

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. 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.

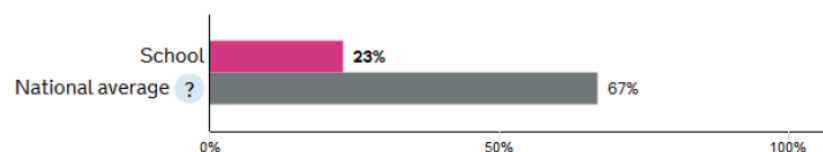
Average progress for disadvantaged pupils in reading, writing and maths

	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

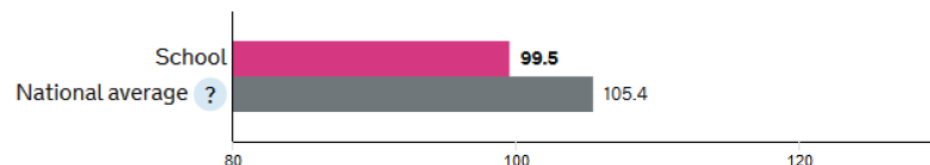
Number of disadvantaged pupils = 13



Average scaled score for disadvantaged pupils in:

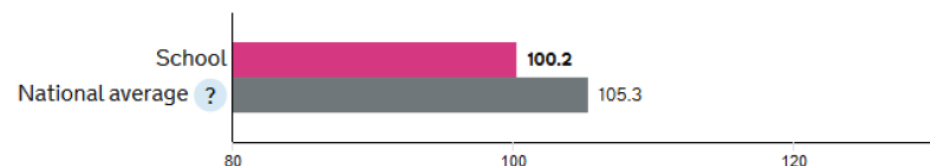
Reading

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

		Subjects Combined		Writing					Reading					Mathematics						
Group: 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	
		Subjects Combined		Writing					Reading					Mathematics						
Group: 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	

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%

Additional detail including impact data

7. REVIEW AND IMPACT OF 2017- 2018 PUPIL PREMIUM STRATEGY

Key Stage 2

- Progress of disadvantaged pupils across KS2 as shown in the 2018 Year 6 results. Data shows that our disadvantaged pupils did considerably better in reading than the national average, broadly in line with writing but below in maths.

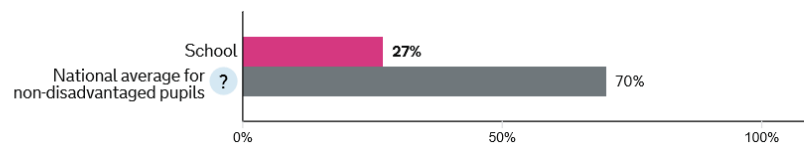
	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils ?	2.04	0.59	-2.18
Confidence interval ?	-1.7 to 5.7	-3.0 to 4.2	-5.6 to 1.2
Number of disadvantaged pupils	10	10	10
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils ?	0.31	0.24	0.31

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 11

[View as table](#)

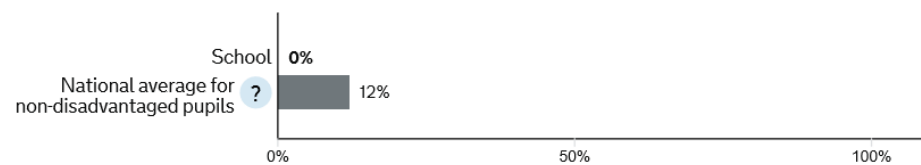


This is a 4% on 2017.

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 11

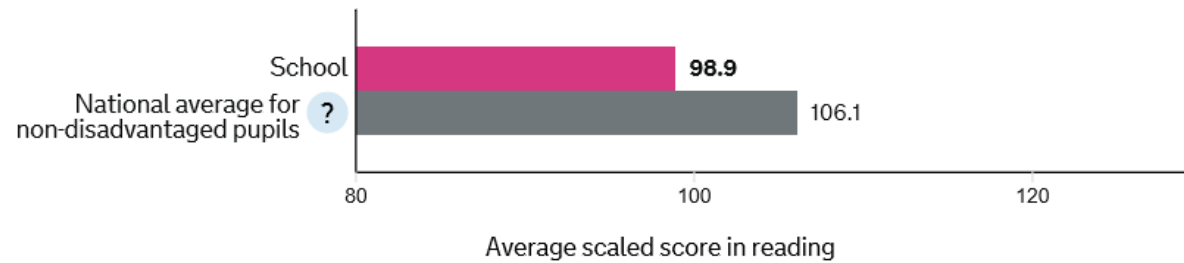
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Reading ?

