

Honilands Primary School Pupil premium strategy / self-evaluation

1. Summary information					
School	Honilands Primary School				
Academic Year	2019/20	Total PP budget orig 363K Sum clawback Shortfall met by the school	321000	Date of most recent PP Review	09/19
Total number of pupils	589	Number of pupils eligible for PP (275)	242	Date for next internal review of this	Spr 20

We strive unconditionally for high expectations consistently and in everything we do. We build good relationships and are determined to ensure that all pupil's make good or better progress from their starting points. We are committed and motivated to achieve the best possible outcomes for all our children.

As a school we are challenged with higher than national PPG, SEND, Mobility and persistent absence. Social Emotional mental health and Speech and Language are amongst the highest needs within the school. Our EYFS baseline this year was 18% of reception children working at age related and 2% of nursery. Last year 70% of pupils' from speech and language screening nrequired interventions and/or programmes, we are expecting a higher % this year based on current data. The Pupil Premium Grant enables us to source peripatetic services and use of agencies to meet the needs of our children.

As a school we have an Inclusion team that tracks and monitors the progress and provision in school to ensure that interventions and provision is meeting the needs of our pupils. The Strategic Plan sets out how the Pupil Premium Grant is used to support the learning of pupils at Honilands.

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

- identified in the January 2019 school census or the alternative provision census as having left local authority care as a result of:
- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the virtual school head of the local authority that looks after the pupil will manage the funding.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	To articulate understanding of what is read – accessing good quality texts to read for pleasure	
B.	Increasing greater depth outcomes	
C.	Language acquisition	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Low attendance rates	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	% of Reading increases across the school closer to National	Yr grp data moves closer to National
B.	% of pupils achieving greater depth in reading & writing moves closer to National	Yr grp data moves closer to GD Nat
C.	& of pupils achieving greater depth moves closer to national	Yr grp data moves closer to GD Nat
D.	Attendance moves closer to National	PPG Attendance is 96%

5. Planned expenditure

Academic year

2019 to 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduce school wide programmes supporting language	Rich Language evident in all subjects	Looking at evaluative studies for programmes such as the Literacy Trusts on Mrs Wordsmith.	Looking at study rationales to identify the strengths of the programme and how best to implement.	SLT	
Implement new reading approach	Increase % of pupils accessing inference Qs	Children's comprehension skills can be improved if directly targeted. Inference training teaches key comprehension strategies through "instructional conversations" in groups to help boost reading comprehension. (Research based upon the Leicester City Inference Project)	Provide staff with CPD- deepen knowledge of how children read and comprehend and provide strategies to identify students' common misconceptions when reading. Pupil questionnaires about reading. Monitoring and data tracking.	JH	
Teachers plan differentiate lessons to challenge GD pupils across all subjects. Continue to support teachers and support staff with training through maths specialist.	Increase % of pupils achieving greater depth in R, W, M Teaching of Power Maths is more effective for KS1 pupils	New reading approach will be implemented to challenge pupils with focus on GD. Lit and Lang development days support the school with planning appropriately for needs of all pupils. Maths consultant and Maths Lead to support planning of maths and to monitor challenge for GD pupils.	SLT to monitor planning and support teachers. Monitoring cycle.	JH/ PF/SLT	
Ensure Firm Foundations scheme embedded in planning and learning in and out of the classroom in EYFS	Increase % of pupils in EYFS meeting ARE.	Planning will be adapted with support from SLEs- Research shows that good practice in relation to curriculum planning includes approaches that are grounded in the EYFS framework (Study of Early Education and Development: Good Practice in Early Education Research report January 2017)	SLE support for EYFS team in planning Monitoring by EYFS lead and HT	JH	
Introduce Breaking Barriers scheme to support KS2 lower attaining pupils	Increased % of pupils accessing age related maths lessons	3 TAs will be trained in maths intervention programme to support groups of under attaining pupils across KS2 to diminish gaps.	Assessment lead will support TAs with assessments of identified pupils and assess progress half termly to ensure pupils gaps are diminishing.	EN	

RWI 1:1s start in Aut 1 including 'building speed' for fluency	Increased % of children accessing Literacy and Language by end of Aut term	Lowest pupils in RWI groups need further daily support to make accelerated progress to enable them to progress into whole class teaching of Lit and Lang. Pupils gaps are targeted in individually.	Assessment lead will monitor progress of identified pupils and ensure pupils gaps are diminishing.	EN/ AC/ LD	
Earlier starting point for Literacy and Language for year 2 pupils.	Year 2 outcomes for reading narrows the gap with National	The Lit and Lang Scheme is a strong exit tool for year 2 pupils coming off RWI and provides continuity across the school.	Lit and Lang development days will ensure provision of teaching across the school. Action plans will be written to improve delivery of the programme.	JH	
Reading high quality texts with pupils & encouraging a love of Reading	Increased % of year 5 pupils reaching GD in writing	Sharing books with children and encouraging them to "borrow" ideas from them and to use language from them has been proven to impact on the quality of their writing. (Teaching English by the Book- James Clements)	Reading action plan- JH & AC English Hub support Literacy and Language development days Staff CPD & SLT monitoring	JH	
Gap analysis meeting with teachers to identify gaps in learning, and teachers to plan accordingly.	Increased % of children reaching ARE in R, W and M.	Gap analysis will target gaps in children learning and support further planning across year groups to diminish gaps evident from assessments.	Assessment Leader will arrange staff meeting to allow teachers to discuss gaps in learning and Phase Leaders will monitoring planning to ensure learning is in line with plugging gaps.	EN	
Total budgeted cost					16789.55

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater focus on EYFS and work with parents to raise awareness of how good attendance helps their children.	Decreased % of PA attendance improves and narrows gaps to national as a school with marked EYFS attendance.	Evaluation of 2018-19 attendance data highlighted lower attendance data in both Reception classes. This data was significant enough to affect the overall school percentage to fall below 95%.	Regular tracking of the Reception data will be carried out to ensure that measures being implemented are having an impact. Low attendance families will be targeted and will meet with the Education Welfare Officer.	JH/ SAM	
Moderation activities & Staff CPD	Increased % of Yr 6 reaching GD in writing	KS2 writing moderation report identified the need to recognise earlier in the year pupils with potential for GD.	Class teachers to attend internal and external moderation. KS2 moderator JH to moderate with Y6 team	JH	

