



# **Richmond Avenue Primary and Nursery School**

## **Pupil Premium Action Plan for 2019- 2020** **Review**

### **How Did the School Plan to Measure the Impact of Pupil Premium Expenditure?**

To monitor progress on attainment and progress, the school planned to implement rigorous monitoring and tracking of pupil achievement. This was to be used to inform pupil progress and enable early identification of need, support and intervention. Review meetings would take place throughout the academic year (every half term) and would include members of the Senior Management Team, teachers, pastoral support workers and the SENCO. At each milestone, the school would review the impact of the actions taken and would plan for how the funding will be specifically allocated over the next period. When selecting pupils for Pupil Premium target groups, the school would look at all pupils across the school. Pupil Premium Funding and the impact of this was a regular item on the Governors' Pastoral and Pupil Outcomes committees.

Due to school closure in March the monitoring and tracking of Pupil Premium Grant value for money was forestalled. In analysing the effectiveness of the spend, it has been necessary to measure the impact over the months from the start of the school year in September 2019 to the end of the first spring half term in February 2020. Many pupil premium programs and interventions either did not begin as planned or were not completed. This has been taken into account when reviewing this plan.

A more detailed breakdown of where PPG was spent is included in Appendix 4.

<b>Academic Year</b>	2019-2020	<b>Predicted PP Budget Actual PPG received</b>	£135,000 £167,803
<b>Total Number of Pupils on Roll In September 2019</b>	460	<b>Number of pupils eligible for PP (September 2019)</b>	112
<b>Pupil Premium Grant per pupil</b>	£1,320	<b>Pupil Premium Grant for Looked After Children</b>	£2,300

## **Main Targets For 2019-2020**

1. To increase the achievement and attainment of Pupil Premium pupils through personalised and targeted support. (£60,000)

2. To use AFL effectively to improve Quality First Teaching (QFT) which increases the progress and attainment of PP children (£20,000)

3. To promote higher aspiration for the PP children and to give the children wider experiences of the world around them. (£10,000)

4. To embed effective parental engagement to ensure outcomes for PP pupils and their families are enhanced. (£15,000)

5. To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially) so that this doesn't have a detrimental effect on their academic progress. (£20,000)

6. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils. (£10,000)

**1. Increase the achievement and attainment of Pupil Premium pupils through personalised and targeted support.**

**Expenditure: £60,000**

Desired Outcomes	Chosen action/ approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review of Implementation/ Impact
<p>Support PP children in a more personalised system to enable greater progress in all learning</p>	<ul style="list-style-type: none"> <li>• Assess children’s learning barriers &amp; liaise with parents/ Carers</li> <li>• Track and monitor progress</li> <li>• Specialist PP LSA (PP Champion)</li> <li>• Encourage children to attend more clubs and engage with school life</li> <li>• Enhanced feedback opportunities</li> <li>• Additional reading</li> <li>• Pre and post teaching</li> </ul> <p>£14,471.40</p>	<p>The Teaching and Learning in 2020 Review states: “taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning”. Christine Gilbert</p>	<p>Identification of target pupils is rigorously tracked and monitored. Improved engagement with parents and pupils Assessments and reviews demonstrate improved access to learning and progress PP LSA to liaise with parents/ children/ teachers/ LSAs to ensure continuity Targeted questioning and feedback in lessons Participation in clubs will increase Pre and post teaching</p>	<p>BR, SLT</p>	<p><i>See Appendix 2 for PP/NPP Data</i></p> <p>Training was provided by PP Lead so that teachers were able to use learning data to identify 4 PP children per class per term to focus support on for Autumn and first half of Spring terms. Support included ensuring that these children were heard read every day, were given priority in intervention groups (eg pre and post teaching), were given priority when questioning pupils and ‘live marking’. Pupil Premium Champion (PPC) worked alongside 4 focus children in each class on learning targets identified by teachers. PPC completed ‘Support, Impact, Next Steps form for each child. <i>See Appendix 3 for examples</i></p> <p>Teaching and Learning meetings once per term, with PP/NPP gap on agenda, priorities identified and action planned and reviewed at next meeting.</p> <p>PPC has maintained regular communication with PP parents and carers, ensuring that parents are offered Target Setting meeting appointments before others to ensure that parents are aware of children’s learning targets</p>

