

Pupil Premium Strategy Statement

1. Summary information					
School	The Trinity CE Primary Academy				
Academic Year	2017-18	Total PP budget	£63,360	Date of most recent PP Review	Sept 2017
Total number of pupils	191	Number of pupils eligible for PP	40 (21%)	Date for next internal review of this strategy	Jan 2018
2. Current attainment					
			Pupils eligible for PP (your school) (13 pupils in year 6 2017)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing and maths			23%	67%	
Progress measure in reading			+2.29	+0.33	
Progress measure in writing			+5.49	+0.17	
Progress measure in maths			+2.32	+0.28	
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)					
A.	The number of disadvantaged children attaining age related expectations.				
B.	Ensuring the curriculum is fluid and broad enough to engage reluctant learners.				
External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Parent involvement in learning.				
D.	Children leading healthy (physical and mental health) lives.				

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children will attend school regularly.	Attendance of pupil premium children to be at 97%.
B.	In reading, writing and maths, Pupil Premium children are to make accelerated progress so the gap is narrowed with non-pupil premium children.	4 points progress is made by pupil premium children in reading, writing and maths.

5. Planned expenditure

Academic year	2017 - 2018				
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?
To ensure disadvantaged children are making accelerated progress (4 tracking points) therefore narrowing the gap with non disadvantaged children nationally.	Resource the curriculum to meet the learning style needs of disadvantaged children as appropriate throughout the year. To ensure staff have the most up to date training to be able to tailor the curriculum to the needs of all children, including challenging the most able whilst supporting those underachieving.	The Education Endowment Foundation’s Research shows that ... Whilst there is not much evidence at this time, the theory is that learning will be more effective if pupils are taught using the specific style or approach that has been identified as their learning style. Our internal monitoring of pupil progress shows that when disadvantaged children are given the appropriate scaffolding tools and support they are able to use these to achieve positive learning outcomes.	Class teachers, with the support of the senior leadership team through pupil progress meetings.	Head of School with the support of the PP leader	Termly during pupil progress meetings (6 times per year)
Total budgeted cost					£5000

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?
To ensure Pupil Premium (PP) children, of all abilities, are making accelerated progress and narrowing the gap with non-PP children.	Intervention LSA's to provided targeted interventions	The Education Endowment Foundation's Research shows that – Teaching Assistants (TAs) can have a positive impact on academic achievement particularly where TAs support individual pupils or small groups, which on average show moderate positive benefits. TAs to focus on specific needs rather than year/ class needs this year. Focus support on specific PP children working significantly below ARE/ or showing slow progress.	Special Educational needs co-ordinator (SENCO) to monitor and identify children for support following pupil progress meetings Starting point measure (baseline) to be taken, then compared against end point to show impact. Data on progress/ impact recorded by TAs Comprehensive training for TAs working with PPD pupils. Work is planned by and followed up by class teachers	SENCO and Class teachers with the support of the Head of School and PP leader	Termly in pupil progress meetings (6 times a year)
	Senior Leaders monitor the quality of provision for PP pupils and interventions, only continuing with those that have a successful impact.	Use of interventions to support specific needs, barriers etc will have most impact	Review impact of interventions, following baseline data prior to start.	SENCO with the support of the Head of School and PP leader	Termly in pupil progress meetings (6 times a year)
To engage reluctant readers and those with a reading age less than their actual age.	Continue with the Bug Club online reading subscription so that children can use the resources in school and at home.	The 2015-16 school data showed that there was an overall improvement of 12.9% achieving age related expectations (ARE) across the school in reading. Pupil premium children across the school made an average of 4 tracking points progress (TPs) (3.5 TPs or above is a sign of good progress). Other groups of children made accelerated progress in reading for example: yr 6 boys, yr 6 summer born, yr 5 girls, yr 4 children	Monitoring by the English subject leaders, pupil conferencing, discussion at parent forum meetings and through pupil progress meetings.	English leaders with the support of the Head of School and PP leader	Termly (6 times per year)