Target identified pupils on a range of interventions including Tiger Team, LASS, Sp and L	All children engaged in learning	Tiger team helps to improve children's fine and gross motor skills. Improved speech and language will increase chances of pupils accessing the curriculum.	Baselines will be established for each intervention and pupil's progress tracked regularly.	HM	
Funky fingers – fine motor skills for EYFS – Dev early mark making	All children engaged in learning	“Funky fingers” has been proven to develop fine motor skills as well as to improve communication and language skills. It is highly adaptable and can fit in with any topic.	Year group lead to analyse data informing intervention groups Tracking of interventions- Year group lead and EYFS lead	JH	
Year 6 booster groups. Holiday booster Homework club	All children engaged in learning	To support pupils that do not always engage in homework, revise/close gaps/pre-teach pupils to engage with learning	Monitoring by SLT, 6 weekly group data.	Year 6 Lead	

Total budgeted cost 218435.45

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Plan coffee mornings to plan homework expectations and school council initiative focus on homework.	Increased number of parents engaged in supporting their child's learning – Increased % of Homework returned	To develop an understanding that learning extends beyond school. To consolidate skills already learnt at school and to challenge children to carry out own research. To develop creativity in the form of art projects.	Set dates in advance for coffee mornings and PSHE lead to organise school council meetings with a focus on how to drive homework.	SAM	
More afterschool clubs available for pupils specifically KS1	Proportional attendance of PPG pupils in afterschool clubs.	To ensure greater opportunities for some of our PPG families – enriching pupils experience and cultural capital.	Regular tracking of PPG attendance in groups and targeting families to offer clubs who might otherwise not access.	Jl	
Focus tracking of PP families falling below the 96% expected attendance. Particularly in KS1 where weaker in previous year.	Attendance for PP pupils to increase to 96%. Persistent absence rates for PP pupils to fall.	PP attendance in school is lower than non-PP attendance. Improved attendance and punctuality ensures that children access all lessons, which in turn improves progress.	Work with new Attendance Officer to ensure tight tracking of at risk families to support and encourage to improve attendance. Use EWS to support with surgery's and in enforcing expectations.	Jl	

To continue to target families who are PA and to bring school level of PA in line with national of 9%.	A continued improvement in school PA rate – bringing below 12% achieved in the previous year.	The school level of PA has been a targeted focus in previous year. Year 6 saw the biggest improvement and also attained excellent SATs results – this was a contributing factor.	To track and intervene quickly where families are at risk of becoming PA. To ensure quick interventions put in place. Regular meetings with families who are struggling and to offer support and challenge.		
Provide LMT support for children with SEMH	All pupils engaged in learning. Attendance moved closer to National	Children with SEMH issues struggle to access education due to the complexities of their needs.	Identify children who need support from class teacher referrals, behaviour book tracking and lunch time incident tracking. Allocate LMT support.	SAM	
P2B and Place to Talk service. Track % PPG parents that access the service.	All pupils engaged in learning. Attendance moved closer to National	Learning mentor team were shown to have impact in previous academic years and their continued work supports selected children in improving attendance and learning.	Continue to work regularly with the team and to ensure programmes of support are carefully tailored to children's needs.	SAM	
Target PPG pupils for IDL intervention to narrow the gap between PPG and Non PPG	Increased % of children making progress in reading	IDL has show rapid progress for children on the dyslexia spectrum. The school used this provision to support lower attainers in reading, and progress has been evident.	Children are screened half termly to track progress.	EN/ HM/ TP	
					87885.00
6. Additional detail					

7. Review of Expenditure			
Previous Academic Year		2018 to 2019	
iv. Quality of teaching for all			
Intended Outcome	Action	Evidence 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)

A) PPG reach maths targets, scaled score is above 100 narrowing the gap with National

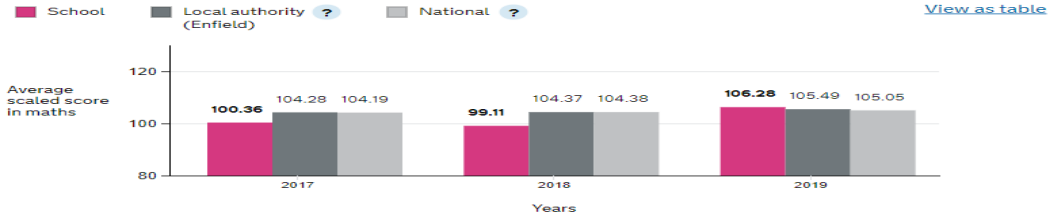
Maths scheme (EYFS to Y5) to be investigated and sourced for Spring term (power maths – DFE accredited)

Join DFE maths Hub Thames area

See Appendix 1 for attainment data Years 1-6, all/ PP/ Non PP

Maths ?

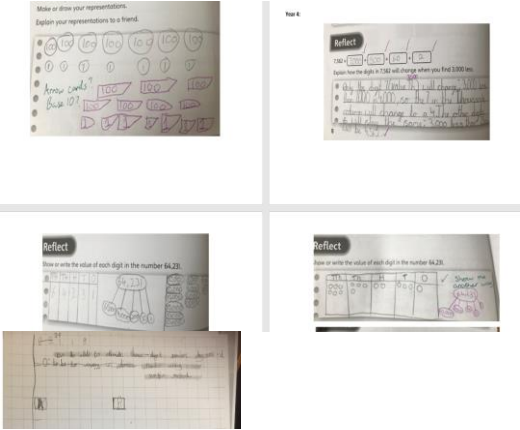
Number of pupils in 2017 = 85
Number of pupils in 2018 = 79
Number of pupils in 2019 = 83



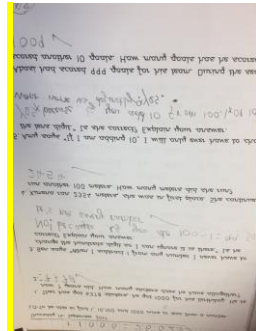
The Asp data above shows scaled score increased was from 99.11 2018 to 2019 106. The school is above national 2018/19.

EYFS received training in Firm Foundations See EYFS GLD results. Year 1 to 6 implemented Power maths Scheme. The images below are of the learning in Sept 2019 and Sept 2018. The scheme has helped us develop literate mathematicians supporting staff pedagogy as well as higher expectations through training and support impacting on strong progress and attainment.

