



The Grange Academy

Wade Deacon Trust

Pupil Premium Strategy Statement 2019-20 & Data 2018-19

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at The Grange Academy. The strategy focuses on the actions that will be taken to ensure that PP students at The Grange Academy achieve well and are prepared for the next stages of their education and career. This document contains data from the academic year 2018-19 for all Year Groups and also a summary of the headline figures.

Summary Information					
School	The Grange Academy				
Academic Year	2019-20	Total PP Budget	£549,890	Date of most recent PP review	July 2019
Total No on Roll	Primary - 418 Secondary - 591 Whole School - 1009	No of PP students & %	Primary – 39.2% Secondary – 56.5% Whole School – 49.4%	Date for internal review of strategy	Sept 2019

GCSE Attainment & Progress 2018-19

GCSE	Pupils eligible for PP (School)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
English & Maths (9-5)%	12.5% (15.9% 2018)	43%
English & Maths (9-4)%	28.6% (27.5% in 2018)	55%
		(Disadvantaged National was 50% at 9-4)
EBacc (9-5)%	3.6% (10.1% in 2018)	Not reported / 22.5
Ebacc (9-4)%	12.5% (13% in 2018)	
Attainment 8	29.28 (29.07 in 2018)	30.43 / 42.96 (Disadvantaged National was 28.26)
Progress 8	-1.03 (-1.68 in 2018)	0.13 / -1.099 (Disadvantaged National was -0.44)

Primary Attainment & Progress 2018-19

KS1	Pupils eligible for PP -20 (2018 results)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
Reading	35% (58%)	75 (78%)
Writing	30% (45%)	69 (73%)
Maths	35% (52%)	76 (79%)
RWM Combined	25% (45%)	65 (69%)

Primary Attainment & Progress 2018-19

KS2	Pupils eligible for PP - 25 (2018 results)	All Pupils Nationally / Pupils not eligible for PP 'others' (2018 data – 2019 data pending)
Reading	68% (73%)	73 (78%)
Writing	64% (62%)	78 (83%)
Maths	68% (58%)	79 (84%)
RWM Combined	60% (46%)	65 (71%)

Barriers to future achievement for PP students

When making decisions about using the Pupil Premium funding we consider closely the school context and challenges

In-school barriers and desired impact

A	Teaching and Learning and Assessment To further improve teaching and learning across school and for PP students ensuring quality first teaching, effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce. To further develop cross phase work between leaders.
B	Attendance To utilise our clear attendance systems to further, improve attendance in all phases, diminish differences and move PA (particularly in secondary) closer to National Average.
C	Aspirations To further develop the rising of aspiration by promoting consistently high expectations for our students to develop skills to take on wider roles and responsibilities. To further extend enrichment opportunities for students and improve their cultural capital.
D	Behaviour and Attitude to Learning Through consistently high staff expectations and appropriate pastoral support, we will further embed strategies to further reduce both fixed term and internal exclusion rates for PP students and improve the attitude to learning of the PP cohort.
E	Wider Outcomes To provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students and track the benefits to our PP students.

Desired Outcomes

Focus

Success Criteria

A. Teaching and Learning and Assessment

Aim:

To high quality teaching for all and sharing of good practice so that outcomes are good across phases and subjects.
 Employ additional staff to run small intervention groups where needed
 Facilitate improvement of year 7 students falling below floor standard in Maths and English
 That variation between groups, specifically PP pupils and subjects is decreased by supported PP student under-performance
 Staff challenge and stretch all pupils including PP pupils and especially the more able PP students.
 Pupils make uninterrupted progress between key phases of education.