Number of disadvantaged pupils = 11

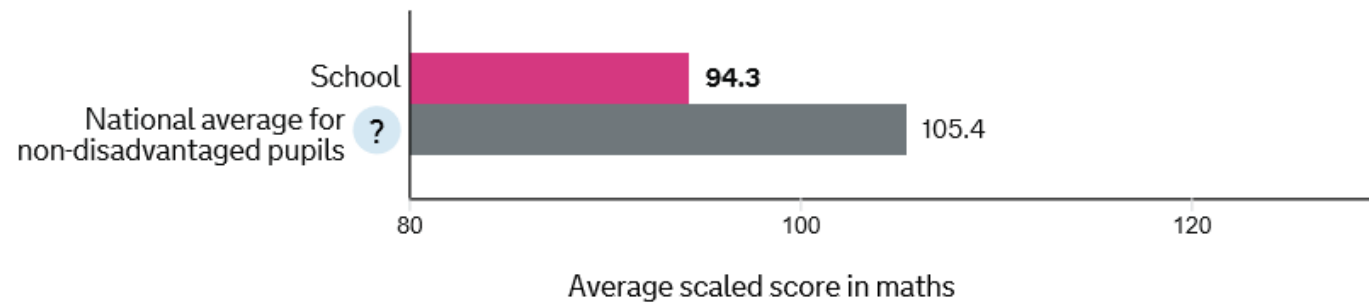
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Maths ?

Number of disadvantaged pupils = 11

[View as table](#)



Whole School

Writing ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Final 2017-2018				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [194 100.0%]	14.6	15	-0.4	-	18	18.1	-0.1	=	+3.3
NOT SERVICE CHILDREN [186 95.9%]	14.7	15	-0.3	-	18	18	0.0	=	+3.3
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	27	27	0.0	=	+3.0
NOT PUPIL PREMIUM [141 72.7%]	14.9	14.5	+0.3	+	18.3	17.6	+0.7	+	+3.4
PUPIL PREMIUM [46 23.7%]	14.3	16.5	-2.2	-	17.2	19.5	-2.3	-	+2.9
NOT PUPIL SERVICE PREMIUM [140 72.2%]	14.8	14.5	+0.3	+	18.2	17.5	+0.7	+	+3.4
FSM [30 15.5%]	12.4	15.4	-3.0	-	15.1	18.4	-3.3	--	+2.7
NO FSM [157 80.9%]	15.2	15	+0.2	+	18.6	18	+0.6	+	+3.4
PUPIL SERVICE PREMIUM [47 24.2%]	14.5	16.7	-2.1	-	17.4	19.7	-2.2	-	+2.9

- Pupil Premium children made slightly less progress than those of their peers by -0.5 points.
- The one service child made expected progress.
- FSM children made less than expected progress showing that there is still a gap between FSM and non-FSM.

Reading ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Final 2017-2018				Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp	
ALL CHILDREN [194 100.0%]	14.8	15	-0.2	-	18.4	18.1	+0.3	+	+3.5
NOT SERVICE CHILDREN [186 95.9%]	14.9	15	-0.1	=	18.4	18	+0.4	+	+3.5
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	27	27	0.0	=	+3.0
NOT PUPIL PREMIUM [141 72.7%]	15	14.5	+0.4	+	18.6	17.6	+1.0	+	+3.6
PUPIL PREMIUM [46 23.7%]	14.8	16.5	-1.7	-	18	19.5	-1.5	-	+3.2
NOT PUPIL SERVICE PREMIUM [140 72.2%]	14.9	14.5	+0.4	+	18.5	17.5	+1.0	+	+3.6
FSM [30 15.5%]	12.9	15.4	-2.5	-	16.1	18.4	-2.3	-	+3.2
NO FSM [157 80.9%]	15.3	15	+0.4	+	18.9	18	+0.9	+	+3.6
PUPIL SERVICE PREMIUM [47 24.2%]	15	16.7	-1.7	-	18.2	19.7	-1.5	-	+3.2

- Pupil Premium children made above expected progress in reading but this is still behind their peers who made accelerated progress.
- FSM children made above expected progress in reading but this is still behind their peer group.
- The one service child made expected progress.