2019



2018

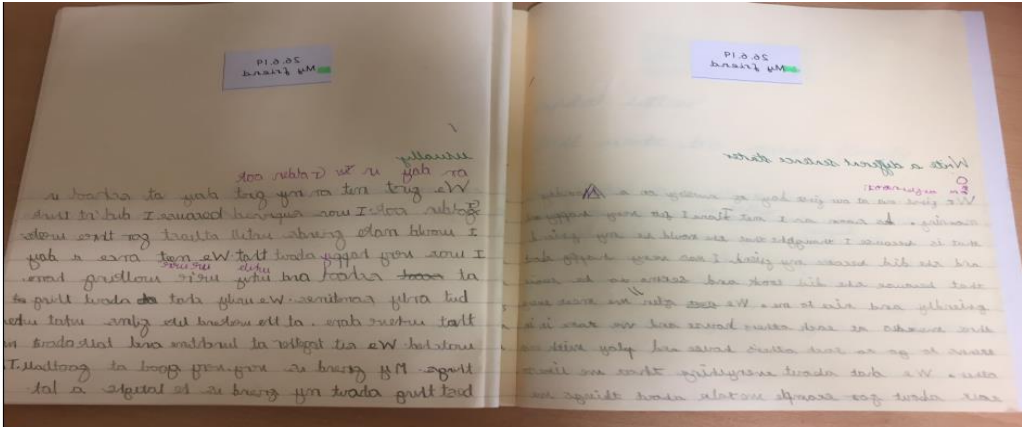


Lessons we have learnt from implementing the maths scheme included ensuring skilled support for teachers and time allowed to understand the scheme and how it works. The younger years struggle initially with engagement of the pupil text books.

Next Step - Ensure Firm Foundations scheme embedded in planning and learning in and out of the classroom

Next Step – Year 1 & 2 Power Maths implementation to be reviewed, possible adaptation

Next Step - Continue to support teachers and support staff with training through maths specialist and maths hub audits.

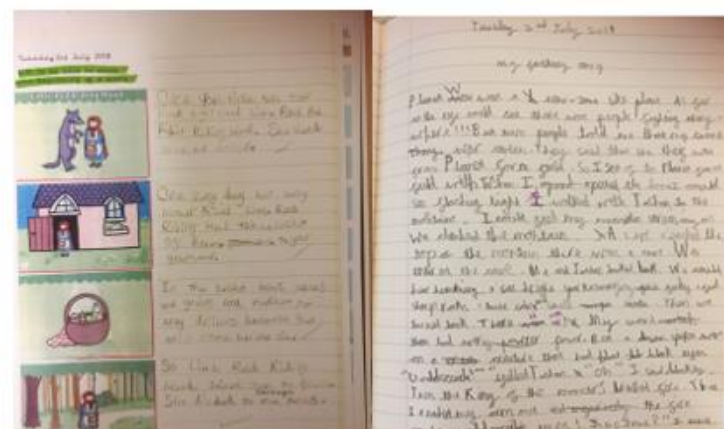
<p>B) Pupils Year 2 and 6 outcomes for reading narrows the gap with National</p>	<p>TA intervention programmes training</p> <p>Source Maths expert to support planning and pedagogy</p> <p>Implementation of RWI EYFS to Yr 2 Intervention RWI Yrs 3 & 4</p> <p>Yrs 5&6 intervention programme</p> <p>1:1 interventions, group intervention programmes with maths and literacy focus</p> <p>Literacy and Language scheme to be purchased for Yrs 2 to 5</p> <p>Leadership team out of class will take intervention groups class to</p>	<p>2019 Reading SATs data %</p> <table border="1"> <thead> <tr> <th>Reading</th><th>All</th><th>PPG</th><th>National</th></tr> </thead> <tbody> <tr> <td>Year 2</td><td>53</td><td>57</td><td>75</td></tr> <tr> <td>Year 6</td><td>78</td><td>75</td><td>73</td></tr> </tbody> </table> <p>Year 2 had a significant number of children new to the school.</p> <p>2019 Phonics Data %</p> <table border="1"> <thead> <tr> <th>Phonics</th><th>All</th><th>PPG</th><th>National</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>86</td><td>79</td><td>82</td></tr> <tr> <td>Year 2</td><td>92</td><td>98</td><td>91</td></tr> </tbody> </table> <p>Year 2 data is well above national Ensure Year 1 PPG is tracked to close gap</p> <p>RW Inc training, programme and development days enabled staff to facilitate pupils make rapid progress and master skills in developing early writing.</p> <p>Year One 2018/19 outcomes – PPG boy and girl – impact shows high expectations, confidence and fluency</p> 	Reading	All	PPG	National	Year 2	53	57	75	Year 6	78	75	73	Phonics	All	PPG	National	Year 1	86	79	82	Year 2	92	98	91	<p>We have learnt that TA reading interventions have been imperative for pupil progress including RWi 1:1 interventions supporting Phonics.</p> <p>Next Steps- Implement RWI 1:1 interventions from beginning of the year to narrow the gaps in phonics. Use RWI 1:1 to build speed and fluency for pupils nearing the end the programme for accelerated progress.</p> <p>We have learnt that carefully chosen schemes, well trained staff and continuing self-improvement has brought about rapid improvement</p> <p>Next Steps - To plan increased writing opportunities across the curriculum, building on 2018/19 impact.</p>
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Year 2	53	57	75																								
Year 6	78	75	73																								
Phonics	All	PPG	National																								
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1:1 intervention, group intervention programmes with maths and literacy focus

Literacy and Language scheme to be purchased for Yrs 2 to 5


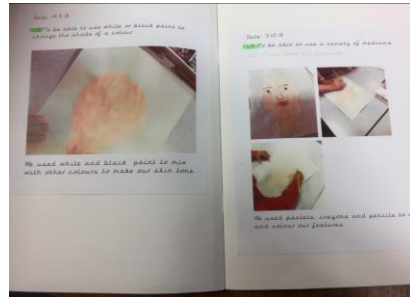
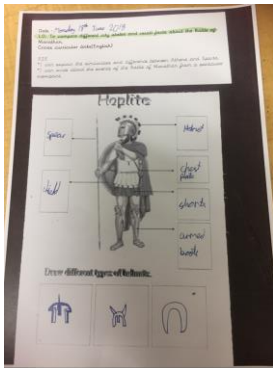
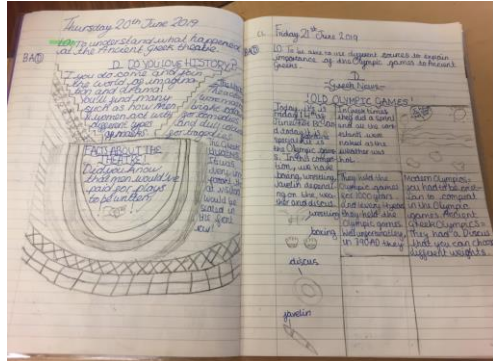
Year 2 2018

