

Woodlands Primary School: Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Woodlands Primary School				
Academic Year	2018-19	Total PP budget	£99,000	Date of most recent PP Review	September 2018
Total number of pupils	644	Number of pupils eligible for PP	82 (12.7%)	Date for next internal review of this strategy	February 2019
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Year 1 – Gaps present for PP children in Reading, Writing and Maths				
B.	Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects				
C.	Attainment and progress gaps in KS2 (focus year 3)				
D.	Reception - attainment in Reading, Writing and Maths				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance and communication / engagement between the school and PP parents				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>End of year assessment of impact</i>		
A.	Year 1 – Gaps present for PP children in Reading, Writing and Maths	% of PP children at expected + in Reading, Writing and Maths is within 15% of non-PP pupils at the end of year 1.	For this cohort, the attainment gap in reading at the end of reception was 39% and this has narrowed to 34%. In writing, the gap has widened from 35% to 44%. In maths (numbers), the gap was 32% at the end of Reception and by the end of year 1 the gap was the same. This gives a mixed picture in terms of impact. A review is needed on the support and interventions used in year 1 and the impact of these. The question should be asked as to whether it would be more sensible to set targets for PP data over the Key Stage with yearly milestones. It was worth bearing in mind that SEN pupils make up nearly a quarter of the PP cohort within this year group in comparison to only 4% for non-PP cohort.		
B.	Year 2 – Gaps between PP and non PP in all subjects	% of PP children at expected + in Reading, Writing and Maths is within 5% of non-PP pupils in KS1 SATs.	For this cohort, only in writing (4%) did year 2 achieve its target of narrowing the attainment to within 5% of non-PP. In reading, the gap has widened to 9% (previously 7%) and also in maths to 8% (from 6%). Once again, this is showing varied impact.		

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C.	Year 3 – Gaps present for PP children in all subjects	% of PP children at expected + in Reading and Writing is within 10% of non PP pupils and within 15% in Maths by the end of year 3	The challenging targets were met for this cohort. In reading, the gap for this cohort in the KS1 SATs was 22% and now it is 5%. In writing, the gap was narrowed to 6% from 24% and in maths from 31% to 11%.
D.	Reception - attainment in Reading, Writing and Maths	<ul style="list-style-type: none"> • % of PP children at expected + in Reading is within 15% of non-PP (currently 25%) • % of PP children at expected + in Writing is within 20% of non-PP (currently 31%) • % of PP children at expected + in Maths is within 15% of non-PP (currently 25%) 	Attainment gaps were present for start of the year baseline assessments in all subjects and these have remained and in some cases widened. In reading it is 34% which has increased from 25% at baseline. In writing, the gap began at 31% and grew to 33%. For maths, the gap was 25% and increased to 35%. In terms of % of PP children at expected, this grew during the year in reading (25% to 53%) and writing (42% to 53%). However, maths slightly fell (58% to 53%). Once again, reflection is needed on the reasons for limited impact of the focus on PP children. Observations revealed some areas for development in child-initiated time and this will be an area in which more focus and training is required.
E.	Attendance and communication / engagement between the school and PP parents	Strategies for engaging and communicating with parents have improved. Teachers have proactively and consistently engaged with PP parents to establish the best ways to support and enrich their children's experience at school.	Attendance remains good for our PP children (95.9%). Non-PP attendance was slightly higher at 97.1% One year group (year 2) was slightly lower than all others and this will need monitoring. The PP100 continues to engage parents in discussions with the school and this strategy will be retained but refined in 2019-20. Teachers have been very consistent in ensuring parents are seen regularly during the year, contacting directly any parents who did not make or missed appointments. The two additional meetings with our PP parents means that parents see their child's teacher formally on four occasions greatly helping engagement. The weekly review meeting between the inclusion manager and pastoral support manager allowed the school to identify children and parents that needed any direct pastoral support or link building which ensured we stayed very proactive with our PP children and parents.