T+L across the school improves from 67% good or better to 75%+

From data analysis the gaps between PP and NPP in-school reduce and PP progress moves closer to national average

Secondary PP

Overall – NA = -0.45 TGA to move from -0.96 to > - 0.70
 English – NA = -0.44. TGA to move from -0.82 to > - 0.60
 Maths – NA = -0.39. TGA to move from -0.99 to > - 0.70
 Ebacc – NA = -0.50. TGA to move from -1.05 to > - 0.80
 Open – NA = -0.48. TGA to move from -0.98 to > - 0.50

Primary

EYFS GLD PP - 72%
 Year 1 PP Phonics – 75%
 Year 2 PP Phonics – 85%
KS1
 PP Reading Expected – 62%
 PP Writing Expected – 62%
 PP Maths Expected – 62%

KS2

	Reading			Writing			MATHs			RWM	
	SS	Ex+	GD	SS	Ex+	GD	SS	Ex+	GD	EX+	GD
PP	104	72	25	n/a	72	15	103	72	15	65	5

Data shows that PP students are improving towards National ‘others.’

B. Attendance

Aim:

To make use of the rigorous systems to make improvements to roles and responsibilities of staff to any further impact on attendance.

Attendance improves for PP students towards the National Averages for all students.

PP NA Attendance = 92.7%. (2011/18)
 TGA whole school to move from 92.40% to 93%
 TGA Primary to move from 94.48% to 95%
 TGA Secondary school to move from 91.62% to 92%

	<p>PA decreases further particularly in the secondary phase from FSM NA PA = 23.6% (2017/18) TGA whole school to move from 14.9% to < 12% TGA Primary maintain below National Average of 8.7% TGA Secondary school to move from 21% to < 18%</p> <p>Attendance for PP and NPP pupils continues to improve in both phases.</p>
<p>C. Aspirations:</p> <p>Aim: To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially more able PP students. To remove the financial barriers associated with purchasing uniform, equipment and participating in extra-curricular activities To enable students to widen their post 16 options</p>	<p>Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning.</p> <p>TGA NEET figure 2017/18 = 6.9% 2018 / 2019 = awaiting data but predicting < 4% Target for 2019/2020 = < 4%</p> <p>Students will talk positively about the school and feel safe and happy at The Grange Academy.</p> <p>Students will receive helpful careers advice that leads to excellent EET figures.</p>
<p>D. Behaviour and Attitude to Learning</p> <p>Aim: Reduce the social and psychological barriers our students experience by providing social and emotional support To ensure students are ready for the day by providing equipment needed for the day To ensure consistency in behaviour across school. To reduce the incidents of behaviour and internal exclusion and FTE further. To improve pupils' attitudes to learning.</p>	<p>There will be a reduction in the number of PP students that receive an internal / a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.</p> <p>TGA to reduce FTE in-line or below National Averages in both phases</p> <p>Primary NA = 1.4% TGA 2018/19 = 1.7% Secondary NA = 10.13% TGA 2018/19 = 11.6% More than 1 FTE NA (All Phases) = 2.33% TGA 2018/19 = 2.82%</p>
<p>E. Wider Outcomes</p> <p>Aim: To ensure that the quality of the wider opportunities is consistent and supports a varied and wide range of pupils, especially those with PP Through closer monitoring of access to experiential learning PP students will have equal access to all aspects of the curriculum.</p>	<p>Opportunities develop specific skills and address needs for PP pupils whilst also ensuring the allocation is spread equitably.</p> <p>More PP students progress to EET and are able to access their preferred route.</p> <p>TGA NEET figure 2017/18 = 6.9% 2018 / 2019 = awaiting data but predicting < 4% Target for 2019/2020 = < 4%</p>