To prevent exclusion from being used except as a last resort. To support high levels of engagement in learning. To plan and deliver individualised intervention programmes as required throughout the year for those vulnerable to underachievement and poor behaviour choices. To ensure disadvantaged learners attend school regularly. To ensure gaps in learning narrow and children achieve age related expectations.	Continue to provide a pastoral team, working from The Sanctuary, for disadvantaged and vulnerable children to ensure high levels of engagement in learning by tailoring provision to individual needs.	The Education Endowment Foundation's Research shows that ... Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The Trinity CE Primary Academy's pastoral team work with children, staff and families on an individual basis as part of our provision mapping.	The pastoral leader and pupil premium champion will monitor: - behaviour through Boxall Profiling - academic progress using school pupil tracker - attendance through SIMs - the use of alternative provision through weekly and termly reports from other professionals	Pastoral Leader with the support of the PP leader	Termly (6 times per year)
To provide children vulnerable to exclusion with alternative provision to help re-engage them in learning.	Make use of alternative provision to meet the individual needs of vulnerable children e.g. forest school, equine therapy, counselling, play therapy and trauma recovery.	The Education Endowment Foundation's Research shows that ... the impact of outdoor adventurous learning is greater the longer the course (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts. Research shows that one reason for the impact might be that 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.	The pastoral team will monitor the impact of alternative provision on individuals through the weekly and termly reports provided by the individual instructors at each provision. The Trinity school uses alternative provision as a long term intervention as we have found the length of time a child is part of the provision, the greater the positive impact on their emotional wellbeing, confidence, self-esteem and academic performance. The key to successful alternative provision is knowing which core skills are being developed at the provision so school staff can build these into the programmes of support at school.	Pastoral Leader with the support of the PP leader	Termly (6 times per year)

To use the gifted and talented programmes for children identified as being more able but vulnerable through pupil premium identification.	Use the gifted and talented day courses provided by the local authority for English and Maths to provide more able children, eligible for pupil premium funding, with targeted educational challenges that link to developing mastery skills.	The Education Endowment Foundation's Research shows that ... Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.	The English and Maths subject leaders will use internal tracking systems to identify children eligible and track the success of the programmes through individual pupil conferencing and reports from the gifted and talented tutors following day courses.	English subject leader and Maths subject leader with the support of the Head of School and PP leader	As the courses come available through the local authority.
Total budgeted cost					£52,000

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?
To provide support for children in the following areas: how the body works, the importance of healthy diet and exercise, safe use of medicines, the risks of tobacco, alcohol and non-prescription drugs and emotional wellbeing (including bullying.)	To continue funding the annual visit of the Life Education Bus to supplement the PSHE curriculum.	Coram Life Education who provide the Life Education Bus service report that ... An annual school staff survey and pre and post session children's questionnaire shows that 98% of teachers think CLE meets their pupils' needs. Coram Life Education makes a significant impact on children's knowledge around smoking as a social norm, and 90% of children report that what they learnt will help them in the future.	The PSHE subject leader will work with the Life Education Bus staff and school staff to tailor the programme to meet the needs of our children. The sessions will be monitored through the use of staff and pupil questionnaires.	PSHE subject leader	July 2018
To enable 'learning without walls' to become embedded in the curriculum, especially for those with SEN (e.g. autism) and disadvantaged in a variety of ways.	To develop the school grounds in a variety of ways, ensuring children with SEN and all disadvantaged groups are able to access 'learning without walls' as part of their curriculum.	Research by autism awareness groups show that ... Outdoor play and learning environments for children with autism and special needs help children have fun in a safe and accepting outdoor setting, connecting them with the restorative benefits of nature while building on skills learned in the classroom. Many children with autism are in highly structured indoor learning environments during their day and receive great benefits from having meaningful experiences outdoors. The Education Endowment Foundation's Research also shows that ... Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved.	The pastoral team and Headteacher will monitor how the development of the school grounds is having a positive impact on the overall academic and pastoral work.	Pastoral Leader with the support of the Head of School and PP leader.	Seasonal terms (3 times per year)
Total budgeted cost					£6,360

