

Aims for the year: (Linked to the SIP 2017/18 & RAP targets)

1. To improve the attendance of PPG children in line with national expectations. **(SIP - Personal development, behaviour and welfare)**
2. To continue to raise attainment to ensure the gap continues to be narrowed, addressing any areas of concern in core subjects **(SIP - Quality of teaching, learning and assessment)**
3. To further develop the pastoral role within school, developing the work during the transition period to ensure children & learners are well prepared for the next stage in their education **(SIP – Effectiveness of Leadership & Management)**
4. To develop further outdoor areas of learning by using the ‘Forest School’ approach in developing the wildlife area. Continue to further develop opportunities for cross phase groupings within guided groups, (Nurture Group) developing personalised guided groups – stage not age approach led by quality staff focused on KS1&2 **(SIP- Quality of teaching, learning and assessment)**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. DfE 2015

DfE will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2017 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £1,900 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

However, at ETPS we do also recognise that some pupils, although not falling into the identified category, still require the support to close the gap in their experience and learning. For families living just above the criteria required for free school meals we have developed a Narrowing the Gap form where families can request financial support in order to access the wider opportunities. Some of the PPG is then allocated for this support.

Our May 2016 Ofsted report noted *‘Leaders are successfully promoting a positive school ethos with a strong focus on the achievement of all groups, especially pupils who have special educational needs or disability and disadvantaged pupils’. Also that, ‘Leaders have taken effective action to improve the attendance of disadvantaged pupils and those who have special educational needs or disability’.*

Also, *‘Leaders are using pupil premium funding well to provide additional support and specialist teaching. This ensures that disadvantaged pupils do as well as other pupils in the school and is effectively narrowing the gap between their attainment and that of other pupils nationally’.*

On 24.3.17, Debbie Rogan (CEO of the Hearts Academy Trust) carried out a PPG Review. She noted, *‘The school have made significant progress in leading teaching and learning and driving through expectations. The capacity of leaders to support pupils in receipt of the PP has improved significantly. The pupil premium lead and the Headteacher have developed a good team who are very focused on key pupils and their outcomes’.*

Objective	Action	Person responsible	Date	Outcomes	Cost	Monitored by	Evaluated by
KP1. To improve the attendance of PPG children in line with national expectations (95.4%). (SIP - Personal development, behaviour and welfare)	<ul style="list-style-type: none"> To identify the children at risk of falling below national expectations with their attendance Attendance officer to monitor and implement actions as per the policy Develop in school systems to attract good attendance Track and report progress toward national attendance % to the Headteacher and the LGB Provide milk for EYFS and KS1 children To track the progress of the children eligible for PPG ensuring the LGB are well informed of progress toward targets 	Attendance Lead/ JG		<p>Staff development – admin and LSAs understand how to ensure children are enthused in their learning and want to attend school</p> <p>CPD raises the profile of good attendance with all staff</p> <p>PPG attendance improves and families work effectively with the school</p> <p>Children ready for learning (Cool Milk)</p> <p>LGB are well informed of the progress made in attendance</p>	<p>£2000</p> <p>£2200</p>	LC / JG	SLT/JG LGB

IMPACT

STATUS – RAG rated (Red not met, amber partly met, green met)

HT 1 Many initiatives in place to raise attendance for all pupils, which should also impact PPG:

- Attendance and PPG leads have drawn up a list of PPG pupils with very poor attendance. The attendance lead has designed a booklet to go to classes, where the selected 14 pupils get a sticker if they are in school and at the end of the week they will get certificates.
- Attendance is published on the weekly newsletter, with comments about improvements
- Attendance trophies have been purchased to be given to the classes with the best attendance each week during assemblies. Attendance display in KS2 hall celebrates the classes with the best attendance.
- All teachers have been given attendance data for their PPG pupils. They have specifically been asked to welcome chn back after absence and to have a word with the parent / carer to stress the importance of attending school
- At the October parents' meeting, all teachers had the attendance data for their pupils and made a comment about this with parents
- A new 'Attendance and Punctuality' poster has been designed by the attendance lead. This stresses the importance of good attendance and will be given to all new parents

As of 14.11.17 non-PPG attendance is 96.2% and PPG attendance is 90.9%.

