

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mereworth Community Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	17% = 36 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022 and July 2022
Statement authorised by	Pam Conibeer – Chair of Governors
Pupil premium lead	Amanda Lavelle – Head Teacher
Governor	Janice Meston – Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,660
Recovery premium funding allocation this academic year	£4,060
School-Led Tutoring Grant	£3,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,960

Part A: Pupil premium strategy plan

Statement of intent

At Mereworth Community Primary School we are passionate about breaking down barriers to learning for all pupils. We use in-depth knowledge to ensure that disadvantaged children receive a high quality education and personalised support to diminish attainment differences. We want to equip our children with the knowledge and cultural capital they need to thrive as citizens within the community and beyond.

We will ensure that effective, high quality teaching and learning meets the needs of all pupils through rigorous analysis of assessments. Staff will identify, action and monitor specific interventions and support for individual pupils which will be reviewed every term - 6 times per year via Pupil Progress Meetings and our additional SEND Pupil Progress Meetings. Alongside academic support, we will ensure that those pupils who have additional and special educational needs and disabilities will be fully included and able to access high quality provision from appropriately trained staff. Pupil well-being and involvement in all aspects of school life will be carefully monitored and support provided where necessary. All staff will work together to ensure the number of persistent absentees is reduced and disadvantaged pupils' attendance increases; closing the gap between them and their peers.

Context:

Although the school catchment area does not have high levels of deprivation compared to many areas in England, 17% of the families attending our school are eligible for pupil premium and have multiple barriers that hinder their child's progress in education. In line with our School Action Plan a significant proportion of the funding will be spent on supporting children through assessments and academic interventions in all areas of English; early reading, writing, communication and Mathematics.

Our objectives are to:

- Remove barriers to learning created by low income, family circumstance, background and the impact of the COVID-19 school closures and disruption to pupils education
- Narrow the attainment gaps between our disadvantaged pupils and their non-disadvantaged peers, both within school and nationally to ensure they make at least good progress and age related attainment across all subject areas
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable pupils to access a wide range of extra-curricular opportunities and experiences
- Ensure that pupils attend school regularly with attendance levels meeting at least the national expectations

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Have a collective aim where all our stakeholders take responsibility and are committed to meeting pupils' pastoral, social and academic needs within a caring and nurturing environment
- Provide all teachers with high quality CPD to ensure all pupils access effective quality first teaching
- Provide quality, targeted training for all support staff to ensure they are able to deliver quality interventions effectively

- Ensure early identification of barriers to learning through in school assessments and specialist assessments of cognitive, language, auditory and visual needs leading to personalised programmes of learning
- Work collaboratively within school to monitor and assess children's progress and attainment in all areas of learning and take the necessary action needed
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 and additional support in class
- Ensure disadvantaged pupils and their progress and needs are reviewed every term
- Ensure all pupils have access to a wide range of opportunities and first hand experiences to develop their interests and talents for future success
- Provide specialist nurture and wellbeing support to enable all pupils to thrive
- Provide support for parents and work in partnership with them on how they can help their child
- Rigorously monitor absence and hold parents to account
- Listen to the views of children and parents/carers

This is not an exhaustive list. Our strategy will involve a continuous cycle of review; diagnosis of our children's challenges and needs, strong evidence to underpin our chosen strategy for support, implementation and then monitoring and evaluation.

Our Pupil premium strategy is an integral part of our overall School Action Plan and the key actions needed to support pupils whose education has been worst affected by the COVID-19 pandemic. We recognise that the pandemic has intensified a number of barriers to learning; increasing the attainment gap and causing an adverse effect on well-being for many children.

We have used the [EEF's implementation guidance](#) to help us develop our strategy. We have looked at reports, studies and research papers about the effective use of pupil premium and how to address challenges to learning presented by socio-economic disadvantage. We also used the Sutton Trust: <https://www.suttontrust.com/our-research/> and Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures> to understand the impact of COVID-19 on disadvantaged children and their families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, this is not a hierarchical list.

