

## Pupil Premium Strategy Statement- January update in red

1. Summary information					
<b>School</b>	Almond Hill Junior School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	2018-2019 indicative allocation £56,760	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	281	<b>Number of pupils eligible for PP</b>	52 <span style="color: red;">55</span>	<b>Date for next review of this strategy</b>	December 2018 <span style="color: red;">July 2019</span>

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Ability to solve mathematical reasoning problems
<b>B.</b>	Poor reading habits impacting on understanding and use of vocabulary, punctuation and sentence complexity
<b>C.</b>	Attitude to learning and wellbeing including mental and physical
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Attendance
<b>E.</b>	Parental engagement
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Gaps in knowledge will be filled through secure arithmetic skills and improved reasoning skills
	Increase proportion of children achieving ARE in Maths PPG ARE+ Years 3-6 July 2018 55% <span style="color: red;">PPG ARE+ Years 3 -6 December 2018 43% (NB not a direct comparison as there are more new year 3 PPG pupils than in the outgoing Year 6 and they have arrived lower attaining than the ones that left )</span>
<b>B.</b>	Children are reading for pleasure and engaging in reading tasks set by school supported by their parents. Accelerated progress in writing is achieved through high expectations and clear evidence in books of improved outcomes.
	Increase proportion of children achieving ARE in Reading PPG ARE+ Years 3-6 July 2018 73% <span style="color: red;">PPG ARE+ Years 3-6 December 2018 54% (NB not a direct comparison as there are more new year 3 PPG pupils than in the outgoing Year 6 and they have arrived lower attaining than the ones that left )</span> Increase proportion of children achieving ARE in Writing PPG ARE+ Years 3-6 July 2018 46% <span style="color: red;">PPG ARE+ Years 3-6 December 2018 39%(NB not a direct comparison as there are more new year 3 PPG pupils than in the outgoing Year 6 and they have arrived lower attaining than the ones that left)</span>
<b>C.</b>	Improved attitude to learning through enhanced physical and mental health
	Continue to increase proportion of PPG pupils who achieve platinum learning behaviour award from 41% in 2018 ( 29% 2017) <span style="color: red;">PPG pupils achieved silver learning behaviour award therefore on track for platinum at end of the year 26% . Spring term teachers asked to focus on learning behaviours as part of 1:1 conferencing time. Compare PP/NPP at Spring PPG PPM</span>
<b>D.</b>	Attendance gap narrows
	NPP 96.17 PPG 92.53 2017 -2018 gap of 3.64 NPP 96.72 PPG 93.13 September –December 2018 gap of 3.59 <span style="color: red;">Jan 19 analysis indicates there are 12 pupils (22%) whose attendance is &lt;90%. HT/DH action plan for individuals</span>
<b>E.</b>	Ensure all parents continue to engage and support pupils on personal level
	100% parents have structured conversation. 100% pupils have evidence of impact of this engagement on case study notes eg wider opportunities, improved attendance, targeted academic improvement. <span style="color: red;">39% of parents across the school with a focus on Year 3 and Year 6 have had a structured conversation in Autumn term</span>

4. Planned expenditure					
Academic year		2018/2019			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost
A) Increase ARE+ maths	Embed and enhance maths mastery. Personalise to overcome barriers such as gaps in knowledge and differentiation. Use of diagnostic tests, Hfl Teaching and Learning advisor INSET for planning and reasoning development	Advocated by HfL, NCETM and Maths Hub	<p>Iris camera to share good practice  Staff meetings  School Improvement Plan target  Linked to appraisal targets for all teachers  <b>Most actions focused on Spring term.</b>  Year 2 July 71% Year 3 December 43%  Year 3 July 53% Year 4 December 59%  Year 4 July 38% Year 5 December 44%  Year 5 July 46% Year 6 December 21%</p> <p>A dip can be seen for year 3 pupils after transition. Small gains can be seen in Years 4 and 5. A dip in Year 6 some of which can be attributed to a new pupil joining below ARE. Children are working in a small targeted group with PPAM support and booster lessons and 1:1 tuition has been added to help accelerate progress for new pupil.</p>	Maths Subject Leader (MSL) All teachers PPAMS	£500
B) Increase ARE+ Reading	Focus on reading through home learning and funded book.	Year 5 trialled last term and have highest reading attainment for PPG and all across school. Pupil and Parent views reported the focus increased engagement and enjoyment.	<p>Open evening to introduce to parents  Funded books for all pupils (FOAH and K Follett)  English Subject Leader (ESL) monitor year groups and impact  <b>Reading remains a high profile with children enjoying funded books, ESL focus on libraries and a reading challenge set for Spring term.</b>  Year 2 July 79% Year 3 December 50%  Year 3 July 65% Year 4 December 59%  Year 4 July 38% Year 5 December 33%  Year 5 July 92% Year 6 December 64%</p> <p>All year groups have seen a dip – some greater than others. Reflects reading is less of a focus for whole school priorities, PPAM targets in the upper school and teacher conferencing.</p>	ESL- KC All teachers	£200