End of HT1	2016-2017	HT1
All pupils	95.3%	94.8%
All PPG pupils	92.3%	90.9%
All non-PPG	95.4%	96.2%
PPG Boys	92.9%	91.1%
PPG girls	91.9%	90.9%

- On the website there is a powerpoint for parents to view, explaining why 100% attendance is so important
- At the parent's coffee morning, on 18.10.17, the PPG lead attended to do a presentation on the importance of good attendance.
- Currently the Attendance lead phones parents each day if absence is not explained. On the third day of absence office staff phone parents. If absence is an issue then DE, the attendance lead, will meet with parents in school. If attendance does not improve then they will receive a home visit and the matter passed to the LA, who might apply a fixed penalty notice.

This figure includes; three children who have left; two who are on reduced timetables in school; a child who has recently had a bereavement and one family of three children who are being monitored by the attendance lead.

HT 2 We are running a competition, called 'no excuses' where children design a poster to promote attending school every day. There are valuable prizes to be won, including tables and kindles, and the winning posters will be professionally posterised, and displayed around the school.

Attendance Governor met with PPG lead to discuss improved attendance and the numerous strategies employed to continue this.

End of HT2	2016 - 2017	HT1	HT2
All pupils	95.3 %	94.8%	95.2%
All PPG pupils	92.3 %	90.9%	92%
All non-PPG	95.4 %	96.2%	96.3%
PPG Boys	92.9 %	91.1%	92%
PPG girls	91.9 %	90.9%	92.3%

HT 3 Coffee morning on 25.1.18 was successful with 12 parents joining us. We also invited the new Local Area Coordinator and Thurrock Health Services.

Attendance has been adversely affected by the stomach bug / flu bug which has affected many pupils and staff.

Survey will be carried out in Yrs 3, 4 and 5 to see what the barriers to learning are for PPG pupils, compared to non PPG pupils.

End of HT 3	2016 - 2017	HT 1	HT 2	HT 3
All pupils	95.3 %	94.8%	95.2 %	94.8%
All PPG pupils	92.3 %	90.9%	92%	91.7%

	All non-PPG	95.4 %	96.2 %	96.3 %	95.8 %
	PPG Boys	92.9 %	91.1 %	92 %	91.8 %
	PPG girls	91.9 %	90.9 %	92.3 %	91.4 %

<p>HT 4</p> <p>Slight improvement in attendance at the end of HT 4, following a period of sickness in HT3. All measures still in place. Attendance lead celebrates improved attendance with PPG pupils with certificates and stickers. Attendance awards still given out and noted on weekly newsletters and hall display.</p> <p>New Attendance posters are still not back from the printers, but will be displayed in Summer term.</p> <p>PPG Governor/ PPG lead mtg on March 15th 2018 to discuss barriers to learning with pupil voice interviews. These all supported the general findings of the PPG / non PPG survey ie that PPG feel prepared for school, like school and feel that their teachers listen to them. They often do not get an opportunity to read with an adult at home and do not use internet resources at home to support learning.</p>	End of HT 4	2016-2017	HT 1	HT 2	HT 3	HT 4
	All pupils	95.3 %	94.8 %	95.2 %	94.8 %	94.9 %
	All PPG pupils	92.3 %	90.9 %	92 %	91.7 %	92 %
	All non-PPG	95.4 %	96.2 %	96.3 %	95.8 %	95.9 %
	PPG Boys	92.9 %	91.1 %	92 %	91.8 %	92.3 %
	PPG girls	91.9 %	90.9 %	92.3 %	91.4 %	91.5 %