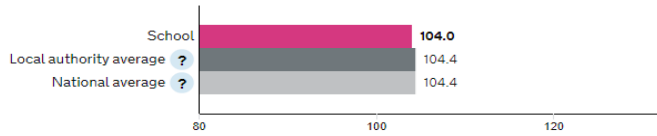
Literacy and Language 2019



We have learnt that the structured approach to planning, content and texts have supported high expectations from the pupils and given the teachers confidence. The RWInc programme also supported the confidence and stamina of the pupils



Next Steps – To focus on increasing 5 of greater depth




C) All children engaged in learning	<p>Leadership team out of class will take intervention groups to accelerate learning</p> <p>Source schemes of work for identified foundation subjects</p> <p>Source peripatetic for PE and Spanish</p> <p>CPD for foundation subjects</p>	<p>The leadership team were able to model high quality intervention groups and train support staff. The impact is shown below</p> <p>Progress in Intervention groups 2019</p> <table><tr><th>Interventions</th><th>KS1 All / PPG / Non PPG</th><th>KS2 All / PPG / Non PPG</th></tr><tr><td>RWI Groups</td><td>Not an intervention</td><td>92% 93% 91%</td></tr><tr><td>Fresh Start groups</td><td></td><td>96% 92% 100%</td></tr><tr><td>DSR</td><td>75% 64% 82%</td><td></td></tr><tr><td>IDL- Reading</td><td></td><td>92% 86% 100%</td></tr><tr><td>Maths groups</td><td>73% 100% 70%</td><td>86% 93% 82%</td></tr></table> <p>Strength of Foundation subject books, the impact is clear from book looks</p> <div><div><p>Art Year 1 2018</p></div><div><p>Art scheme 2019 Year 1</p></div></div> <div><div><p>2018 Yr 5 History</p></div><div><p>2019 Yr 5 History</p></div></div>	Interventions	KS1 All / PPG / Non PPG	KS2 All / PPG / Non PPG	RWI Groups	Not an intervention	92% 93% 91%	Fresh Start groups		96% 92% 100%	DSR	75% 64% 82%		IDL- Reading		92% 86% 100%	Maths groups	73% 100% 70%	86% 93% 82%	<p>We learnt that SLT supporting and training TAs to carry out interventions led to accelerated progress for pupils across interventions. RWI, Fresh Start, and reading IDL had the biggest impact on reading progress.</p> <p>Though DSR had an impact, it was scrutinised through development days with RWI and the decision was made to plan and use a different reading scheme (written by the school) for pupils doing RWI, to support them with fluency and understanding.</p> <p>Next Step: Use summer PPMs to identify pupils in need of interventions to start from the beginning of the year, and disseminate to staff ready at the start of the year.</p> <p>We have learnt that schemes can strengthen subject knowledge however high expectations have to be set for all alongside LT monitoring, CPD and support.</p> <p>Next steps - Tracking now needs to be used as a diagnostic tool to identify gaps and subject knowledge CPD. School need to develop intervention or enhanced learning programmes to support low attainers – especially with memory and recall skills</p> <p>Next step - To source CPD for specific subjects to ensure depth of learning</p>
Interventions	KS1 All / PPG / Non PPG	KS2 All / PPG / Non PPG																			
RWI Groups	Not an intervention	92% 93% 91%																			
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Total budgeted cost			206,316.80																		
v. Targeted support - mainly D , E and F																					




Intended Outcome	Action	Evidence 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)																									
D) Attendance improves and is closer to national PA = 10% Abs = 4.0	Attendance officer supported in role to become more effective. Regular EWO clinics. Clear flow diagrams in place to tackle persistent PA's. Parents receive termly review of attendance for their child. PA families targeted with TAF meetings to support on journey to good attendance. Attendance incentives introduced e.g. weekly 100% attendance raffle pot in office. Learning mentor team to support vulnerable pupils with low attendance.	<table><thead><tr><th>Honilands Attendance 2018/19</th><th>Academic year 2017/18</th><th>Summer term 2018/19</th><th>Enfield</th><th>National %</th></tr></thead><tbody><tr><td>Attendance</td><td>5.9 (94.1%)</td><td>5.3 (94.7)</td><td>4.4</td><td>4.2</td></tr><tr><td>Authorised Absence</td><td>2.9</td><td>2.8</td><td></td><td>3.5</td></tr><tr><td>Unauthorised Abs</td><td>2.9</td><td>2.4</td><td></td><td>1.2</td></tr><tr><td>Persistent Absentees</td><td>17.8</td><td>12.8</td><td>10.1</td><td>8.7</td></tr></tbody></table> <p>PA improved by 5%.</p> <p>Attendance improved by 0.6%</p>	Honilands Attendance 2018/19	Academic year 2017/18	Summer term 2018/19	Enfield	National %	Attendance	5.9 (94.1%)	5.3 (94.7)	4.4	4.2	Authorised Absence	2.9	2.8		3.5	Unauthorised Abs	2.9	2.4		1.2	Persistent Absentees	17.8	12.8	10.1	8.7	<p>Having regular meetings with the EWO and Attendance officer allowed for targeted work with families.</p> <p>Stronger systems have also helped to ensure families are learning to follow the process.</p> <p>Regular updates on attendance using various school media have helped to raise the profile.</p> <p>Time to support and develop our Attendance office helped support her to be effective in her role. She is no longer with us.</p> <p>Learning mentor team used to support and encourage pupils and develop relationships with families has also been a huge help.</p> <p>Next steps - Learnt that we need to put greater focus on EYFS next year and work with parents to raise awareness of how good attendance helps their children.</p>
Honilands Attendance 2018/19	Academic year 2017/18	Summer term 2018/19	Enfield	National %																								
Attendance	5.9 (94.1%)	5.3 (94.7)	4.4	4.2																								
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Increase % of children reading at age related	Yr 6 early morning reading groups	<p>Year 6 SATs Reading 2019</p> <div><p>Average scaled score in:</p><p>Reading ?</p><p>Number of pupils = 83</p><p>Average scaled score in reading</p></div> <div><p>Reading ?</p><p>Number of pupils = 78</p><p>Pupils with adjusted scores = 0</p><p>Above average 2.04</p><p>Confidence interval ?</p><p>0.7 to 3.4</p></div>	<p>Extra reading groups in the morning with year 6 teachers shows impact on year 6 reading SATs.</p> <p>Next steps - Year 6 to continue reading booster groups for focus pupils.</p>																									

