

Latchingdon Church of England Primary School

Pupil Premium Strategy 2020-21

| Number of Pupils and Pupil Premium Grant Received | |
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| Academic Year | 2020-21 |
| Number of pupils on roll (October 2019 census) | 121 |
| Number of pupils eligible for pupil premium funding | 31 @ £1,345 per child 1 @ £2,345 |
| Amount of Pupil Premium Grant received | £44,040 |
| Date of most recent internal PP review | September 2020 |
| Date of next internal review of this strategy | September 2021 |

Summary of the main barriers faced by eligible pupils

In school barriers:

Underdeveloped speech and language skills, low baseline at entry, underdeveloped social skills, poor self-esteem.

During lockdown some pupils had limited access to technology.

External barriers: low attendance (PA), attitudes towards learning.

Parental support with homework and encouraging their child in academic work in school. This leads to lack of aspiration in some children.

Some parents are unable to afford school visits and activities.

Low attendance of a small number of pupils.

During lockdown some pupils had limited access to technology.

Outcomes

| Desired outcomes and how they will be measured | | Success Criteria |
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| 1 | Make sure provision is in place for children who may struggle to access remote learning in the event of further lockdown or isolation. | Pupils in receipt of PPG complete home learning and make progress inline with all pupils. |
| 2 | Increase the % of disadvantaged pupils making better than expected progress, particularly in Y2 and be able to evidence this. | 20% make better than expected progress. |
| 3 | Early intervention for pupils with weak speech and language in EYFS or on transferring to the school in other year groups. Provided additional activities to support identified pupils. | Regular monitoring shows that children are making good progress in speaking and listening, reading and phonics. The % of disadvantaged pupils meeting the required standard in phonics is in-line with all pupils. |
| 4 | Continue to develop self-esteem and aspiration. | Pupil perceptions show increase in self-esteem. Good progress in work is evident. |
| 5 | Increase progress and attainment in reading, particularly in the current Y2 cohort. | Reading progress will be at least in line with all pupils. |
| 6 | All pupils will read at home and complete homework. | Teachers' records will indicate that children are completing homework and reading at home. There is evidence of support for children in school and attempts to help parents if this is not happening. |

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| 6 | Equal access to all areas of the curriculum and activities. | When possible due to Covid, all children in receipt of pupil premium will take part in school visits and will attend at least one after school club or have music lessons. |
| 5 | Continue to Improve attendance. | Improve attendance of pupils in receipt of PPG to 96% and reduce the percentage of PPG who are persistent absentees. |

| Planned Expenditure | | | | | |
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| Academic Year | | 2020-2021 | | | |
| Quality of Teaching for All | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| Children will be able to access remote learning and will be given the support they need to make good progress. | Teachers will have regular communication with children and parents to support learning. Make provision for children who do not have access to a computer or iPad. | Low engagement with home learning during lockdown for some children. | All teacher will have a clear understanding of expectations. Home learning provided by teachers and completed by children will be monitored by the D/HT. | D/HT | If home learning becomes necessary it will be monitored weekly. |
| Close the gap in attainment and progress of pupils in the current Y2. | Additional time for support staff to: Work with identified pupils in class and to run intervention programmes. Enable the class teacher to work with the children. This will include time for teachers to | Attainment and progress of children currently in Y2 was expected in in Writing and Maths, but below in Reading. Both progress and attainment were greater in other year groups. | Monitoring by the senior leadership team including observations of interventions led by teachers and teaching assistants. Pupil progress meetings with the H/T, SENCO and | All staff, H/T lead SENCO | Progress will be reviewed every 3-4 weeks. |