HT 5	
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HT 6	
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KP2. To continue to raise attainment to ensure the gap continues to be	<ul style="list-style-type: none"> Track all children eligible for PPG, analyse data to identify issues. 	SLT/ JG		<ul style="list-style-type: none"> Two support teachers to focus on intervention in maths & literacy (KJ & CG) 	£58181 teachers' salaries	LC/JG	SLT/JG LGB
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<p>narrowed, addressing any areas of concern in core subjects (SIP - Quality of teaching, learning and assessment)</p>	<ul style="list-style-type: none"> • Create and maintain fluid provision map • Create curriculum that is engaging and enthuses learners (Curriculum projects, Thurrock Trailblazers, RoH, • Develop opportunities for children eligible for PPG to experience a wide range of PE and sports, including during lunchtime clubs • Continue to support trips and experiences that engage and broaden the children's knowledge • Quality intervention by focused teachers in both KS • Continue to develop all staff to ensure effective use of the strategies and resources available in school. 			<ul style="list-style-type: none"> • 50% of sports specialist (KR) • Academic gap narrows against national and peers in school • Children are enthusiastic learners who discuss their learning and recognise the benefit of working hard • Trips attended and enjoyed • Brilliant Club to support aspirations and More able PPG • Royal Opera House supporting our creative curriculum • Cyber coach licenses and subscriptions • Moderation shows high quality books and work 	<p>£2580</p> <p>£1920</p> <p>£2500</p> <p>£467</p>		
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IMPACT	STATUS – RAG rated (Red not met, amber partly met, green met)
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<p>HT 1 There is a gap in attainment between PPG and non PPG, from Reception baseline, through to Year 4. By the time pupils get to Yr 5 the gap has narrowed and differences have been diminished. See appendix 1 attainment data</p>	
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<p>HT 2 At the beginning of a new academic year some children are not showing enough attributes of the new year group to be judged by teachers as B (beginning to work at that band). The % at ARE for both PPG and non-PPG is lower than on-entry. The difference is still evident between PPG and non-PPG, but these differences have diminished in Years 5 and 6. In Year 6, girl PPG are equal to and outperforming non PPG in reading and writing. A high proportion of PPG boys who are below ARE in Yr 6 are on the SEND register.</p> <p>Attendance Governor met with PPG lead to discuss the gap in attendance and the strategies employed by the school to narrow the gap between PPG and non PPG</p>	
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A new intervention tracking system has been purchased for SEN, and PPG lead is to see if this will also be a good system for tracking impact of intervention for PPG.							
<p>HT 3 Survey monkey has been used to demonstrate barrier to learning for PPG. This will be analysed after half term. Spring data drop is March 9th in HT2</p> <p>New software has been purchased to map the intervention programme currently offered in school. I am awaiting a password, so that I can track the impact on PPG pupils.</p>							
<p>HT 4 Spring 2 data drop– see appendix at end of report. The picture indicates that generally PPG are closing the gap on non PPG, as they progress throughout the school. There are only 7 PPG in Yr R, half are working at ARE and half are below, receiving interventions. The gap remains in Yr 1, PPG girls % at ARE have remained the same but low, but the number of PPG boys at ARE has reduced, although boys are out-performing girls. In Yr 2 the % of PPG working at ARE has increased, as has the number working at greater depth. In Yr 3 and Yr 4, the gaps have narrowed slightly; in Yr 4 more boy PPG are working at greater depth than non PPG. By Yr 5 the gaps have diminished and in some areas the PPG out-perform the non PPG. The % of PPG working at greater depth has increased this term. In Yr 6 the % working at ARE and greater depth in all areas have all increased. In Yr 6 boys PPG in maths appears to be a focus, but 6 of the 9 boys PPG who are working below ARE, are also SEN.</p>							
HT 5							
HT 6							
Objective	Action	Person responsible	Date	Outcomes	Cost	Monitored by	Evaluated by
KP3. To further develop the pastoral role within school, developing the work during the transition period to ensure children & learners are well	<ul style="list-style-type: none"> Self-Esteem interventions support growth mind set of PPG children Coffee mornings to continue to build effective working relationships with parent/carers, invites to be directed to parents/carers of PPG children 			<p>Staff team continue to support all PPG across the school, developing and supporting staff through this role - KA, HA, NH, MW, TS, DW & LQ</p> <p>Parent/carer feedback evidences improved communications and</p>	£104272		SLT/JG LGB