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4. Planned expenditure					
Academic year		2018-19			
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 for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths	New system of feedback	Providing high-quality feedback to pupils is integral to effective teaching. The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. This year teachers will focus on providing high-quality, relevant and tailored verbal feedback to pupils in the lesson itself and in subsequent lessons by adapting their planning to meet the needs of pupils by addressing misconceptions quickly and challenging pupils effectively.	Through training for staff delivered in September 2018. Then by further reflecting on and reviewing the new system throughout the year in collaboration with teaching staff. By focusing on pupil progress that is evident in books as a result of the new system.	Mark Burns	End of academic year 2018-19

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<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Talk for Writing training</p>	<p>Talk for Writing is a well-established and powerful method for developing speech and language and writing skills. It is based on the principles of how children learn and it is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. Many schools have undertaken the training and have implemented the techniques with a positive impact on pupil progress and attainment.</p>	<p>Two days of dedicated training will take place in September and another in February. All staff – teachers and LSAs will attend the sessions.</p>	<p>Sarah Rees-Porter</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Curriculum review</p>	<p>Advocating the benefits of a ‘broad and balanced curriculum’ is nothing new, with successive curriculum reviews and governments extolling its virtues. The curriculum at Woodlands is already broad and balanced but is need of a review with fresh eyes taking into account the requirements of the National Curriculum whilst also ensuring it has the potential to enthral and engage all of our pupils and is relevant to them and the world they live in.</p>	<p>Curriculum review to begin in 2019. A series CPD sessions of the remainder of the academic year will be dedicated to the review process.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>

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<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths.</p>	<p>Introduction of Forest school for year 1</p>	<p>The introduction of Forest school teaching methods will encourage our disadvantaged pupils to achieve, develop confidence and self-esteem through hands-on learning experiences in the natural environment. Forest school methods have been shown to develop creativity and imagination and language and communication skills.</p>	<p>Through observations of forest school in action and by providing feedback and additional training to the teachers as required.</p>	<p>Tracie Brown and Julie Newble</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Training for staff on mastery learning in mathematics</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.*</p>	<p>Further internal training on teaching for mastery in maths for all staff led by trained staff. Book looks and lesson observations will reveal the extent to which staff have taken on board this approach to problem solving.</p>	<p>Louise Cameron</p>	<p>End of academic year 2018-19</p>

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<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Develop and refine the role of TAs in the classroom when supporting pupils' learning</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.*</p>	<p>A CPD project for TAs and teachers will focus on examining the role of TAs in building independence in our learners. We will utilise peer and self-observation to scrutinise this fully and build a clear set of expectations for the role of the TA in supporting learning and particularly for developing independence in our pupils.</p>	<p>Rita Tarrant-Blick</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Continued teaching and promotion of the principles of Growth Mindset</p>	<p>‘Character’ is increasingly considered to be important in determining academic and employment outcomes, and there is growing attention from policymakers on how character can be developed in children and young people. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.*</p>	<p>This will be evident in the observations of teachers and through pupil voice surveys towards the end of the academic year.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>

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<p>B: PP children with no SEND perform closer in line with their peers in reading, maths and GPS at the end of KS2</p>	<p>Additional maths teacher allowing for 4 groups in year 5 and 6</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 month's additional progress for pupils, on average. *</p>	<p>Groups to be organised at the outset of the academic year so that our PP children are prioritised in terms of their placing which will be done according to their learning needs. This will be reviewed throughout the year if movement between groups is required.</p>	<p>Year 5 and 6 leads (Katharine Ridger and Kelly Powell)</p>	<p>Throughout the 2017-18 year</p>
Quality teaching for all budgeted cost					£49,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Individualised and targeted support to pupils who are on the cusp of expected</p>	<p>Well-targeted and incisive interventions / support will focus on the PP pupils who are on the verge of expected. Year leaders and teachers will identify these children through data analysis and by using evidence of pupil attainment and progress that they see in lessons and in books. These pupils will be given appropriate additional support to accelerate their progress and bring them to the expected level for their year group.</p>	<p>By communicating with year leaders and teachers in years 1, 2 and 3 about the current barriers for learning. Any necessary guidance for the identification of pupils and with how to support them will be offered by SLT to teachers. Data analysis during will monitor the effectiveness of this support. In Reception, the year group lead will be monitoring the impact of the interventions against small-step criteria on a weekly basis and will make changes as required.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>