Planned Expenditure 2019-20

Desired Outcome	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff Responsible	Review
<p>A. Teaching and Learning</p> <p>SDP Priorities</p> <p>QE1: Further improvement is made across the phases in terminal examinations. Differences are diminished further for PP students and the achievement of boys improves.</p> <p>QE2: Ensure the curriculum is taught well across the phases and teaching routinely helps pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>QE4: Develop effective feedback across the school so that students work shows progress and staff workload is reduced.</p> <p>QE5: Embed a robust assessment structure and system to continue to improve accuracy of assessments and attainment and progress for all students.</p> <p>QE8: Develop literacy, including writing, reading and oracy across the school.</p> <p>PDI: The SMSC curriculum supports students' personal development and the provision is of a high quality</p> <p>LM4: Improve teaching and learning through highly effective CPD and using the whole school monitoring,</p>	<p>£233,575 Total</p> <p>£10,000</p> <p>£50,000</p> <p>£9,500</p> <p>£7,500</p> <p>£50,000</p> <p>£2,000</p> <p>£9,000</p> <p>£10,000</p> <p>£5,000</p>	<p>Additional staffing capacity across the school used specifically for Pupil Premium Intervention. This capacity will be used to provide academic mentoring support and support catch up if work has been missed. This will focus on feedback to pupils and the next steps they need to take to improve.</p> <p>The strategies below are a summary of approaches used to improve T&L and outcomes for students;</p> <ul style="list-style-type: none"> • Bespoke CPD both internal and external • Introduction of a pupil premium intervention timetable • Maths Tutor • Use of intervention tutors (Tutor Trust) • Secondary specialists teaching Primary foundation classes • Seating plan for all classes with PP • Whole school / key stage and faculty bespoke CPD • Accelerated reader year 5,6,7 • Lexonik • Maths/English PP Faculty Champion • Personal Development Programme (SMSC, MBV, Trips and Visits) • Form class intervention 	<p>Monitor use of Accelerated Reader and Lexonik (EEF Closing the attainment gap- lessons learned)</p> <p>CPD strategy, including development groups, tiered approach as identified by leaders (EEF Guide to the Pupil premium 2019)</p> <p>Extend interventions for all student PP bands (EEF Guide to the Pupil Premium 2019 and Potential for Success Sutton Trust)</p> <p>Development of subject/curriculum champion roles, including cross-phase primary/secondary collaboration (EEF closing the attainment gaps- key lessons learned)</p> <p>Development of RAP process to hold staff to account and to identify needs</p> <p>Develop use of new Feedback for Learning Policy, including stretch and challenge (EEF High Impact, very low cost)</p>	<p>Subject/KS Leaders/curriculum Champions and SLT</p>	<p>Improvements in the quality of teaching/learning and pupil outcomes.</p> <p>PMR reviews</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Outcomes compared to historic and in year data.</p> <p>Governors to receive a summary evaluation of the impact on a termly basis.</p>

<p>evaluation cycles and the effective use of the appraisal system.</p>	<p>£2,000</p> <p>£78,575</p>	<ul style="list-style-type: none"> • Excellence for Everyone Programme • Phonics Support <p>Teaching assistants to provide in-class support and interventions for PP students, CiC and those with SEND</p>			
<p>B. Attendance:</p> <p>SDP Priorities</p> <p>BA4: Further improve the attendance across the phases, especially in the secondary phase, and reduce PA in the secondary phase significantly. Improve the punctuality of students further.</p> <p>LM5: There will continue to be a strong culture of safeguarding that supports staff to identify specific needs, help students who may be at risk of harm and leaders to manage staff recruitment and allegations against adults effectively.</p> <p>LM7: Opportunities for parental engagement are improved and stronger links with the community and local employers are taken for the benefit of students.</p>	<p>£115,354 Total</p> <p>£8,000</p> <p>£40,000</p> <p>£36,825</p> <p>£3,000</p>	<p>Assistant Associate Principal to work closely with:</p> <ul style="list-style-type: none"> • Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance. • Pastoral teams and Assistant Heads of Year (AHOY) to monitor and track attendance and persistent absence of PP students. Capacity for form time intervention in secondary 50% of salary for AHOY. • Family Support Worker to work closely with harder to reach families to support improvements in attendance and behaviour and ensure all safeguarding needs • Heads of House and Pastoral teams to reward good attendance through assemblies and celebration afternoons 	<p>Whole school attendance below NA PP attendance below NA PP persistent absence above NA</p>	<p>HTO EWO Key Stage teams Pastoral teams Inclusion team</p>	<p>Use the daily and weekly systems of tracking and monitoring data on attendance to identify trends and needs to inform appropriate support</p> <p>Qualitative and quantitative reports from lead staff on impact of strategies.</p> <p>Through monitoring of catch-up sessions.</p>

