style-type: none"> Target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning <p>Barriers: A, B, C, E, F</p>	<ul style="list-style-type: none"> Continuous provision in place in the outdoor area. Behaviour management routines are understood by children and low level disruption is rare. Most children -95%- will have made good progress from their starting points; 70% will achieve a GLD; 	C Potts	January 2020 April 2020

<ul style="list-style-type: none"> • Simple, practical ways that parents can support their children in ways that do not require a high level of ability • Make school welcoming for parents whose own experience of school may not have been positive • Provide a flexible approach to allow parental involvement to fit around their schedule 	Parental involvement	<p>Research +3 months</p> <ul style="list-style-type: none"> • Parental Involvement covers the active engagement of parents in supporting their children's learning at school. Stay and sessions ... will encourage parents to support their children to read or do mathematics. <p>Barriers: E</p>	<ul style="list-style-type: none"> • Home reading shows increased parental participation in KS2 • Homework tasks are supported by parents • Some parents are signposted to courses held at Bath College (Somer Campus) 		
Total budgeted cost					20 904

6. Review of expenditure																
Previous Academic Year		2018/19														
i. Quality of teaching for all																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<ul style="list-style-type: none"> To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school 	Pupil Premium Champion	<ol style="list-style-type: none"> GLD at end of EYFS is in line with national average at 73.5% Progress of PP in R, Wr and M sig+ above national average at the end of Key Stage 2 Outcomes in Reading, Writing and Maths above national average at end KS2. 	<p>In 2018 the school's PP progress at the end of Key Stage 2 was significantly above average in Reading and Maths. Writing would also have been in this bracket if one pupil who arrived in Year 5 was not included in the data. The 3 year trend shows year on year improvement.</p>	16 500												
<ul style="list-style-type: none"> Attainment in reading and maths is increased to at least 80% in both areas Disadvantaged pupils attain in line with peers In-school and national gap is closed 	Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups	<ol style="list-style-type: none"> Progress in Reading, Writing and Maths above NPP in school. 2019 KS2 writing progress above national average at +2.5 	<p>Average scaled score for disadvantaged pupils in:</p> <p>Reading Number of disadvantaged pupils = 12</p> <table border="1"> <caption>Average scaled score in reading</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>108.1</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>106.1</td> </tr> </tbody> </table> <p>Maths Number of disadvantaged pupils = 12</p> <table border="1"> <caption>Average scaled score in maths</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>104.2</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>103.4</td> </tr> </tbody> </table>	Category	Score	School	108.1	National average for non-disadvantaged pupils	106.1	Category	Score	School	104.2	National average for non-disadvantaged pupils	103.4	65 800
Category	Score															
School	108.1															
National average for non-disadvantaged pupils	106.1															
Category	Score															
School	104.2															
National average for non-disadvantaged pupils	103.4															

ii. Targeted support																																																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																
<ul style="list-style-type: none"> Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. 	Collaborative Learning Behaviour Interventions One to One Tuition	<ol style="list-style-type: none"> Attitudes to learning are improving showing a reduction of incidents of disruption in lessons. Targeted pupils attended homework club to ensure tasks were completed on time and supported by adults when appropriate. 	<p>Strong teacher-pupil relationships are evidence of the collaborative learning between pupils and teacher</p> <p>Book looks show clear evidence of pupils reacting and responding to feedback – esp in KS2</p> <p>Homework Club well attended by targeted pupils</p>	13 500																																																
<ul style="list-style-type: none"> Work with parents to identify and overcome barriers to their child's learning. To promote good attendance and punctuality 	Family Intervention Worker	<ol style="list-style-type: none"> Targeted pupils lead to reduction in persistent absenteeism AfA CPD impacting on learners beyond the target cohort Attitudes to learning are improving showing a reduction of incidents of disruption in lessons. All targeted pupils have improved their attendance by at least 3%. Improved parental engagement with tasks at home as reciprocated by Stay and Share sessions. 25 families supported- range of advice: housing, finance, early help/social care 	<p>Persistent absentees dropped but holidays are still a problem. Will work closely with new MAT attendance officer to advise on supporting/fining families taking unauthorised leave.</p> <table border="1"> <caption>School level absence</caption> <thead> <tr> <th rowspan="2">Breakdown</th> <th colspan="3">Sessions missed due to absence</th> <th colspan="3">Persistent absentees - absent for 10% or more sessions</th> </tr> <tr> <th>No. of enrolments in the school</th> <th>School %</th> <th>National average %</th> <th>No. of enrolments that are persistent absentees</th> <th>School %</th> <th>National average %</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>325</td> <td>3.6</td> <td>4.2</td> <td>18</td> <td>5.5</td> <td>9.6</td> </tr> <tr> <td>Male</td> <td>161</td> <td>3.6</td> <td>4.2</td> <td>9</td> <td>5.5</td> <td>9.6</td> </tr> <tr> <td>Female</td> <td>164</td> <td>3.6</td> <td>4.1</td> <td>10</td> <td>6.1</td> <td>9.4</td> </tr> <tr> <td>Ever 6 FSM</td> <td>85</td> <td>4.4</td> <td>5.7</td> <td>6</td> <td>7.5</td> <td>17.2</td> </tr> <tr> <td>Non Ever 6 FSM</td> <td>240</td> <td>3.3</td> <td>3.8</td> <td>12</td> <td>4.9</td> <td>6.9</td> </tr> </tbody> </table> <p>95% engagement levels for structured conversations</p> <p>High levels of participations for our Stay And....parent sessions each short term – 150+ parents in classes working with their child.</p>	Breakdown	Sessions missed due to absence			Persistent absentees - absent for 10% or more sessions			No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %	All pupils	325	3.6	4.2	18	5.5	9.6	Male	161	3.6	4.2	9	5.5	9.6	Female	164	3.6	4.1	10	6.1	9.4	Ever 6 FSM	85	4.4	5.7	6	7.5	17.2	Non Ever 6 FSM	240	3.3	3.8	12	4.9	6.9	10 500
Breakdown	Sessions missed due to absence				Persistent absentees - absent for 10% or more sessions																																															
	No. of enrolments in the school	School %	National average %	No. of enrolments that are persistent absentees	School %	National average %																																														
All pupils	325	3.6	4.2	18	5.5	9.6																																														
Male	161	3.6	4.2	9	5.5	9.6																																														
Female	164	3.6	4.1	10	6.1	9.4																																														
Ever 6 FSM	85	4.4	5.7	6	7.5	17.2																																														
Non Ever 6 FSM	240	3.3	3.8	12	4.9	6.9																																														
iii. Other approaches																																																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																
<ul style="list-style-type: none"> Target students with particular social or emotional problems Promote a positive ethos which also supports greater engagement in learning. Targeted interventions 	Social and emotional learning	<ol style="list-style-type: none"> 100% parental engagement with structured conversations Increase in pupil confidence and engagement in school and clubs AfA CPD impacting on learners beyond the target cohort 	<p>95% engagement levels for structured conversations</p> <p>Parents are very well supported and encouraged at Westfield with parents being given pre and post school meeting times (thus accommodating working patterns) as well as day time appointments for meeting with staff. Staff are given valuable preparation time to ensure all discussions with parents are meaningful and developmental. The school operates a multi-</p>	14 250																																																