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<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Read, Write Inc. intervention groups</p>	<p>This intervention was successful in KS1 during the previous year and helped pupils behind year group expectations make accelerated progress.</p>	<p>Year 1 have used teacher assessments and provision maps from Reception teachers to quickly inform their understanding of the children's current attainment. As a result, three small targeted groups (including 4 PP children) have been set up early in the new academic year. The length of the intervention will be determined by the pace of progress of the pupils.</p>	<p>Corina Woodger</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths.</p>	<p>Phonics interventions and catch up sessions</p>	<p>The importance of phonics in the Early Years and KS1 curriculum is very well-established. Our year 1 team will ensure they track the progress of pupils in the build-up to the phonics screening.</p>	<p>For those pupils who are behind year group expectations there will be interventions available where necessary. There is also a daily phonics catch-up session which identifies pupils who have not grasped that day's sound and follows up quickly to help ensure pupils do not fall further behind the peers.</p>	<p>Corina Woodger</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects.</p>	<p>Daily reading with an adult</p>	<p>We appreciate that some of our pupils are behind their peers in terms of their reading progress and need regular opportunities to read to an adult so that their progress can be accurately tracked.</p>	<p>Pupils in need of daily reading with an adult are identified by teachers in year 1. The daily sessions are recorded on a consistent format so that progress can be tracked clearly.</p>	<p>Corina Woodger</p>	<p>End of academic year 2018-19</p>

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<p>C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>					
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Interventions to support good progress reviewed and evaluated for effectiveness</p>	<p>Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.</p>	<p>The assessment cycle which takes place three times a year has been reviewed and refined at the end of the 2016-17 academic year to ensure year leaders and teachers can easily identify pupils struggling to meet their targets and put support in place accordingly.</p>	<p>Rita Tarrant-Blick</p>	<p>End of academic year 2018-19</p>
<p>E: Communication and engagement between the school and PP parents continues to improve</p>	<p>Review of attendance data</p>	<p>We need to ensure this is maintained in order for our PP pupils to access the quality first teaching and targeted support we have in place.</p>	<p>Weekly review meeting between Inclusion manager and pastoral support manager. Any direct pastoral support or link building that needs to occur can follow directly from this.</p>	<p>Rita Tarrant-Blick</p>	<p>End of academic year 2018-19</p>
Targeted support budget cost					<p>£7,600</p>

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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?	Staff lead	When will you review implementation?
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths.</p> <p>B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects.</p> <p>C - Year 3 – Gaps present for PP children in all subjects</p> <p>D - Reception - attainment in Reading, Writing and Maths</p>	<p>Develop Speech and Language Provision across the school</p>	<p>Key barrier to learning identified is the poor language skills of some of our PP children. Accurately timed and delivered speech and language therapy can help address this issue.</p>	<p>Audit provision across the school. Build in regular S&L provision meetings with staff responsible for delivering. Ensure children with S&L provision are having their needs met by classroom provision that follows from specialist help.</p>	<p>Rita Tarrant-Blick</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths.</p> <p>B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects.</p> <p>C - Year 3 – Gaps present for PP children in all subjects</p> <p>D - Reception - attainment in Reading, Writing and Maths</p>	<p>Target setting</p>	<p>As our understanding of new progress measures for primary pupils has developed, we have revised our target setting process this year to better inform and prepare teachers for targeting pupils for support accurately.</p>	<p>Challenging targets for all pupils for reading, writing and mathematics were set by the Headteacher and Deputy Headteachers at the start of the year. These were based on KS1 or previous year's attainment. Teachers were given time to disseminate these so that expectations were established.</p>	<p>Mary Priestley, Mark Burns and Sue Buxton</p>	<p>End of academic year 2018-19</p>

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<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Extra-curricular opportunities provided</p>	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	<p>The process of allocating club places has been revised this year. One member of SLT now oversees the process, ensuring PP children are offered places as a priority. Analysis of club attendance should show wide engagement from PP children.</p>	<p>Kelly Powell</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths. B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>	<p>Subsidising of school trips</p>	<p>Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.</p>	<p>The school and teachers to communicate effectively with parents to identify where trip subsidies are available. The usage of our funding in this way is carefully tracked and recorded on a pupil-by-pupil basis.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>
<p>A - Year 1 – Gaps present for PP children in Reading, Writing and Maths.</p>	<p>Music and sports lessons (including swimming for year 3)</p>	<p>Some children receive music lessons or take part in externally run clubs such as Taekwondo. All PP children in year 3 receive half-price swimming lessons during the year. Music, adventure activity and sports skills can form the foundation</p>	<p>The school and teachers to communicate effectively with parents to identify where funding for this purpose is available. This is</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>