Challenge number	Detail of challenge
1	Speech, language and communication skills including limited vocabulary and phonic attainment of disadvantaged children are lower than expected in EYFS, KS1 and Year 3, which can impact upon their ability to attain age expected skills in reading, writing and mathematics.
2	Low attendance, persistent absence among disadvantaged pupils is higher than other pupils - This results in pupils making limited progress towards end of year expectations and 'gaps' in learning.
3	The emotional well-being and behaviour of disadvantaged children has been negatively impacted by school closures to a greater extent than for other pupils. These findings are also supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age related expectations.
4	Access to wider opportunities as pupils have had limited access to experiences and opportunities outside of school especially as a result of the pandemic due to school closures and extra curricular opportunities pausing.
5	Impact of Covid-19: The ability of families to support remote learning during lockdown and subsequent periods of self-isolation is/has been inconsistent. This has caused gaps in learning and misconceptions; and in some cases disengagement with learning. Assessments indicate that the pandemic disproportionately affected writing attainment.
6	Many of our disadvantaged pupils also have other areas of need and are identified as SEND. This disproportionately impacts their attainment as there are a range of barriers to learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise attainment and progress of pupils in reading, writing and maths in all year groups, taking into consideration the significant gaps that have arisen due to COVID-19.	Pupils eligible for PP make accelerated progress by the end of the year, so that the number of pupils meeting age related expectations to 'close' the attainment and progress gap with their peers. Using intervention programmes delivered by in school staff that focus on 'gaps' in learning identified through ongoing assessments to meet the needs of individuals and groups in the class.
Improve oral language skills. To develop children's vocabulary, knowledge and	Pupils with communication, speech and language needs identified and personalised programmes are put in place to support their learning. Tracking and

understanding of spoken English in Year R, Year 1 and Year 2.	assessment show accelerated progress being made. Increase in language and communication skills and impact on attainment in all areas of learning.
Disadvantaged pupils in Year 1 will pass the Phonics Screening Check 2022, in line with non PP children in school and nationally. Disadvantaged pupils in Year 2 who need to retake the Phonics Screening check 2022 will pass, in line with non PP children.	The percentage of pupils attaining the end of Year R, Year 1 and Year 2 phonic reading check standard, compares favourably with their non PP peers in school and nationally as a result of high quality teaching and targeted interventions to accelerate attainment.
Raise attainment and progress of pupils eligible for PP in EYFS.	A greater proportion of pupils entitled to PP in EYFS will be on track for attaining a Good Level of Development at the end of Year R in line with non PP pupils and nationally. Evidence of accelerated progress of children who are below age expected levels as a result of targeted interventions.
Improved attendance for all pupils, including disadvantaged pupils, along with a reduction of persistent absentees.	Daily/weekly monitoring and follow-up with parents including letters and meetings leads to improve attendance levels for individual pupils. Attendance rates of pupils eligible for PP will be no more than 1% difference with non PP pupils with a target of 96% or better. Number of persistent absentees below national. Families are more aware of impact of attendance on children's learning. School assessments show PP children are making good or better progress.
Provide pupils with a range of experiences and opportunities to develop their talents and interests through attendance at extra-curricular clubs and music lessons.	Disadvantaged pupils are funded to attend extra-curricular clubs/music lessons to develop their talents and interests. Increase participation rates in school clubs and learning to play an instrument. Siblings will be supported to attend After School Club provision so that this is not a barrier to participation.
Provide pupils with social, emotional and mental health and well-being support. Pupils will be better able to deal with emotional and social issues, verbalising their difficulties, using appropriate strategies and asking for help.	Pupils will be able to overcome difficulties and manage their emotions and feelings to ensure that they are able to access all learning opportunities.
Carry out in-depth pupil learning assessments and carry out analysis to identify barriers to learning and to be able to put in place interventions for pupils to accelerate progress.	Pupils with additional needs will make progress as a direct result of personalised learning programmes and interventions that will also support meeting their individual learning needs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,060

