National College for Teaching & Leadership

Pupil premium strategy statement: Sandgate Primary School 2018-2019

1. Summary information					
School	Sandgate Primary School				
Academic Year	2018/2019	**Total PP budget**	£84,800	**Date of most recent PP Review**	n/a
Total number of pupils	425	**Number of pupils eligible for PP**	67	**Date for next internal review of this strategy**	April 2018

2. Current attainment

Key Stage Two (attainment for 2017/2018)

Reading, Writing and Mathematics Combined ***Attainment***	**Sandgate Disadvantaged** [10]	**National**
R, W & M: % of pupils achieving the expected standard [60 pupils]	80%	64%

Individual Subjects ***Attainment***	**Sandgate Disadvantaged** [10]	**National**
Reading: % of pupils achieving expected standard	80%	75%
Reading: % of pupils achieving a high standard	30%	
Reading: average scaled score	106	105
Writing: % of pupils achieving expected standard	80%	78%
Writing: % of pupils working at greater depth within expected standard	10%	
Mathematics: % of pupils achieving expected standard	90%	76%
Mathematics: % of pupils achieving a high standard	20%	
Mathematics: average scaled score	105	104
Grammar, punctuation & spelling: % of pupils achieving expected standard	80%	78%
Grammar, punctuation & spelling: % of pupils achieving a high standard	30%	
Grammar, punctuation & Spelling: average scaled score	105	106

Key Stage 1

KS1	READING		WRITING		MATHS		RWM	
	% at or above	% above	% at or above	% above	% at or above	% above	% at or above	% above
All (60)	78%	32%	68%	17%	78%	32%	62%	13%
Dis (8)	63%	0%	50%	13%	63%	13%	38%	0%

EYFS: Good Level of Development 2018	**2018**
All (60)	80%
Disadvantaged (7)	57.1%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure
B.	High levels or oracy and language skills are not role modelled consistently to children in Key Stage 2.
C.	Children who are disadvantaged and have a Special Educational Need do not attain in line with other disadvantaged children.
D.	Core skills in reading, writing and maths are not developed or valued at home.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attitude to attendance is poor and this impacts on time spent in school.
F.	Children's involvement in the wider community and outside clubs is minimal.

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure. These children are not reaching expected standards at the end of KS1,	Pupils eligible for the grant will make rapid progress from baseline in listening and attention, speaking and language areas of learning. All pupils eligible will pass the language link screen by the end of the year. The children with a lower language development entry point will reach expected standards in reading, writing and maths at the end of KS1
B.	High levels or oracy and language skills are not role modelled consistently to children in Key Stage 2.	Language skills will develop across the year so that all children eligible for the grant have language skills in line on eligible pupils.
C.	Children who are disadvantaged and have a Special Educational Need do not attain in line with other disadvantaged children.	Children with SEN and who are eligible for the grant will make rapid progress from their individual starting point at the beginning of each academic year.
D.	Core skills in reading, writing and maths are not developed or valued at home.	Children eligible for the grant will engage in home learning activities with the families supported by the Flo. The Flo will run parent learning workshops. All children eligible for the grant will have at least one parent attend parent's consultations to discuss next steps in learning. Families will engage with Early Help and attendance support.
E.	Attitude to attendance is poor and this impacts on time spent in school.	Attendance will be in line with all other pupils.
F.	Children's involvement in the wider community and outside clubs is minimal.	Children will have a range of opportunities in school to access the wider curriculum through sports, arts and other clubs. The parents of the children eligible for the grant will be supported in finding activities beneficial to their own child.

5. 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 lead**	**When will you review implementation?**
A. Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure. These children are not reaching expected standards at the end of KS1,	Staff training on developing oracy for all children in the EYFS with a particular focus on those children eligible for the grant. Language link resources will provide focused intervention. Staff will use the 'Beck' and tier approach to teaching new vocabulary.	We want to invest some of the grant in longer term change which will help all pupils. A lower percentage of children eligible for PP are attaining a Good Level of Development. Last academic year 57.1% of eligible children attained a GLD with children not reaching the expected standard in reading, writing and language and communication. The EEF Toolkit suggests a number of ways of supporting this. A number of studies show the benefits of trained teaching effectively supporting both oral language skills and reading outcomes. The children who have a lower language entry point and who do not make adequate progress in EYFS are not reaching age related expectations in reading, writing and maths at the end of KS1. Focused support will be given to these children in Years 1 and 2. (Combined RWM at the end of Year 2 for eligible children is 38%) For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. Infant Language Link offers schools a number of benefits: • Early identification of pupils with difficulty understanding language • Tailored intervention with universal, targeted and specialist support recommendations • Evidence of progress for school inspection • Development of skills essential to support literacy and raise attainment • Improvement of the skill mix through training and support for teachers and TAs • A wide range of resources for every classroom • Engagement of parents through information and programmes	Learning walk and senior leadership monitoring of focused interventions. Peer observations of teaching within the intervention group. Rigorous tracking of the impact of the language link intervention. A mid-year screen will be completed for all disadvantaged children.	EYFS Lead	February 2019