6. MID – YEAR REVIEW – IMPACT OF SPENDING

The Trinity
Pupil Premium Data March 2018

Group	Reading Progress	Writing Progress	Maths Progress
ALL CHILDREN [194 100.0%]	+2.4	+2.1	+2.1
Pupil Premium and Service Children [46 23.7%]	+2.2	+2.0	+2.0
NOT Pupil Premium and Service Children [148 76.3%]	+2.5	+2.2	+2.1
Pupil Premium [45 23.2%]	+2.2	+2.0	+2.0
NOT Pupil Premium [149 76.8%]	+2.5	+2.2	+2.1
Service Children [1 0.5%]	+2.0	+2.0	+1.0
NOT Service Children [193 99.5%]	+2.4	+2.1	+2.1
FSM [29 14.9%]	+2.1	+1.8	+2.0
NOT FSM [165 85.1%]	+2.5	+2.2	+2.1
PP SEN [16 8.2%]	+2.4	+2.1	+2.0
PP NOT SEN [29 14.9%]	+2.1	+1.9	+2.0
NOT PP SEN [13 6.7%]	+2.4	+2.2	+2.1
NOT PP NOT SEN [136 70.1%]	+2.5	+2.2	+2.1

2 points progress is the minimum expected between Sept – Easter

- Those eligible for PP (45) are making more than expected progress but are not yet making the same amount of progress as non-PP
- FSM children (29) are making the minimum expected progress – this is not enough to help them catch up.
- Those eligible for PP who also have SEN (16) are making more than the expected progress.
- Those eligible for PP who do not have SEN (29) are making the minimum expected progress but are not making as much progress as those with SEN

% below ARE		% at or above ARE		
Well Below ARE	Below ARE	At ARE	Above ARE	Well Above ARE

			Subjects Combined		Writing		Reading				Mathematics		
Group: WHOLE SCHOOL ADMIN (194 children)	40.2% 78/194	59.8% 116/194	33.9% 65/192	66.1% 127/192	25.9% 50/193	74.1% 143/193		27.3% 53/194		72.7% 141/194			
			33.9% 65/192	27.6% 53/192	38.5% 74/192	25.9% 50/193	23.8% 46/193	50.3% 97/193	27.3% 53/194	28.4% 55/194	44.3% 86/194		
			6.3% 12/192	27.6% 53/192	27.6% 53/192	30.7% 59/192	7.8% 15/192	6.7% 13/193	19.2% 37/193	23.8% 46/193	39.9% 77/193	10.4% 20/193	6.2% 12/194

			Subjects Combined		Writing		Reading				Mathematics		
Group: Pupil Premium and Service Children (46 children)	78.3% 36/46	21.7% 10/46	69.6% 32/46	30.4% 14/46	54.3% 25/46	45.7% 21/46		63.0% 29/46		37.0% 17/46			
			69.6% 32/46	21.7% 10/46	8.7% 4/46	54.3% 25/46	30.4% 14/46	15.2% 7/46	63.0% 29/46	23.9% 11/46	13.0% 6/46		
			15.2% 7/46	54.3% 25/46	21.7% 10/46	6.5% 3/46	2.2% 1/46	19.6% 9/46	34.8% 16/46	30.4% 14/46	10.9% 5/46	4.3% 2/46	15.2% 7/46

			Subjects Combined		Writing		Reading				Mathematics		
Group: NOT Pupil Premium and Service Children (148 children)	28.4% 42/148	71.6% 106/148	22.6% 33/148	77.4% 113/148	17.0% 25/147	83.0% 122/147		16.2% 24/148		83.8% 126/148			
			22.6% 33/148	29.5% 43/148	47.9% 70/148	17.0% 25/147	21.8% 32/147	61.2% 90/147	16.2% 24/148	29.7% 44/148	54.1% 80/148		
			3.4% 5/148	19.2% 28/148	29.5% 43/148	38.4% 56/148	9.8% 14/148	2.7% 4/147	14.3% 21/147	21.8% 32/147	49.0% 72/147	12.2% 18/147	3.4% 5/148

			Subjects Combined		Writing		Reading				Mathematics		
Group: Pupil Premium (45 children)	77.8% 35/45	22.2% 10/45	71.1% 32/45	28.9% 13/45	55.6% 25/45	44.4% 20/45		62.2% 28/45		37.8% 17/45			
			71.1% 32/45	20.0% 9/45	8.9% 4/45	55.6% 25/45	28.9% 13/45	15.6% 7/45	62.2% 28/45	24.4% 11/45	13.3% 6/45		
			15.6% 7/45	55.6% 25/45	20.0% 9/45	6.7% 3/45	2.2% 1/45	20.0% 9/45	35.6% 16/45	28.9% 13/45	11.1% 5/45	4.4% 2/45	15.6% 7/45

