# St Joseph’s Catholic Primary School

**Pupil Premium**

**Strategy Statement**

**Report**

**2017-2018**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Funding for the Financial Year 2017-2018

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

* £1320 for pupils in reception year to year 6
* £935 for pupils in year 7 to year 11

Schools will also receive £1900 for each pupil identified in the spring school census as having left local authority care because of one of the following:

* Adoption
* A Special guardianship
* A child arrangements order
* A residence order

More information can be found on the government website: [www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings).

# Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | St Joseph’s Catholic Primary School | | | | |
| **Academic Year** | **2017-2018** | **2017-2018 Budget** |  | **Date of most recent PP Review** | **January 2018** |
| **Total number of pupils** | **350** | **Total PP Carried Forward** |  | **Date for next internal review of this strategy** | **May 2018** |
| **Total PP Budget** | 59,980.00 |
| **Number of pupils eligible for PP** | **52** | **Total Number of PP+SEN** | **8/50** | **Total Number of PP+EAL** | **8/50** |

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| 1. **Current attainment** | | | | | | |
|  | | | | Pupils eligible for PP  1/30 | Pupils not eligible for PP | |
| **% Achieving Average Scaled Score in reading, writing & maths** | | | | 0% | 53% | |
| **% Making Average Scaled Score of progress in reading** | | | | 0% | 73% | |
| **% Making Average Scaled Score of progress in writing** | | | | 0% | 73% | |
| **% Making Average Scaled Score of progress in maths** | | | | 0% | 87% | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | Barriers In Writing / Reading: poor vocabulary; difficulty in ability to express ideas/feelings both verbally and written; lack of real life experiences to draw on | | | | |
|  | | Barriers in Maths: poor vocabulary; lack of confidence; difficulty in reasoning; application of skills | | | | |
| **C.** | | Self-belief: EAL at KS1 (Polish) don’t speak English at home / Home / School communication difficulties; non – EAL lack of experiences | | | | |
| **D.** | | Identification of More Able / Talented pupil premium children and the type / impact of provision in place. | | | | |
| **External barriers (***issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **E.** | | Poor / irregular attendance for any child in the school is dealt with and supported; evidence shows a good success rate and the impact on attainment and progress as a result. | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success Criteria** | | | **Monitoring** |
|  | Ensure a +ve progress score at end of KS2 and address the dip in combined outcomes for end of 2017 | | Improved progress and attainment for **ALL** pupil premium pupils will be apparent and in specific cases accelerated progress will be made | | | Monitored termly through: data analysis; Pupil Progress meetings, Pupil interviews and Learning Walks by the Senior Leadership Team.  Half termly in Key Stage progress meetings and weekly at classroom level |
|  | Progress and attainment in **reading and writing** are more in line across the school | |
|  | Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future. | | Tracking of more able pupil premium will be clearly defined and evidence of impact in progress visible. | | |
|  | Further develop the impact of the Wellbeing Curriculum through improving children’s attitudes, behaviour and participation. | | Create a positive influence on our children’s lives helping them to grow and flourish and support the school’s mental health and well-being curriculum. | | | Pupil interviews  Children SEF  Learning walks by the senior leadership team. |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic Year 2017-2018** | | | | | | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| Improve attainment and progress in writing for ALL children across the school. Ensure a +ve progress score at end of KS2. Progress and attainment in **reading and writing** are more in line across the school. Transference of skills within non-core subjects is evident | High Quality First Teaching’ allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning styles to fulfil their potential; plan and deploy TA support for whole class interventions.  There are three principles that are essential to developing a more inclusive curriculum | | **High Quality First Teaching**:  Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment. Responding to pupils’ diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement. Providing opportunities for more able pupils to extend their learning further. | | | | | Attainment and progress to be monitored termly through: data analysis; Pupil Progress meetings, Pupil interviews and Learning Walks by the Senior Leadership Team.  Training in and Monitoring of TA deployment by SLT. |
| **Staff lead** All | | | **Cost** | | **£ Staffing Expenditure – not EPPG** | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To help children develop their mathematical skills and help remove any potential barriers to their mathematical learning.** | **To team teach with the class teacher and provided intervention support across Key Stage Two for four days a week.** | | A mathematics intervention programme to help children develop their mathematical skills and independence during maths lessons. | | | | | Attainment and progress to be monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and Learning Walks by the Senior Leadership Team. Evidencing that intervention strategies are transferred into everyday classroom practice |