	£27,529	<ul style="list-style-type: none"> Home Visits to engage with parents to support attendance to school 			
C. Aspirations SDP Priorities QE6: Continue to develop the CEIAG programme for students so they are ready for the next stage of education, employment or training. PD2: Students are well supported by all staff to be confident, resilient and independent, and to develop strength of character. PD3: Students are prepared well for life in modern Britain. Students will develop an understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. PD4: Students will be taught how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. PD5: The Gatsby Benchmarks will be met in order to develop and improve careers provision and enable a range of education and training providers to speak to pupils. All pupils receive unbiased information about potential	£60,839 Total £17,560 £12,231 £1,500 £27,475 £2,000	CIAG (EBP) Work Experience Trips / Visits CEIAG Lead % of salary Brilliant Club Student Leadership More Able Primary Maths Intervention Parental Engagement Strategies to improve attendance of PP parents to progress/parents evening Strategies – Support – University trips – College taster days – Professor Fluffy – Crest Award	Pupils attain more highly, especially those who are PP/ HAP and PP/MAP. (Potential for Success Sutton Trust) Pupils acquire a wider life skill set which is transferable to the wider world (EEF closing the attainment gap-lessons learned)	Key stage leads/Class Teachers/ Progress Leaders Progress Tutors	Analysis of the outcomes for pupils with different PAG and other needs including PP Observations of pupils in different situations to observe application of wider skills. NEET figures Students voice Attendance to extra-curricular activities Attendance to progress Evenings and parental feedback

<p>next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p>		<ul style="list-style-type: none"> - Shaping Futures e.g. Merseyside Medics - College Interviews - CV Writing - Careers Fayre - Monthly NEET Meetings - Liverpool City region careers hub - Careers enterprise advisor - Compass Toss - Assemblies - Enterprise week - Apprenticeship week - SMSC drop down days 			
<p>D. Behaviour and Attitude to Learning</p> <p>SDP Priorities QE3: Student’s work in books across the curriculum is of good quality and demonstrates strong attitudes to learning. QE7: Pupils with SEND continue to achieve the best possible outcomes and are prepared for the next stages of their education. Resource Bases are highly effective and students continue to make good progress. BA1: Embed Behaviour for Learning Policy and practice and further improve students’ attitude to learning and the learning environment. BA2: Embed whole school rewards so that they become high profile and valued by students. BA5: Staff are consistent in tackling bullying, aggression, discrimination and</p>	<p>£84,821 Total</p> <p>£25,021</p> <p>£34,800</p>	<p>Associate Principal in Secondary to work closely with KS leads / Progress Leaders / AHOY to improve behaviour and attitudes to learning across the school.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Queensbury AP • Outdoor Education programme <p>Assistant Designated Teacher for CiC and SEND leads will work closely with key stage and pastoral leads to ensure continued improvement in behaviour and attitudes to learning</p> <ul style="list-style-type: none"> • PEP completion – tracking and review • PSP completion – tracking and completion <p>CRF – access to HUB</p> <p>Pastoral Interventions</p> <ul style="list-style-type: none"> • Nurture groups 	<p>The proportion of FTE decreases. The incidents of internal behaviour incidents decrease.</p> <p>Staff use a variety of teaching strategies, as a result of CPD on meta-cognition, to enable pupils to increase their engagement in lessons and therefore their attitudes to learning Pupils demonstrate in practice</p> <p>Metacognition/Growth Mind set (EEF high impact, very low cost)</p> <p>Year Group meetings to support staff and enable them to manage student behaviour more effectively.</p> <p>Internal exclusion process (EEF Guide to the Pupil Premium 2019)</p>	<p>MPT</p> <p>Key stage and pastoral teams</p>	<p>Termly CiC Report</p> <p>Data analysis of FTE and behaviour incidents decreases.</p> <p>Tracking of pupils who use in-school exclusion provision is decreased and ‘re-offenders’ are reduced.</p> <p>Through observations pupils are better equipped to manage their own learning as a</p>