Math ARE comparison and progress	Baseline: End of Year Final 2016-2017				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2017-2018				Progress	Progress (3 points is minimum expected progress)
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp		
ALL CHILDREN [194 100.0%]	15	15	0.0	=	18.2	18.1	+0.1	=	+3.2	+3.0
NOT SERVICE CHILDREN [186 95.9%]	15	15	+0.1	=	18.2	18	+0.2	+	+3.2	+3.0
SERVICE CHILDREN [1 0.5%]	24	24	0.0	=	26	27	-1.0	-	+2.0	+3.0
NOT PUPIL PREMIUM [141 72.7%]	15.2	14.5	+0.6	+	18.4	17.6	+0.9	+	+3.3	+3.0
PUPIL PREMIUM [46 23.7%]	14.8	16.5	-1.7	-	17.5	19.5	-2.0	-	+2.9	+3.0
NOT PUPIL SERVICE PREMIUM [140 72.2%]	15.1	14.5	+0.6	+	18.4	17.5	+0.9	+	+3.3	+3.0
FSM [30 15.5%]	13	15.4	-2.4	-	15.6	18.4	-2.8	-	+2.8	+3.0
NO FSM [157 80.9%]	15.5	14.9	+0.5	+	18.7	18	+0.7	+	+3.3	+3.0
PUPIL SERVICE PREMIUM [47 24.2%]	15	16.7	-1.7	-	17.7	19.7	-2.0	-	+2.8	+3.0

- Progress in maths is lower for PP and FSM children than both reading and writing with both being -0.1 under expected progress of 3 points.
- The one service child only made 2.0 progress across the year however they made expected progress over Key Stage as they were a Y6 pupil.

13 At or Above ARE : Key Groups

WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
187	80	107	46	141	16	30	1	186
ALL 71.5% [133]	ALL 65.8% [52]	ALL 75.7% [81]	ALL 32.6% [15]	ALL 84.3% [118]	ALL 0% [0]	ALL 50% [15]	ALL 0% [0]	ALL 71.9% [133]
WR 75.8% [141]	WR 69.6% [55]	WR 80.4% [86]	WR 41.3% [19]	WR 87.1% [122]	WR 0% [0]	WR 63.3% [19]	WR 100% [1]	WR 75.7% [140]
RE 80.6% [150]	RE 72.2% [57]	RE 86.9% [93]	RE 50% [23]	RE 90.7% [127]	RE 0% [0]	RE 76.7% [23]	RE 100% [1]	RE 80.5% [149]
MA 77.5% [145]	MA 75% [60]	MA 79.4% [85]	MA 41.3% [19]	MA 89.4% [126]	MA 12.5% [2]	MA 56.7% [17]	MA 0% [0]	MA 78% [145]
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
30	157	20	8	0	28	159	12	175
ALL 13.3% [4]	ALL 82.7% [129]	ALL 10% [2]	ALL 12.5% [1]	ALL [0]	ALL 10.7% [3]	ALL 82.3% [130]	ALL 63.6% [7]	ALL 72% [126]
WR 20% [6]	WR 86.5% [135]	WR 15% [3]	WR 12.5% [1]	WR [0]	WR 14.3% [4]	WR 86.7% [137]	WR 63.6% [7]	WR 76.6% [134]
RE 33.3% [10]	RE 89.7% [140]	RE 15% [3]	RE 12.5% [1]	RE [0]	RE 14.3% [4]	RE 92.4% [146]	RE 63.6% [7]	RE 81.7% [143]
MA 26.7% [8]	MA 87.3% [137]	MA 25% [5]	MA 25% [2]	MA [0]	MA 25% [7]	MA 86.8% [138]	MA 75% [9]	MA 77.7% [136]

Attendance

5 Attendance by Key Groups								
WHOLE SCHOOL	Boys	Girls	Pupil Premium	NOT Pupil Premium	PP with SEN	PP without SEN	Service Children	NOT Service Children
94.9%	93.2%	96.2%	90.6%	96.3%	83.5%	94.3%	100%	94.8%
FSM	NOT FSM	SEN Support	EHCP	Statement	ALL SEN	NOT SEN	EAL children	NOT EAL children
87.6%	96.3%	94.3%	68.9%	-	87.1%	96.2%	93.7%	95%
In Care	NOT In Care	Low KS1 APS	Mid KS1 APS	High KS1 APS	Custom Group: sanctuary201617			
-	94.9%	89%	96.6%	97.3%	96%			

Attendance is lower than national. For PP and FSM it is considerably lower.