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| | <p>spend time with individuals to discuss their work.</p> <p>Time for support staff and teachers to meet at the beginning and end of the day to plan and discuss learning and progress.</p> <p>Record progress for individual children, including that which is not academic.</p> | | <p>with teachers to discuss support and any necessary adaptations.</p> <p>Weekly meetings with support staff and SENCO to review progress of individual pupils.</p> <p>Support staff will know what they are doing and pupils will make good progress during lessons.</p> | | |
| <p>At the end of KS1 and KS2 attainment and progress will be in line with the national average.</p> <p>Increase in the number of pupils achieving greater depth.</p> | <p>Qualified teacher to deliver booster sessions in GSP, Reading and Maths.</p> <p>Resources for Year 6 SATS revision.</p> <p>Pupil conferences with the teacher/H/T or 1-1 teacher.</p> | <p>Support for individuals or very small groups of pupils is effective in raising attainment for identified children.</p> | <p>Accelerated progress is evident in work.</p> <p>Weekly discussion and planning with 1-1 teacher.</p> | 1-1 teacher | <p>Weekly discussion between staff.</p> <p>Half-termly progress data and Pupil Progress Meetings.</p> |
| <p>The % pupils meeting the required standard in Phonics will be in-line with the national average.</p> | <p>Additional sessions will be run by teaching assistants.</p> | <p>Additional support is needed for pupils who begin school with weak speech and language.</p> | <p>Screening half-termly</p> | Phonics leader. | <p>October 2020 (Y2)</p> <p>June 2021 (Y1)</p> |
| <p>Improve social skills for identified</p> | <p>Early intervention for pupils with</p> | <p>A number of pupils begin school with poor</p> | <p>Lesson dips and discussions</p> | EYFS teacher | <p>Half-termly monitoring.</p> |

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| pupils, particularly on entry to school. | under-developed social skills. Provide additional activities to support identified pupils. | social skills which hinders their progress. | with class teacher and teaching assistants. | | |
| Continue to Improve attitudes to learning, self-esteem and confidence. Develop self-esteem and raise | Develop self-esteem through wellbeing activities and class topics designed to raise aspirations. Pupils with low self-esteem will be encouraged to take part in clubs, Worship Group or Young Leaders. Teachers of teaching assistants will have regular 1-1 discussions with identified pupils. | One of the main barriers to learning is lack of aspiration, impacting on self-esteem and attitudes. | Pupil Perceptions, work produced, lesson dips. | SLT | Half-termly monitoring. Teachers and Friday celebration assembly. |
| Teacher 1-1, small group (£159 x34 weeks) | | | | | £5406 |
| Classroom Support | | | | | £36954 |
| Home-learning resources | | | | | £500 |
| Music lessons | | | | | £180 |
| Subsidies for school clubs and activities | | | | | £1000 |
| Total Budget Cost | | | | | £44,040 |
| Targeted Support | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| Support pupils who do not complete homework or read at home. | Provide support for families who find it difficult to support their children with their | Some parents do not have the space/resources at home. | Reading and homework records kept by teachers. | SLT | Half termly monitoring |

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| | reading and homework. Teachers will meet informally with parents to give them advice and resources. Children will be given additional support from the teacher or teaching assistant. | | | | |
| Improve attendance for identified disadvantaged pupils. | Close monitoring of the small number of children with poor attendance. Regular contact with parents verbally or in writing. | Attendance for a very small group of children is impacting on progress. | Attendance Officer monitors attendance of identified pupils weekly. | Attendance Officer H/T | Review at least half-termly. |
| All pupils will have access to school visits and extra-curricular activities. | Subsidise/fund educational visits and after-school clubs requiring payment. | Cost is prohibitive for some parents. | Admin staff provide information for H/T. | H/T | Monitor pupils who take part in activities when resisters are prepared. |