derogatory language quickly and effectively and are not allowed to spread.	£25,000	<ul style="list-style-type: none"> • Anger management • Social communication • Counselling • ELSA Programme • Well-Being Programme • Young Carers Day • Hub Access • Happy Lunchtimes • Playground Resources <p>Alternative Provision Placements for students</p>			result of teachers adapting their teaching strategies.
<p>E. Wider Outcomes</p> <p>SDP Priorities</p> <p>QE1: Further improvement is made across the phases in terminal examinations. Differences are diminished further for PP students and the achievement of boys improves.</p> <p>BA3: Extra-Curricular provision supports the personal development of students and provides a diverse range of activities.</p>	<p>£42,939 In total</p> <p>£500</p> <p>£1,000</p> <p>£16,439</p> <p>£25,000</p>	<p>To support PP families with the purchase of uniform, transport and curriculum supplies for students</p> <ul style="list-style-type: none"> • Shoe vouchers • Bus passes <p>To support student to access school trips and experiential learning opportunities. Trips and visit examples;</p> <ul style="list-style-type: none"> • Colomendy • Chester Zoo • Jorvik Centre • Outdoor education residential <p>To support PP students in accessing Peripatetic music tuition</p> <p>KS and Faculty Bids to the closure of gaps/access to curriculum/access to enrichment opportunities</p>	KS / Faculty Bids	TMS	Tracking of the interventions and impact of these on pupils in summative and qualitative terms. Reports to senior leaders highlight the breadth of provision and pupils that benefit from these. Participation in extra curricular activities
Total Planned Expenditure	£537,455	The remaining £12,435 of funding will be distributed towards areas of need that have not yet been itemised within the plan			

References:

- THE EEF GUIDE TO THE PUPIL PREMIUM EEF 2019
- EEF Teaching and Learning Toolkit
- EEF Closing the Attainment Gap- Lessons Learned 2018
- POTENTIAL FOR SUCCESS: Fulfilling the promise of highly able students in secondary schools, Dr Rebecca Montacute, – July 2018 Sutton Trust
- NASEN The Pupil Premium 2014

Attendance and Behaviour

Criteria	2016/17	2017/18	2018/19	Diff
Attendance (All students) Week 39	92.6 %	94%	94.9%	+0.9%
Persistent Absence (PA) End of Term 6	22%	20%	18%	-2%
Attendance (Primary) Week 39	95.03%	95.2%	95.8%	+0.6%
Attendance (Secondary) Week 39	91.01%	93.0%	94.1%	+1.1%
% of students with an FTE (Full Year)	8.9%	8.21%	7.69%	-0.52%
% of students with more than 1 FTE (Full Year)	6.9%	3.46%	2.86%	-0.60%

PP Attendance Data

Attendance comparison (All Year) 2017-2018/ 2018-2019

Attendance	17-18	18-19	Difference
Whole school	93.0	94.0	+1

Secondary	91.4	92.8	+1.4
Primary	95.2	95.8	+0.6

The table above indicates that there was significant improvement in the attendance of Pupil Premium students in 2018-19.

PP and Non PP comparison

	17-18 PP	17-18 NON PP	18-19 PP	18-19 NON PP	Difference	
					PP	NON PP
Whole School	90.87	94.77	92.40	95.57	+1.53	0.8
Secondary	89.30	94.91	91.62	95.18	+2.32	0.27
Primary	94.17	96.14	94.48	96.92	+0.31	0.78

The table above indicates that there was significant improvement in the attendance of Pupil Premium students who improved their attendance at a faster rate than those that are non-PP, therefore demonstrating effective use of funding and strategy.

Awaiting 2018/19 National Data, data below is 2017/18.

PP attendance nationally was 92.7%

PP PA was 23%

Pupil Premium Persistent Absence (PA) Comparison (Students below 90% attendance)

PA	STD 17-18	STD 18- 19	Difference
Whole School	18.2	14.9	-3.3
Secondary	23.4	21.0	-2.4
Primary	9.3	7.6	-1.7

The table above indicates that there was overall reduction in the percentage of students classed as persistently absent.