					<p>and able to develop a relationship with child's teacher.</p> <p>Pupil Premium Champion has communicated with parents to ensure children's attendance and lateness improves, that they have glasses, PE kits and book bags in school and accompanied children to opticians where necessary.</p> <p>Priority was given to PP children in Autumn and first half of Spring term to places at lunchtime and after school clubs. Places for all pupils were managed by PPC to ensure that PP children received places. In September 2019, PP children were allocated a total of 108 places in 14 extra-curricular clubs (Total 112 PP children in school).</p> <p>Funded places at Breakfast Club were provided to 2 pupils in Spring Term until 17.3.20 (cost £260)</p> <p>Impact analysis was planned, based on NPP vs PP data for the year in Reading, Writing, Maths, but school closure prevented this.</p>
Higher rates of progress and outcomes for PP children in Writing and Maths	<ul style="list-style-type: none"> <li>Pre-teaching and post-teaching equipping children with skills and strategies enabling them to access learning and experience success. CPD opportunities for all staff focused on pre- and post-teaching techniques and outcomes.</li> </ul>	<p>The EEF Toolkit indicates that targeted interventions such as Pre and Post-teaching matched to specific children with particular needs can be effective</p> <p>As writing and maths are areas that need addressing within the school, we need to provide targeted</p>	<p>Ensure identification of target pupils is accurate. PP children are rigorously tracked and monitored. Key Stage Managers to guide/ mentor their staff in delivering these interventions</p> <p>Key statements on Target Tracker to aid AFL LSAs to be used in classes</p>	BR, DM	<p><i>See Appendix 2 for PP/NPP Data</i></p> <p>Teaching and Learning meetings once per term, with PP/NPP gap on agenda, priorities identified and action planned and reviewed at next meeting. <i>(for impact evidence see meeting notes)</i></p> <p>Pupil Premium Support plans were created for each individual PP focus child. PP focus children were selected, based on data, in</p>

	<ul style="list-style-type: none"> <li>• Ensure English, Maths and Key Stage Leaders are accountable for monitoring and supporting the teaching of their subjects and that the outcomes for PP children is greatly improved</li> <li>• Progress meetings for the PP children; holding teachers to account for the progress of PP children in their classes</li> <li>• To use Maths Whizz and Lexia for PP children</li> <li>• LSA support to address any potential gaps in learning ( managed and led by class teachers)</li> <li>• Hire a tutor to deliver high quality teaching of key skills for individual Children £10,494.71</li> </ul>	provision for the PP children.	to fill any gaps in children's understanding Percentage of PP children attaining expected and greater than expected will increase. Gaps between PP and Non-PP will diminish in all subjects Tutor will communicate with the teachers to ensure the work and skills need to covered are do so.		<p>Teaching and Learning meetings (HT, DHT, teachers) and in discussion with PP Lead. PP Support plans show 'Presenting Issue', 'Action', 'Impact'. (see PP Support plans for evidence of impact)</p> <p>In Y4 Autumn term, PP/NPP gap diminished by 9% in Reading and 6% in Writing. SLT made plans to replicate this in other year groups in spring term (way of delivering whole class comprehension,/teaching whole class text), but school closure prevented this. A tutor was sourced (assistant headteacher at SHSB) and began delivering 11+ small group sessions exclusively for Y4 &amp; Y5 PP children on a bi-weekly basis in the autumn term and first half of spring term. SLT planned to evaluate this in the Spring term but school closure prevented this.</p>
Increase attainment and progress of PP children in Reading and writing	<ul style="list-style-type: none"> <li>• Staff Training for VIPERS Explicit reading skills will be taught as well as cross-curricular links-through VIPERS</li> <li>• Engaging parents through workshops</li> </ul>	We want to ensure that our PP pupils, in the longer term, will ensure good or better rates of progress.	Ensure identification of target pupils is accurate PP children are rigorously tracked and monitored. English Leader to guide/ mentor their staff in delivering these interventions	JC. AG, BR	<p>See Appendix 2 for PP/NPP Data</p> <p>Teaching and Learning meetings once per term, with PP/NPP gap on agenda, priorities identified and action planned and reviewed at next meeting. (for evidence of impact see meeting notes)</p>