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| Review of Expenditure 33 children @ £1,320 per child £43,560 | | | | |
| Academic Year | | 2019-20 | | |
| Quality of Teaching for All | | | | |
| Desired Outcome | Chosen action / approach | Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate. | Lessons Learned (will this approach be continued) | Cost |
| Progress will be at least expected for all pupils. | Additional time for support staff to: Work with identified pupils in class and to run | Progress for pupils in receipt of PPG was greater than that of all pupils in the school up to spring lockdown: 0 represents expected | Continue focused, small group work for identified pupils next year. Monitor every 3 weeks to measure impact and review interventions. | £22019 |

| | <p>intervention programmes. Enable the class teacher to work with the children. This will include time for teachers to spend time with individuals to discuss their work. Time for support staff and teachers to meet at the beginning and end of the day to plan and discuss learning and progress. Record progress for individual children, including that which is not academic.</p> | <p>progress, therefore pupils have made better than expected progress in all subjects.</p> <p>Y6</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+1</td> <td>+0.42</td> </tr> <tr> <td>Writing</td> <td>+1.5</td> <td>+0.58</td> </tr> <tr> <td>Maths</td> <td>+0.75</td> <td>+0.08</td> </tr> </tbody> </table> <p>Y5</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.25</td> <td>+0.63</td> </tr> <tr> <td>Writing</td> <td>+1</td> <td>+0.44</td> </tr> <tr> <td>Maths</td> <td>+0.75</td> <td>+0.25</td> </tr> </tbody> </table> <p>Y4</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.2</td> <td>+0.13</td> </tr> <tr> <td>Writing</td> <td>+0.6</td> <td>+0.44</td> </tr> <tr> <td>Maths</td> <td>+0.4</td> <td>+0.13</td> </tr> </tbody> </table> <p>Y3</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.58</td> <td>+0.47</td> </tr> <tr> <td>Writing</td> <td>+11</td> <td>+0.07</td> </tr> <tr> <td>Maths</td> <td>+0.11</td> <td>0</td> </tr> </tbody> </table> <p>Y2</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0</td> <td>+0.75</td> </tr> <tr> <td>Writing</td> <td>+0.25</td> <td>+0.75</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>+0.63</td> </tr> </tbody> </table> <p>Y1(high level of SEN)</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-0.65</td> <td>-0.46</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>-0.08</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>-0.46</td> </tr> </tbody> </table> <p>Average across all year groups:</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+1.38</td> <td>+1.94</td> </tr> <tr> <td>Writing</td> <td>+2.96</td> <td>+2.2</td> </tr> <tr> <td>Maths</td> <td>+2.01</td> <td>+0.63</td> </tr> </tbody> </table> <p>EYFS prediction: 78% GLD for all pupils, 67% PPG</p> | | PPG | All pupils | Reading | +1 | +0.42 | Writing | +1.5 | +0.58 | Maths | +0.75 | +0.08 | | PPG | All pupils | Reading | +0.25 | +0.63 | Writing | +1 | +0.44 | Maths | +0.75 | +0.25 | | PPG | All pupils | Reading | +0.2 | +0.13 | Writing | +0.6 | +0.44 | Maths | +0.4 | +0.13 | | PPG | All pupils | Reading | +0.58 | +0.47 | Writing | +11 | +0.07 | Maths | +0.11 | 0 | | PPG | All pupils | Reading | 0 | +0.75 | Writing | +0.25 | +0.75 | Maths | 0 | +0.63 | | PPG | All pupils | Reading | -0.65 | -0.46 | Writing | 0 | -0.08 | Maths | 0 | -0.46 | | PPG | All pupils | Reading | +1.38 | +1.94 | Writing | +2.96 | +2.2 | Maths | +2.01 | +0.63 | | |
|--|---|---|--|--------------|------------|---------|----|-------|---------|------|-------|-------|-------|-------|--|-----|------------|---------|-------|-------|---------|----|-------|-------|-------|-------|--|-----|------------|---------|------|-------|---------|------|-------|-------|------|-------|--|-----|------------|---------|-------|-------|---------|-----|-------|-------|-------|---|--|-----|------------|---------|---|-------|---------|-------|-------|-------|---|-------|--|-----|------------|---------|-------|-------|---------|---|-------|-------|---|-------|--|-----|------------|---------|-------|-------|---------|-------|------|-------|-------|-------|--|--|
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | +1 | +0.42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +1.5 | +0.58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | +0.75 | +0.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | +0.25 | +0.63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +1 | +0.44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | +0.75 | +0.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | +0.2 | +0.13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +0.6 | +0.44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | +0.4 | +0.13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | +0.58 | +0.47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +11 | +0.07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | +0.11 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 0 | +0.75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +0.25 | +0.75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 0 | +0.63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | -0.65 | -0.46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 0 | -0.08 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 0 | -0.46 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PPG | All pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | +1.38 | +1.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | +2.96 | +2.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | +2.01 | +0.63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>At the end of KS1 and KS2 attainment and progress will be in line</p> | <p>Qualified teacher to deliver booster sessions in GSP,</p> | <p>No SATs Pupils predicted to achieve at least in line with the national</p> | <p>Continue additional sessions for small groups of pupils and individuals to address areas of</p> | <p>£5241</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| with the national average. Increase in the number of pupils achieving greater depth. | Reading and Maths. Resources for Year 6 SATS revision. Pupil conferences with the teacher/H/T or 1-1 teacher. | average. | weakness. Impact must be monitored very regularly and children should be moved in and out of the groups to make sure the provision meets their needs. Staff running sessions must have clearly focused planning and be able to feedback to teachers the same day. | |
| The % pupils meeting the required standard in Phonics will be in-line with the national average. | Additional sessions will be run by teaching assistants. | No test due to Covid Prediction Y1 64%, 67% PPG | Continue with regular screening should be completed to review progress of individual children. | £3000 |
| Improve social skills for identified pupils, particularly on entry to school. | Early intervention for pupils with under-developed social skills. Provide additional activities to support identified pupils. | EYFS made good progress and assessments for PSED at lockdown indicated the 5/6 children were at expected in making relationships and 4/6 were at expected for managing feelings and behaviour. | Continue with regular discussions with parents to provide feedback and suggested activities at home. | £4500 |
| Continue to Improve attitudes to learning, self-esteem and confidence. Develop self-esteem through Mindset. Pupils with low self-esteem will be encouraged to take part in clubs, Worship | Develop self-esteem through Mindset. Pupils with low self-esteem will be encouraged to take part in clubs, Worship Group or Young Leaders. Teachers of teaching assistants will have regular conferences | Behaviour and attitudes are good. Children have told us that they enjoy their learning and find it interesting. They also find it helpful to have an adult to discuss their work on an individual basis. Worship Group is very popular and children have the confidence to take part in planning and delivering worship. | Lessons in wellbeing will be taught when all children return to school in September. Continue Worship Group and Young Leaders. | £2300 |