All children engaged in learning	Yr 6 Homework club	<p>100% of pupils in Maths morning booster reached ARE in maths SATs</p> <p>94% of pupils in homework club reached ARE in RWM combined</p> <p>95% of pupils in reading booster reached ARE in Reading SATs</p> <p>85% of pupils in Maths after school club reached ARE in Maths SATs</p>	<p>We learnt that homework and boost groups supported high percentage of pupils to reach ARE in SATs. Children were more engaged in their learning. Homework club to continue to support year 6 pupils.</p> <p>Next Step: Identify and Track PPG children to show narrowing of gaps between groups.</p>																				
All children engaged in learning	Yr 6 holiday booster	<p>90% of children in holiday booster reached ARE in Reading SATs</p> <p>95% of children in holiday booster reached ARE in Maths SATs</p>	<p>Holiday booster groups supported pupils to reach ARE in maths and reading.</p> <p>Next Step: Continue to fund holiday booster club for selected pupils.</p>																				
All children engaged in learning	1:1 interventions	<p>Reading 1:1 interventions is evident through phonics results.</p> <p>2019 Phonics Data %</p> <table border="1"> <tr> <th>Phonics</th><th>All</th><th>PPG</th><th>National</th></tr> <tr> <td>Year 1</td><td>86</td><td>79</td><td>82</td></tr> <tr> <td>Year 2</td><td>92</td><td>98</td><td>91</td></tr> </table> <p>2019 KS1 Reading SATs results</p> <table border="1"> <tr> <th>All</th><th>PPG</th><th>Non PPG</th><th>LA</th></tr> <tr> <td>53%</td><td>55%</td><td>51%</td><td>71%</td></tr> </table>	Phonics	All	PPG	National	Year 1	86	79	82	Year 2	92	98	91	All	PPG	Non PPG	LA	53%	55%	51%	71%	<p>1:1 RWi interventions showed accelerated progress in reading attainment and phonics screening.</p> <p>Next Step: Organise ongoing RWI interventions, and packs for support staff to access. Hold training with RWi lead for support staff using Ruth Miskin portal training videos. Focus on lowest 20% of cohorts.</p> <p>KS1 reading results not as high as desired due to high mobility and introduction of RWI in 2018-19.</p> <p>Next Steps: RWI continues for year 1 pupils in year 2 will further develop phonics and therefore have an impact on reading results.</p>
Phonics	All	PPG	National																				
Year 1	86	79	82																				
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All	PPG	Non PPG	LA																				
53%	55%	51%	71%																				

Increase % of children reading at age related	Premier Reading Stars Spring term	<div>% Pupils taking part in IDL reading made progress towards ARE.</div> <table><tr><td>All</td><td>PPG</td><td>Non PPG</td></tr><tr><td>92%</td><td>86%</td><td>100%</td></tr></table>	All	PPG	Non PPG	92%	86%	100%	<div>Early in the term the school piloted an online intervention, early results showed significant progress for high number of children. Decision was taken to utilise IDL and not follow up with Premier Reading Stars.</div> <div>IDL had a positive impact on pupils taking part.</div>
All	PPG	Non PPG							
92%	86%	100%							
Increase % of children reading at age related	Yr 6 reading booster afterschool	95% of pupils in reading booster reached ARE in Reading SATs	Regular booster after school clubs support pupils to reach Are in SATs. Next steps: Continue						
All children engaged in learning	Tiger Team	<div>% Lego Therapy progress 2019</div> <table><tr><td>All</td><td>PPG</td><td>Non PPG</td></tr><tr><td>100%</td><td>100%</td><td>100%</td></tr></table>	All	PPG	Non PPG	100%	100%	100%	<div>We learnt that using other resources to support pupils engage with learning also had impact on learning</div> <div>Next steps: target identified pupils on a range of interventions</div>
All	PPG	Non PPG							
100%	100%	100%							
All children engaged in learning	Funky fingers – fine motor skills for EYFS – Dev early mark making	The % of pupils achieving ARE+ for writing increased in 2019 by 1.4% to 58.3%.	Whilst writing results have improved the margin is smaller than for other aspects and this area remains a key priority for further development in 2019-2020						
Total budgeted cost			46162.50						
vi. Other approaches - mainly D,E and F									

Intended Outcome	Action	Evidence 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)
Increased number of parents engaged in supporting their child's learning – Increased % of Homework returned	Parent workshops ad Story cafes to set expectations for learning, home learning, Attendance and behaviour	 <p>We invited parents into school to model how we read with the children and engage with books, Play games with their children, we also organised termly book awards for the most impressive reading journals.</p> <p>The impact was to raise awareness of what can be done at home related to learning in school. The school also purchased an app for times tables games suggested by a parent. It has proven quite popular.]</p>	<p>This year the school led coffee mornings to discuss homework with parents. The school found that parents do want homework and more work needs to be done on this working with parents.</p> <p>Next steps - Plan coffee mornings to plan homework expectations and school council initiative focus on homework.</p> <p>Continue to look at initiatives to encourages pupils and parents to increase amount of home learning undertaken</p>
All pupils engaged in learning. Attendance is moving closer to Nat	Afterschool provision free	<p>9 after school clubs were offered to parents for free every half term. The clubs were well attended and offered a variety of activities – although sports remained the most popular.</p> <p>Football; 2x film clubs; chess club; music club; drama club; art club; steel pans; boards games; street dance; multi-sports. Turkish language and culture lessons were also run along with a homework club.</p> <p>First Choice *</p> <ul style="list-style-type: none"> ● Football Years 5 and 6 Mondays (3:15pm-4:15pm) ● Film Club KS2 Mondays (3:15-5:00) and Tuesdays (3:15pm-4:15pm) ● Chess Club KS2 Mondays (3:15pm-4:15pm) ● Music Club KS2 Wednesdays (3:15pm-4:15pm) ● Drama Club KS2 Wednesdays (3:15pm-4:15pm) ● Art Club KS2 Wednesdays (3:15pm-4:15pm) ● Steel Pans Years 4-6 Wednesdays (3:15pm-4:15pm) 	<p>The clubs were well attended. There was a further desire for sports clubs as these were the most popular.</p> <p>Next steps We will continue with clubs into the next year and look to include more sporting activities. This would include more KS1 as they were underrepresented in the clubs. We are also investigating tater sessions for activities otherwise unavailable</p>
All pupils engaged in learning Attendance is moving closer to Nat	Learning Mentor team	<p>Improved attitude in learning after Learning Mentor support is evident through use of adapted Leuven scales.</p> 	<p>Continue to provide LMT to support children with SEMH needs.</p>