PA Gender comparison

PA	GIRLS	BOYS	GIRLS	BOYS	Difference	
					GIRLS	BOYS

	17-18	17-18	18-19	19-18		
Whole School	15.8	20.7	14.1	15.7	-1.7	-5
Secondary	20.7	26.4	21.6	20.4	-0.9	-6
Primary	6.1	12.5	5.5	9.6	-0.9	-2.9

The table above indicates that there was overall reduction in both genders in terms of persistent absence with significant improvements in reducing the number of boys that are classed as persistently absent.

Number of PA pupils on PP and NON PP 2018-2019

	PP GIRLS	PP BOYS	NON PP GIRLS	NON PP BOYS	Boys	Girls	Total
Whole School	53	55	12	14	69	65	134
Secondary	49	44	12	12	56	61	117
Primary	9	14	2	5	19	11	30

PP Exclusion Analysis

2016 – 2017 National Permanent Exclusions = 0.20%

2016 – 2017 National Fixed Term Exclusions (FTE) = 9.04%

2016 – 2017 National Repeat FTE = 4.62%

FTE 2018 – 2019

	Whole School		PP Students Only	
	Number	Percentage	PP Number	Percentage
No. of incidents	143	14.1%	111	22.7%
No. of days	257.50		211.50	
No. of students with 1 FTE	78	7.69%	64	13.09%
No. of Boys with 1 FTE	55	10.84%	44	18.03%

No. of Girls with 1 FTE	23	4.53%	20	8.2%
No. of students with more than 1 FTE	29	2.86%	27	5.52%
No. of Boys with more than 1 FTE	21	4.14%	19	7.79%
No. of Girls with more than 1 FTE	8	1.58%	8	3.28%

Primary Data Headlines

Criteria	2016/17	2017/18	2018/19	Diff
% achieving GLD (Without RB)	61%	73%	66% (71%)	-2%
% achieving Phonics check in Year 1	86%	73%	83%	+10%
% achieving Expected Standard / GD Reading at KS1	59 / 7%	70 / 15%	59 / 17%	-11% / +2%
% achieving Expected Standard / GD Writing at KS1	51 / 3%	58 / 3%	56 / 14%	-2% / +11%
% achieving Expected Standard / GD Maths at KS1	61 / 2%	64 / 9%	70 / 10%	+6% / +1%
% achieving Expected Standard / GD RWM at KS1	46 / 0%	46 / 0%	56 / 3%	+10% / +3%
% achieving Expected Standard / GD Reading at KS2	73 / 29%	75 / 22%	67 / 25%	-7% / +3%
% achieving Expected Standard / GD Writing at KS2	64 / 3%	63 / 13%	68 / 22%	+5% / +9%
% achieving Expected Standard / GD Maths at KS2	69 / 8%	63 / 8%	72 / 13%	+9% / +5%
% achieving Expected Standard / GD GPS at KS2	73 / 19%	66 / 24%	68 / 28%	+2% / +4%
% achieving Expected Standard / GD RWM at KS2	57%	53 / 3%	58 / 8%	+5% / 5%

KS2 Reading Progress	-0.2	-1.54	-1.41	+0.13
KS2 Writing Progress	-3.7	-2.92	-1.35	+1.57
KS2 Maths Progress	-3.1	-3.59	-4.00	-0.41

Secondary Data Headlines

Criteria	2016/17	2017/18	2018/19	Diff
Progress 8	-1.28	-1.48	-0.99	+0.49
% of students on or above target grade (all subjects)	N/A	13%	24%	+11%
(9 – 7) in English and maths (A*-A)	0.8%	5%	3%	-2%
(9 – 5) in English and maths (A*-C)	17%	21%	17%	-4%
(9 – 4) in English and maths (A*-C)	35%	38%	42%	+4%
% of students achieving EBACC (5+/C+)	12%	11%	6%	-5%

