

1. Summary information		
Academic Year: 2018-2019	Academic Year: 2019-2020	Academic Year: 2020-2021
Total number of pupils: 786 (approx.)	Total number of pupils: 806 (approx.)	Total number of pupils: 842 (approx)
Total number of pupils eligible for PP: 134 pupils (approx.) 17%	Total number of pupils eligible for PP: 140 (approx.) 17%	Total number of pupils eligible for PP: 123 (approx). 15%
Total PP budget: £176,880	Total PP budget: £184, 800	Total PP budget: £181,575
Date of review for 2018-2019: July 2019	Date of review for 2019-2020: July 2020	Date of review for 2020-2021: July 2021

2. 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)		External barriers (issues which also require action outside school, such as low attendance)	
A	Lack of fluency, reasoning and problem-solving skills in maths, including opportunities for greater depth	D	Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school
B	Limited speech and language skills including gaps in phonics, which impacts reading and writing development of vocabulary acquisition, in a language rich environment	E	Access to resources, such as books, libraries and life experiences including varied enrichment opportunities
C	Social, emotional and mental health difficulties, which impacts on self-esteem, behaviour and attainment	F	Parental engagement with school and perceptions of education

3. Desired outcomes		
	Desired outcomes	Success criteria
A	Pupils have excellent fluency, reasoning and problem-solving skills in maths	<ul style="list-style-type: none"> To narrow the attainment gap between disadvantaged pupils and their peers in maths to ensure that each child maximises their potential Increase the number of disadvantaged pupils achieving combined EXS in all year groups To increase the number of disadvantaged pupils achieving GDS in maths
B	Pupils have developed speech and language skills including gaps in phonics which impacts reading and writing development of vocabulary acquisition	<ul style="list-style-type: none"> To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential Increase the number of disadvantaged pupils achieving combined EXS in all year groups Maintain the high attainment in the Y1 phonics test Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context
C	Effective strategies in place to support pupils social, emotional and mental health difficulties	<ul style="list-style-type: none"> Decrease in serious incidents recorded for pupils Decrease in exclusions (internal and external) recorded for pupils

D	Improvement in attendance and punctuality	<ul style="list-style-type: none"> Disadvantaged pupils attendance (94.66 % in 2017/18) to improve to 95%
E	Pupils to have access to resources, such as books, libraries, clubs and life experiences	<ul style="list-style-type: none"> Pupils to attend/visit places they would not usually be exposed to Pupils attend after school enrichment clubs Pupils have access to books and maths resources at home
F	Parents to have positive experiences with the school	<ul style="list-style-type: none"> More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events

4. Planned expenditure

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 B	<ul style="list-style-type: none"> Target setting to identify pupil targets and attainment and progress issues Data analysis carried out by CTs, ALs and DHTs to analyse underperforming groups Termly progress meetings to identify underachieving pupils and strategies identified Case studies in place for all pupils who haven't met EXS for statutory data points High quality texts and whole school reading approaches to support the development of language acquisition 	As part of the school's SDP and on-going expectations for teaching and learning, every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.	Initial target setting meeting Termly progress meetings Gap task set for ALs Learning moderations Purchase high quality texts Learning walks	DHT ALs All staff	Termly
A B	<ul style="list-style-type: none"> To purchase more ipads for pupils to use in lessons To purchase more chrome books for pupils to use in lessons 	Technology provides different opportunities to make learning more enjoyable in terms of teaching the same things in new ways. It support pupils in developing the necessary skills and competencies needed to deliver an engaging ICT curriculum	Computing action plan reviewed termly Lesson observations	Computing technician AHT for computing	Termly
A B	<ul style="list-style-type: none"> To use CPD to ensure teaching is of an excellent standard 	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership	Lesson observations Termly T&L report	Headteacher DHT	Termly
A E F	<ul style="list-style-type: none"> Reception pupils to take home maths packs to encourage parents to engage in maths at home All pupils to have access to online maths resources to develop fluency of maths (Times Tables Rock Stars and MyMaths) 	Sir Peter Lampl, chairman of the Sutton Trust and the Education Endowment Foundation, states that: "We know that the attainment gap between the richest and the poorest pupils begins before they've even started school. Tackling this gap early on is critical to breaking the cycle of disadvantage and improving social mobility."	Termly year group AL summary Progress meetings	DHT Reception AL All staff	Termly
Quality of teaching for all Total budget cost 2018-2019: £50,000		Quality of teaching for all Total budget cost 2019-2020: £55,000	Quality of teaching for all Total budget cost 2020-2021: £55, 000		