	<p>and information sessions</p> <ul style="list-style-type: none"> <li>• Raising the profile of reading across the school in terms of activities, displays and assemblies.</li> <li>• To use Lexia for PP children in Years 1-6</li> <li>• Bug Club used at home – children to access ebooks</li> <li>• Book marks to be given in celebration assemblies</li> <li>• Literacy Shed Account- enable staff to engage with high quality resources/ activities</li> <li>• Staff to use data sheets to close gaps in a pro- active way. Keep up not catch up!</li> </ul> <p>£6065.29</p>		<p>Key statements on Target Tracker to aid AFL</p> <p>LSAs to be used in classes to fill any gaps in children’s understanding</p> <p>Percentage of PP children attaining expected and greater than expected will increase.</p> <p>Gaps between PP and Non- PP will diminish in Reading Pre and post teaching records will be used by teaching staff and monitored by SLT</p> <p>Book marks will be distributed in celebration assembly</p> <p>Teachers will be more aware of individual children’s gaps and address them with timely support</p>		<p>English Lead/PP Lead provided staff training on VIPERS reading skills resource.</p> <p>Phonic intervention, Lexia deployed strategically to meet PP learning need. <i>(see teachers’ records for evidence of impact)</i></p> <p>Bug Club subscription renewed using PP funding – staff training on this resource delivered.</p> <p>Book marks bought with PP funding and given in celebration assembly to raise the profile of reading across school.</p> <p>BR delivered the following staff training so that QFT was improved: LSA Questioning training; Bug Club training; VIPERS training.</p>
<p>To diminish the gap in all areas within EYFS between PP and non PP children</p>	<ul style="list-style-type: none"> <li>• Introduce weekly parent meetings in nursery and reception. Raising the ratio of adults to children in reception.</li> <li>• Implementing speech and language support in nursery (Mrs Williams).</li> <li>• To implement the use of</li> </ul>	<p>Early intervention is key in reducing the gaps in attainment.</p> <p>As children are entering our Early Years setting with below average speech and communication abilities, we want to provide support early as possible</p>	<p>Gaps in language acquisition and articulation is diminished</p> <p>Speech and Language support will address any barriers early and they will be supported.</p> <p>Parents will be informed of how to support their children early and in more</p>	<p>LM, VC, LM</p>	<p>6 focus children per week – meetings with parents, focused involvement from staff.</p> <p>Story teller booked for Nursery and delivered 2 of 3 sessions before school closure.</p> <p>SW work on EAL and speech and language was prepared (ie gaps were identified in YR) but school closure prevented planned SW involvement in Spring term.</p>

	<p>story scribing/story acting in nursery.</p> <ul style="list-style-type: none"> <li>• Fred programme focus is on nursery/toddler group children</li> <li>• Henry Programme focus is on nursery children</li> <li>• More early reading and writing activities</li> <li>• Increased opportunities to write and share stories</li> <li>• Helicopter Stories</li> <li>• Hub school for 'Better Start talking' Southend</li> </ul> <p>£6,798.01</p>		depth	<p>Helicopter Stories (training in 2018/19) – used regularly in YN and YR.</p> <p>Speech therapist was to deliver sessions on site (with parents) but not possible due to school closure.</p> <p>Fathers Reading Every Day – planned to expand this event from successful launch in 2019. Not possible due to school closure. £300 planned spend.</p> <p>HENRY programme planned but not possible due to school closure £300 planned spend</p> <p>JM (LSA) employed for 3.5 hours per week due to medical needs of PP pupil in YN (DM)</p>
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## 2. To use AFL effectively to improve Quality First Teaching (QFT) which increases the progress and attainment of PP children

**Expenditure: £20,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the Implementation/ Impact
1. To further embed AFL in all classes	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Ensure all PP children's learning is recorded on TT and learning needs inform planning and learning</li> <li>• SLT will support the teacher embedding the Afl techniques within the lessons</li> </ul>	We want all children's learning, achievements and gaps to be acted on swiftly, thus informing planning to be more targeted to child's needs with immediate effect.	Teachers will be planning learning activities / lessons that are in line with child's needs and gaps in understanding. SLT and teachers will have an accurate understanding of what the children are achieving.	SM, SG,DM	<p>Afl CPD was planned – see Appendix 1</p> <p>Monitoring was planned – see Appendix 1</p>