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| Group or Young Leaders. Teachers of teaching assistants will have regular conferences with identified pupils. | with identified pupils. | Young Leaders will continue in 20-21 with Y5 as it was not completed due to Covid. | | |
| Improve attendance, particularly of persistent absentees. | School Attendance Officer to: Liaise regularly with parents, teachers and the H/T to discuss concerns and actions needed. Attend regular support meetings with local schools to discuss strategies. Be responsible for rewards system during Friday Celebration Assembly. | Prior to lockdown, attendance had improved and the number of persistent absentees had decreased to 3 of the 35 PPG children in comparison with 8 in January. | Attendance should continue to be a priority in the event that it deteriorates again in the future. | £0 |
| Targeted Support | | | | |
| 1-1 support for pupils with a high level of need to improve attitudes and behaviour and achievement. | 1-1 support from experienced, trained Teaching Assistants for a very small number of children with SEMH. | Identified children continue to need support in managing their behaviour, however there is a significant improvement. Achievement will need to be targeted next year particularly in writing. | Continue 1-1 and provide further training for all staff. To be arranged by the school SENCO. | £8500 |
| Individual music tuition | Music lessons with a peripatetic teacher x1 per week. | The pupil is making progress and has the enthusiasm and motivation to continue next year. | Continue with provision. | £60 |
| | | | Total cost | £45620 |

