

Pupil premium strategy document 2019/20 Dolton C of E V.A. Primary School

1. Summary information					
School	Dolton C of E V.A. Primary School				
Academic Year	2019/2020	Pupil Premium allocation	£20,100	Date of most recent External PP Review	July 2017
Total number of pupils	39 (including preschool)	Number of pupils eligible for PP	9	Date for next internal review of this strategy	

2 Current attainment (based on end of 2018/19 data)			
	Achievement of PP pupils *2 or less pupils N/A - no pupils were eligible for PP grant	Comparison to other pupils in the cohort (not eligible for PP)	Comparison with all other pupils nationally
Early Years Foundation Stage achieved Good Level of Development	N/A	50% (2 pupils, 1 child with SEND)	
Year 1 Phonic Screening	100%	N/A	
Year 2 – End of KS1			
Reading attainment of expected standard or above	100%	100%	75%
Writing attainment of expected standard or above	100%	100%	75%
Maths attainment of expected standard or above	100%	100%	76%
Year 6 – End of KS2			
% Achieving expected standard or above in Reading / writing/ maths	75%	66%	64%
% Achieving expected standard reading or above	100%	100%	75%
% Achieving expected standard writing or above	75%	77%	78%
% Achieving expected standard maths or above	75%	66%	75%

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/2019) based on end of 2018/2019 data</i>					
	Year 1 (1 pupil)	Year 2 (1 pupil)	Year 3 (2 pupils)	Year 4 (2 pupils)	Year 5 (2 pupils)	Year 6 (4 pupils)
% achieving in reading, writing and maths	-	100%	100%	0%	0%	75%
% reaching the expected standard in reading	100%	100%	100%	50%	0%	100%
% reaching the expected standard in writing	100%	100%	100%	0%	0%	75%
% reaching the expected standard in maths	100%	100%	100%	50%	50%	75%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	%0% f PP children also have SEND needs - one of which has an EHCP and another is in the process. The main area of SEND within these children is SEMH which has an impact on their ability to feel safe at times and access learning. A majority of the pupils were previous Low prior attainers - 50% of the pupils did not achieve ARE and this is particularly evident in our current year 6 cohort.
B.	The majority of PP are observed by teachers to have a more limited vocabulary bank and this is particularly evident within their writing in their word choice and the grammatical structure that they use.
C.	Some PP children have poor attitudes to learning, they have limited aspirations and have limited courage to take risks.
D.	3/8 children have ongoing poor attendance which then impacts on learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	50% of PP pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home and to development knowledge and understanding of expectations of pupils at each group. .
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.
	PP children will have made accelerated progress to ensure they are inline or better than their peers within all core subjects.

		<p>PP children without SEND will achieve ARE expectations in RWM by the end of the academic year.</p> <p>PP children with SEND will have achieved 100% of their small step targets for the year to ensure the gap is diminished between their peers.</p>
B.	Improve oral language skills for pupils eligible for PP.	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>PP children will improve their vocabulary and this will be seen in the choice of language used within their writing.</p> <p>PP children will improve the grammatical structure of their expressive language which in turn will improve writing</p>
C	Significantly raise self - esteem and self-motivating of PP pupils.	<p>PP pupils consistently:</p> <ul style="list-style-type: none"> ● attempt challenging tasks readily ● have a desire to learn ● believe they can improve and are determined to do so ● work well independently and as part of a group ● have high aspirations for themselves and their futures. <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
D	Improve attendance of PP children across the school.	<p>All pupils will have 95% attendance or above unless exceptional circumstances or a SEND need does not allow it.</p> <p>Attendance trophies will be in place at each celebration worship.</p> <p>Head will monitor attendance of PP pupils every 2 weeks.</p> <p>Half termly reports will be drawn off for the head to interpret.</p> <p>Letters will be sent home and meetings held to support families.</p> <p>Outside agencies will be involved and a team around the family begun as and when needed.</p>
E	Improve parental engagement to develop appropriate support for the PP pupils at home.	<p>All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework.</p> <p>School to host open afternoons to promote the types of learning that happens in school.</p> <p>School to organise spelling, English and maths open afternoons to equip parents with the knowledge of expectations for each year group.</p>