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 B	<ul style="list-style-type: none"> Additional adults (HLTAs, GTAs, LSAs, class teachers) to support disadvantaged pupils for half hour per day as outlined on English and Maths planning LSAs to work with target readers individually or in a group 3 x week Additional adults (HLTAs, GTAs, LSAs) to carry out specific interventions e.g. New to English, write dance, speech and language Trained LSA to run interventions for pupils across the school 	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: pupils having clear goals/objectives; teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p>	<p>Identify pupils in progress meetings</p> <p>Review in each progress meeting</p> <p>Intervention tracker</p>	<p>ALS</p> <p>SENCo</p> <p>EAL Lead</p> <p>DHT</p>	Termly
A B C	<ul style="list-style-type: none"> Range of clubs before or after school available including: <ul style="list-style-type: none"> Booster groups run by class teachers Curious mathematician club run by a Maths specialist Home learning club Boosters classes to be extended to other groups including Y1 phonics booster, Y2 boosters and Y5 	As above	<p>Termly progress meetings</p> <p>Review in each progress meeting</p>	<p>AHTs</p> <p>ALS</p> <p>DHT</p>	Termly
C	<ul style="list-style-type: none"> AHT to attend circle time training and provide training and coach and mentor staff Staff at all levels to attend attachment training 	<p>“With pacy and planned circle time activities and circle time games, pupils can gain experiential practice at communication and social skills, problem solving and other social and emotional competencies.” Jenny Mosely</p> <p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p>	<p>Lesson observations</p> <p>Monitor serious incidents recorded for pupils</p> <p>Monitor exclusions (internal and external) recorded for pupils</p>	<p>AHT</p> <p>DHT</p>	Termly
D	<ul style="list-style-type: none"> GTA to run a social skills groups for pupils with SEMH To provide mentoring for pupils with SEMH Learning Coach to support pupils with SEMH needs 	<p>2008, the National Foundation for Educational Research & TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.’</p>	<p>Lesson observations</p> <p>Monitor serious incidents recorded for pupils</p> <p>Monitor exclusions (internal and external) recorded for pupils</p> <p>Impact records from Learning Coach</p>	<p>AHT</p> <p>DHT</p> <p>SENCo</p> <p>Learning Coach</p>	Termly

E	<ul style="list-style-type: none"> To ensure disadvantaged pupils have books to take home to read during the holidays 	<p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p>	Tracking home/school record book	AHT	Termly
Targeted support Total budget cost 2018-2019: £75,000		Targeted support Total budget cost 2019-2020: £70,000	Targeted support Total budget cost 2020-2021: £70,000		

iii. Enrichment and experiences					
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?
E	<ul style="list-style-type: none"> Provide individual music lessons for pupils 	<p>Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement." National Curriculum 2013</p>	<p>Music teacher to invite disadvantaged pupils to take up on the music lesson offer and report this termly to DHT</p>	<p>Music Teacher DHT</p>	Termly
E	<ul style="list-style-type: none"> Provide pupils with access to a range of internally run after school clubs after school clubs e.g. Spanish, drama games, computing, tag rugby 	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p>	<p>Report produced each term to monitor the number of disadvantaged pupils attending clubs Invite disadvantaged pupils to attend clubs if they haven't taken up on the offer</p>	<p>DHT Admin officer</p>	Termly
C E	<ul style="list-style-type: none"> Provide opportunities for disadvantaged pupils to attend enrichment opportunities e.g. debating, Maths master club, writers workshops, sporting tournament, music 	<p>Enrich those who haven't got opportunity in extra curricular activities</p>	<p>Track pupils who attend clubs to ensure disadvantaged pupils have the opportunity</p>	<p>DHT</p>	Termly
E	<ul style="list-style-type: none"> Subsidise education visits (including residential) 	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p>	<p>Track pupils to ensure disadvantaged pupils have had the opportunity to attend visits</p>	<p>EVC Coordinator</p>	Termly