	<ul style="list-style-type: none"> <li>• PP children’s learning will be recorded with more accuracy</li> <li>• New Feedback policy will be implemented</li> <li>• Pre and post teaching</li> </ul> <p>£5,136.29</p>		<p>Gaps in achievement and progress will be identified and addressed with more immediacy</p> <p>Pre and post teaching record will be completed and SLT will be monitoring</p>		
2. Increased staff confidence using AFL in classes / lessons	<ul style="list-style-type: none"> <li>• Staff CPD on AFL</li> <li>• All support staff to receive high quality training (Essex)</li> <li>• Lessons observations will identify strengths</li> <li>• SLT will signpost good practise</li> <li>• Higher order questioning and feedback in class</li> <li>• Support staff will receive training to support feedback</li> </ul> <p>£5,136.29</p>	<p>We want children’s thinking and learning to be of a higher standard. Higher expectations for all PP children. Too many children were willing to let others do the thinking for them, we want this to change.</p>	<p>All staff will be using high order questioning and feedback to enhance learning</p> <p>Children will be more familiar with higher order thinking skills and be able to use this to make further progress in every lesson</p>		<p>Monitoring plan – see Appendix 1</p>

### 3. To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.

Expenditure : £10,000

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the Implementation/ Impact
Extension and enrichment activities raise the aspirations for all pupils.	<ul style="list-style-type: none"> <li>Highlight the variety of further education available and different career paths by holding a careers week</li> <li>Inviting visitors in from a wider variety of careers</li> <li>Visiting a variety of inspiring places and experiencing activities that the children would otherwise miss out on</li> <li>Stem workshops</li> <li>Visits to Shoeburay High School to experience lessons/ experiences</li> <li>Anglia Ruskin University Visit and graduation</li> <li>Tutoring from Teachers at Southend High School for boys</li> </ul> <p>£696.25</p>	<p>As a school we want to encourage children to think about the next steps of their educational journey to secondary school and beyond and to raise aspirations for different career paths</p> <p>We want to provide experiences for the children that they are unlikely to visit or experience with their families</p>	<p>Visitors from a wide variety of background to visit and talk to the children, thus inspiring pupils.</p> <p>Opportunities to experience places and activities not yet done with their families</p>	Class teachers, AG, JC	<p>A tutor was sourced (assistant headteacher at SHSB) and began delivering 11+ small group sessions exclusively for Y4 &amp; Y5 PP children on a bi-weekly basis in the autumn term and first half of spring term. SLT planned to evaluate this in the Spring term but school closure prevented this.</p> <p>Visit to Anglia Ruskin University for University experience day took place with Y6 children in autumn term.</p> <p>PP Lead supported RR in gaining successful, fully funded scholarship to Christ's Hospital (independent boarding</p>

school)

**4. To embed effective parental engagement to ensure outcomes for PP pupils and their families are enhanced.**

**Expenditure : £15,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
Increased parental engagement in PP pupil's educational development	<ul style="list-style-type: none"> <li>• Learning Mentors employed to support pupils and their families and follow up on issues and concerns.</li> <li>• Parents forum</li> <li>• Coffee mornings eg. McMillan Coffee mornings</li> <li>• Open evenings</li> <li>• PP LSA to contact home for 4 targeted children termly</li> <li>• Continue to run toddler group</li> <li>• Information sessions/ workshops</li> <li>• Parents are called to invite/ first choice for parents evenings</li> </ul> <p>£17664.80</p>	Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. We believe family learning also provides a range of benefits for parents and children including improvements in reading, writing and maths as well as greater parental confidence in helping their child at home.	<p>Pastoral meetings implemented weekly to ensure thorough implementation of holistic approach.</p> <p>Half termly parents' forum; specific agenda to support parents' voice in the school.</p> <p>PP LSA to improve communication between home and school and to ensure we are all working together</p> <p>Parents' survey</p>	LD, ST, BR, SR	<p>Parents' Forum was established and held twice in autumn term. Both were well attended (29 &amp; 49). Second agenda was based partly on feedback from parents in the first forum. Focus for one was reading (BR delivered workshop). Focus for other was Homework (DM delivered workshop). Changes were made to h/w following parent feedback to ensure that all pupils received h/w targeted to their ability. Feedback collected from parents was overwhelmingly in favour of continuing the forums.</p> <p>"extremely insightful and important – thank you"</p> <p>"I am so pleased that I have been informed of the various issues, in particular county lines of which I was totally unaware"</p> <p>"I feel it is so important to have these meetings and appreciate the input and time</p>