Activity	Evidence that supports this approach	Challenge numbers addressed
Phonics Training and resources (decodable books) for both Teachers and Support staff – to support delivery of new phonics scheme Essential Letters and Sounds	Research by the EEF + 5 states: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <i>EEF + 6 Reading strategies.</i>	1 and 5
Employment of Play Therapist / School Based Counsellor	When children are troubled and struggling to adapt, play therapy offers a means for adults to focus on providing the right conditions for them to develop their methods and means of play. In turn, this can enable them to learn to solve problems, to get along with others and to develop the skills they need to grow and learn. (Judith Horvath)	3
Maths Training for both Teachers and Support staff in EYFS/KS1 – Mastery Maths and Maths No Problem (new for Year R)	Research by the EEF + 5 Teaching Mastery <i>'Improving Maths in the Early Years' recommends that 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</i>	1 and 5 Release to attend training
Access to a specialist Speech & Language assessment and other specialist assessments to identify barriers to learning	Research by the EEF on language intervention: <i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'</i> and <i>'Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.'</i>	1 and 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,010

Activity	Evidence that supports this approach	Challenge numbers addressed
Nuffield Early Language Intervention	<p><i>EEF + 6 Oral Language Interventions</i></p> <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills.</p> <p>The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	<p>1 and 5</p> <p>Free</p>
Daily reading, writing and mathematics Interventions for individual pupils providing feedback and support to close gaps in knowledge.	<p><i>EEF + 4 Teaching Assistant Interventions</i></p> <p><i>EEF + 5 One-to-one tuition</i></p> <p><i>EEF + 4 Small group tuition</i></p> <p><i>EEF + 6 Reading comprehension strategies</i></p> <p>EEF toolkit states that ‘<i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i>’</p>	<p>1 and 5</p>
Oral language interventions	<p><i>EEF + 6 Oral Language Interventions</i></p> <p>EEF toolkit states that ‘<i>oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</i>’</p>	<p>1 and 6</p>
Targeted reading with individual pupils in all classes daily/weekly	<p><i>EEF + 6 Reading comprehension strategies</i></p> <p>EEF 2020 Improving Literacy in Key stage 1: ‘<i>There is consistent evidence that one-to one and small group tutoring supports children struggling with aspects of literacy</i>’</p>	<p>1 and 5</p>
School Led Tutoring – employment of a teacher and support staff to deliver interventions to tutor individuals, groups of pupils across the whole school (YR-Y6) in all areas of English/Maths	<p>Department for Education School Led Tutoring Guidance states:</p> <p>‘<i>Pupils who receive one to one tuition may make on average, 5 months of additional progress.</i>’</p> <p>EEF research shows:</p> <p>‘<i>Individual tuition builds pupils confidence and provides opportunities for staff to identify areas requiring specialist support.</i>’</p>	<p>1, 3 and 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number addressed
School Attendance Service – SEAAS and school attendance officer	<i>DFE Improving School Attendance</i> <i>EEF + 4 Parental Engagement</i> Daily/weekly monitoring of pupil attendance to identify issues and address these with parents to ensure parents are aware of the impact on learning of missed school days. Weekly attendance monitoring and information shared with pupils; Best Class Attendance: Be Here Bear (EYFS/KS1) and Hippocampus (KS2) during Monday assembly	2
Employment of Play Therapist	<i>EEF + 4 Social Emotional Learning</i> Benefits of play therapy are: <i>Taking more responsibility for certain behaviours, developing coping strategies and creative problem-solving skills, self-respect, empathy and respect for others, alleviation of anxiety, learning to fully experience and express feelings, stronger social skills, stronger family relationships. Play therapy can also encourage use of language to express emotions and feelings.</i>	3
School Based Counsellor	<i>EEF + 4 Social Emotional Learning</i> Having a School based counsellor will improve social, emotional and mental health by providing counselling services to children, parents and staff within our setting.	3
Subsidised visits/visitors/trips	<i>EEF + 3 Arts participation</i> <i>EEF + 1 Physical activity</i> Children from lower income families may not be able to access school trips/visitors/visits which will disadvantage their access to a broad and balanced curriculum and inspirational experiences.	4
Wraparound childcare: Breakfast Club After School Club	Subsidised places to attend BC and ASC – research has shown that children who skip breakfast perform less well academically, socially and emotionally. Providing children with breakfasts that are rich in fibre, whole grains, and protein can help to boost their attention span, concentration, and memory. Attending After School Club will enable pupils and their siblings to attend our wider extra-curriculum club offer.	4
Payment of Extra-Curricular Clubs and Educational Visits.	Research by the EEF found: <i>'The average impact of engaging in physical activity interventions and approaches is about an additional one month's</i>	4