C E	<ul style="list-style-type: none"> Ensure disadvantaged pupils are represented across the school as good role models e.g walk/dine ambassadors MPs, reading buddies 	As above	Tracking disadvantaged pupils	DHT	Yearly
Enrichment and experiences Total budget cost 2018-2019: £40,000		Enrichment and experiences Total budget cost 2019-2020: £49,800		Enrichment and experiences Total budget cost 2020-2021: £45,000	

iv. 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?
D	<ul style="list-style-type: none"> Attendance office to support families to overcome barriers to attendance through targeted family work 	<p>“Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE</p>	Headteacher to meet with attendance officer termly to report Report to LEC	DHT	Termly
F	<ul style="list-style-type: none"> Organise coffee mornings for parents with a range of focuses and invite key members of the community Lead parent workshops e.g. RWI, SRE, Maths 	<p>To build relationships and provide and locate support for pupils/families. Research tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement. PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.</p>	Track attendance of disadvantaged families for events such as learning conversations, coffee mornings, come learn with me	DHT	Termly
C E	<ul style="list-style-type: none"> Offer breakfast for pupils before year six SATs 	<p>Research carried out by the School’s Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>	Track attendance and performance of pupils	Y6 AHT	Termly
Other approaches Total budget cost 2018-2019: £11,880		Other approaches Total budget cost 2019-2020: £10,000	Other approaches Total budget cost 2020-2021: £11,575		

Text in purple indicates new additions in September 2019

5.Review of expenditure: Academic Year 2018-19

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
A B	<p>Quality of teaching for all</p> <p>To purchase more ipads for pupils to use in lessons</p>	<p>Lesson observations and learning walks have demonstrated that pupils are developing computing skills across a wider range of subjects in the curriculum. The new ICT scheme (Kapow) is enabling staff to confidently deliver the computing curriculum with pupils being able to maximise learning time via new and updated hardware.</p> <p>Greater access to ipads have enabled pupils to use software to practise skills and knowledge already taught and for pre learning.</p>	<p>Further development of staff CPD for computing is being implemented</p> <p>The school is to purchase electronic devises for every year group within the next year for computing access to be made more widely across the curriculum for every lesson.</p>	£4,000
A C	<p>Targeted support</p> <p>Range of clubs before or after school available including:</p> <p>Booster groups carried run by class teachers</p> <p>Curious mathematician club run by a Maths specialist</p> <p>Home learning club</p>	<p>After the first round of Year 6 Mock SATs in the autumn term 2018, pupils were identified as at risk of not achieving their targets. Booster groups were then put in place to accelerate their progress. The group of pupil premium pupils were carefully considered and placed in groups to meet their specific needs. After each half termly mock SATs the data and specific papers were analysed and the content for the boosters, and the attendees were revised. As a result of this meticulous analysis pupil premium pupils made accelerated progress.</p> <p>In reading, 6 pupil premium pupils made progress from WTS (working towards expected standard) in autumn to EXS (expected standard) in the SATs. 2 pupil premium pupils made progress from EXS in the autumn to GDS (greater depth standard) in the SATs.</p> <p>In Maths, 1 pupil premium pupil made progress from WTS (working towards expected standard) in autumn to EXS (expected standard) in the SATs. In SPAG, 4 pupil premium pupils made progress from WTS in autumn to EXS in the SATs</p> <p>3 pupil premium pupils made progress from EXS in the autumn term to GDS in the spring term.</p> <p>The Curious Mathematicians club is a course of six, high quality, group tuition sessions run by a Primary Maths Consultant. The numbers are kept low and the children have benefitted from quality individualized tuition. The school funded 50% of the tuition fee for six pupil premium pupils. All six pupils have made excellent progress, from WTS in autumn to EXS in their SATs results. As a result of the excellent progress pupils made, the school ran the club for year 5 pupils in summer 2 and will continue the club this academic year for year 6 children.</p>	<p>Supporting pupils to achieve GDS in Maths, particularly for children eligible for PP remains a focus for the school. Places for the curious Maths club have been offered to PP children at a subsidized cost in Years 5 and 6 to support pupils further.</p> <p>Interventions continue to be a priority across the school based on identified pupils from progress meetings to support attainment.</p> <p>Boosters continue to be offered in years 2 and 6.</p>	£23,000