<p>All pupils engaged in learning Attendance is moving closer to Nat</p>	<p>Place 2 Be & Place to Talk</p>	<div><div><table><tr><th colspan="2">Place2Be Termly Activity Report</th></tr><tr><td>School name:</td><td>Horsham Primary School</td></tr><tr><td>Term / year:</td><td>Spring 2019/2019</td></tr><tr><td>Cluster / service area:</td><td>Enfield / North London</td></tr><tr><td>SPM:</td><td>Kathleen Day</td></tr></table><div><p>Report notes:</p><p>One year 5 boy said after participating in a mindfulness session "this will really help me with my anger as sometimes I feel I can't breathe when I get so mad."</p></div><table><tr><th colspan="2">Key data</th></tr><tr><td colspan="2">One to one counselling</td></tr><tr><td>No. of children / young people seen:</td><td>15</td></tr><tr><td>No. of sessions offered:</td><td>52</td></tr><tr><td>Any themes emerging:</td><td>anxiety, success, failure, endings</td></tr><tr><td>No. of children / young people assessed:</td><td>9</td></tr><tr><td>No. of children / young people referred to external services after referral, assessment or end of counselling:</td><td>0</td></tr></table><div><p>Place2Talk</p><table><tr><td>No. of children / young people seen:</td><td>10</td></tr><tr><td>No. of sessions held:</td><td>28</td></tr></table></div><div><p>Term highlights</p><p>Place2Be delivered a fourth mindfulness session for staff and children in support of Children's Mental Health week. Feedback from staff was very positive stating that they felt much calmer after attending and more able to manage their stress by using some of the techniques used during the session. The children gave their feedback saying they particularly enjoyed the breathing exercises and the sound of the singing bowl.</p><p>The spring term has brought up themes relating to uncertainty about which secondary school placement Year 6 will be allocated. Also fears of success and failure with the onset of Sat exams. These worries have been shared in the lunchtime Place2Talk sessions where students have had the opportunity to talk through some of their fears and anxieties.</p><p>Place2Be welcomed two new counsellors on placement who are working well with students.</p></div></div></div> <div><p>The P2B report is a snapshot showing an example of the impact the valuable resource has in 9 school. In Spring 2019 70 pupils accessed the P2talk element of the charity funded service. 46% of those pupils were PPG pupils.</p><p>P2B is a service that is offered to pupils struggling to engage with school or separate form family.</p><p>This service helps support pupils with self-esteem and confidence therefore improving educational outcomes. An example of this is one Yr 6 pupil who accessed the service, who had been a PA child for several years. P2B supported this child and resulting in an improvement in attendance - achieving 94% and successfully getting ARE combined in their SATs tests.</p></div>	Place2Be Termly Activity Report		School name:	Horsham Primary School	Term / year:	Spring 2019/2019	Cluster / service area:	Enfield / North London	SPM:	Kathleen Day	Key data		One to one counselling		No. of children / young people seen:	15	No. of sessions offered:	52	Any themes emerging:	anxiety, success, failure, endings	No. of children / young people assessed:	9	No. of children / young people referred to external services after referral, assessment or end of counselling:	0	No. of children / young people seen:	10	No. of sessions held:	28	<p>We learnt that the service is as valuable as ever. Parents are happy to support the service, they offer a valuable service to staff who work with very vulnerable children daily.</p> <p>Next Steps - Continue service – look at tracking % PPG parents that access the service</p> <p>.</p>
Place2Be Termly Activity Report																															
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<p>Increased no. of parents engaged in supporting their child's learning increased % HW Homework returned</p>	<p>Parent College</p>	<div><div></div><div><p>We invited parents into school to model how we read with the children and engage with books, Play games with their children, we also organised termly book awards for the most impressive reading journals.</p><p>The impact was to raise awareness of what can be done at home related to learning in school. The school also purchased an app for times tables games suggested by a parent. It has proven quite popular.</p></div></div>	<p>Due to financial constraint Parent College has been cancelled. The school are happy to accommodate parent learning that is financially viable. The measurable impact on pupil learning and attendance was insignificant.</p>																												

All pupils engaged in learning Attendance is moving closer to Nat	LASS = Language and Social Skills	<div>% Progress made from LASS interventions</div> <table><tr><td>All</td><td>PPG</td><td>Non PPG</td></tr><tr><td>87.5%</td><td>12.5%</td><td>87.5%</td></tr></table>	All	PPG	Non PPG	87.5%	12.5%	87.5%			
All	PPG	Non PPG									
87.5%	12.5%	87.5%									
All pupils engaged in learning Attendance is moving closer to Nat	Family therapist for targeted families	<div>Provided individual and parental support. Impact can be seen through improved mental health of individuals and in reduction of 'off task' behaviour.</div> <table><tr><td>Pupil in year 2</td><td>Autumn</td><td>Spring</td><td>Summer</td></tr><tr><td>Number of 'Off Task' Incidents</td><td>21</td><td>15</td><td>2</td></tr></table>	Pupil in year 2	Autumn	Spring	Summer	Number of 'Off Task' Incidents	21	15	2	Seek further funding for access to similar services.
Pupil in year 2	Autumn	Spring	Summer								
Number of 'Off Task' Incidents	21	15	2								
All pupils engaged in learning Attendance is moving closer to Nat	Speech and language therapist	<div>Honilands reception WellComm Data</div> <div>All children were screened in the Autumn term 2018.</div> <div>Percentage of children achieving age appropriate (Section 8): 32%</div> <div></div> <div>Percentage of children achieving green at section 7 (3;6 - 3;11) or above: 55%</div> <div></div> <div>Children who had received intervention with TA's were re-screened at the end of Spring term 2019.</div> <div>Percentage of children achieving green at section 7 (3;6 - 3;11) or above (including those who achieved age appropriate in original screening): 84%</div> <div></div> <div>Percentage of children achieving green at section 7 who have been doing targeted work with TA's: 100%</div>	<div>We learnt that early intervention can produce significant results. The school pays for their own sp and Lang therapist to undertake screening. Without this resource the school would struggle to have such impact. Sp & lang is one of the highest need across the school.</div> <div>Next Step – continue intervention, ensure whole class training scheduled for staff</div>								
Close gap in Reading	Introduce Online Dyslexia screening and learning programme - IDL	<div>% Pupils taking part in IDL reading made progress towards ARE.</div> <table><tr><td>All</td><td>PPG</td><td>Non PPG</td></tr><tr><td>92%</td><td>86%</td><td>100%</td></tr></table>	All	PPG	Non PPG	92%	86%	100%	<div>IDL has supported pupils struggling with their reading to progress. Pupils not making sufficient progress are being processed for EHCP plans.</div> <div>Next step: Target PPG pupil so to</div>		
All	PPG	Non PPG									
92%	86%	100%									