			Subjects Combined		Writing		Reading				Mathematics		
Group: NOT Pupil Premium (149 children)	28.9% 43/149	71.1% 106/149	22.4% 33/147	77.6% 114/147	16.9% 25/148	83.1% 123/148		16.8% 25/149		83.2% 126/149			
			22.4% 33/147	29.9% 44/147	47.6% 70/147	16.9% 25/148	22.3% 33/148	60.8% 90/148	16.8% 25/149	29.5% 44/149	53.7% 80/149		
			3.4% 5/147	19.0% 28/147	29.9% 44/147	38.1% 56/147	9.5% 14/147	2.7% 4/148	14.2% 21/148	22.3% 33/148	48.6% 72/148	12.2% 18/148	3.4% 5/149

- Those eligible for PP are not achieving as well as non-PP children.
- The attainment of PP children is lower in writing, closely followed by Maths.

			Subjects Combined		Writing			Reading			Mathematics			
Group: FSM (29 children)	96.6% 28/29	3.4% 1/29	93.1% 27/29		6.9% 2/29	75.9% 22/29		24.1% 7/29	75.9% 22/29		24.1% 7/29			
			93.1% 27/29	3.4% 1/29	3.4% 1/29	75.9% 22/29	20.7% 6/29	3.4% 1/29	75.9% 22/29	17.2% 5/29	6.9% 2/29			
			20.7% 6/29	72.4% 21/29	3.4% 1/29	3.4% 1/29	0.0% 0/29	27.6% 8/29	48.3% 14/29	20.7% 6/29	3.4% 1/29	0.0% 0/29		
			Subjects Combined		Writing			Reading			Mathematics			
Group: NOT FSM (165 children)	30.3% 50/165	69.7% 115/165	23.3% 38/163		76.7% 125/163	17.1% 28/164		82.9% 136/164	18.8% 31/165		81.2% 134/165			
			23.3% 38/163	31.9% 52/163	44.8% 73/163	17.1% 28/164	24.4% 40/164	58.5% 96/164	18.8% 31/165	30.3% 50/165	50.9% 84/165			
			3.7% 6/163	19.6% 32/163	31.9% 52/163	35.6% 58/163	9.2% 15/163	3.0% 5/164	14.0% 23/164	24.4% 40/164	46.3% 76/164	12.2% 20/164	3.6% 6/165	15.2% 25/165
			Subjects Combined		Writing			Reading			Mathematics			
Group: PP SEN (16 children)	100.0% 16/16	0.0% 0/16	100.0% 16/16		0.0% 0/16	100.0% 16/16		0.0% 0/16	93.8% 15/16		6.3% 1/16			
			100.0% 16/16	0.0% 0/16	0.0% 0/16	100.0% 16/16	0.0% 0/16	0.0% 0/16	93.8% 15/16	6.3% 1/16	0.0% 0/16			
			43.8% 7/16	56.3% 9/16	0.0% 0/16	0.0% 0/16	0.0% 0/16	56.3% 9/16	43.8% 7/16	0.0% 0/16	0.0% 0/16	43.8% 7/16	50.0% 8/16	6.3% 1/16
			Subjects Combined		Writing			Reading			Mathematics			
Group: PP NOT SEN (29 children)	65.5% 19/29	34.5% 10/29	55.2% 16/29		44.8% 13/29	31.0% 9/29		69.0% 20/29	44.8% 13/29		55.2% 16/29			
			55.2% 16/29	31.0% 9/29	13.8% 4/29	31.0% 9/29	44.8% 13/29	24.1% 7/29	44.8% 13/29	34.5% 10/29	20.7% 6/29			
			0.0% 0/29	55.2% 16/29	31.0% 9/29	10.3% 3/29	3.4% 1/29	0.0% 0/29	31.0% 9/29	44.8% 13/29	17.2% 5/29	6.9% 2/29	0.0% 0/29	44.8% 13/29
			Subjects Combined		Writing			Reading			Mathematics			
Group: NOT PP SEN (13 children)	84.6% 11/13	15.4% 2/13	83.3% 10/12		16.7% 2/12	76.9% 10/13		23.1% 3/13	69.2% 9/13		30.8% 4/13			
			83.3% 10/12	8.3% 1/12	8.3% 1/12	76.9% 10/13	15.4% 2/13	7.7% 1/13	69.2% 9/13	7.7% 1/13	23.1% 3/13			
			8.3% 1/12	75.0% 9/12	8.3% 1/12	8.3% 1/12	0.0% 0/12	7.7% 1/13	69.2% 9/13	15.4% 2/13	0.0% 0/13	7.7% 1/13	53.8% 7/13	7.7% 1/13
			Subjects Combined		Writing			Reading			Mathematics			
Group: NOT PP NOT SEN (136 children)	23.5% 32/136	76.5% 104/136	17.0% 23/135		83.0% 112/135	11.1% 15/135		88.9% 120/135	11.8% 16/136		88.2% 120/136			
			17.0% 23/135	31.9% 43/135	51.1% 68/135	11.1% 15/135	23.0% 31/135	65.9% 89/135	11.8% 16/136	31.6% 43/136	56.6% 77/136			
			3.0% 4/136	14.1% 19/136	31.1% 43/135	51.1% 68/135	2.2% 3/136	8.9% 12/135	23.0% 31/135	53.3% 72/135	12.6% 17/135	2.2% 3/136	9.6% 13/136	31.6% 43/136