E	Enrichment and experience Provide individual music lessons for pupils	In 2018-19 16 PP pupils undertook music lessons at a subsidized cost across the academic year with opportunities to attend external concerts such as young voices. Pupil surveys, and discussions with class teachers, have shown that these pupils have improved their confidence and self-esteem with achievements being recognized in singing assemblies and communicated to parents.	The proportion of PP pupils undertaking lessons is relatively low for the school cohort and the school will ensure that the opportunities provided are followed up and encouraged to engage children in creativity through music.	£3,230
D	Other approaches Attendance officer to support families in to overcome barriers to attendance through targeted family work	<p>The aspirational target of disadvantaged pupils attendance (94.66 % in 2017/18) improving to 95% in 2018/19 was achieved (disadvantaged pupils attendance was 95.18% in 2018-19). The impact of first day response provision in relation to absences and positive relationships being built between attendance officer and families being supported has led to an increase in attendance of PP children.</p> <p>The attendance officer has been working closely with a pupil premium pupil in key stage two whose attendance was very poor throughout the majority of the year (71.35%) The family attended various meetings with the attendance officer and then subsequently with the Education Welfare Officer (EWO) and as a result the pupils' attendance has been 100% for the six weeks of school. These successes have been celebrated in family assemblies and reported as part of weekly attendance figures.</p> <p>The attendance officer also worked closely with two disadvantaged pupils who had begun school with poor attendance, a pupil in KS2 whose attendance and punctuality was 85% and the attendance of their sibling in KS1 was 82% in 2018.</p> <p>There had been various discussions and meetings with mum regarding attendance and punctuality in addition to two EWO meetings in school. A Court Assessment Meeting was held at the Civic Centre in the parents' absence due to non attendance. Since then, attendance has greatly improved from 82% for one of the siblings to 86% and from 85% to 95.86%. Punctuality records have shown a significant improvement since the beginning of the academic year with only one incident of lateness since September 2018.</p>	The school will continue its approach in working closely with dedicated families to improve attendance and punctuality. Weekly attendance reports will continue to be shared in family assemblies and in newsletters to parents.	£9,000

Appendix 1: Pupil Premium Achievement 2019

KS2	School					National				
Attainment	Disadvantaged '19 (DA)	Non-Disadvantaged '19 (NDA)	Difference between DA & NDA 18-19	Difference between DA & NDA 17-18	Difference between DA & NDA 16-17	National Non-Disadvantaged 2019 (NNDA)	Difference between school DA & National NDA 18-19	Difference between school DA & National NDA 17-18	Difference between school DA & National NDA 16-17	Closing the Gap from 2017
RWM- Expected Standard	77%	88%	-11%	-20%	-22%	71%	+6%	-9%	-7%	+13%
RWM- Greater Depth	13%	28%	-15%	-15%	-	13%	0%	-1%	-11%	+11%
Reading- Expected Standard	83%	89%	-6%	-14%	-20%	78%	+5%	-8%	-7%	+12%
Reading- Greater Depth	20%	49%	-19%	-18%	-	31%	-11%	-11%	-19%	+8%
Writing- Expected Standard	87%	94%	-7%	-12%	-22%	83%	+4%	-5%	-11%	+15%
Writing- Greater Depth	17%	36%	-19%	-20%	-	24%	-7%	-7%	-21%	+14%
Maths- Expected Standard	83%	94%	-11%	-23%	+2%	84%	-1%	-14%	+10%	-9%
Maths- Greater Depth	27%	57%	-30%	-24%	-	32%	-5%	-11%	-27%	+22%
Progress										
Reading	2.31	3.08				0.32				
Writing	3.43	2.91				0.27				
Maths	2.93	3.18				0.37				