All pupils engaged in learning	Exercise Books	We invested in buff exercise books for all subjects, including RE, PSHE, Geography, History and Science. The books follow pupils learning journey though each subject. Impact can be seen from all pupils work June/July 2019 as above			We learnt that we had to adjust the line width and half and half pages due to pupils increased stamina and confidence. Next Steps - continue with exercise book sets
All pupils engaged in learning Attendance is moving closer to Nat	Walking Bus/Mini Bus	The Walking Bus did not have as much impact as was hoped for. There were a low number of PPG pupils taking part. The overall uptake was, at most, 16 children, which did not justify the outlay on the service. For those taking part the average attendance was 94.2%.			That some interventions are not broad enough to have a tangible impact. That this intervention is not cost effective. This intervention will not continue.
All pupils engaged in learning Attendance is moving closer to Nat	Breakfast club	Free Breakfast for some of our PPG families has supported them in improving their attendance and with greater parental engagement with the school. Of the current cohort who receive Breakfast club as part of the PPG provision, their average attendance is 94.5%. This is an increase on the initial combined attendance of 92% the previous year.			We have learnt that through supporting families with Breakfast club we improve the attendance of these pupils as well as supporting engagement with families. Next Steps – to continue to provide this service to families requiring it.
All pupils engaged in learning	Welfare Budget				Continue to provide these services to support children and families.
		Pupil in year 6	2017-2018	2018-2019	
		Number of 'Off Task' Incidents	9	0	
		Providing uniform, Breakfast, Afterschool club and Learning Mentor Support.			
Total budgeted cost					114,481.50

Summer 2019 data - Non Pupil Premium Pupils' (Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Green data signifies summer data exceeding baseline.

Year One Data

(Previous Year 1 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y2	24	18 (75.0%) / 6 (25.0%)	24 (100%)	20 (83.3%)	19 (79.2%)	11 (45.8%)	7 (29.2%)	7 (29.2%)	0 (0%)	0 (0%)	0 (0%)

Non- PPG pupils have less need at 18%. PPG pupils need is identified at 24%.

Phonics data results= 86% of pupils making ARE

Yr 1 - Current Attainment Sum 2019	% Non PP achieving the expected (52)			% Non PP achieving high standard			% PP achieving expected standard (21)			% PP achieving the high Standard		
	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt
Reading	56%	69%	75%	17%	18%	21%	52%	50%	57%	5%	21%	19%
Writing	58%	67%	73%	11%	12%	13%	48%	50%	52%	0%	4%	0%
Maths	56%	65%	77%	10%	12%	17%	52%	54%	62%	10%	8%	5%

PPG progress is strong with 53% average making accelerated progress.

All Pupils (24 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	12 (50.0%)	17 (70.8%)	9 (37.5%)	12.7 (52.8%)
Progressed by 3 steps	11 (45.8%)	7 (29.2%)	15 (62.5%)	11.0 (45.8%)
Progressed by 2 steps	1 (4.2%)	0 (0%)	0 (0%)	0.3 (1.4%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Next Steps: Literacy and Language to start from the beginning of Autumn term year 2 for pupils who have complete RWinc program. CPD for L&L and RWI through development days on-going for year 2 teachers.

Summer 2019 data - Non Pupil Premium Pupils'(Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Year Two Data

(Previous Year 2 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y3	43	24 (55.8%) / 19 (44.2%)	43 (100%)	28 (65.1%)	35 (81.4%)	22 (51.2%)	7 (16.3%)	7 (16.3%)	0 (0%)	0 (0%)	1 (2.3%)

24% of PPG are SEN, 20% of the year group are new this academic year. A 82% of the new pupil are PPG.

The data shows that PPG attainment is mostly higher than Non PPG.

Phonic data results= 92%

Y2 - Current Attainment Sum 2019	% Non PP achieving the expected (46)			% Non PP achieving high standard			% PP achieving expected standard (41)			% PP achieving the high Standard		
	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt	EYFS	Sum 19	Sum Trgt
Reading	56%	49%	54%	4%	9%	11%	63%	57%	61%	5%	9%	13%
Writing	52%	51%	64%	0%	2%	8%	59%	50%	52%	5%	9%	6%
Maths	59%	58%	66%	0%	7%	16%	67%	59%	65%	0%	7%	9%

PPG progress is strong with an average of 30% of pupil making accelerated progress despite the barriers to learning – mobility, SEN and Language

All Pupils (43 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	13 (30.2%)	14 (32.6%)	11 (25.6%)	12.7 (29.5%)
Progressed by 3 steps	16 (37.2%)	19 (44.2%)	22 (51.2%)	19.0 (44.2%)
Progressed by 2 steps	7 (16.3%)	5 (11.6%)	3 (7.0%)	5.0 (11.6%)
Progressed by 1 step	1 (2.3%)	1 (2.3%)	1 (2.3%)	1.0 (2.3%)
No steps progress	2 (4.7%)	0 (0%)	2 (4.7%)	1.3 (3.1%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	4 (9.3%)	4 (9.3%)	4 (9.3%)	4.0 (9.3%)

Next Steps: Low attaining pupils identified for RWI, 1:1 reading interventions and maths programme. CPD for L&L development days on-going for year 3 teachers.

Summer 2019 data - Non Pupil Premium Pupils'(Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Year Three Data

(Previous Year 3 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y4	29	14 (48.3%) / 15 (51.7%)	29 (100%)	17 (58.6%)	18 (62.1%)	13 (44.8%)	4 (13.8%)	4 (13.8%)	0 (0%)	0 (0%)	0 (0%)

RWI and Power Maths programmes implemented.

Y3 - Current Attainment Sum 2019	% Non PP achieving the expected (43)			% Non PP achieving high standard			% PP achieving expected standard (31)			% PP achieving the high Standard		
	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt
Reading	53%	51%	59%	5%	9%	11%	58%	58%	71%	23%	31%	29%
Writing	49%	46%	57%	0%	7%	8%	48%	55%	69%	19%	7%	22%
Maths	49%	51%	59%	9%	5%	7%	48%	55%	67%	16%	10%	9%

An average of 28% accelerated progress was made over the spring term.