<p>prepared for the next stage in their education (SIP – Effectiveness of Leadership & Management)</p>	<ul style="list-style-type: none"> • Volunteer group are used effectively to develop their knowledge of supporting learning. (TS to lead and liaise with JG re outcomes) • Continue to develop the skills of the pastoral lead to include Counselling for children • Continue to support vulnerable families with uniform, essential items and resources. • To use the skills of external professionals to identify areas of significant need in PPG pupils. • To monitor progress of this plan and the outcomes of actions taken. (JG) 			<p>willingness to engage for the best outcomes for the children.</p> <p>Volunteers develop skills for the future that will lead to employment in education</p> <p>Intervention can be school led and is swift & families supported in their time of need</p> <p>Consultant employed to monitor provision and attainment of PPG</p> <p>Play therapist employed to support emotional wellbeing of vulnerable pupils</p>	<p>£15600</p> <p>£15200</p>		
IMPACT						STATUS – RAG rated (Red not met, amber partly met, green met)	
<p>HT 1 Vulnerable PPG are well supported by LSAs and 1:1s during learning time as well as break and lunch times. Nurture groups support pupils in all KSs. A nurture room is available during lunch breaks too. The post of assistant head for behaviour is currently advertised and the pastoral team will be redeveloped when this person is in post. Currently two lead HLTAs are covering attendance support and behaviour / playground support.</p>							
<p>HT 2 Instead of an Assistant HT, a behaviour LSA has been employed to join the pastoral team. Issues in Yr 6, including some PPG pupils, have meant that additional nurture groups for pm sessions have been arranged. All other nurture arrangements, benefitting PPG and non-PPG, are still operational and effective.</p> <p>Volunteer scheme has been successfully introduced with a team of parent helpers completing induction and working successfully in the classrooms.</p>							
<p>HT 3 New Pastoral Lead in post, New AHT in post from Easter 18 for one year.</p> <p>Volunteer system successful</p> <p>Coffee mornings re-established – local area co ordinator attended the coffee morning and made contact with some parents.</p>							

HT 4 More volunteers joining all of the time.

Survey carried out

Findings - **What can we do in school, to mitigate the barriers observed?**

- The barriers observed were not around breakfast, getting to school, school readiness, aspirations or attitudes to school.
- We do not need to offer other clubs (apart from homework) as PPG already attend more clubs than non PPG
- PPG might be nervous about coming to school if they know that they have not completed homework or read with adults. As teachers we need to be sensitive to this
- Can PPG be read with every day (or as regularly as possible)? These were KS2 pupils who completed the survey.
- Can we offer a homework club so that pupils can be supported in school with this?
- How can we facilitate internet access to support learning?

Actions

- IT team to design a pamphlet for parents to explain the different ways in which they can support their children's learning at home. This will be followed up by the offer of parent workshops, so that all parents know how to use internet resources effectively to support learning.
- A specific reading intervention to be put in place for 83 PPG pupils in Years 3, 4 and 5, in the first instance, to ensure that they read with/ to an adult at least once a week. This will run for 6 weeks and then the impact assessed. The impact will be anecdotal, rather than academic.
- A homework club will be started so that pupils can access support from adults if they require it. Internet will be available so pupils can access this if desired.
- JG to feedback findings of the survey to all staff, to ensure staff are aware of the feelings of PPG pupils.

JG attended **PPG network meeting** with TTSA – main points:

- Jeanette Alexander is a level 3 forest school practitioner, currently working at Abbots. She talked about the benefits of forest schools
- Christina Pumphrey talked about barriers to writing and got tables to discuss key strategies, which then included Talk for writing, chn encouraged to write anywhere - floors, walls etc, encouraging language acquisition, finger tip activities to encourage fine motor skills.
- Jackie Cole, HT at Little Thurrock, talked about OPAL - outdoor play and learning, which means having tons of equipment for play outside. She would be happy for anyone to visit the school.
- Play Therapist and music therapist, both working at Little Thurrock, discussed their support with vulnerable pupils
- I talked about the PPG survey and am sending our questions to the TTSA group

- the 'developing growth mindset' bid has been unsuccessful, but they have been asked to amend then resubmit and are hopeful that the bid will be successful
- There is a reading project bid, but more details will follow at next mtg