• Those eligible for FSM are not achieving as well as non-FSM children.

• Those eligible for FSM are significantly under achieving in writing.

• Those eligible for the PP who also have SEN are not achieving as well as their peers with 0% at ARE in reading and writing and only 6.3% at ARE in Maths.

KEY AREAS:

- PP SEN: R, W & M
- FSM overall but especially in writing
- PP children need to make even more accelerated progress to narrow the gap further

5 Attendance by Key Groups								
WHOLE SCHOOL ADMIN	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
94.8%	93.7%	95.7%	92.5%	95.5%	90.8%	93.5%	100%	94.8%
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
91%	95.5%	93.3%	81%	-	89.5%	95.8%	93.6%	94.9%
In Care	NOT In Care	Low KS1 APS	Mid KS1 APS	High KS1 APS	Custom Group: sanctuary201617			
-	94.8%	92.9%	96%	96.8%	95%			

Additional actions being undertaken to ensure children eligible for the pupil premium make accelerated progress:

- Following a revisit of the EEF research outcomes and its own quantifiable evidence from its own internal evaluation of practice, adjust the Pupil Premium Strategy Plan identifying strategies which have known high impact, make actions clear and more specific and desired outcomes more robust.
- The school needs to revisit the governments Pupil Premium strategy with all staff so that there is a clear understanding of its purpose.
- In order to ensure high quality intervention, the school needs to put in place specific CPD for Teaching Assistants focusing on both subject knowledge and strategies for modelling more effective learning to ensure maximum impact.
- The school needs to carry out a review of the quality of TA provision and their ability to deliver interventions to the highest standard.
- The school needs to ensure that all provision is specific to individual need and maximise opportunities for all PP pupils.

7. REVIEW AND IMPACT OF 2016 - 2017 PUPIL PREMIUM STRATEGY

Key Stage 2

- Progress of disadvantaged pupils across KS2 as shown in the 2017 Year 6 results was well above the national average for non-disadvantaged pupils in all areas, especially writing.