All Pupils (29 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	13 (44.8%)	6 (20.7%)	5 (17.2%)	8.0 (27.6%)
Progressed by 3 steps	15 (51.7%)	13 (44.8%)	20 (69.0%)	16.0 (55.2%)
Progressed by 2 steps	1 (3.4%)	9 (31.0%)	2 (6.9%)	4.0 (13.8%)
Progressed by 1 step	0 (0%)	1 (3.4%)	2 (6.9%)	1.0 (3.4%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

Next Steps: Priority year group focus on Writing and use of IDL programme, RWI and 1:1 interventions to increase rate of progress in reading. Maths intervention to be put in place as advised by Maths consultant- Breaking Barriers.

Summer 2019 data - Non Pupil Premium Pupils' (Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Year Four data

(Previous Year 4 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y5	45	27 (60.0%) / 18 (40.0%)	45 (100%)	26 (57.8%)	35 (77.8%)	19 (42.2%)	3 (6.7%)	1 (2.2%)	0 (0%)	2 (4.4%)	0 (0%)

Strong cohort, mobility high with 38% of the cohort are not core children. PPG children's attainment stronger than Non PPG.

Y4 - Current Attainment Sum 2019	% Non PP achieving the expected (39)			% Non PP achieving high standard			% PP achieving expected standard (45)			% PP achieving the high Standard		
	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt
Reading	49%	48%	61%	13%	15%	25%	67%	62%	71%	11%	18%	27%
Writing	41%	43%	45%	10%	7%	12%	60%	53%	62%	4%	4%	16%
Maths	54%	50%	55%	10%	14%	14%	71%	60%	68%	18%	22%	24%

Average accelerated progress of PPG pupils is 57%

All Pupils (45 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	26 (57.8%)	26 (57.8%)	25 (55.6%)	25.7 (57.0%)
Progressed by 3 steps	18 (40.0%)	18 (40.0%)	17 (37.8%)	17.7 (39.3%)
Progressed by 2 steps	0 (0%)	0 (0%)	2 (4.4%)	0.7 (1.5%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (2.2%)	1 (2.2%)	1 (2.2%)	1.0 (2.2%)

Next steps: Continue with intervention programmes and CPD for teachers. Greater depth Maths support to be shared by SLT.

Summer 2019 data - Non Pupil Premium Pupils'(Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Year Five Data

(Previous Year 5 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y6	44	14 (31.8%) / 30 (68.2%)	44 (100%)	29 (65.9%)	38 (86.4%)	16 (36.4%)	8 (18.2%)	6 (13.6%)	0 (0%)	2 (4.5%)	0 (0%)

High % of year group PPG pupils. Increase in 5 of pupils attaining PPG from starting points.

Yr 5 - Current Attainment Sum 2019	% Non PP achieving the expected (40)			% Non PP achieving high standard			% PP achieving expected standard (44)			% PP achieving the high Standard		
	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt
Reading	53%	55%	52%	8%	10%	18%	50%	42%	48%	5%	9%	12%
Writing	50%	50%	53%	5%	8%	14%	36%	47%	53%	0%	5%	5%
Maths	63%	50%	60%	12%	18%	26%	50%	38%	50%	0%	2%	2%

Low achieving year group, introduced Literacy and Language to strengthen language acquisition, L&L consultant support in place to focus on reading, IDL and RWInc interventions in place as well as IDL maths to close gaps between school and national for year 6.

PPG pupil made an average of 27% accelerated progress for the summer term.

All Pupils (44 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	8 (18.2%)	15 (34.1%)	13 (29.5%)	12.0 (27.3%)
Progressed by 3 steps	19 (43.2%)	20 (45.5%)	17 (38.6%)	18.7 (42.4%)
Progressed by 2 steps	12 (27.3%)	4 (9.1%)	4 (9.1%)	6.7 (15.2%)
Progressed by 1 step	2 (4.5%)	0 (0%)	4 (9.1%)	2.0 (4.5%)
No steps progress	2 (4.5%)	4 (9.1%)	5 (11.4%)	3.7 (8.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (2.3%)	1 (2.3%)	1 (2.3%)	1.0 (2.3%)

Next steps: Priority focus year group for leaders to support planning and moderation of judgement. SENCo and Assessment lead drill down to identify pupils not achieving expected. English lead supporting year group plan for extended writing opportunities. Maths lead to work with year 5 moving into year 6 to support rapid progress.

Summer 2019 data - Non Pupil Premium Pupils' (Non PP) & Pupil Premium Pupils' (PP) Baselines, current data and summer targets

Year Six Data

(Previous Year 6 cohort)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y7	51	22 (43.1%) / 29 (56.9%)	51 (100%)	27 (52.9%)	43 (84.3%)	30 (58.8%)	7 (13.7%)	6 (11.8%)	0 (0%)	1 (2.0%)	0 (0%)

61% PPG pupils in year group. This is the highest PPG % across the school.

Yr 6 - Current Attainment Sum 2019	% Non PP achieving the expected (33)			% Non PP achieving high standard			% PP achieving expected standard (51)			% PP achieving the high Standard		
	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt	KS1	Sum 19	Sum Trgt
Reading	68%	78%	72%	59%	16%	15%	76%	65%	70%	55%	14%	8%
Writing	56%	72%	66%	28%	9%	18%	66%	69%	64%	23%	10%	6%
Maths	72%	88%	78%	47%	19%	24%	72%	67%	64%	39%	10%	8%

Year 6 the final year group to have been judged under old levels system. The results were extremely high especially high standard. The KS1 results were higher than any other year for the school pre 2014. However, 2019 results show the school moving closer to national. It is a significant increase on 2018 outcomes.

PPG pupils made an average of 50% accelerated progress for the summer term.

All Pupils (51 pupils)	Reading	Writing	Mathematics	Average
Progressed by 4 steps or more	25 (49.0%)	25 (49.0%)	26 (51.0%)	25.3 (49.7%)
Progressed by 3 steps	19 (37.3%)	24 (47.1%)	21 (41.2%)	21.3 (41.8%)
Progressed by 2 steps	5 (9.8%)	2 (3.9%)	2 (3.9%)	3.0 (5.9%)
Progressed by 1 step	1 (2.0%)	0 (0%)	0 (0%)	0.3 (0.7%)
No steps progress	1 (2.0%)	0 (0%)	2 (3.9%)	1.0 (2.0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

snip