Next mtg Thursday 14th June 8-10 at William Edwards

JG attended BTSA PPG network mtg on 5.3.18. Focus was on supporting SEN PPG – notes all on file

HT 5

HT 6

Objective	Action	Person Responsible	Date	Outcomes	Cost	Monitored by	Evaluated by
<p>KP4. To develop further outdoor areas of learning by using the 'Forest School' approach in developing the wildlife area. Continue to further develop opportunities for cross phase groupings within guided groups, (Nurture Group) developing personalised guided groups – stage not age approach led by quality staff focused on KS1&2 (SIP- Quality of teaching, learning and assessment)</p>	<p>Further develop the outdoor learning provision through developing a curriculum overtime</p> <p>Nurture groups & Annexe continue to develop their provision, tracking and keeping evidence of progress</p> <p>Teacher funded for weekly provision of gardening groups and outdoor forest school learning</p> <p>Purchase necessary resources for the forest school and nurture groups. % according to PPG interaction & % from SEND budget</p>			<p>Curriculum links with learning in the classrooms</p> <p>Children develop necessary skills to be successful learners</p> <p>Nurture group children evidence progress from their starting points. Develop confidence and there is evidence of the gap closing in their learning. (Graduation)</p> <p>Outdoor learning is led by qualified teacher</p> <p>Children can display their learning and progress in school and on the website</p> <p>School is well resourced and is able to support other schools in the Trust</p>	£1000		SLT/JG

IMPACT		STATUS – RAG rated (Red not met, amber partly met, green met)
HT1 A qualified teacher takes a group, primarily PPG, for outdoor learning in the gardening club, as well as sessions with pupils in nurture groups.		
HT2 75% of the pupils who benefit from outdoor learning are PPG. The provision is most successful in supporting hard to reach pupils, giving them hands-on experiences.		
HT3 Pupil voice interviews around outdoor learning demonstrate how successful these sessions have been. S. Smith recognised as an outstanding teacher on her Teaching over Time form.		
HT4 New outdoor classroom was erected over the half term and is already in use by SS and her gardening clubs – 75% of whom are PPG. Nurture provision commended by the Trust audit on 19.3.18		
HT5		
HT6		
Financial year 2017-2018	Carry Forward from 2016/17	Nil
Financial year 2017-2018	Total Expenditure:	£205920
Financial year 2017-2018	Balance remaining:	Nil

Appendix 1 PPG Attainment data

Difference between PPG and non-PPG is 10% or greater

PPG are out-performing non PPG

Year 1

On entry Sept 17

Yr 1 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 25 (95)	64% (87%)	0% (19%)	64% (87%)	0% (11%)	64% (90%)	4% (11%)
Boys 15 (52)	73% (85%)	0% (17%)	73% (85%)	0% (8%)	73% (87%)	7% (14%)
Girls 10 (43)	50% (91%)	0% (21%)	50% (91%)	0% (14%)	50% (93%)	0% (7%)

Autumn 2

Yr 1 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 23 (94)	61% (90%)	0% (19%)	61% (90%)	0% (12%)	65% (92%)	4% (13%)
Boys 14 (51)	71% (86%)	0% (18%)	71% (86%)	0% (10%)	64% (88%)	7% (18%)
Girls 9 (43)	44% (96%)	0% (21%)	44% (96%)	0% (14%)	56% (96%)	0% (7%)

Spring 2

Yr 1 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 24 (96)	54% (89%)	0% (21%)	54% (89%)	0% (16%)	54% (90%)	4% (15%)

Boys 15 (51)	60% (88%)	0% (22%)	60% (88%)	0% (18%)	60% (90%)	7% (22%)
Girls 9 (45)	44% (89%)	0% (20%)	44% (89%)	0% (13%)	44% (89%)	0% (7%)

Year 2

On entry Sept 17

Yr 2 PPG (NON PPG)	Reading	Writing	Maths
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	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 28 (74)	57% (84%)	4% (16%)	46% (84%)	0% (10%)	57% (85%)	4% (5%)
Boys 10 (31)	40% (79%)	0% (12%)	20% (79%)	0% (3%)	40% (82%)	0% (3%)
Girls 18 (43)	67% (88%)	0% (20%)	61% (88%)	0% (15%)	67% (88%)	6% (7%)