matched to specific students with particular needs or behavioural issues.		4. Attitudes to learning are improving showing a reduction of incidents of disruption in lessons.	layered communications approach with newsletters, an ever present 'open door' policy, social media and an active web site, all of which are utilised effectively.	
<ul style="list-style-type: none"> Strategic implementation of interventions is based on evidenced impact within the school 	Achievement 4 All programme	5. Life experiences increased which has impacted on the quality of writing.		2200

Academic Impact of funding

EYFS Data Analysis for 2017-2018: End of Year Results

Area of Development	Cohort children	Girls children	Boys children	FSM children	Non FSM children
% attaining the GLD	73.5	85.2	59.1	66.7	74.4
Making Relationships	100	100	100	100	100
Self- confidence and Self-awareness	91.8	92.6	90.9	100	90.7
Managing feelings and behavior	89.8	92.6	86.4	83.3	90.7
Moving and handling	87.8	85.2	90.9	83.3	88.4
Health and self –care	95.6	92.6	100	100	95.3
Listening and Attention	85.7	88.9	81.8	83.3	86
Understanding	87.8	88.9	86.4	83.3	88.4
Speaking	91.8	96.3	86.4	83.3	93.0
Reading	83.7	88.9	77.3	66.7	86
Writing	73.5	85.2	59.1	66.7	74.4
Number	83.7	85.2	81.8	83.6	83.7
Shape, space and measures	85.7	88.9	81.8	83.3	86
People and communities	85.7	88.9	81.8	83.8	86
The World	89.8	88.9	90.9	100	88.4
Technology	98	96.3	100	100	97.7
Exploring and using media and materials	89.9	85.2	95.5	100	88.4
Being Imaginative	81.6	85.2	77.3	100	79.1

Phonics Data 2017-2018

Phonics	2018	2019
Year One	75.4% (PP = 58.3%)	86.7% (PP = 74%)
Year Two cumulative	92.3% (PP = 40%)	96.6% (PP = 89.5%)

Percentage of children attaining ARE at the end of Year 2

	Teacher Assessment		Disadvantaged		Others		Boys		Girls	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	73%	72%	50%	65%	80.0%	76%	75%	70%	71.5%	73%
Writing	69%	68%	58%	59%	72.5%	74%	62.5%	67%	75%	70%
Maths	75%	72%	50%	65%	82.5%	76%	75%	70%	75%	73%

Year 2 in year admissions

9 have joined from other schools

YEAR 6 SATs Results 2016 (Percentage of children attaining ARE at the end of Year 6)

	Working at Age Related		Disadvantaged		Others		Boys		Girls	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Reading	83%	90%	82%	81%	83%	94%	80%	92%	82%	88%
Writing	81%	92%	82%	81%	81%	97%	70%	92%	89%	92%
Maths	90%	88%	73%	75%	96%	94%	90%	92%	93%	83%
RWM	74%	83%		71%		90%		88%		79%

PP attainment since KS1

	Reading	Writing	Maths	Combined
End of Key Stage 1	66.7%	46.7	60%	46.7%
End of Key Stage 2	82%	82%	73%	71%

PP progress at end of KS2

	2018 (All)	PP Gap	2019 (All)	PP Gap
Reading	6.2 (3.7)	2.5	5.86 (3.9)	1.96
Writing	12.0 (1.8)	10.2	3.5 (2.5)	1.0
Maths	3.0 (4.3)	-1.3	5.38 (2.8)	2.58