C) Increase ARE+ Writing	Weekly year group book monitoring with: Headteacher(HT), Deputy Headteacher (DH), Assistant Headteacher (AH) and ESL working with a year group each to focus on attainment and progress evidence in books and impact of feedback.	Pupil Premium Review June 2018 reported that where expectations were higher in the upper school children were making more rapid progress and this was also seen by SLT in within school monitoring. Opportunity to share good practice and set weekly targets based on evidence in books.	Weekly meeting with teachers with outcomes discussed at SLT Targets set and reviewed Support planned from monitoring if appropriate. Writing had a high focus in Autumn term but attainment remains low. Spring focus for DH monitoring lesson observation and book scrutiny followed up by HT. Year 2 July 57% Year 3 December 36% Year 3 July 35% Year 4 December 35% Year 4 July 38% Year 5 December 33% Year 5 July 39% Year 6 December 50% There has been little change in years 4 and 5 and a dip in Year 3 after transition. There has been some improvement in Year 6 which can be attributed to focus teaching in working in a small targeted group with PPAM support and extra	AH – Year 3 DH –Year 4 HT –Year 5 ESL – Year 6	£ 1000
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**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	Cost
A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being D) Improved attendance E) Parental Engagement	Continue use of Pupil Premium Achievement Mentors(PPAMs) to support teaching and learning for specific groups of pupils in Reading, Writing and Maths and meeting pastoral needs – planning provided by teachers and delivery supported by DH. PPAMs to develop their work into some support of parents and children together.	Successful implementation in previous year.	Weekly meetings with DH to ensure quality Linked to appraisal targets Book scrutiny Linked to pupil progress meetings and targets recorded on provision maps MSL to observe PPAMs ESL to observe PPAMs Observations have started and will continue across the year. Evolving into Iris films instead of direct observations so SLT and subject leaders can monitor. Provision maps indicate of the specific targets that PPAMs were working on with children as part of intervention work Lower school : 41% targets achieved, 32% not achieved and 27% partially achieved. Upper school: 41% targets achieved 19% not achieved and 38% partially achieved. Where there has been a lack of success sometimes targets have not been smart enough (SENCO did input on this in first Jan staff meeting) and sometimes children achieve in session but do not transfer. DH has monitored targets on Spring provision maps -provision maps were reviewed at end of December and were clearer in Spring.	PPAMS DH MSL ESL All teachers	£27 400
A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being D) Improved attendance	Three teachers in Year 6 – DH focus on PP children with PPAM. PPAM receives CPD through team teaching.	DH has worked with Year 6 children in previous years and children have made accelerated progress.	Books monitored Accelerated progress noted in data See data previously reported in strategy – positive impact in writing but not yet in maths. Some attendance issues for 3 pupils in group – now improved. Children enjoy the group and work extremely hard.	Year 6 teachers and DH	£12 000