Autumn 2

Yr 2 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 26 (77)	39% (62%)	4% (9%)	39% (60%)	0% (7%)	42% (60%)	0% (7%)
Boys 9 (34)	33% (56%)	11% (6%)	33% (44%)	0% (0%)	44% (50%)	0% (6%)
Girls 17 (43)	41% (72%)	0% (12%)	41% (72%)	0% (12%)	41% (67%)	0% (7%)

Spring 2

Yr 2 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non- PPG above ARE)
All 27 (70)	60% (73%)	16% (28%)	56% (67%)	8% (22%)	60% (77%)	20% (26%)
Boys 10 (30)	40% (66%)	30% (17%)	40% (55%)	10% (14%)	50% (72%)	30% (28%)
Girls 17 (40)	73% (78%)	7% (35%)	67% (75%)	7% (28%)	67% (80%)	13% (25%)

Year 3

Year 3 on entry Sept 17

Yr 3 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 31 (58)	52% (83%)	10% (29%)	52% (78%)	7% (16%)	52% (81%)	10% (24%)
Boys 20 (29)	45% (76%)	10% (24%)	40% (72%)	5% (10%)	40% (79%)	5% (24%)
Girls 11 (29)	64% (90%)	9% (35%)	73% (83%)	9% (21%)	73% (83%)	18% (24%)

Year 3 Autumn 2

Yr 3 PPG (NON PPG)	Reading	Writing	Maths	Yr 3 PPG (NON PPG)	Reading	Writing
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)		PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 31 (58)	55% (85%)	7% (24%)	48% (83%)	7% (14%)	52% (86%)	10% (26%)
Boys 20 (29)	50% (76%)	5% (21%)	40% (72%)	5% (10%)	40% (79%)	5% (28%)
Girls 11 (29)	64% (93%)	9% (28%)	64% (93%)	9% (17%)	73% (93%)	18% (24%)

Spring 2

Yr 3 PPG (NON PPG)	Reading	Writing	Maths

	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non- PPG above ARE)
All 30 (58)	57% (83%)	13% (231%)	50% (81%)	7% (19%)	50% (85%)	7% (26%)
Boys 19 (30)	53% (70%)	11% (27%)	47% (67%)	5% (13%)	42% (73%)	5% (23%)
Girls 11 (28)	64% (96%)	18% (36%)	55% (96%)	9% (25%)	64% (96%)	9% (29%)

Year 4

On entry Sept 17

Yr 4 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 29 (70)	62% (87%)	0% (16%)	66% (84%)	0% (11%)	66% (80%)	10% (7%)
Boys 13 (26)	54% (81%)	0% (0%)	54% (81%)	0 (0%)	54% (81%)	23% (4%)
Girls 16 (44)	69% (91%)	0% (25%)	75% (86%)	0% (18%)	75% (80%)	0% (9%)

Autumn 2

Yr 4 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (non-PPG above ARE)
All 27 (71)	59% (89%)	0% (14%)	63% (85%)	4% (16%)	67% (83%)	19% (21%)
Boys 13 (26)	54% (85%)	0% (0%)	54% (77%)	8% (0%)	54% (85%)	39% (31%)
Girls 14 (45)	64% (91%)	0% (22%)	71% (89%)	0% (24%)	79% (82%)	0% (16%)

Spring 2

Yr 4 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non- PPG ARE)	PPG above ARE (non-PPG above ARE)
All 29 (68)	62% (91%)	3% (25%)	62% (90%)	3% (22%)	66% (87%)	21% (28%)
Boys 15 (24)	53% (88%)	7% (4%)	53% (88%)	7% (4%)	53% (88%)	40% (38%)
Girls 14 (42)	71% (93%)	0% (36%)	71% (91%)	0% (32%)	79% (86%)	0% (23%)