| **Staff lead Trained TA** | | | **Cost** | | **£3042.41 TA GRADE 4 SCP 26** **(4.5 hrs per week)** | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To help children develop their phonemic awareness- their ability to hear, identify and manipulate phonemes in order to remove any barriers.** | Small Group Intervention:  Phonics / Reading targeting Y1-Y2 children | | A detailed Phonics intervention programme to help children develop their Phonic skills and independence during English lessons. | | | | | Attainment and progress to be monitored termly through data analysis; Pupil Progress meetings, Pupil interviews. Learning Walks by the Senior Leadership Team. |
| **Staff Lead Trained TA** | | | **Cost** | | **£1571.30 TA GRADE 2 (3 hrs per week)** | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To support the school’s mental health and well-being curriculum and create a positive environment for our children and increase academic progress for targeted children.** | Trained member of staff  Resources for the room | | That the nurture room will help create a positive influence on our children’s lives helping them to grow and flourish and support the school’s mental health and well-being curriculum | | | | Attainment and progress to be monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and learning Walks by the Senior Leadership Team.. | |
| **Staff Lead: Mrs Barker, Mrs McDonagh** | | | **Cost** | **£ Staffing Expenditure – not EPPG** | | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | **Evaluation** | |
| **To create a positive environment for our children, promote self-esteem, self-confidence, communication skills and leadership skills** | Commando Joe Programme | | To support the school’s mental health and well-being curriculum and create a positive environment for our children, promote self-esteem, self-confidence , communication skills and leadership skills. | | | | Attainment and progress to be monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and learning Walks by the Senior Leadership Team. Independent evaluative report provided by Commando Joes in line with school assessment. | |
| **Staff lead: Mrs McDonagh and SLT** | | | **Cost** | | **£ 11,000.00** | | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To improve home / school communication**  **KS 1 to enable EAL parents to better support their children with phonics and reading at home** | Bilingual Teaching assistant to provide support to children and parents in phonics. | | To provide additional support to our EAL children with the development of their phonics.  Provide workshops for parents to help support phonic learning at home.  To further develop parental involvement. | | | | | Evidenced through timetabling of events and parent surveys / feedback and pupil progress / confidence |
| **Staff Lead: Mrs Piercy / Mrs J Kuzimska** | | | **Cost** | | | **£1848.69 TA Grade 2 ( 4½ hours per week)** | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To support a child who has social, emotional difficulties and whose behaviour is creating a barrier to his learning and that of his peers** | TA behavioural and learning support for two pupils | | To help remove the child’s barrier to their learning, develop positive relationships with their peers and staff.  Provide an inclusive learning environment for the child. | | | | | Monitoring of participation in curriculum resulting in progress and improved attainment |
| **Staff Lead: Mrs Homer/Mrs Willis** | | | **Cost** | | | **£ 10,006.75 TA Grade 1 (26.25 hours per week; 5.25 per day) x 2**  **£20,013.50** | | |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To support the school’s mental health and well-being curriculum by delivering an outdoor curriculum programme to Key Stage 1 and 2** | Woodland Warriors’ sessions  With Mrs Barker and Mrs Davies –Hale.  Provided focused interventions by the class teacher and TA | | To provide increasingly diverse opportunities for children to benefit from an outdoor curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriate, challenging and achievable tasks that build their confidence, skills, knowledge and independence. | | | | | Pupil interviews, Teacher staff interviews  Monitoring of Class room interventions by SLT |
| **Desired outcome** | **Provision Provided** | | **Objective** | | | | | **Evaluation**  **How will you ensure it is implemented well?** |
| **To support the school’s mental health and well-being curriculum and parental support** | To move an interactive white-board into the Oldcorne/Garnet meeting rooms. | | To provide an intervention room to support disadvantaged pupils and pupils with behavioural issues.  To provide a meeting room for parental workshops and course. | | | | | Monitoring of interventions  Monitoring of parental workshops.  Parental interviews. |
| Staff Lead **Mrs J McDonagh** | | | **Cost** | **£1300.00** | | | | |
| **Total Planned Spend for 2017-2018** | | **£38, 775.90. of £59, 890.00. Available balance: £21,114.10** | | | | | | |