4. Planned expenditure £20,100	
Academic year	2019/2020

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?	Expenditure
<p>A to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>Daily targeted teaching of basic literacy and numeracy skills.</p>	<p>End of year data (July 2019) shows that PP pupils are not achieving their potential, or ARE in reading, writing and maths</p> <p>Teacher observations and pupils' books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p> <p>Quick recall of number facts within maths is limited which is having an impact on simple arithmetic based work.</p>	<ul style="list-style-type: none"> ● Teachers to embed spelling programme and receive constant support from spelling champion to ensure best possible outcomes for children. ● Planned time-line of lesson observations learning walks and pupil conferencing ● Close monitoring of pupils' exercise books, formative and summative assessments. ● Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations. ● Key stage 2 teacher to implement no nonsense grammar 3 times a week to support grammatical understanding of sentence structure. ● Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning. ● Specific maths reading intervention for PP children with reading recovery specialist. ● Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of 	<p>Head PP LSC lead</p>	<p>January 2020: -EP has attended spelling hubs, Staff are highlighting key incorrect spellings in all books more frequently and children are demonstrating deliberately practise – but is this impacting on future pieces of work in books? - Lesson observations demonstrate good learning behaviours and an improvement in children's resilience and growth mind-set. Key focus for both classes is Pace and ensuring children move on quickly. Team teaching of maths at Clinton has happened and proved successful in considering the learning in class. Team teaching with English lead and KS2 teacher planned for after half term to look at pace and expectation for year 6's. - content in books is much improved with children showing evidence of editing and reflecting on learning. Key stage 1 books are exceptional. - Eng., maths and RE hubs have happened so far this year. Also gallery lessons in other MAT schools and the Comparative judgement has also supported moderation of writing and understanding of end of year expectations.</p>	<p>£4956 for metacognition – teaching of arithmetic based lessons.</p> <p>£4956 for metacognition – teaching of decision spelling</p> <p>£2996 6 days of teacher cover - mastery math and decision spelling.</p> <p>Total: £12,908</p>

			power maths books within this teaching.		<ul style="list-style-type: none"> - NO Nonsense grammar still to be implemented – resourcing of this has been a challenge. - Arithmetic assessments do not happen weekly within Dolton at present however an after school club has been established to support upper key stage 2 pupils. - Reading recovery interventions to start in latter end of spring term and in summer term. Staff sickness is an issue at present. - Power maths books being intermittently in both classes and being used with teacher judgement in mind. -KS2 Class teacher is in second year of mastery maths group and progressing well. 	
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing.</p>	<ul style="list-style-type: none"> ● Introduce tiered vocabulary on working wall and use this daily with children. ● Close monitoring of PP pupil / teacher conference ● Evidence (data) showing pupil progress between sessions on Talk Boost Program ● Planned time-line of lesson observations learning walks 	<p>Head PP LSC member lead.</p>	<ul style="list-style-type: none"> -Ongoing support between MAT schools means CPD for staff is very effective. Early years staff are attending a closing a word gap course on 7th February to support in ensuring vocabulary gap in preschool is being bridged and children are reception ready. All LSA's went on training to support children with literacy difficulties on Wednesday 29th January. - Lesson observations highlight how staff are modelling good language including use of stem sentences. Learning walls (both maths and literacy, have key language features within them to support children) Pupils talk about using these to support their learning. - PP monitoring slips need to be reviewed in Dolton to assess impact. 	<p>£120 Talk boost training of TA</p> <p>£3000 to release teachers for PP conferencing.</p> <p>Total £3120</p>