<p>A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being</p>	<p>Easter school</p>	<p>Successful implementation in previous year and school data shows that those children who attend holiday provision achieve more highly than those who don't.</p>	<p>Ensure best qualified teachers deliver holiday school Monitor impact Pupil and Parent view <b>Not yet implemented</b></p>	<p>Teachers and DH</p>	<p>£1000</p>
<p>D) Improved attendance and punctuality</p>	<p>Breakfast club</p>	<p>Where some pupils have attended it has led to improvements.</p>	<p>Teaching assistant work with DH to ensure links are made with families and these links are maintained <b>Not yet having a huge impact on PPG pupils</b></p>	<p>Teaching Assistant and DH</p>	<p>£1100</p>
<p>A) Improved attendance and punctuality</p>	<p>Cookery club</p>	<p>Where motivational club provided free of charge on Monday last year – some individuals had improved attendance</p>	<p>Monitor provision and impact <b>Not yet implemented</b></p>	<p>HT and TA</p>	<p><i>Need to secure funding</i></p>
<p>A) Improved ARE+ Maths B) Improve ARE + Reading and Writing</p>	<p>Booster classes</p>	<p>Targeted pupils who attend booster regularly achieve more highly than those who do not.</p>	<p>Most qualified teachers deliver the booster sessions Monitor data for impact Pupil view <b>All year 6 teachers and MSL are delivering booster sessions. Started in November – not yet established long enough to measure impact. 12/14 PPG pupils are attending booster and 1 has 1:1 tuition instead.</b></p>	<p>Teachers</p>	<p>£1000</p>
<p>C) Improve well being</p>	<p>Targeted work with pastoral TA eg protective behaviours, Bright stars and one to one support</p>	<p>Children who were supported had a reduction in behavioural incidents and improvement in well-being reported.</p>	<p>Monitor incidents recorded Pupil view Parental view <b>A relatively low proportion of children who had targeted work with pastoral TA were PPG last term. 23% of total group were PPG. 9% of PPG children had specific support. For all of those children support is ongoing and issues are being managed.</b></p>	<p>HT and DH Pastoral TA</p>	<p>£3334</p>
<p>A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being</p>	<p>All teachers to have one hour conferencing time with PPG Pupils weekly – this can be used to conference work completed, pre-teach, - work individually or in groups</p>	<p>Pupil Premium Review June 2018 reported teachers need further ownership of work with own PPG children and SLT agrees. HfL Pupil Premium Conference 2018 – referred to pre-learning and overlearning actual classroom content by class teacher as most effective intervention</p>	<p>Zero tolerance on lack of progress and effort – link to completing work in own time/at home Book monitoring DH drop in during term Half termly meeting with DH to look at impact of additional time to work with pupils Linked appraisal target – evidence in books as well as data Improved case study forms with a focus on teacher action and impact <b>Half termly pupil progress meeting facilitated dialogue about expectations for pupils which are still too low and consequences not focused enough. 1:1 conferencing is happening for some pupils on a weekly basis. All teachers report positively on in impact mostly in terms of getting to know these pupils more securely. 1:1 conferencing moving during Spring term towards a one subject focus to make measuring impact easier. This will be Writing in Years 3,4 and 5 and Maths in Year 6.</b></p>	<p>All teachers Cover supervisor DH</p>	<p>£4388</p>

Targeting PPG GDS writing across school	DH work with cross key stage group to develop writing skills – once a week writing session	Limited impact when PPAMs worked with children due to small time frame and possible subject expertise. DH has moderated for county and excellent subject knowledge to help develop the skills of these children over a longer period of time.	Pupils outcomes in intervention and whether transferred to class work over time Conversations with class teachers and linked to provision map Book monitoring Pupil view <b>Some pupils are transferring vocabulary from session to class but not many. Has become more of a focus on reading and discussing. It is evident that all of these pupils are not accessing challenging texts as part of their own chosen reading so providing access to a quality text has become the priority.</b>		£1200
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### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost
D) Improve attendance	Office to inform DH on daily basis at start of day if targeted children not in school – target group pupils with attendance of less than 95% last academic year. DH and HT to follow up with phone calls and home visits.	Clear link between poor attendance and lower achievement.	Weekly whole school monitoring by HT Monitored at monthly RAP meetings Attendance data improves DH daily focus on poor attenders <b>This has had limited success as HT and DH often unable to follow up as quickly as we would like as we are teaching, monitoring or in meetings.</b>	Office admin – VB DH HT	£421
D) Improve attendance E) Parental Engagement	Structured conversations Increased involvement of class teachers - staff meeting and Engaging Parent plan	Successful last year on a bespoke level	Parent view Structured conversation records Attendance data improves Achievement improves Learning behaviour awards improves <b>Ongoing</b>	DH and class teachers	£2000
A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being	All subject leaders will have a PPG action on their subject leader action plan.	To ensure PPG pupils are a focus for all leaders in the school and so all leaders report on the data and know areas for improvement and act upon these.	Subject leaders will be supported and monitored Outcomes for PPG pupils monitored <b>Yet to see/measure impact of this – please can subject leaders send action plans to PP lead to review.</b>	All subject leaders	£500
C) Improve well-being	Extend successful KS1 transition programme to KS3 – where possible involve parents.	Successful visits and sharing of notes between schools has meant that incoming PPG are known and needs considered in advance.	DH to contact KS3 early in year and plan meetings with PPAMs and additional visit to ensure information is shared Pupil view Parent view <b>Not yet started</b>	DH and PPAMs	£500