				<p>and effort to facilitate them – thank you”.</p> <p>PPC established and maintained regular contact with parents and carers of PP focus children.</p> <p>Spelling Workshop and Online Safety and Community Safety Workshops held with 9 and 23 parents/carers attending respectively.</p> <p>Parent survey was planned and drafted by SLT but not given out due to school closure.</p>
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**5. To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially) so that this doesn't have a detrimental effect on their academic progress.**

**Expenditure : £20,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
Ensure all children are focused and engaged in their learning experiences.	Free Breakfast Scheme Subsidise trips and all residential trips providing PP children access to enrichment activities. Pastoral team to provide essential pastoral support as and when needed Pastoral team to signpost families to external help and support <b>£9,294.78</b>	Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.	Termly analysis of the number of pupils who have taken part in activities. Teachers are aware of funding available – can approach parents if appropriate. Opportunities for children to attend clubs Pastoral Team meetings to address any support needed	BR	Breakfast Club places (LB, SN 5 days x 13 weeks)  9 weeks x 2 school lunches per week (April-July). This enabled a vulnerable pupil to attend 2 nursery sessions per week.  Residential trips subsidy: 3 pupils in Y5 (spent) 2 pupils in Y6 (not spent due to school closure)  Pastoral support: learning mentors worked with vulnerable PP families on a regular basis in autumn and first half of spring term, ensuring referral to support was available.

<p>Improve the self-esteem, social skills and emotional needs of pupils leading to <i>increased confidence and attainment within the learning environment.</i></p>	<ul style="list-style-type: none"> <li>• Provide dedicated play therapy and support to help build pupils emotional development</li> <li>• <i>Clear protocols in place ensuring pupils are referred appropriately.</i></li> <li>• <i>Regular opportunities for Play Therapist to feedback to relevant staff and parents.</i></li> <li>• <i>Two Learning Mentors to support children who need emotional support during lesson times</i></li> <li>• <i>Young Carers Group to provide support and guidance</i></li> </ul> <p><b>£19,606.61</b></p>	<p>Play is incredibly important for a child's development - helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences</p> <p>.Counselling provides an opportunity for children to deal with their emotions and are then better equipped to engage with every day life situations</p>	<p>Weekly pastoral team meetings focused on identifying the needs of PP pupils. Provide a co-ordinated approach.</p> <p><i>Teachers and parents are aware of the referral process for play therapy and counselling support.</i></p> <p><i>Timetables for play therapist in place. All children have access to Learning Mentors, if and when needed</i></p> <p><i>Pupil voice will demonstrate increased level of security and happiness</i></p>	<p>LD, ST, BR</p>	<p><b>3 PP pupils directly supported by Play therapist between September 2019 and March 2020. Support continued for pupils and family by play therapist in virtual context between March 2020 and July 2020.</b></p> <p><b>Pupil voice survey planned for April 2020, but not given out due to school closure.</b></p>



**6. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress.**

**Expenditure : £10,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
Higher rates of attendance for PP and FSM pupils	<ul style="list-style-type: none"> <li>• SLT and Attendance Officer to monitor attendance data to identify trends and patterns.</li> <li>• Enhance positive relationships with parents and set clear expectations of good attendance</li> <li>• Attendance Officer to work closely with parents</li> <li>• Attendance Officer to attend weekly Pastoral Meetings</li> <li>• Cup and Teddy for best class attendance in weekly assemblies</li> <li>• Half termly Pizza afternoons for attendance</li> </ul> <p>£5406.29 Pizza afternoon spend + Pizza afternoon spend</p>	<p>The school recognises the important emphasis on excellent attendance. We recognises the importance of narrowing the gap between PP and non PP pupils within our school. Excellent attendance enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further.</p>	<p>Embed contact with a pupil's parent on the first day of absence. Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. Gap between PP and Non PP attendance will diminish</p>	SR and SLT	<p>See Appendix 3 Attendance Policy</p> <p>Attendance data on PP vs NPP</p> <p>Attendance Officer worked with Early Help to improve attendance where necessary.</p> <p>9 weeks x 2 nursery sessions p/w to allow a vulnerable pupil to attend Nursery.</p>