		• EAL pupils can be included to determine their understanding of English in the classroom. The website provides information and resources to support the development of English in the classroom			
B. High levels or oracy and language skills are not role modelled consistently to children in Key Stage 2.	Language Link resources and intervention programme. Focus on the imitation stage within Talk for Writing and developing language skills and understanding.	The EEF Toolkit suggests a number of ways of supporting language development. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. Role modelling from adults is key and this will be further developed within the imitation stage of Talk for Writing looking closely at the work of Isobel Beck. Teachers will be highlighting the Tier 2 words that need exploring and teaching as part of the imitation stage.	Learning walk and senior leadership monitoring of focused interventions. Peer observations of teaching within the intervention group. Rigorous tracking of the impact of the language link intervention. A mid-year screen will be completed for all disadvantaged children.	Deputy Head – LJ Deputy Head and English Lead – JE	Feb 2019
C. Children who are disadvantaged and have a Special Educational Need do not attain in line with other disadvantaged children.	Close working with all external agencies on targets set. Senco to track progress of eligible children who have SEN. Senco to regularly monitor that all SEN children have adapted learning resources.	Tracking systems within the school have identified that children who are in the group of being eligible for the grant and who have SEN do not reach expected standards in reading, writing and maths. Last academic year there were 11 children eligible for the grant who also have a specified SEN. The profiles of the specific children are as follows: Communication and Interaction Difficulties – 7 Physical Need – 1 Cognition and Learning – 1 Social, Emotional and Mental Heath – 2 Of these 11 children only 3 children reached expected standards in reading and writing last year and only 4 children in maths. The SEND Code of Practice (2015) suggests the following for schools when a child is making lower than expected progress, 'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.' In terms of working with external agencies, the SENCO will ensure that all support is highly targeted and provisions and interventions carefully chosen in order to accelerate individual progress. The Code of Practice continues, 'In deciding whether to make special educational provision, the teacher and SENCO should consider all of	Regular tracking of individual targets and progress towards reaching Age Related Expectations in reading, writing and maths. Senco to monitor progress against speech and language therapy targets for the 5 children in the 11 who are currently having external support. Separate tracking of the 11 children.	Senco – JW Deputy Head – LJ	Dec 2018

		the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'			
				Total budgeted cost	See appendix 1.1 for bar chart of expenditure TOTAL COST – £800

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 lead	When will you review implementation?
A. Low levels of oracy skills and language development on entry to school. This is further accentuated by little or no pre-school attendance. The Prime Areas of the curriculum are not secure. These children are not reaching expected standards at the end of KS1	1 to 1 and small group teaching using the intervention programme from Language Link. (The intervention must take place 4 times a week) The intervention will start in EYFS and will continue to be used in Yeas 1 and 2. Specific boosters to close the attainment group in Year 1 in reading, writing and maths. Fine motor skills in EYFS to ensure that the eligible children reach expected standards in writing and physical development. Children across KS1 will read daily with the class teacher to develop oracy and language skills.	The children who have a lower language entry point and who do not make adequate progress in EYFS are not reaching age related expectations in reading, writing and maths at the end of KS1. Focused support will be given to these children in Years 1 and 2. (Combined RWM at the end of Year 2 for eligible children is 38%) Infant Language Link offers schools a number of benefits: • Early identification of pupils with difficulty understanding language • Tailored intervention with universal, targeted and specialist support recommendations • Evidence of progress for school inspection • Development of skills essential to support literacy and raise attainment • Improvement of the skill mix through training and support for teachers and TAs • A wide range of resources for every classroom • Engagement of parents through information and programmes	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Staff to observe reception SLE delivering the intervention. Staff to be observed delivering the intervention by EYFS SLE. Staff to peer monitor and observe one another. Regular monitoring of the progress in attainment in communication, language and literacy areas of learning.	EYFS teachers	Jan 2019