	<i>progress over the course of a year.' Plus: 'There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.'</i>	
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Total budgeted cost: £43,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Area / Project	Objectives	Outcomes
<p>1. Academic Interventions based on the key areas of learning and ‘identified gaps’ in the areas of English and Maths. This is for every PP child in every year group from Rec–Y6 & takes into consideration the significant gaps that have arisen due to COVID-19.</p>	<p>To ensure that every Pupil Premium child is able to achieve ‘expected’ and ‘exceeding’ expectations and that the gap is closing between them and their peers.</p>	<p>All PP children will make accelerated progress in the key areas identified to ‘close’ the attainment/progress gap with their peers. More able pupils will make accelerated progress to ensure that they are able to achieve ‘exceeding’ in end of year expectations.</p>
<p><i>Every class from the first week in September 2020 has had additional daily/weekly intervention programmes for ‘all’ pupils to ‘close’ the gap and to address lost learning. These interventions took place throughout all available teaching weeks and where possible during the national school closure period with children that were in school. During Term 5 and Term 6 additional Booster Classes with Year 5 children took place after school. Observations and discussions with teachers highlight the positive impact of these sessions and the impact that they made in helping to ‘catch-up’ lost learning as a result from the national school closure periods. Monitoring showed that pupils made progress against a wide range of learning targets in reading, writing and maths. Disadvantaged pupils were prioritised for daily support in class and additional academic interventions to ensure that we were able to accelerate their progress and address ‘gaps’ in learning.</i></p> <p><i>Please see Internal School Assessment 2020-2021 – data analysis report</i></p>		
<p>2. Breakfast Club & After School Club funding for children to attend these provisions.</p>	<p>To ensure pupils are in school every day and on time and to support parents with ‘extended school provision opportunities.’</p>	<p>Increase attendance levels of PP children & support vulnerable pupils and their families.</p>
<p><i>Subsidised places were provided to pupils, however due to the national school closure period, the Breakfast Club ceased from January 2021. After School Club places were subsidised for disadvantaged pupils to attend. Ongoing disruption caused by the pandemic and ‘class bubbles’ resulted in extra-curricular clubs being unable to run.</i></p> <p><i>Funding allocated to Pot 8 and Pot 9.</i></p>		
<p>3. Funding for out of school learning experiences e.g. music, school trips, visitors, school clubs, Gifted & Talented/More Able events.</p>	<p>To provide equal opportunities for children to access wider curriculum opportunities and experiences.</p>	<p>Increase participation in school activities and clubs including learning to play an instrument. Siblings costs to provide AFSC attendance.</p>
<p><i>Ongoing disruption caused by the pandemic and ‘class bubbles’ resulted in extra-curricular clubs being unable to run.</i></p> <p><i>Funding allocated to Pot 8 and Pot 9.</i></p>		
<p>4. Resources & Assessments to support children’s learning & programmes, including Dyslexia assessments.</p>	<p>To provide resources & external assessments of pupils in key areas e.g. Dyslexia.</p>	<p>Resources to enhance learning opportunities. Outcome reports used to inform in school provision & strategies.</p>
<p><i>Assessments in school and specialist assessments were used to ensure that no time was lost in identifying barriers to learning and actions followed up and addressed during Pupil Progress Meetings with teachers.</i></p> <p><i>See minutes of Pupils Progress Meetings.</i></p>		