2019/2020 Academic Impact *there were no SATS in 2020. School data shows attainment at lockdown in Spring 2020

| Year 6 4 pupils (1 = 25%) 1 pupil was below test level | | |
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| | Pupil Premium Pupils | All Pupils Nationally 2019 |
| Reading | Age Related Expectation 100% | Age Related Expectation 73% |
| | Deeper Level of Understanding 50% | Deeper Level of Understanding 28% |
| | Expected Progress 100% | Expected Progress % |
| Writing | Age Related Expectation 100% | Age Related Expectation 78% |
| | Deeper Level of Understanding 50% | Deeper Level of Understanding 20% |
| | Expected Progress 100% | Expected Progress % |
| SPAG | Age Related Expectation 100% | Age Related Expectation 78% |
| | Deeper Level of Understanding 50% | Deeper Level of Understanding 34% |
| Mathematics | Age Related Expectation 100% | Age Related Expectation 79% |
| | Deeper Level of Understanding 0% | Deeper Level of Understanding 24% |
| | Expected Progress 75% | Expected Progress % |

| Year 5 - 4 pupils (1=25%) | | | | |
|---------------------------|---|---|---|--|
| | % attaining age related expectations at the end of Year 5 | % working at a deeper level of understanding at the end of Year 5 | % making expected progress at the end of Year 5 | % exceeding expected progress at the end of Year 5 |
| Reading | 100 | 25 | 100 | 25 |
| Writing | 100 | 25 | 100 | 0 |
| Mathematics | 100 | 0 | 100 | 75 |

| Year 4 – 5 (1=20%) | | | | |
|--------------------|---|---|---|--|
| | % attaining age related expectations at the end of Year 4 | % working at a deeper level of understanding at the end of Year 4 | % making expected progress at the end of Year 4 | % exceeding expected progress at the end of Year 4 |
| Reading | 80 | 40 | 100 | 25 |
| Writing | 80 | 40 | 100 | 25 |
| Mathematics | 80 | 20 | 100 | 50 |

| Year 3 – 9 pupils (1=11%) | | | | |
|---------------------------|---|---|---|--|
| | % attaining age related expectations at the end of Year 3 | % working at a deeper level of understanding at the end of Year 3 | % making expected progress at the end of Year 3 | % exceeding expected progress at the end of Year 3 |
| Reading | 78 | 0 | 100 | 67 |
| Writing | 67 | 0 | 100 | 11 |
| Mathematics | 89 | 11 | 88 | 0 |

| Year 2 – 5 pupils (1=20%) | | | | |
|--|---|---|---|--|
| | % attaining age related expectations at the end of Year 2 | % working at a deeper level of understanding at the end of Year 2 | % making expected progress at the end of Year 2 | % exceeding expected progress at the end of Year 2 |
| Reading | 75 | 25 | 80 | 40 |
| Writing | 75 | 0 | 60 | 40 |
| Mathematics | 75 | 0 | 80 | 60 |
| % Attaining phonics (Y1&2 combined) 100% | | | | |

| Year 1 – 3 pupils (1-33%) | | | | |
|-------------------------------|---|---|---|--|
| | % attaining age related expectations at the end of Year 1 | % working at a deeper level of understanding at the end of Year 1 | % making expected progress at the end of Year 1 | % exceeding expected progress at the end of Year 1 |
| Reading | 33 | 0 | 33 | 0 |
| Writing | 33 | 0 | 67 | 33 |
| Mathematics | 33 | 0 | 100 | 33 |
| % attaining phonics screening | | 64% prediction. No tests due to Covid | | |

| Year R – 6 pupils (each pupil 17 = %) | | | | |
|---|---|---|---|--|
| | % attaining age related expectations at the end of Year R | % working at a deeper level of understanding at the end of Year R | % making expected progress at the end of Year R | % exceeding expected progress at the end of Year R |
| Reading | | | 100 | 67 |
| Writing | | | 100 | 0 |
| Mathematics | | | 100 | 17 |
| % attaining a Good Level of Development | | 78% predicted. Not completed due to Covid | | |