

2013	2014	2015	National	Within this:	
Absence We are national 3rd quartile	4.9%	4.3%	4.1%	3.9%	Boys 4.0 Girls 5.1 FSM6 5.1 SEN 3.2/ 5.6 EAL 3.7
P.A. Absence	4.7%	3.9%	2.6%	2.8%	8 Pupils Boys 2.4 Girls 2.8 FSM6 4.8 SEN 0/4.3 EAL 0

Due to the support put into Speech and Language in the nursery, fewer children moving into Reception have required continued Speech and Language support year on year.

In reading at Key Stage 2, FSM6- closed the gap with non-FSM6 this year to -3% at L4+.

In writing at Key Stage 2, FSM6-closed the gap with non-FSM this year to -6% at L4+.

In maths at Key Stage 2, FSM6 not only closed the gap in maths but they surpassed non-FSM6 children by +4%.

In reading and writing, a higher proportion of disadvantaged children made greater than expected progress than non-disadvantaged children.

%	Reading :expected progress	Reading : greater than expected	Writing: expected progress	Writing: greater than expected progress	Maths: expected progress	Maths: greater than expected Progress

		progres s				
School	97	39	100	42	97	21
Nation al	91	33	94	36	90	36

% Disadvantaged	Reading: expected progress	Reading: greater than expected progress	Writing: expected progress	Writing: greater than expected progress	Maths: expected progress	Maths: greater than expected progress
School	96	44	100	48	96	19
National	88	36	91	31	86	31

Targeted support in Year 6 made a vast difference to pupil premium children. Working with a specialist English teacher in a small intervention group of 6 for two mornings a week, a group of pupil premium children made an average of 8 points progress in reading over the year and 5.3 points progress in writing. A second intervention group of children also made an average of 3.3 points progress in reading and 5.3 points in writing.

A maths intervention group also ran for two hours weekly which gave 6 pupil premium pupils the opportunity to have small group intervention from a specialist maths teacher. The children in the group made an average of 5.7 points progress over the year.

Year 6 English Intervention for Pupil Premium Children

	Reading APS SUM Yr 5	Reading APS SUM Yr 6	Average Points Progress	Writing APS SUM Yr 5	Writing APS SUM Yr 6	Average Points Progress
Intervention Group A	23	31	8	25.7	31	5.2
Intervention Group B	23.3	26.7	3.3	21.7	27	5.3

Year 6 Maths Intervention for Pupil Premium Children

	Maths APS SUM Yr 5	Maths APS SUM Yr 6	Average Points Progress
Intervention Group A	20	25.7	5.7

In Year 2 similar results were seen. A small group of children were selected for intervention as part of the First Class @ Number programme working with a specially trained teaching assistant. Within the group the pupil premium children made 7.6 average points progress in the year in Maths.

In addition in Year 2 a further 11 pupils were targeted for frequent one to one and small group reading support by a teacher and teaching assistant. Over the year these pupils made an average of 6.4 points progress in reading and 6.9 points progress in writing.

	Reading APS SUM Yr 1	Reading APS SUM Yr 2	Average Points Progress	Writing APS SUM Yr 1	Writing APS SUM Yr 2	Average Points Progress
Intervention Group A	6.5	12.8	6.4	5.2	12.1	6.9

Year 2 'First Class@ Number' Intervention

	Maths APS SUM Yr 1	Maths APS SUM Yr 2	Average Points Progress
Intervention Group A	7	15.7	8.7
Intervention Group B	7	14	7
Intervention Group C	7	14	7