					- Talk boost training booked for DJ (KS1 26 th Feb, KS2 4 th March)	
C. Significantly raise self-esteem and self-motivation of PP pupils.	Theories of 'Growth Mind-set' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation	Theories of mind-set have proven to positively enhance pupils' self-belief and will to try and improve.	<ul style="list-style-type: none"> • Displays in each class to represent key learning behaviours. • Weekly good news assemblies showcase key children that have displayed key learning behaviours. • Pupils to attend, where possible, school trips, residential etc. to provide a range of opportunities and raise aspirations in pupils. • Aspiration speakers/ visitors to be brought into school. • Ongoing support from thrive practitioner to retrain staff's views on behaviour and mind set. 	Head PP LSC lead.	<p>-Learning behaviours are much improved, children are ready to learn and enjoy learning.</p> <p>-PP conferencing needs to happen at Dolton with LSC.</p> <p>-Learning displays show understanding of growth mind-set. Staff meeting scheduled to look at ice berg illusion and continual development of resilience for some pupils.</p> <p>-School tips attended so far are – London for year 6 pupils. Jurassic coast for year 5, all pupils visited Rosemoor to make paper. Year 3's and 4's will be attending an outdoor pursuits residential in the summer and year 6's will also have an opportunity to attend PGL in the summer.</p> <p>-Entertainingly different have performed at school with Tamsin Ball, inspirational singer. Edukid have also been in a discussed the impact children are making by supporting Angel in Uganda.</p> <p>-Good news worships for parents to attend now half termly.</p> <p>-Improvement in staff understanding of behaviour and how and why it is displayed.</p>	£120 for thrive practitioner to visit the school and meet key staff.

<p>D. Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class. Class teacher will share attendance of pupils with parents in consultation meetings. Call teacher will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>Poor attendance of PP children highlighted when completing analysis of whole school attendance last year.</p>	<p>Head regularly monitor attendance of key groups in the school.</p> <p>Attendance cups implemented within celebration worship.</p> <p>Attendance policy to be followed and letters home and parental meetings to be organised when needed.</p>	<p>Head PP LSC lead</p>	<p>-Attendance dipped in the autumn due to a sickness bug – cleaning has since improved with new staff and is being monitored more closely by Norse head office. -Attendance cup has had limited success at Dolton. -Individual pupil attendance is discussed in parent consultation meetings and written on reports sent home to parents. -Letters have gone out to ___ families to meet with the head.</p>	<p>No cost.</p>
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Total budgeted cost £16,158

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?	Expenditure
<p>A To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Skills in literacy and numeracy are well below ARE and pupils require additional targeted interventions.</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</p> <p>Specialist teachers to work 1:1 with key PP children in year 5 and 6</p> <p>Teacher to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</p>	<p>Head PP LSC lead.</p>	<p>-Intervention data impact evidenced within support staff folders – see documentation. - No specialist teacher at present, this should happen in the latter end of the spring term and summer term. - See accelerated reader data. - Teachers delivering interventions to key children to support progress in upper key stage 2 and year 2. Impact to be seen through end of year assessments.</p>	<p>£1,164 per annum (Accelerated Reader)</p> <p>£4123 for 2 afternoons of specialist teacher support in pre-teaching/consolidation sessions for targeted PP children in KS2</p>