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| 1. **Review of expenditure** | | | | | | | | |
| **Previous Academic Year 2016-2017** | | | | | | | | |
| **Desired outcome** | **Provision Provided** | | | | | | **Evidence of impact:** | **Lessons learned**  (will you continue with this approach) |
| **For a greater number of children to make good progress from their starting points in Reading Writing and Mathematics.** | High Quality First Teaching’ allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning styles to fulfil their potential; plan and deploy TA support for whole class interventions.  There are three principles that are essential to developing a more inclusive curriculum. | | | | | | **Evidence of Impact:**  **Attainment Evidence** refer to section 7  **Pupil Interviews and Lesson Observations** carried out by SLT  **Pupil Progress meeting reviews** carried out by SLT | Continue to provide training and support for all staff to ensure high quality first teaching continues across the school.  Improved moderation and formal assessments throughout the academic year. |
| **Staff lead** All | | | **Cost** | | | **£ Staffing Expenditure – not EPPG** | | |
| **Desired outcome** | **Provision Provided** | | **Evidence of impact:** | | | | | **Lessons learned** |
| **To help children develop their mathematical skills and help remove any potential barriers to their mathematical learning.** | Small Group Intervention:  1st Class @number targeting Y1-Y2 children.  Small group interventions in class working alongside the class teacher | | **Evidence of Impact:**  **Attainment Evidence** all pupils on the intervention made 1-2 APs across the year.  **Pupil Interviews and Lesson Observations** carried out by SLT  **Pupil Progress meeting reviews** by SLT | | | | | **Recommendation:**  Small group interventions in class working alongside the class teacher in line with more effective deployment of TAs to impact on pupil’s strategies and subsequent progress. |
| **Staff lead Trained TA** | | | **Cost** | £1848.69 TA Grade 2 (4.5 hrs per week) | | | | |
| **Desired outcome** | **Provision Provided** | | **Evidence of impact:** | | | | | **Lessons learned** |
| **To help children develop their phonemic awareness- their ability to hear, identify and manipulate phonemes in order to remove any barriers** | Small Group Intervention:  Phonics / Reading targeting Y1-Y2 children | | **Evidence of Impact:**  **Attainment Evidence** 100% of all pupils on the invention successfully passed the phonics screening.  **Pupil Interviews and Pupil progress meetings** carried out by SLT | | | | | **Recommendation:**  Interventions in the classroom in line with school development of TA deployment |
| **Staff Lead Trained TA** | | | **Cost** | | **£ 3081.16 Grade 2** (7.5 hrs per week) | | | |
| **Desired outcome** | **Provision Provided** | | **Evidence of impact:** | | | | | **Lessons learned** |
| **To help children develop their reading skills and develop a love of reading. and to remove any barriers they may have in reading.** | 1-1 and 1-2 group Intervention:  Rapid Reading and Better Reading Programme targeting Y3-Y4 children  Small group interventions in class working alongside the class teacher | | **Evidence of Impact:**  **Attainment Evidence** all pupils on the invention made 1.1 APS across the year.  **Pupil Interviews and Lesson Observations** carried out by SLT  **Pupil Progress meeting reviews** carried out by SLT | | | | | **Recommendation:**  Small group interventions in class working alongside the class teacher in line with more effective deployment of TAs to impact on pupil’s strategies and subsequent progress. |
| **Staff lead Trained TA** | | | **Cost** | | **£ 1848.69 TA Grade 2** (4.5 hrs per week) | | | |
| **Desired outcome** | **Provision Provided** | | **Evidence of impact:** | | | | | **Lessons learned** |
| **To support the school’s mental health and well-being curriculum and create a positive environment for our children and increase academic progress for targeted children.** | Trained member of staff  Resources for the room | | All pupils on the programme have a nurture assessment tracker which is completed weekly and monitored by SENCo | | | | | Provision to be continued in the light of progress and beginning of the impact of ‘soft’ data on pupil’s academic progress |