A) Improved ARE+ Maths B) Improve ARE + Reading and Writing C) Improve well-being	Change in paperwork to reflect greater teacher accountability for outcomes	Work with KS1 feeder school at transition meeting – evidence of forms used well and positively view at their Pupil Premium Review	Teacher input at start of term DH to monitor termly Majority of forms were completed so action and impact were clear. Where they weren't, DH gave further input.	DH and class teachers	£500
A. Improved ARE+ Maths B. Improve ARE + Reading and Writing C. C) Improve well-being	School uniform and revision books – provision for those parents who are not able to provide these for their children	So PPG children are not disadvantaged by a lack of resources. Historically a small proportion of pupils have not had what they need in order to access the same opportunities as their peers	DH to monitor CPG books provided to all Year 6 pupils – some of which are using and some might be but aren't bringing into school. Some uniform provided for families. PE kit continues to be an issue and class teachers asked to keep some in school for those individuals. Joined a uniform recycling scheme which provides second -hand uniform that families can go and collect upon invitation.	DH and PPAMs	£500
Improve well-being/provide wider opportunities/increase attendance	Some 'free' opportunities that have arisen across the year have been targeted to PPG pupils and will continue to be offered where possible. Autumn term 2x cinema trips, Spring term – Mini Olympics. Spring term planned – football trip on a Saturday, theatre workshop. Anecdotal impact – increases confidence and enjoyment at school and helps build relationships especially between PPAMs and PPG pupils as they attend most of the additional opportunities.				

**2017 -2018 Review of expenditure :** 59,400 (2017-18 allocation) + *Additional funding secured - £1700*= £61100

Previous Academic Year		2016/2017			
Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	RAG
A)ARE+ Maths	Maths Mastery techniques advocated by Maths Hub and NCETM	Teachers in lower school report successful use of maths mastery but in upper school gaps have meant less success. PPG ARE+ July 2017 53% PPG ARE+ July 2018 55% NB outgoing Year 6 pupils were higher attaining than incoming Year 3	Gaps need plugging: use of HfL diagnostic maths tools to help plan for September 2018 and Iris cameras to focus on differentiation and GDS teaching.	£3250	
A)ARE+ Reading	Guided Reading development and reading challenges	Year 5 trialled book event summer 18 – author, FOAH funded whole classes to own book – and ongoing raising profile events. Year 5 had highest attainment in reading for PPG pupils across school. PPG ARE+ July 2017 62% PPG ARE+ July 2018 73%	Secured funding to purchase books for all year groups in Autumn term, focus on Reading for home learning and linked to open evening event in first week back in September 2018.	£500(FOAH funded this)	
B) ARE+ Writing	GDS writing	Greater depth achievement remains not high enough across the school and particularly for PPG pupils. Better understanding of ARE was secured for teachers but GDS remains an issue. PPG GDS July 2017 13% PPG GDS July 2018 2%	ESL worked with teachers looking at GDS and this will continue in September 2018 but external support had little positive impact. ESL and DH working as moderators has secured better within school subject knowledge.	£3000	

B) ARE+ Writing	Improve feedback so more effective	All teachers have been on school visits and new feedback policy has been drafted. The opportunities to conference PPG pupils more often than others is a way to secure better progress for those pupils not in intervention groups.  PPG ARE+ July 2017 47% PPG ARE+ July 2018 46%	Feedback impact is hard to measure until it has had more time to be embedded. However, Pupil Premium Review June 2018 indicated upper school appearing successful with this and lower school less so. All teachers require more time to provide specific feedback to PPG pupils in addition to the work they do with DH and PPAMs to ensure high expectations are being communicated and met.	£2000	
B) ARE+ Writing	Diminishing the Difference HfL project	May 18 Teacher involved has left school since last term. However, some resources continue to be used throughout school eg boxing up and spelling sieve. Pupil progress forms have been refined and provision maps more specific to plan, measure and review progress at a more precise level.	Teachers need more time to focus on PPG pupils in addition to the work they do with DH and PPAM which the project allowed for.	£1500	
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
A) ARE+ Maths B) ARE+ Reading C) ARE+ Writing D) Improved well being	Pupil Premium Achievement mentors appointed – one lower school and one upper school. All of their time dedicated to meeting the needs of PPG pupils.	Where children have been supported by PPAMs, they have made accelerated progress and where they have not progress has been less than their peers and sometimes none at all. There has been a significant impact on pastoral needs which can be harder to evidence though this can be seen in each child's personal case study. Where targets have been clear and support sustained, children have made better progress.	PPAMs need even more specific targets to work with and sustained periods of time to work with groups of pupils. Teachers need to ensure that they remain accountable overall for pupils' progress and that expectations are high enough. Pupil Premium Review 2018 reported that expectations were higher in upper school than lower school and this is mirrored by findings of SLT when monitoring.	£20 268 £9750	
C) Improved well being	Resilience training	Scores continue to improve and PPG pupils targeted where appropriate. Programme has been further refined to create more opportunities for reflection and application.	This will continue next year.	£1000	
C) Improved well being	Ensure all PPG pupils engage with at least one extra-curricular sport provided by school each week- some provided by PE teacher and some provided by external coaches – no cost to parents	100% pupils engaged in extra-curricular sport and pupil view states they think this is important and it was enjoyed. Increase from 29% to 41% of PPG pupils achieving platinum learning behaviour award. Some individual attendance improved.	There is no additional funding next year but DH will continue to focus on ensuring pupils engage with extra-curricular sport and clubs.	<i>Additional funding secured -</i> £1700  £ 3000	