Year 5

On entry Sept 17

Yr 5 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 24 (44)	88% (75%)	21% (23%)	83% (73%)	17% (18%)	79% (75%)	21% (27%)
Boys 15 (19)	87% (68%)	27% (32%)	80% (68%)	20% (21%)	80% (74%)	27% (42%)
Girls 9 (25)	89% (80%)	11% (16%)	89% (76%)	11% (16%)	78% (76%)	11% (16%)

Autumn 2

Yr 5 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 24 (46)	71% (74%)	0% (0%)	63% (72%)	0% (0%)	71% (83%)	0% (0%)
Boys 15 (21)	67% (71%)	0% (0%)	60% (71%)	0% (0%)	67% (76%)	0% (0%)
Girls 9 (25)	78% (76%)	0% (0%)	67% (72%)	0% (0%)	78% (88%)	0% (0%)

Spring 2

Yr 5 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 24 (44)	79% (75%)	25% (23%)	79% (73%)	17% (18%)	83% (84%)	25% (21%)
Boys 15 (20)	67% (75%)	20% (35%)	67% (75%)	20% (25%)	73% (80%)	27% (30%)
Girls 9 (24)	100% (75%)	33% (13%)	100% (71%)	11% (13%)	100% (88%)	22% (13%)

Year 6

On entry Sept 17

Yr 6 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 39 (75)	56% (73%)	28% (23%)	56% (71%)	10% (12%)	64% (77%)	15% (12%)
Boys 22 (34)	32% (62%)	0% (18%)	36% (56%)	5% (6%)	46% (74%)	5% (21%)
Girls 17 (41)	88% (83%)	18% (27%)	82% (83%)	18% (17%)	88% (81%)	29% (5%)

Autumn 2

Yr 6 PPG (NON PPG)	Reading		Writing		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 38 (75)	71% (76%)	0% (12%)	61% (67%)	0% (3%)	53% (77%)	5% (11%)
Boys 21 (34)	62% (68%)	0% (15%)	48% (56%)	0% (0%)	48% (74%)	5% (18%)
Girls 17 (41)	82% (83%)	0% (10%)	77% (76%)	0% (5%)	59% (81%)	6% (5%)

Spring 2

Yr 6 PPG (NON PPG)	Reading		Writing not finished		Maths	
	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)	PPG ARE (non-PPG ARE)	PPG above ARE (NON PPG above ARE)
All 38 (76)	74% (76%)	18% (33%)	76% (79%)	24% (28%)	66% (79%)	16% (28%)
Boys 21 (34)	67% (67%)	5% (29%)	67% (65%)	10% (18%)	57% (74%)	5% (35%)
Girls 17 (42)	82% (83%)	35% (36%)	88% (91%)	41% (36%)	77% (83%)	29% (21%)

Summary

On entry to a new year - There is a gap in attainment between PPG and non PPG, from Reception baseline, through to Year 4. By the time pupils get to Yr 5 the gap has narrowed and differences have been diminished.

Autumn 2 – at the beginning of a new academic year some children are not showing enough attributes of the new year group to be judged by teachers as B (beginning to work at that band). The % at ARE for both PPG and non-PPG is lower than on-entry. The difference is still evident between PPG and non-PPG, but these differences have diminished in Years 5 and 6. In Year 6, girl PPG are equal to and outperforming non PPG in reading and writing. A high proportion of PPG boys who are below ARE in Yr 6 are on the SEND register.

Spring 2 -The picture indicates that generally PPG are closing the gap on non PPG, as they progress throughout the school. There are only 7 PPG in Yr R, half are working at ARE and half are below, receiving interventions. The gap remains in Yr 1, PPG girls % at ARE have remained the same but low, but the number of PPG boys at ARE has reduced, although boys are out-performing girls. In Yr 2 the % of PPG working at ARE has increased, as has the number working at greater depth. In Yr 3 and Yr 4, the gaps have narrowed slightly; in Yr 4 more boy PPG are working at greater depth than non PPG. By Yr 5 the gaps have diminished and in some areas the PPG out-perform the non PPG. The % of PPG working at greater depth has increased this term. In Yr 6 the % working at ARE and greater depth in all areas have all increased. In Yr 6 boys PPG in maths appears to be a focus, but 6 of the 9 boys PPG who are working below ARE, are also SEN.