5. Speech & Language Therapist – Individual assessment of pupils to aid programmes of learning.	To assess pupils and identify needs and programmes. Support given to staff to deliver programmes and in class support.	Pupils with identified needs make accelerated progress in language and communication. Staff training and support given to ensure we meet the needs of individual children.
<i>Specialist Speech & Language assessments carried out during the academic year, leading to personalised programmes of learning for individual pupils and to support applications for High Needs Funding - SEND. See Pupils Progress Meeting minutes/See records of assessments.</i>		
6. Play Therapy & Lunchtime Counselling for pupils.	To support pupils with social and emotional needs to ensure that these are not 'barriers' to learning.	Pupils will be able to overcome difficulties and manage their emotions and feelings to ensure that they are able to access all learning opportunities.
<i>Play Therapy sessions accessed by pupils in school – attendance was impacted by school closure period. Sessions were adapted in line with COVID-19 regulations to ensure pupils received the support they needed. See records of support for individual pupils and families. See Play Therapy records – client list/ See Vulnerable pupils & families records /Pupil Progress Meeting minutes. Support extended to monitoring and supporting vulnerable pupils and their families – see Pot 8.</i>		
7. SEAS Attendance support	To 'close the gap' between the attendance of Pupil Premium pupils and all other pupils to a 1% difference.	Pupil Premium pupils will have good school attendance broadly in line with all other pupils.
<i>Attendance 2020-2021: Whole School = 96.5% / FSM: 92.8% / PP 93.5% / Persistent absence 6.6% with 3.8% PP 4x pupils with significant attendance issues / 3 'class bubble' closures / Attendance up overall by 1.1% in 2020-21 See attendance records and monitoring 2020-2021. See end of academic year Attendance Report 2020-2021.</i>		

Record of PPG spending due to COVID-19 and National lockdown ACTIONS 2020-21		
1st school closure: March 2020 (23.03.202) – June 2020 (08.06.2020) YR/Y1/Y6 + Key Workers and vulnerable pupils until July end of academic year (22.07.2020)		
2nd school closure: January 2021 – March 2021 - school only open to Critical Workers and vulnerable pupils		
Area / Project	Objectives	Outcomes
8. Vulnerable pupils and families – daily/weekly monitoring by key staff in school during lockdown periods – see all records. Support includes: <ul style="list-style-type: none"> • Parent support: advice, behaviour management, home learning, accessing FSM vouchers • Pupil support: Personalising home learning for pupils with SEND/PP • Delivery of learning packs • Delivery of food parcels • Phone class/emails by key staff overseeing support for identified vulnerable families Staff members: PT/CB/JM/AS/AL weekly meetings to monitor all support and liaise with teachers	To ensure that every Pupil Premium child and their parent receives support to ensure that during the school closure periods the child can access learning and parents receive the support they need to manage and support their child while the school is closed.	All PP children access learning and where appropriate the child and family receive the personalised support they need.

Allocation of funding to this pot due to COVID-19 pandemic arising during the academic year.

Daily/weekly designated monitoring meetings held with key school staff alongside class teacher monitoring to ensure that any pupil or family in need was provided with the support they required from the school during the school closure periods, during class bubble closures and isolation periods or with remote education support. This included daily phone calls, emails, personalised home learning packs, food parcels, behaviour management support, and access to professional services all overseen by key staff in school. *See records of 'vulnerable families' showing individual support and impact. 33 children were on our vulnerable school register at the end of July 2021. 21 out of 33 pupils, 66% are disadvantaged children (Pupil Premium) with 13 out of 22 families entitled to Pupil Premium Grant = 59%.*

9. Time for ICT technician to build and set up laptops for pupils so that they can access Remote Education provided by the school
Total: 30 hours

To ensure that every Pupil Premium child can access Remote Education during the school closure periods including online resources

All PP children access Remote Education learning during school closure periods.

Allocation of funding to this pot due to COVID-19 pandemic arising during the academic year.

A total of 12 laptops set up and available for home learning during school closure period to ensure pupils without access to technology were provided with this resource.

Increased ICT support for staff, pupils and parents was needed to help with access to 'remote education' and our 'blended learning' offer taking place at school. Parental survey and end of academic year report feedback showed positive feedback for the schools learning provision and support during the pandemic.