A)ARE+ Maths B) ARE+ Writing C0 Improved well being	Easter school	3 days Easter school delivered to 20 children across years 3-5. 86% targeted attended. 2 CLA children attended who will be attending school from September. Children were enthusiastic and engaged well with academic tasks. Parents views were very positive.	Easter and summer schools can be effective when well attended and planned. DH made phone calls a few days prior reminding all parents to send children and this had a positive impact on attendance with almost all attending. Also strengthened links with some parents who were pleased with children's attitude and enjoyment.	£1000	
A) ARE+ Maths B) ARE+ Writing	Booster classes for Year 6	July 18 100% ARE for Reading and Writing and 83% ARE Maths 67% GDS Reading and 17% GDS Writing and Maths	Continue and DH to follow up with all targeted pupils' parents to ensure attendance – much of this work has been started through structured conversations this year.	£1000	
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
D) Attendance	Targeted free of charge breakfast cub	Some pupils attended but not widely used enough.	Member of staff that runs breakfast club to make links with parents and work more proactively to secure the effective use of the provision.	£1900	
C) Improved well-being	Pastoral TA available every playtime and at lunchtimes in the friendship room	Incidents decreased and positive link between pastoral work that was conducted and its application at social times	To be continued with pastoral TA outside on playground in mornings and inside at lunchtimes.	£2650	
C) Improved well being	Growth Mindset workshop	Hard to measure impact specifically.	Not to be continued for younger pupils as considered too complex.	£500	
A)ARE+ Maths B) ARE+ Writing C) Improved well being D) Attendance E) Parental Engagement	Structured conversations between DH and parents to make positive links	95% parents had at least one meeting and some multiple meetings. Bespoke 'impacts' eg improved attendance for some pupils, engagement for some pupils with wider opportunities, for some parents only time they came into school etc. See each child's individual case study and structured conversation record for individual impact.	To be continued.	£9750	
A)ARE+ Maths B) ARE+ Writing E) Parental Engagement	Purchase of study books	Most parents did not follow up use at home but they have been used by PPAMs to structure one to one support and target gap finding.	Continue to work with parents to try and engage them with these resources. Bespoke support for individual parents to support use at home by working with PPAM and child	£200	
C) Improved well being	KS1 and KS3 transition visits and information sharing.	Achieved with KS1 and some really good information sharing and processes/paperwork shared. Not able to secure same with KS3 yet.	Continue with KS1 transition in same way and attempt to achieve same with KS3	£500	

C) Budget for resources	Unexpected expenditure for resources	School Journey for vulnerable pupil Three pupils with exceptional SEND and have 1:1 support all day		£200	
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### Data analysis for comparison 2016 - 2018

#### % of pupils attaining expected standard or above(statutory assessments) in 2016, 2017, 2018 comparing PPG with non PPG

	PPG 2016	Non-PPG 2016	PPG 2017	Non-PPG 2017	PPG 2018 ASP	Non PPG 2018 ASP
Reading	59%	76%	79%	85%	100%	70%
Writing	59%	71%	79%	87%	100%	70%
Maths	53%	73%	86%	80%	83%	68%
GPS	53%	76%	88%	87%	100%	70%