B. High levels or oracy and language skills are not role modelled consistently to children in Key Stage 2.	Weekly small group sessions in reading, writing and maths for all children eligible for the grant. There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes having full time TA's to ensure that interventions take place. An extra teaching assistant will be employed for 5	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. There will be a higher proportion of teaching assistants across the school; specifically in KS2 with a focus on Years 5 and 6 as the higher number of eligible children are in these groups. Each child receiving the grant will read daily with the class teacher across the whole of KS2 with a focus on developing oral language skills.	Extra teaching time and preparation time paid out of PP budget. Impact overseen by deputy head and class teachers. Engage with parents and pupils before intervention begins to address any concerns or questions. Tracking of progress and attainment for all children eligible with a focus on years 5 and 6.	Deputy Head – LJ Assessment Lead/deputy head – JE	Jan 2019
C. Children who are disadvantaged and have a Special Educational Need do not attain in line with other disadvantaged children.	All children who are eligible and have SEN will have personalised targets with the input from specialist teaching and learning services. Specific interventions across KS2 in reading, writing and maths will include all children with a SEND and be personalised and individualised for these children. Personalised learning resources will be provided for the children in this group.	In terms of working with external agencies, the SENCO will ensure that all support is highly targeted and provisions and interventions carefully chosen in order to accelerate individual progress. The Code of Practice continues, 'In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.	Extra teaching time and preparation time paid out of PP budget. Impact overseen by deputy head and class teachers. Engage with parents and pupils before intervention begins to address any concerns or questions. Ensure group size remain small for maximum impact	Class teachers Teaching assistants Deputy head teacher	
				Total budgeted cost	£68, 328

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 lead	When will you review implementation?

C. Core skills in reading, writing and maths are not developed or valued at home.	Parents do not role model high level language at home and children are not immersed in language rich environments. Intervention at school will aim to address these widening gaps. Parents to be supported with home learning activities with signposting to the relevant resources which will help them. Homework clubs will run after school to ensure children are making accessing resources which may not be available at home such as Times Table Rock stars!	Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation. Developing effective parental involvement to improve their children's attainment is challenging. The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. The DfE have recently announced the rationale behind multi million pounds investments into supporting parents at home, 'New support to help parents improve their children's early language and literacy skills at home before they start school have been announced today (30 April) by Education Secretary Damian Hinds. Two schemes will build the confidence of parents to support their children in language and reading at an early stage. This has been shown to help close the so-called 'word gap' - the gap in communication skills between disadvantaged children and their peers when they start school. A new £5million scheme will be run by the Education Endowment Foundation (EEF) to trial projects to provide practical tools and advice to parents so they can help their children learn new words through simple steps like reading and singing nursery rhymes. As well as this early support this is being further extended into support for older children in reading, writing and maths, 'The projects aim to give parents and carers the tools to widen children's language, vocabulary and social skills in the pre-school years to tackle the 'word gap' that exists between disadvantaged children and their better off peers at age five, and there is evidence that shows this has a long term effect on educational outcomes.' As a school we are investing significantly in early intervention in EYFS and KS1 however, there is a gap for the key stage 2 children who are eligible for the grant.	The FLO and deputy head will monitor the involvement of key families of children eligible for the grant. All children who are eligible for the grant will be encourage and will receive incentives when they read daily at home. Parents will see the worth of this. Tracking of progress will monitor the impact of this.	Monitoring by deputy head – LJ FLO – WH to liaise with families.	

		We are supporting parents with developing basic reading, writing and maths skills at home.			
E. Attitude to attendance is poor and this impacts on time spent in school.	Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision.	Attainment for children cannot improve if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough analysis of performance of FLO in raising the attendance of these pupils.	Deputy Head teacher Family Liaison Officer	
F. Children's involvement in the wider community and outside clubs is minimal.	Provide opportunities for specific eligible children so that they are receiving an education which is broad and balanced. All eligible children will receive immediate access to after school clubs.	Studies via the EEF toolkit have found that Outdoor learning and Arts participation through clubs and provision can accelerate progress up to 4 months. Not only this, but studies have found children are more motivated if they attend clubs and this can impact on attendance.	The head teacher, FLO and deputy head teacher will work collaboratively together to ensure that new provision and standard school processes work smoothly together.	Family Liaison Officer Deputy Head – LJ All staff – provision of clubs.	
				Total budgeted cost	£15,872