KS2 Evaluation

Context:

Over the 3 years 2017-2019, the number of DA pupils has increased. For 2019, 25% of the Year 6 cohort (30 pupils) are DA, with 22% in 2018 and 11% in 2017.

For 2019, 27% of DA pupils are also SEN and 31% are EAL.

8% of DA pupils are both SEN and EAL.

In school attainment:

The gap between DA and NDA is narrowest at EXS across all individual subjects and combined RWM, and greatest at GDS across all individual subjects and combined RWM.

The gap between DA and NDA is narrowest in reading at EXS (6%) and greatest in maths (30%).

Over the 3 years 2017-2019, the gap between DA and NDA has been narrowed at EXS across reading by 14%, writing by 15%, SPAG by 6% and combined RWM by 11%. The gap between DA and NDA at EXS in maths has widened by 13%.

Over the 2 years 2018-2019, the gap between DA and NDA at GDS in reading, writing, SPAG and combined RWM has remained the same (+/-1%) but widened in maths by 6%.

School attainment compared with National:

Over the 3 years 2017-2019, the gap in attainment between school DA and National NDA has been narrowed across all subjects and combined RWM except in maths at EXS which has increased by 9%.

For 2019 the attainment of school DA exceeds that of National NDA in reading at EXS by 5%, writing at EXS by 4% and RWM combined at EXS by 6%.

School progress compared with National:

For 2019 the progress of DA was significantly above National NDA in reading, writing and maths.

Overall:

The gap between DA and NDA pupils is closing in EXS for RWM, reading, writing and maths. The gap between DA and NDA has remained the same in GDS for RWM, reading, writing and has been variable for maths. This is because the overall attainment of GDS has increased significantly for all pupils, causing a wider gap.

In 2019 the progress for DA pupils was significantly above National NDA in reading, writing and maths. This indicates the school is successful in closing the gap between DA and NDA by the time they are in year 6. The makeup of DA pupils is variable year to year, with 27% of DA pupils in Y6 (2019) are SEND and 31% EAL.

Attainment	School					National				
	Disadvantaged '19 (DA)	Non-Disadvantaged '19 (NDA)	Difference between DA & NDA 18-19	Difference between DA & NDA 17-18	Difference between DA & NDA 16-17	National Non-Disadvantaged 2019 (NNDA)	Difference between school DA & National NDA 18-19	Difference between school DA & National NDA 17-18	Difference between school DA & National NDA 16-17	Closing the Gap from 2017
KS1										
Reading- Expected Standard	63%	85%	-22%	-8%	-19%	78%	-15%	-5%	0%	-15%
Reading- Greater Depth	13%	30%	-17%	-26%	-	28%	-15%	-18%	-	-
Writing- Expected Standard	63%	83%	-20%	-16%	-33%	73%	-10%	-11%	-6%	-4%
Writing- Greater Depth	6%	26%	-20%	-8%	-	17%	-11%	7%	-	-
Maths- Expected Standard	69%	86%	-17%	-22%	-23%	79%	-10%	-12%	-9%	-1%
Maths- Greater Depth	13%	32%	-19%	-2%	-	24%	-11%	- +1%	-	-
Y1 Phonics										
Y1 Phonics Pass	85%	92%	-7%	-2%	-8%	84%	+1%	-7%	+9%	

KS1 Evaluation

Context:

Over the 3 years 2017-2019, the number of DA pupils has fluctuated. For 2019, 14% of the Year 2 cohort (16 pupils) are DA, with 16% in 2018 and 11% in 2017.