#### % of pupils attaining Greater Depth(statutory assessments) in 2016, 2017 and 2018 comparing PPG with non PPG

	PPG 2016	Non-PPG 2016	PPG 2017	Non-PPG 2017	PPG 2018 ASP	Non PPG 2018 ASP
Reading	18%	24%	25%	31%	67%	32%
Writing	12%	29%	25%	41%	17%	18%
Maths	6%	15%	19%	23%	17%	20%
GPS	18%	29%	38%	41%	50%	30%

**July 18 / December 2018**

The within school differences between PPG pupils and non PPG pupils are as follows:

Each 'step' equates approximately to a term's learning so negative ½ a step means PPG pupils are approximately half a term behind their peers whereas a positive step means they are a term ahead of their peers.

**Average attainment step for each group**

Year 3	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	A5	A5/6	A5	A5	A5	A5/6
GAP	- ½		0		- ½	

Year 4	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	B1 B1/2	B1/B2 B3	A6 B1	B1/B2 B2/B3	B1 B2	B1/B2 B3
GAP	-1/2 -1 ½		-1 ½ -1 ½		- ½ -1	

Year 5	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	B3 B4	B5 B6	B3 B4	B4 B5	B3 B4	B5 B6
GAP	-2 -2		-1 -1		-2 -2	

Year 6	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	C2 C2/3	C2 C3	B6/C1 C2	C1/C2 C2	C1 C2	C1/C2 C2
GAP	0 -1/2		-1 0		- ½ 0	

**Attainment proportions 'Gap' in % of pupils at securely age related in July 2018/December 2018**

**Year 3**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	50%	62%	36%	49%	43%	56%
GAP	-12%		-13%		-13%	

**Year 4**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	65% 59%	75% 76%	35% 35%	60% 60%	53% 59%	80% 79%
GAP	-10% -17%		-30% -30%		-27% -20%	

**Year 5**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	38% 33%	69% 75%	38% 33%	52% 56%	38% 44%	67% 73%
GAP	-31% -42%		-14% -23%		-29% -29%	

**Year 6**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	92% 64%	81% 79%	39% 50%	64% 64%	46% 21%	68% 53%
GAP	+11% -15%		-25% -14%		-22% -32%	

**Progress 'Gap' December 2018**

**Year 3**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	-0.1	0.9	-0.5	0.3	0.1	0.5
GAP	-1		-0.8		-0.4	

**Year 4**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	0.5	0.7	-2	-0.2	0.8	0.5
GAP	-0.2		-1.8		+0.3	

**Year 5**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	1.3	1.1	0.7	-1.3	1.3	0.8
GAP	+0.2		+2		+0.5	

**Year 6**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	-0.3	-0.8	-2.4	-2.3	-2.4	-2.9
GAP	+0.5		-0.1		+0.5	

## Closing the gaps in attainment in Year 6 ( children that have now left the school)

Expected standard + RWM%	School 2018			National 2018		Ofsted gap School eligible group – national other
	Eligible	Other	Gap	National Other		
PPs	83% (6)	62% (50)	+ 21%	70%		+13%

Expected standard + RWM%	School 2017			Herts 2017		National 2017				Ofsted gap Herts eligible group – national other	Ofsted gap School eligible group – national other
	Eligible	Other	Gap	Eligible	Other	Gap	Eligible	Other	Gap		
PPs	63% (16)	72% (39)	-9%	46.3%	70.2%	-23.9%	47.4%	66.5%	-19.1%	-20.2%	-3.5%
Current FSM	60% (5)	70% (50)	-10%	40.1%	67.7%	-27.6%	41.7%	64.1%	-22.4%	-24.0%	-4.1%

Expected standard + RWM%	School 2016			Herts 2016		National 2016				Ofsted gap Herts	Ofsted gap School eligible group – national other
	Eligible	Other	Gap	Eligible	Other	Gap	Eligible	Other	Gap		
PPs	44% (16)	57% (42)	-13%	39.7%	64.9%	-25.2%	38.8%	59.5%	-20.7%	-19.8%	-15.5%
Current FSM	25% 4	56% 54	-31%	34.2%	61.9%	-27.7%	34.6%	56.5%	-21.9%	-22.3%	-31.5%

## Progress

Pupil Premium	2016	2017	2018 (ASP) National
Progress score in reading	+1.05	-2.88	0.02 0.31
Progress score in writing	-3.12	-0.76	-0.97 0.24
Progress score in maths	-1.46	-2.20	-2.64 0.31