6. Review of expenditure

Previous Academic Year	2017-2018

i. 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
Improve oral language skills for pupils eligible for PP in Reception class. THIS BECAME A WHOLE SCHOOL FOCUS FROM TERM 2	Language Link Intervention Programme.	Medium – Within the Language and Communication Early Learning Goal 66% of children reached Expected levels of attainment. All staff, with a focus on teaching assistants undertook the training for delivery of the programme. The feedback at the end of the academic year was excellent with the TAs feeling that the programme is an excellent scaffold and support for the eligible children. Progress was evident in class too.	The groups and training were only successful when there were no more than four children in a group. More emphasis is still required on quality first teaching. Children in EYFS need constant role modelling and using mixed ability groups means that this takes place.	£800

	No of children rescreened	PP children	SS for all children screened	SS for PP children
EYFS	26	7	101.6	99.3
Year 1	60	0		NA
Year 2	15	3	107.4	106
Year 3	23	6	107.7	111.3
Year 4	18	5	105.2	110.8
Year 5	11	7	111.5	110.3
Year 6	9	1	105	108

<table>
<tr><td colspan="2">Targeted Support</td><td></td><td></td><td></td></tr>
<tr><td>Desired outcome</td><td>Chosen action/approach</td><td>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</td><td>Lessons learned (and whether you will continue with this approach)</td><td>Cost</td></tr>
<tr><td>A. Improved oral language skills in reception</td><td>121 and small group teaching using the intervention programme from Language Link. (The intervention must take place 4 times a week)</td><td>High – (2 children did not make the expected progress however have specific language development need and EAL)
The programme was used across the whole school and the progress for children eligible can be seen in the table below. A green box indicates where children who are eligible for the grant made more progress in terms of standardised score attainment or the gap was minimal than all other pupils in the group. For example, in Year 4, 18 children were a focus, 5 of these eligible for the grant. The 5 children attained a standardised score much higher than the other children.

<table>
<tr><th></th><th>No of children rescreened</th><th>PP children</th><th>SS for all children screened</th><th>SS for PP children</th></tr>
<tr><td>EYFS</td><td>26</td><td>7</td><td>101.6</td><td>99.3</td></tr>
<tr><td>Year 1</td><td>60</td><td>0</td><td></td><td>NA</td></tr>
<tr><td>Year 2</td><td>15</td><td>3</td><td>107.4</td><td>106</td></tr>
<tr><td>Year 3</td><td>23</td><td>6</td><td>107.7</td><td>111.3</td></tr>
<tr><td>Year 4</td><td>18</td><td>5</td><td>105.2</td><td>110.8</td></tr>
<tr><td>Year 5</td><td>11</td><td>7</td><td>111.5</td><td>110.3</td></tr>
<tr><td>Year 6</td><td>9</td><td>1</td><td>105</td><td>108</td></tr>
</table>
</td><td>This is a very valuable intervention and will continue for the next academic year.

As a school, the focus is now going to be on quality first teaching with particular emphasis on the imitation stage within Talk for Writing.</td><td>£62, 145</td></tr>
<tr><td>B. Improved progress for high attaining pupils</td><td>Weekly small group sessions in reading, writing and maths for high-attaining pupils.

There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes having full time TA's to ensure that interventions take place.

An extra teaching assistant will be employed for 2.5 days a week in Year 6 to focus on the progress of high attaining pupils.</td><td>See Appendix 1.2
HIGH – The high attaining children eligible children made more progress in each Key Stage 2 year than all other pupils. In Year 5 in reading they did not make more progress than all other pupils.

When looking at all eligible children at expected + in reading, writing and maths there are differences. It needs to be remembered that as we have a fairly low number of children eligible in each year group children are worth 10% in some classes making the difference look larger.</td><td>Year 3 children need more targeted support to ensure more specific children reach ARE in reading, writing and maths.