			<p>Head and teacher to deliver interventions as per planned timeline of observations.</p> <p>Head to monitor assessments</p>		<p>-See data at the end of this form for autumn term.</p> <p>-</p>	
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Key spelling and reading interventions to support the development of language and understanding.</p> <p>Targeted intervention in 'Talk Boost', 'Speech Link' and/or 'Language for Thinking'</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to the head/ SENDCo.</p>	<p>Head</p> <p>LSC PP lead</p>	<p>-key interventions are taking place. These include spelling, times tables and 1:1 reading. Progress can be seen in children's end of term outcomes and intervention sheets.</p>	<p>As above.</p>
<p>C Significantly raise self-esteem and self-motivation of PP pupils.</p> <p>D Improve attendance of PP children.</p>	<p>Weekly pupil - mentor meeting</p> <p>Individual music lessons where appropriate</p>	<p>Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.</p> <p>Research has shown that learning an instrument raises self-esteem and cognitive abilities.</p>	<p>Key staff are trained in Attachment based mentoring and thrive style interventions.</p> <p>Peripatetic teacher</p>	<p>Head</p> <p>LSC PP lead.</p>	<p>Key support staff member is delivering thrive style interventions to key PP to support anxiety and reduce stress. See formed attached.</p>	<p>£996 per annum</p>
Total budgeted cost						<p>£5,287</p>
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?	
F Improve parental engagement and knowledge of year group expectations	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.</p> <p>Expectation of daily signing of Home - School Diary</p> <p>Encourage use of online Maths and English software (IXL)</p>	Parental support is key to helping pupil progress.	<p>Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend.</p> <p>Parents invited to attend good news assembly each week.</p>	Head LSC PP lead	<ul style="list-style-type: none"> - There is a good up take when parent consultation meetings happen. - Parent workshops booked in the spring term (maths 29th Jan, reading 14th Feb, writing 3rd March) - Online safety talk from police booked for 11th Feb. - Good news assembly is now half termly and is going to be a bigger event. It is hoped this will draw more parents in. 	£30 for photocopying home-learning leaflets and packs for parents
Total budgeted cost						£30
Overall Expenditure						£21, 475

5. Review of expenditure				
Previous Academic Year				
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
A to raise attainment and aspirations of all PP	Daily targeted teaching of basic	<ul style="list-style-type: none"> • Teachers to embed spelling programme and receive constant support from 	- Spelling programme ran right up until lock down and evidence recorded by the English subject lead	£4956 for metacognition

<p>pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>literacy and numeracy skills.</p>	<ul style="list-style-type: none"> ● spelling champion to ensure best possible outcomes for children. ● Planned time-line of lesson observations learning walks and pupil conferencing ● Close monitoring of pupils' exercise books, formative and summative assessments. ● Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations. ● Key stage 2 teacher to implement no nonsense grammar 3 times a week to support grammatical understanding of sentence structure. ● Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning. ● Specific maths reading intervention for PP children with reading recovery specialist. ● Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of power maths books within this teaching. 	<p>suggested that this programme is making an improvement in all pupils spelling ability. This intervention will begin again in September 2020.</p> <ul style="list-style-type: none"> - Lesson observations, learning walks and book looks will continue in the new academic year however this will be implemented through incremental coaching and the teacher rubric in turn empowering teachers to improve classroom practise collectively. - Hub meetings can prove time consuming, these will continue in September 2020 but a reduced amount the focus being on maths, English, science and EYFS. - No nonsense grammar will not be an intervention that will be implemented. In turn the English lead will support all staff members on how to include grammar within English lessons so they are embedded. - IXL to be bought for academic year 2020 – 2021 to support grammar activities within the classroom and at home. - Reading recovery only happened for a short while due to staff sickness. This will not be continued in the new academic year. - Jurassic hub has proved successful in upskilling the maths lead in what makes a good maths lesson. The maths lead has supported other staff members as a result of this. This will be continued next year. 	<p>– teaching of arithmetic based lessons.</p> <p>£4956 for metacognition – teaching of decision spelling</p> <p>£2996 6 days of teacher cover - mastery math and decision spelling.</p> <p>Total: £12,908</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>	<ul style="list-style-type: none"> ● Introduce tiered vocabulary on working wall and use this daily with children. ● Close monitoring of PP pupil / teacher conference ● Evidence (data) showing pupil progress between sessions on Talk Boost Program ● Planned time-line of lesson observations learning walks 	<ul style="list-style-type: none"> - Tiered vocab is still on all learning walls. English lead to focus on oracy next year to support development of language and include parent workshops, staff workshops and training. - 	<p>£120 Talk boost training of TA</p> <p>£3000 to release teachers for PP conferencing.</p> <p>Total £3120</p>