| **Staff Lead Mrs Barker** | | | **Cost** | | **HLTA NOT EPPG** | | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned** |
| **To Improve attendance and reduce ‘lates’ in the register** | Taxi to bring 3 pupils to school to support 2 families | Two parents use this service- who have  recently spoken to Mrs McDonagh and Mrs Eaborn and thanked the school for the support as it has allowed the children to arrive on time.  SIMs Data shows:  Child One: Attendance 97% Child Two: 94% | | | | | | Providing two families with travel support to school has seen an improvement to the children’s attendance  **Recommendation:** Continue this area of support with pupil premium funding when required. |
| **Staff Lead** Attendance officer | | **Cost** | | **£ 856.00** | | | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned** |
| To help provide a more stable environment at home which hopeful will help remove barriers to their learning. | Before and after school care funding | **Supporting Family Finances:** One family has received support with uniform and before/after school care. However this has shown no impact on attendance and no evidence can be shown that funding has impacted on academic progress. However, the class teachers felt it has made a difference to the children’s confidence, personal skills and concentration. | | | | | | **Recommendations:** This funding is now going to cease and support will continue to be developed both in school and through Family Support |
| **Staff Lead Family Support Worker** | | **Cost** | | | | **£192 per calendar month** | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned**  (will you continue with this approach) |
| To help educate and develop social awareness in off-site situations.  Allowing a child to participate in off-site activities and a to give a positive experience. | 1-1 Support for off-site activities | This support has shown a vast improvement to the child’s behaviour, and has also seen a positive impact on the whole class’ behaviour. | | | | | | This provision will continue for those to whom it is appropriate |
| **Staff Lead** | | **Cost** | | **£ TA Grade 1 (1.30 per week)** | | | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned**  (will you continue with this approach) |
| **To improve home / school communication particularly at KS 1 to enable parents to better support their children with phonics and reading at home** | Development of a parent partnership programme and events / activities / workshops to help parental skills. | Sessions were attended by several parents and the resources created are now being used by all children during their lessons | | | | | | Reduced to 3 afternoons per week, focus on developing the parent group and supporting those children in Years1 / 2 with reading and writing |
| **Staff Lead** | | **Cost** | | **£** | | | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned** |
| To help remove the child’s barrier to their learning, develop positive relationships with their peers and staff.  Provide an inclusive learning environment for the child. | TA support | Evident that the child attitude to learning is improving and he is accessing the curriculum. | | | | | | Good decision and necessary. Going forward the TA will support two pupils (same one plus one other PP child) in Year 1 to aid learning and attitude. |
| **Staff Lead Mrs McDonagh** | | **Cost** | | **£** | | | | |
| **Desired outcome** | **Provision Provided** | **Evidence of impact:** | | | | | | **Lessons learned** |
| **To create a positive environment for our children, promote self-esteem, self-confidence, communication skills and leadership skills** | **Commandoes Joe** | Investment in Commandoes Joe started in the spring term 2016 and continued for this academic year.  Findings of Pupil interviews with Yr6 cohort:  Pupils enjoyed the session and which helped improve their teamwork and self esteem. | | | | | | Continue with the programme monitoring the qualitative data.  Ensure that the Evaluative report from Commando Joes is completed and used in school for future planning  Pupil and staff interview  Learning walks by SLT |
| **Staff lead Mrs McDonagh and SLT** | | **Cost** | | **£ 9999.00** | | | | |