SEND and eligible children need to form part of the strategy for the following academic year. These are mostly the children not reaching ARE in reading, writing and maths.</td><td></td></tr>
<tr><td>C Improve attainment in</td><td>1-1 Reading every day for each child in EYFS, Year 1 and Year 2.</td><td><u>Medium</u></td><td>Focus still needed on writing as we move forward. This has impacted on the combined result of 38%.</td><td></td></tr>
</table>

writing at the end of KS1	Additional phonics sessions 3 times a week for all children receiving the grant. (in groups no larger than 1-4) Additional maths learning for EYFS, Year 1 and 2 for children receiving the grant. (in groups no larger than 1-4)	**Key Stage 1** See table below In reading, 5 of the 8 children reached ARE in reading and maths. Child 1 who did not – has SEND and is receiving targeted provision Child 2 – has SEND and receiving targeted provision Child 3 – EAL and limited English but difference is closing between child and peers In writing, the 1 child who did not reach ARE has had difficult home circumstances and disruption. She is supported by the FLO.	SEND children who are eligible for the grant need to become a focus group.	

KS1	READING		WRITING		MATHS		RWM	
	% at or above	% above	% at or above	% above	% at or above	% above	% at or above	% above
All (60)	78%	32%	68%	17%	78%	32%	62%	13%
Dis (8)	63%	0%	50%	13%	63%	13%	38%	0%

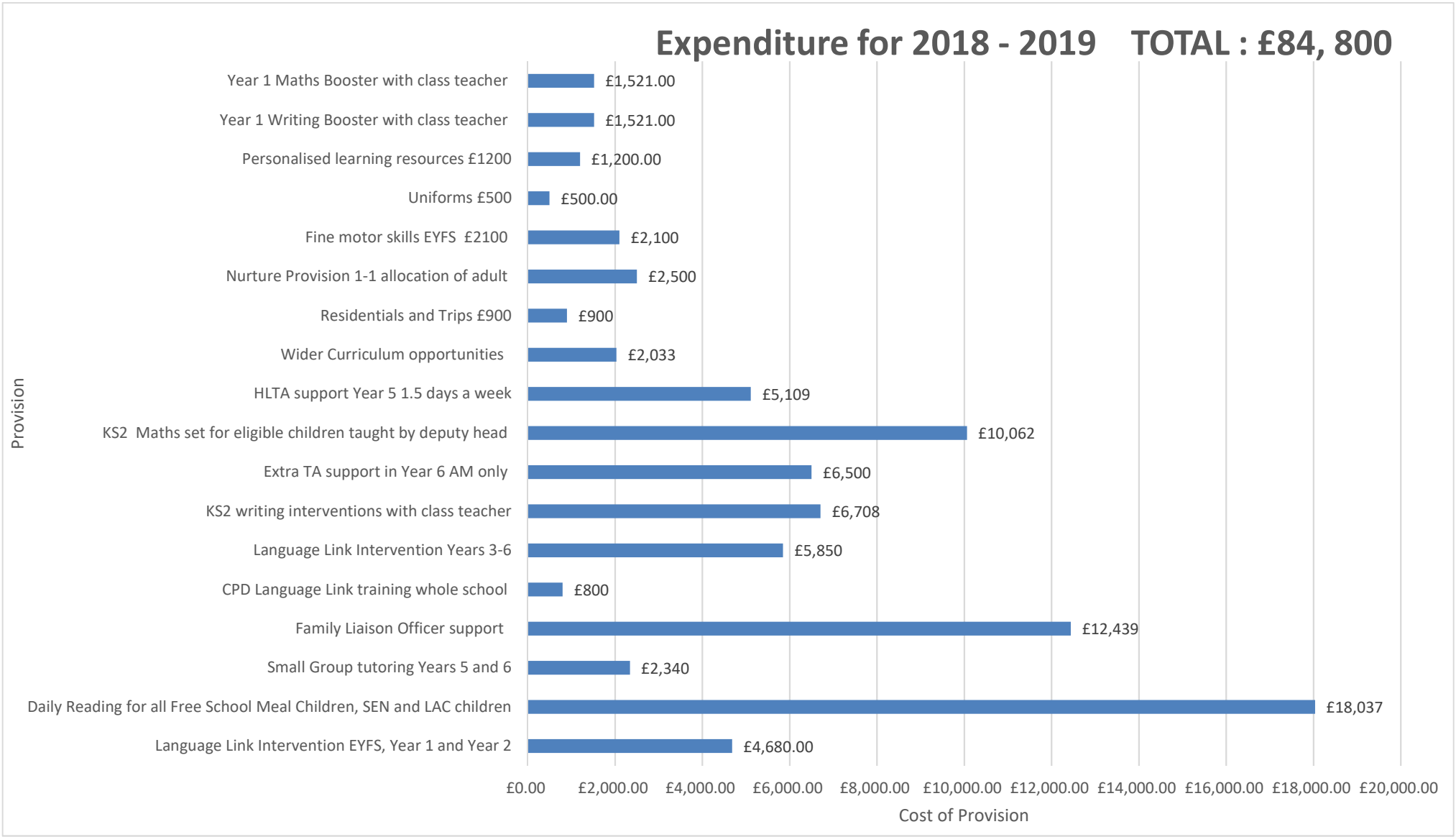
Other strategies:				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
D Increased attendance rates	Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision. Provide wider curriculum opportunities to raise the engagement of these children. Each child will attend two after school clubs (at least)	Medium - July – (up until 16.7.2018) Eligible pupils – 95.9% All pupils – 97.1% (Difference -1.2%)	A focus of 96% and above will be set for the next academic year. A range of successful strategies have been implemented by the FLO and this will continue.	**£16, 029**
E Increased support and participation for pupils	Parents will feel empowered to support their children at home with their learning. The FLO and deputy head teacher	Medium/High – When analysing children's engagement in Times table rock stars, the children who are eligible for the grant have made more progress in their rock speed than all other pupils. There is still a difference in the number of games being played and this still needs addressing.	More opportunities still need to be provided for those children who are eligible for the grant not accessing this resource enough.	