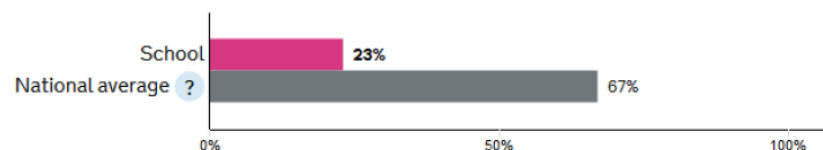
Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	+2.29	+5.49	+2.32
Confidence interval ?	-1.10 to +5.67	+2.20 to +8.78	-0.74 to +5.37
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	13	13	13

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard

Number of disadvantaged pupils = 13



Percentage of disadvantaged pupils achieving the higher standard

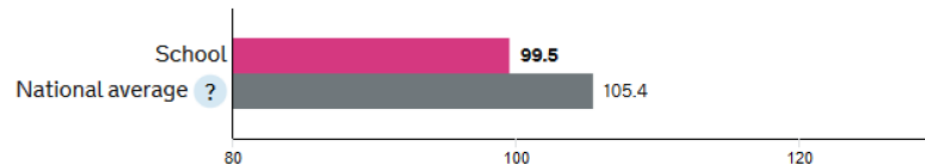
Number of disadvantaged pupils = 13



Average scaled score for disadvantaged pupils in:

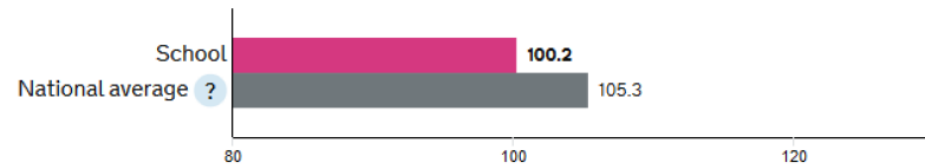
Reading

Number of disadvantaged pupils = 13



Maths

Number of disadvantaged pupils = 13



Whole School

- The vast majority of pupil premium children do not have SEN. This group is now attaining at age related expectations (ARE) because they are making better than expected progress.
- The smaller SEN pupil premium group are making less than expected progress.
- Overall pupil premium children are making slightly better than expected progress however children without pupil premium are making greater progress.

Mathematics ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	15	15.2	-0.2	-	18.4	18.2	+0.2	+	+3.5
Pupil Premium and Service Children [51 27.9%]	16.8	18.1	-1.3	-	20	21.1	-1.1	-	+3.4
NOT Pupil Premium and Service Children [132 72.1%]	14.3	14	+0.2	+	17.8	17	+0.7	+	+3.5
Pupil Premium [49 26.8%]	16.6	17.9	-1.3	-	19.7	20.9	-1.2	-	+3.3
NOT Pupil Premium [134 73.2%]	14.4	14.2	+0.2	+	17.9	17.2	+0.7	+	+3.5
Service Children [2 1.1%]	22	22.5	-0.5	-	26	25.5	+0.5	+	+4.0
NOT Service Children [181 98.9%]	14.9	15.1	-0.2	-	18.3	18.1	+0.2	+	+3.5
FSM [24 13.1%]	14	16.3	-2.3	-	17.1	19.4	-2.3	-	+3.5
NOT FSM [159 86.9%]	15.1	15	+0.1	=	18.6	18	+0.6	+	+3.5
PP SEN [9 4.9%]	13.3	18	-4.7	--	14.4	21	-6.6	--	+1.9
PP NOT SEN [40 21.9%]	17.3	17.9	-0.6	-	20.9	20.9	0.0	=	+3.6
NOT PP SEN [18 9.8%]	13.4	14.5	-1.1	-	16.9	17.5	-0.6	-	+3.4
NOT PP NOT SEN [116 63.4%]	14.5	14.1	+0.4	+	18	17.1	+0.9	+	+3.6

Reading ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	15.5	15.2	+0.3	+	18.6	18.2	+0.5	+	+3.2
Pupil Premium and Service Children [51 27.9%]	17.2	18.1	-0.9	-	20.2	21.1	-0.9	-	+3.3
NOT Pupil Premium and Service Children [132 72.1%]	14.8	14	+0.8	+	18	17	+1.0	+	+3.2
Pupil Premium [49 26.8%]	17	17.9	-1.0	-	20	20.9	-0.9	-	+3.2
NOT Pupil Premium [134 73.2%]	15	14.2	+0.8	+	18.1	17.2	+1.0	+	+3.2
Service Children [2 1.1%]	22.5	22.5	0.0	=	26.5	25.5	+1.0	+	+4.0
NOT Service Children [181 98.9%]	15.4	15.1	+0.3	+	18.5	18.1	+0.4	+	+3.2
FSM [24 13.1%]	14.7	16.3	-1.7	-	17.5	19.4	-1.9	-	+3.2
NOT FSM [159 86.9%]	15.6	15	+0.6	+	18.8	18	+0.8	+	+3.3
PP SEN [9 4.9%]	13.3	18	-4.7	--	14.9	21	-6.1	--	+2.4
PP NOT SEN [40 21.9%]	17.7	17.9	-0.2	-	21.1	20.9	+0.2	+	+3.4
NOT PP SEN [18 9.8%]	13.9	14.5	-0.6	-	16.9	17.5	-0.6	-	+3.0
NOT PP NOT SEN [116 63.4%]	15.1	14.1	+1.0	+	18.3	17.1	+1.2	+	+3.3