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<p>B - Year 2 – Gaps between PP and non PP where SEN is excluded in all subjects. C - Year 3 – Gaps present for PP children in all subjects D - Reception - attainment in Reading, Writing and Maths</p>		<p>of life-long interests, as well as address the health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p>	<p>carefully tracked and recorded on a pupil-by-pupil basis.</p>		
<p>E: Communication and engagement between the school and PP parents continues to improve</p>	<p>Parent communication – more robust information from parents and children</p>	<p>We understand the importance of our parents feeling empowered and engaged in their child’s education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p>	<p>This year we will be offering two additional meetings with our PP parents so that over the course of the year they will see their child’s teacher formally on four occasions. During these meetings, class teachers will record barriers to learning which are discussed and support put in place as a result.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>
<p>E: Communication and engagement between the school and PP parents continues to improve</p>	<p>PP100 - Learning vouchers</p>	<p>To further empower and engage the parents of our PP children, we will be introducing a new initiative which offers parents a learning voucher for up to £100 to spend on their child’s education.</p>	<p>Letters to be sent to all PP parents explaining the new initiative and class teachers to meet with parents in September to discuss the voucher system and ideas for where it could most productively be spent.</p>	<p>Mark Burns</p>	<p>End of academic year 2018-19</p>
<p>E: Communication and engagement between the school and PP parents continues to improve</p>	<p>Ensuring all parents partake in consultations</p>	<p>Being able to provide updates on progress and targets for all pupils is an essential aspect of engaging parents and improving pupil performance. When the school misses out on these opportunities, it impairs our objectives to engage with and communicate successfully with all parents.</p>	<p>Remind teachers before and after each parent consultation that they should contact any parents who did not make or missed appointments.</p>	<p>Mary Priestley</p>	<p>End of academic year 2018-19</p>

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<p>E: Communication and engagement between the school and PP parents has improved</p>	<p>Breakfast and holiday clubs</p>	<p>By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.</p>	<p>Breakfast club and holiday clubs to be targeted for PP families.</p>	<p>Sarah Hardcastle</p>	<p>End of academic year 2018-19</p>
<p>E: Communication and engagement between the school and PP parents continues to improve</p>	<p>Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families</p>	<p>Parental involvement is consistently associated with pupils' success at school.*</p>	<p>The performance management of our Pastoral Support Manager will focus on clear targets which relate to parental involvement and engagement with the school.</p>	<p>Sarah Hardcastle</p>	<p>End of academic year 2018-19</p>
Other support budget cost					£42,000
TOTAL BUDGETED COST					£99,000

* According to evidence of effectiveness in the Sutton Trust / EEF Teaching and Learning Toolkit.

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Current attainment and progress

EYFS - 2019					
Areas of learning	PP	Non-PP	Areas of learning	PP	Non-PP
Communication and Language			Mathematics		
Listening and Attention	67%	95%	Numbers	53%	88%
Understanding	60%	92%	Shape, space and measure	53%	91%
Speaking	60%	96%	Understanding the world		
Physical Development			People and communities	73%	96%
Moving and Handling	93%	99%	The world	73%	96%
Health and Self-Care	87%	99%	Technology	87%	99%
Personal and Emotional Development			Expressive Arts and Design		
Self-confidence and awareness	80%	96%	Exploring and using media and materials	80%	96%
Managing feelings and behaviour	73%	99%	Being imaginative	87%	97%
Making relationships	80%	96%			
Literacy			Good Level of Development		
Reading	53%	87%		53%	85%
Writing	53%	85%			

Phonics - 2019		
	PP	Non-PP
% of pupils who passed	62%	91%
Average score	28.5	35.9

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KS1 - 2019				
	Expected +		Greater Depth	
	PP	Non-PP	PP	Non-PP
Reading	80%	89%	20%	33%
Writing	80%	84%	0%	16%
Maths	80%	88%	20%	30%
Combined	70%	80%	0%	13%
Science	100%	96%		
GPS	30%	68%	10%	21%

KS2 - 2019										
	Reading (EXS+)		Writing (EXS+)		Mathematics (EXS+)		GPS (EXS+)		Combined (EXS+)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attainment	71%	82%	71%	88%	64%	89%	64%	85%	57%	78%
Average scaled score	100.4	106.7	n/a	n/a	101.5	107.2	103.4	109	n/a	n/a

Improved since 2018 | Decreased since 2018