eligible for PP at home from parents.	will teach and engage with the parents so that they understand the teaching process. Homework clubs will run after school led by class teachers and the FLO.	**July** E Increased support and participation for pupils eligible for PP at home from parents.	Parents need to encourage and monitor this at home. In years 5 and 6 the fames played is better than Years 3 and 4. The rock speed is lower for all eligible children however, this gap is closing and these children are making faster progress in all year groups than all other pupils

	Number of pupils eligible for the grant:	Total earnings ever		Games ever		% rock speed improvement since baseline	
		All	PP	All	PP	All	PP
Year 3	9	54026	27127	501	403	46%	27%
Year 4	13	79350	40438	596	392	61.5%	53.9%
Year 5	17	102485	75057	557	553	64.6%	64%
Year 6	10	166148	146468	691	784	51.1%	48.3%

Appendix 1.1 – Bar Chart of Expenditure

September 2019



September 2019

Appendix 1.2

C Improved progress for high attaining pupils.	Number of higher attaining pupils eligible for the PP grant:	In any other vulnerable group ?	Reading attainment Term 2: (Standardised Score)		Reading attainment Term 4: (Standardised Score)		Reading Overall attainment Term 6:		Progress Standardised Score point decrease/ increase:		Writing attainment Term 1: (% at Band 2 ARE)		Writing attainment Term 3: (% at Band 2 ARE)		Writing attainment Term 6 % at band 2 ARE		Progress % increase of skills at Band 2		Mathematics attainment Term 2: (Standardised Score)		Mathematics attainment Term 4: (Standardised Score)		Mathematics attainment Term 4: (Standardised Score		Progress Standardised Score point decrease/ increase:	
			All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	ALL	PP	All	PP	All	PP	All	PP	ALL	PP	All	PP
Year 3	1	-	106	113	106	115	106.5	119	+0.5	+6	18%	36%	42%	82%	68%	145%	+50%	+109%	109	120	108.5	119	109	126	+0	+6
Year 4	1	EAL	107.7	118	105.8	110	108.8	119	+1.1	+1	12%	36%	50%	45%	88%	200%	+76%	+164%	104	125	104	117	117	130	+13	+5
Year 5	5	-	114.5	124	109	121	108.6	117	+2.5	-7	18%	26%	57%	72%	86%	172%	+68%	+146%	113	121	114	126	114	120	+1	-1
Year 6	3	-	114	114	114.3	121	118	118	+4	+4	34%	27%	56%	78%	88%	125%	+54%	+98%	112	110	114	115	114	118	+2	+8

% at expected +

Year group	Reading		Writing		Maths	
	ALL	PP	ALL	PP	ALL	PP
Year 3 (9)	68.3%	56% (5)	73%	56%(5)	83.3%	67% (6)
Year 4 (12)	85%	76.9% (9)	85%	76.9% (9)	88.3%	76.9% (9)
Year 5 (17)	83.3%	71% (12)	86.7%	76.4% (13)	81.7%	64% (11)