For 2019, 13% of DA pupils are also SEN and 13% are also EAL. One DA SEN pupil with an EHCP was disappplied from the SATs and is now educated at a special school.

6% of DA pupils are both SEN and EAL.

In school attainment:

The gap between DA and NDA is narrowest at EXS in maths (17%) and reading at GDS (17%) and widest in reading at EXS (22%).

Over the 3 years 2017-2019, the gap between DA and NDA has narrowed by 13% in writing at EXS and by 6% in maths at EXS. The gap in reading at EXS has increased by 3%.

School attainment compared with National:

Over the 3 years 2017-2019, the gap in attainment between school DA and National NDA has increased at the EXS by 15% in reading, 4% in writing and 1% in maths.

For 2019 the attainment of school DA is below that of National NDA in all subjects at both EXS and GDS, with the narrowest margins in writing at EXS (10%) and maths at EXS (10%) and the widest margins in reading at EXS (15%) and reading at GDS (15%).

Overall:

The gap between DA and NDA is variable in all areas apart from maths EXS and reading GDS where it is closing.

Phonics Evaluation

24% of the cohort (29 pupils) are DA.

21% of DA pupils are also SEN. Two SEN pupils working well below the level of the screening test were disappplied.

31% of DA pupils are also EAL.

3% of DA pupils are also SEN and EAL.

Disadvantaged pupils did slightly better than national non-disadvantaged

EYFS Attainment	School					National				
	Disadvantaged '19 (DA)	Non-Disadvantaged '19 (NDA)	Difference between DA & NDA 18-19	Difference between DA & NDA 17-18	Difference between DA & NDA 16-17	National Non-Disadvantaged 2019 (NDA)	Difference between school DA & National NDA 18-19	Difference between school DA & National NDA 17-18	Difference between school DA & National NDA 16-17	Closing the Gap from 2017
GLD	69%	83%	-14%	-9%	+5%	*72%	-3%	-10%	-4%	+1%
Reading- Expected	77%	87%	-10%	-8%	+1%	*77%	0%	-15%	-2%	+2%
Reading- Exceeding	38%	49%	-11%	-14%	-	*19%	+19%	-	-	-
Writing- Expected	69%	85%	-16%	-9%	+5%	*74%	-5%	-12%	-7%	+2%
Writing- Exceeding	8%	13%	-5%	-9%	-	*11%	-3%	-	-	-
Maths- Expected	77%	83%	-6%	-13%	0%	*80%	-3%	-14%	-5%	+2%
Maths- Exceeding	23%	15%	+8%	-5%	-	*17%	+6%	-	-	-

* National all

EYFS Evaluation

Context:

14% of the cohort (13 pupils) is DA.

31% of DA pupils are also EAL and 8% are also SEN.

In school attainment:

The gap between DA and NDA is widest in writing at the expected standard (16%) and narrowest in writing at exceeding (5%). In maths at the exceeding standard, the attainment of DA exceeds that of NDA by 8%.

Over the 3 years 2017-2019, the gap between DA and NDA has increased at the expected standard in reading, writing and maths by between 6% and 16%.

For GLD, the gap between DA and NDA has increased by 5%.

School attainment compared with National:

Over the 3 years 2017-2019, the gap in attainment between school DA and National All has been narrowed by between 1% and 2% across all subjects and GLD.

For 2019 the attainment of school DA is in line with National All in reading at the expected standard and significantly above National All in reading at the exceeding standard by 19%. The attainment of school DA is below that of National All by between 3% and 5% in all other areas.

Overall:

The gap between DA and National NDA has narrowed in GLD, reading, writing and maths expected. The gap between reading, writing and maths exceeding has narrowed.