<p>C. Significantly raise self-esteem and self-motivation of PP pupils.</p>	<p>Theories of 'Growth Mind-set' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<ul style="list-style-type: none"> • Displays in each class to represent key learning behaviours. • Weekly good news assemblies showcase key children that have displayed key learning behaviours. • Pupils to attend, where possible, school trips, residential etc. to provide a range of opportunities and raise aspirations in pupils. • Aspiration speakers/ visitors to be brought into school. • Ongoing support from thrive practitioner to retrain staff's views on behaviour and mind set. 	<ul style="list-style-type: none"> - Children are more able to talk about what makes them a good learning and this is celebrated within worships. - Next year Character education will be implemented which will continue to support learning behaviours and develop aspiration for all. - Aspirational speakers to still be bought in and sought through enrichment opportunities too. 	<p>£120 for thrive practitioner to visit the school and meet key staff.</p>
<p>D. Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class. Class teacher will share attendance of pupils with parents in consultation meetings. Call teacher will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>Head regularly monitor attendance of key groups in the school.</p> <p>Attendance cups implemented within celebration worship.</p> <p>Attendance policy to be followed and letters home and parental meetings to be organised when needed.</p>	<ul style="list-style-type: none"> - Attendance is still below national and will be worked on in September by using the EWO and support through the MAT. 	<p>No cost.</p>
				<p>£16,158</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A To raise attainment of all PP pupils (including those with SEND) in</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention,</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</p>	<ul style="list-style-type: none"> - Interventions took place before lock down and will resume in September 2020 – consideration needed over evidencing impact through TA intervention sheets. 	<p>£1,164 per annum (Accelerated Reader)</p>

<p>spelling, reading, maths and mental maths.</p>	<p>Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Specialist teachers to work 1:1 with key PP children in year 5 and 6</p> <p>Teacher to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</p> <p>Head and teacher to deliver interventions as per planned timeline of observations.</p> <p>Head to monitor assessments</p>	<ul style="list-style-type: none"> - Accelerated reader continues to be very effective in supporting pupils and accelerating progress – this will be continued next year. - 	<p>£4123 for 2 afternoons of specialist teacher support in pre-teaching/ consolidation sessions for targeted PP children in KS2</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Key spelling and reading interventions to support the development of language and understanding.</p> <p>Targeted intervention in 'Talk Boost', 'Speech Link' and/or 'Language for Thinking'</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to the head/ SENDCo.</p>	<ul style="list-style-type: none"> - Talk boost and speech link training was not completed due to lock down – to plan in for next year. 	<p>As above.</p>
<p>C Significantly raise self-esteem and self-motivation of PP pupils.</p> <p>D Improve attendance of PP children.</p>	<p>Weekly pupil - mentor meeting</p> <p>Individual music lessons where appropriate</p>	<p>Key staff are trained in Attachment based mentoring and thrive style interventions.</p> <p>Peripatetic teacher</p>	<ul style="list-style-type: none"> - Individual music lessons were postponed due to lock down. - ABM happened for some pupils and will continue next year. 	<p>£996 per annum</p>
<p>iii. Other approaches</p>				

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
F Improve parental engagement and knowledge of year group expectations	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.</p> <p>Expectation of daily signing of Home - School Diary</p> <p>Encourage use of online Maths and English software (IXL)</p>	<p>Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend. Parents invited to attend good news assembly each week.</p>	<p>There has been an increase in parental involvement since lock down with more parents accessing virtual training and events. This will continue into the new academic year.</p>	<p>£30 for photocopying home-learning leaflets and packs for parents</p>

Autumn term data 2019:

Year groups	Reading (% ARE)		Writing (%ARE)		Maths (%ARE)	
	All	PP	All	PP	All	PP
Rec (3)	100%	N/A	100%	N/A	100%	N/A
Year 1 (2)	50%	N/A	50%	N/A	50%	N/A
Year 2 (3, 1PP)	67%	100%	67%	100%	67%	100%
Year 3 (3)	100%	N/A	100%	N/A	100%	N/A
Year 4 (6, 2PP)	83%	100%	83%	100%	100%	100%
Year 5 (9, 2PP)	78%	100%	44%	0%	44%	50%
Year 6 (6, 3PP)	67%	33%	66%	33%	66%	66%