% of students achieving EBACC (4+/C+)	16%	17%	17%	-
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English Progress Improved from -1.4 to -0.7 (0.7 Improvement)

Maths Progress Improved from -1.5 to -1.1 (0.4 Improvement)

EBacc Progress Improved from -1.6 to -1.0 (0.6 Improvement)

Open Progress Improved from 1.8 to 1.1 (0.7 Improvement)

Pupil Premium Progress Improved from -1.7 to -1.0 (0.7 Improvement)

Middle PA Band Improved from -1.6 to -1.0 (0.6 Improvement)

Higher PA Band Improved from -1.6 to -1.0 (0.6 Improvement)

Primary Data 2018-19

() 2018 Outcomes

EXP – Expected (National Expectations)

PLEASE NOTE NATIONAL AVERAGE KS2 RWM Combined 2019 – 65%

GD – Greater Depth (Above Average)

GPS – Grammar, Punctuation & Spelling

GREEN – INCREASE on 2018 Outcomes

AMBER – INLINE with 2018 Outcomes

RED – Below 2018 Outcomes

Note – If not highlighted there is missing data or it is a non-statutory test that was not completed in 2018

Y6 All Pupils	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined
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					EXP					GD
Including Base Students (60)	67% (75%)	68% (63%)	72% (63%)	68% (67%)	57% (53%)	25% (22%)	22% (13%)	13% (8%)	25% (27%)	8% (3%)
Mainstream (58)	69% (75%)	67% (63%)	74% (63%)	71% (67%)	58% (53%)	26% (22%)	22% (13%)	14% (8%)	26% (27%)	9% (3%)

Y6 Pupil Premium (25)	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
(25)	68% (73%)	64% (62%)	68% (58%)	68% (58%)	60% (46%)	24% (22%)	8% (13%)	12% (0%)	12% (12%)	4% (0%)

Y2 All Pupils	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
Including Base Students (59)	59% (69%)	56% (58%)	69% (64%)	NA	56% (56%)	25% (15%)	5% (3%)	10% (8%)	NA	3% (3%)
Mainstream (57)	60% (69%)	56% (58%)	70% (64%)	NA	56% (56%)	26% (15%)	5% (3%)	10% (8%)	NA	3% (3%)

Y2 Pupil Premium (20)	Reading EXP	Writing EXP	Maths EXP	GPS EXP	RWM Combined EXP	Reading GD	Writing GD	Maths GD	GPS GD	RWM Combined GD
(20)	35%	30%	35%	NA	25%	5%	15%	5%	NA	15%

	(58%)	(45%)	(52%)		(45%)	(3%)	(0%)	(3%)		(0%)
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	Non-Pupil Premium			Pupil Premium		
	2017	2018	2019	2017	2018	2019
EYFS All Pupils GLD National Expectations						
(41 inc base, 38 mainstream)	61%	73%	66% (Base) 71% (Mainstream)	61%	55%	69%

Y1 Phonics Check All Pupils	2017	2018	2019 (pupil numbers)
(48)	86%	73%	83%

Y2 Phonics Check All Pupils	2017	2018	2019 (pupil numbers)
(59)	97%	92%	81%

Notes:

National Averages

2019 End of Key Stage 2 Attainment in reading, writing and maths

65% of pupils reached the expected standard in all of reading, writing and maths (combined) in 2019, up from 64% in 2018.

2019 End of Key Stage 2 Attainment in reading, maths and GPS tests – National Averages

In reading, 73% of pupils reached the expected standard in 2019, down by 2 percentage points from 2018.
In maths, 79% of pupils reached the expected standard, up by 3 percentage points from 2018.
In GPS, 78% of pupils reached the expected standard, unchanged from 2018.
To reach the expected standard in each test subject, a pupil must achieve a scaled score of 100 or more.
In writing, 78% of pupils reached the expected standard in 2019, unchanged from 2018.

There is a full file of evidence that shows demonstrable impact in the strategies that have been utilised in the academic year 2018-19.