Writing ARE Comparison and Progress Scores	Baseline: End of Year Final 2015/2016				End point: End of Year Final 2016/2017				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [183 100.0%]	14.9	15.2	-0.3	-	18.3	18.2	+0.1	=	+3.5
Pupil Premium and Service Children [51 27.9%]	16.8	18.1	-1.3	-	19.9	21.1	-1.3	-	+3.2
NOT Pupil Premium and Service Children [132 72.1%]	14.1	14	+0.1	=	17.7	17	+0.7	+	+3.6
Pupil Premium [49 26.8%]	16.6	17.9	-1.4	-	19.6	20.9	-1.3	-	+3.2
NOT Pupil Premium [134 73.2%]	14.3	14.2	+0.1	=	17.8	17.2	+0.7	+	+3.6
Service Children [2 1.1%]	23.5	22.5	+1.0	+	26.5	25.5	+1.0	+	+3.0
NOT Service Children [181 98.9%]	14.8	15.1	-0.3	-	18.2	18.1	+0.1	=	+3.5
FSM [24 13.1%]	14	16.3	-2.3	-	17	19.4	-2.4	-	+3.3
NOT FSM [159 86.9%]	15	15	0.0	=	18.5	18	+0.5	+	+3.6
PP SEN [9 4.9%]	12	18	-6.0	--	13.6	21	-7.4	--	+2.0
PP NOT SEN [40 21.9%]	17.5	17.9	-0.5	-	21	20.9	0.0	=	+3.5
NOT PP SEN [18 9.8%]	12.7	14.5	-1.8	-	15.9	17.5	-1.6	-	+3.2
NOT PP NOT SEN [116 63.4%]	14.5	14.1	+0.4	+	18.1	17.1	+1.0	+	+3.7

Whole School Attainment %ages

Group:	Subjects Combined		Writing				Reading				Mathematics			
Pupil Premium [49 children]	55.1% 27/49	44.9% 22/49	40.8% 20/49	59.2% 29/49		42.9% 21/49	57.1% 28/49		40.8% 20/49	59.2% 29/49				
			40.8% 20/49	38.8% 19/49	20.4% 10/49	42.9% 21/49	34.7% 17/49	22.4% 11/49	40.8% 20/49	46.9% 23/49	12.2% 6/49			
			14.3% 7/49	26.5% 13/49	38.8% 19/49	18.4% 9/49	2.0% 1/49	12.2% 6/49	30.6% 15/49	34.7% 17/49	20.4% 10/49	2.0% 1/49	14.3% 7/49	26.5% 13/49
NOT Pupil Premium [134 children]	19.4% 26/134	80.6% 108/134	15.7% 21/134	84.3% 113/134		12.7% 17/134	87.3% 117/134		14.2% 19/134	85.8% 115/134				
			15.7% 21/134	40.3% 54/134	44.0% 59/134	12.7% 17/134	33.6% 45/134	53.7% 72/134	14.2% 19/134	42.5% 57/134	43.3% 58/134			
			3.0% 4/134	12.7% 17/134	40.3% 54/134	35.8% 48/134	8.2% 11/134	1.5% 2/134	11.2% 15/134	33.6% 45/134	47.0% 63/134	6.7% 9/134	1.5% 2/134	12.7% 17/134

2016 – 17 Attendance – Whole School

Class	December	April	June
Average:	96%	96%	96%

2016 – 17 Attendance – Pupil premium

Class	December	April	June
Average:	97%	97%	96%