Internal School Assessment 2020-2021 - data analysis

The school carried out our own internal assessment processes and data entry points for our tracking system in Term 1 and Term 2 and again in Term 5 and Term 6. The data outcomes are reported below:

EYFS

71% of the pupils in this cohort have achieved the Good Level of Development indicator (GLD)

80% of girls and 67% of boys achieved the GLD

The one pupil in this cohort on the SEN register has achieved the GLD

2 of the 5 Pupil Premium pupils achieved GLD

Year 1 -6 overview

Attainment

- Across the year groups 61% of pupils are working at the expected Step in reading, 53% in writing and 65% in maths
- Pupils eligible for pupil premium funding are attaining well below those not eligible in all 3 subjects. These pupils represent 17% of Years 1-6

Progress

- Across the year groups 63% of pupils have made expected progress this year in reading, 60% in writing and 62% in maths
- Pupil premium pupils' progress is in line with non-pupil premium in writing but lower in reading and maths. However, the differences are smaller than for attainment

KS2 – Year 6

The Year 6 class completed end of KS2 SATS papers under test conditions and this particular cohort performed really well despite the disruptions to their learning during two academic years.

SATS PAPERS 2021 – Test conditions – papers kept for evidence: **Reading** EXP: 90% / GD: 43% **Maths** EXP: 83% / GD: 37% / **SPAG** EXP: 87% / GD 33% / **Writing** EXP: 93% / 23%

Please note changes to pupil identification as 'disadvantaged' during the academic year.

Analysis of Achievement Term 6 2020- 2021

Years 1-6 Reading		% Expected	% Above Expected
Step Attainment	Number of pupils	Step or above	Step
All Pupils	182	61	36
Boys	107	55	31
Girls	75	69	44
Non SEN	161	65	39
SEN Support	21	29	14
EHC Plan	0		
Non Pupil Premium	151	67	40
Pupil Premium	31	32	16
Current FSM	27	26	15
Looked After	0		
GRT	3	0	0
EAL	9	44	33
Years 1-6 Writing		% Expected	% Above Expected
Step Attainment	Number of pupils	Step or above	Step
All Pupils	182	53	29
Boys	107	51	25
Girls	75	56	35
Non SEN	161	58	32
SEN Support	21	14	5

Years 1-5 Reading		% Expected	% Above Expected
Step Progress	Number of pupils	Progress or above	Progress
All Pupils	149	63	17
Boys	85	62	16
Girls	64	64	17
Non SEN	134	66	16
SEN Support	15	33	27
EHC Plan	0		
Non Pupil Premium	125	65	16
Pupil Premium	24	54	21
Current FSM	21	48	19
Looked After	0		
GRT	2	50	0
EAL	8	38	0
Years 1-5 Writing		% Expected	% Above Expected
Step Progress	Number of pupils	Step or above	Step
All Pupils	149	60	26
Boys	85	66	31
Girls	64	52	19
Non SEN	134	60	25
SEN Support	15	53	27

EHC Plan	0		
Non Pupil Premium	151	59	34
Pupil Premium	31	26	6
Current FSM	27	22	7
Looked After	0		
GRT	3	0	0
EAL	9	56	33
Years 1-6 Maths Attainment	Number of pupils	% Expected Step or above	% Above Expected Step
All Pupils	182	65	38
Boys	107	65	36
Girls	75	64	40
Non SEN	161	71	41
SEN Support	21	19	14
EHC Plan	0		
Non Pupil Premium	151	71	44
Pupil Premium	31	35	10
Current FSM	27	33	11
Looked After	0		
GRT	3	0	0
EAL	9	67	33

EHC Plan	0		
Non Pupil Premium	125	60	26
Pupil Premium	24	58	25
Current FSM	21	52	24
Looked After	0		
GRT	2	0	0
EAL	8	50	13
Years 1-5 Maths Step Progress	Number of pupils	% Expected Step or above	% Above Expected Step
All Pupils	149	62	4
Boys	85	68	2
Girls	64	53	6
Non SEN	134	64	4
SEN Support	15	40	0
EHC Plan	0		
Non Pupil Premium	125	65	4
Pupil Premium	24	46	4
Current FSM	21	43	5
Looked After	0		
GRT	2	0	0
EAL	8	50	0