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| 1. **Additional detail :Attainment and Progress across the school** |
| **Whole School Overview**  **Writing:** 310/320: (10 children excluded as not on roll at the beginning of the academic year)  Spring   * 13 girls compared to 9 boys are currently working at well below expected progress. * 49 boys compared to 41 girls are currently working at below expected progress.   **End of year**:   * 2 boys compared to 1 girl are currently working at well below expected progress. * 36 boys compared to 26 girls are currently working at below expected progress.   **Whole school writing 310/320**: (10 children excluded as not on roll at the beginning of the academic year)  Spring   * 112 children are currently working at well below-below expected progress. * 197 children are currently working at expected-above expected progress.   **End of Year**   * 65 children are currently working at well below-below expected progress. * 245 children are currently working at expected-above expected progress.   **Reading:** 310/320: (10 children excluded as not on roll at the beginning of the academic year)  Spring:   * 13 girls compared to 9 boys are currently working at well below expected progress. * 36 boys compared to 24 girls are currently working at below expected progress.   **End of Year**   * 3 girls compared to 1 boy are currently working at well below expected progress. * 39 boys compared to 28 girls are currently working at below expected progress.   **Whole school reading 310/320:** (10 children excluded as not on roll at the beginning of the academic year)  Spring   * 82 children are currently working at well below-below expected progress. * 227 children are currently working at expected-above expected progress.   **End of year**   * 71 children are currently working at well below-below expected progress. * 240 children are currently working at expected-above expected progress.   **Mathematics:** 310/320: (10 children excluded as not on roll at the beginning of the academic year)  Spring   * 6 boys compared with 6 girls are currently working at well below expected progress. * 24 girls compared to 21 boys are currently working at below expected progress.   **End of Year**   * 1 boy compared with 0 girls are currently working at well below expected progress. * 29 girls compared to 29 boys are currently working at below expected progress.   **Whole school mathematics 310/320:** (10 children excluded as not on roll at the beginning of the academic year)  Spring   * 57 children are currently working at well below-below expected progress. * 252 children are currently working at expected-above expected progress.   **End of Year**   * 59 children are currently working at well below-below expected progress. * 251 children are currently working at expected-above expected progress.   **Whole School Attainment**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **On Track Report to Make Age Related Expectations** | | | | | | | | | | | | | | | | | | **WB = Well Below B = Below E = Expected AE= Above Expected** | | | | | | | | | | | | | | | | | |  | | | **Writing** | | | |  | **Reading** | | | |  | **Maths** | | | | |  | **No** |  | **WB** | **B** | **E** | **AE** | **WB** | **B** | **E** | **AE** | **WB** | **B** | **E** | **AE** | | | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | | | **All** | **320** | **6.3** | **28.9** | **32.7** | **32.1** | **2.8** | **19.2** | **35.2** | **42.8** | **4.1** | **22.6** | **40.9** | **32.4** | | | **Boys** | **160** | **8.9** | **36.7** | **29.1** | **25.3** | **3.8** | **25.9** | **34.8** | **35.5** | **5.7** | **21.5** | **43.7** | **29.1** | | | **Girls** | **160** | **3.8** | **21.1** | **36.3** | **38.8** | **1.9** | **12.5** | **35.6** | **50** | **2.5** | **23.8** | **38.1** | **35.6** | | | **PP** | **39** | **12.8** | **43.6** | **20.5** | **23.1** | **5.1** | **35.9** | **25.7** | **33.3** | **7.7** | **43.6** | **23.1** | **25.6** | | | **Non PP** | **281** | **5.4** | **26.9** | **34.4** | **33.3** | **2.5** | **16.8** | **36.6** | **44.1** | **3.6** | **19.7** | **43.4** | **33.3** | | | **SEND** | **25** | **36** | **60** |  | **4** | **24** | **52** | **12** | **12** | **28** | **48** | **20** | **4** | | | **Non SEND** | **295** | **3.8** | **26.2** | **35.5** | **34.5** | **1** | **16.4** | **37.2** | **45.4** | **2** | **20.5** | **42.7** | **34.8** | | | **EAL** | **122** | **5.8** | **27.3** | **32.2** | **34.7** | **2.5** | **20.7** | **38** | **38.8** | **4.1** | **23.1** | **35.5** | **37.3** | | | **Non EAL** | **198** | **6.6** | **29.9** | **33** | **30.5** | **3** | **18.3** | **33.5** | **45.2** | **4.1** | **22.3** | **44.2** | **29.4** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Average Point Score (APS) Progress Report** | | | | | | | | | | | | | | | | | | **WB = Well Below B = Below E = Expected AE= Above Expected** | | | | | | | | | | | | | | | | | |  | | | **Writing** | | | |  | **Reading** | | | |  | **Maths** | | | | |  | **No** |  | **WB** | **B** | **E** | **AE** | **WB** | **B** | **E** | **AE** | **WB** | **B** | **E** | **AE** | | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | **%** | | **All** | **320** | **1** | **20** | **47.1** | **31.9** | **1.3** | **21.5** | **43.4** | **33.8** | **0.3** | **18.7** | **48.1** | **32.9** | | **Boys** | **160** | **1.3** | **23.4** | **43.5** | **31.8** | **0.6** | **25.3** | **40.9** | **33.2** | **0.6** | **18.8** | **45.5** | **35.1** | | **Girls** | **160** | **0.6** | **16.7** | **50.6** | **32.1** | **1.9** | **17.8** | **45.9** | **34.4** | **0** | **18.6** | **50.6** | **30.8** | | **PP** | **39** | **0** | **33.3** | **43.6** | **23.1** | **0** | **33.3** | **43.6** | **23.1** | **0** | **35.9** | **35.9** | **28.2** | | **Non PP** | **281** | **1.1** | **18.1** | **47.6** | **33.2** | **1.5** | **19.9** | **43.3** | **35.3** | **0.4** | **16.2** | **49.8** | **33.6** | | **SEND** | **25** | **4.2** | **37.5** | **37.5** | **20.8** | **4.2** | **29.2** | **37.5** | **29.2** | **0** | **45.8** | **20.8** | **33.3** | | **Non SEND** | **295** | **0.7** | **18.5** | **47.9** | **32.9** | **1** | **20.9** | **43.9** | **34.1** | **0** | **16.4** | **50.3** | **32.9** | | **EAL** | **122** | **0.9** | **17.§** | **44.4** | **37.6** | **1.7** | **23.1** | **41** | **34.2** | **0** | **17.1** | **50.4** | **31.6** | | **Non EAL** | **198** | **1** | **21.8** | **48.7** | **28.5** | **1** | **20.7** | **44.8** | **33.5** | **0** | **19.7** | **46.6** | **33.7** |   **Whole School Progress**  310/320: (10 children excluded as not on roll at the beginning of the academic year) |