## **Appendices**

### **Appendix 1**

#### **Spring Term Monitoring Overview – published to SLT 11.2.20**

	<b>Executive Team</b>	<b>Deputy</b>	<b>Leadership</b>
24 <sup>th</sup> Feb	Learning Walk – pupil voice / Book look / learning	Half termly overviews – curriculum coverage	Classroom environment monitoring SMSC monitoring
2 <sup>nd</sup> March	Book scrutiny – including review of marking and feedback	Progression Map monitoring – Linked to NC expectations	
9 <sup>th</sup> March	Assessment	Intervention Review – coverage and impact / use of LSAs in the afternoons	Reading records – use of Home link books related to revised expectations for half term
16 <sup>th</sup> March	Subject Leadership Files	Pupil Voice – Basic Skills understanding	
23 <sup>rd</sup> March (parents meetings)	Curriculum Coverage	Reading corners / Book areas	Lexia Review – summary of children undertaken and impact on learning / progress in each phase
30 <sup>th</sup> March	Impact of interventions	Triangulation – books / data / test results	

AfL Monitoring Focus – published to staff from HT 3.9.19

<b>Week Beginning 2<sup>nd</sup> December 2019</b>	
<b><u>How Assessment is used for timely intervention</u></b>	
<ul style="list-style-type: none"><li>• Consistency of Approach throughout the school</li></ul>	
Feedback Policy – Evidence in lessons	DH
AfL in Mathematics	DM
AfL in English	BR

- This was not actioned as HT was absent and DHTs' priorities changed.

<b>Training Foci of Staff Meetings</b>	
27.11.19	Curriculum
4.12.19	Reading corners
11.12.19	Reading displays
15.1.20	Presentation in books
26.2.20	Marking and feedback

Appendix 2 – Analysis of PP/NPP Data

<b><u>Pupil Premium/Non Pupil Premium Gap Analysis June 2020</u></b>			
<b><u>EYFS</u></b>			
<b>% @ GLD</b>			
<b>National 2019 72%</b>	<b>RAPS YR cohort End 2018/19</b>	<b>National 2020 -</b>	<b>RAPS YR cohort Feb 2019/20</b>
All	69	All	33.9
NPP (49 pupils)	71.0	NPP (47 pupils)	34.0
PP (10 pupils)	60.0	PP (9 pupils)	33.3
Gap	-11.0	Gap	-0.7
Gap narrowed by 10.3% from 2018/19 to 2019/20			

<b>Key Stage One 2019/20</b>				
<b>Based on T.A. from end Autumn 2019</b>				
<b>% @ expected</b>	<b>Reading N=75</b>	<b>Writing N=69</b>	<b>Maths N=76</b>	<b>Combined</b>
<b>NPP (48 pupils)</b>	63	63	69	54
<b>PP (10 pupils)</b>	64	55	73	55
<b>Gap</b>	+1	-8 (was -9% in September)	+4	+1
More PP children were on track to reach the expected standard than NPP, except in Writing where the gap had narrowed from 9% to 8%				

<b>Key Stage Two 2019/20</b>					
<b>Based on mock SATS predictions and T.A. from February 2020</b>					
<b>2019/20 %</b>	<b>Reading N=73</b>	<b>Writing N=78</b>	<b>GPS N=78</b>	<b>Maths N=79</b>	<b>Combined N=65</b>
<b>NPP</b>	85.3		94.6	85.3	86.3
<b>PP</b>	61.9		57.1	61.9	16.7
<b>Gap</b>	-23.4		-37.5	-23.4	-69.6

Appendix 3 – Attendance Policy and Data

PP/NPP Attendance Analysis 2019 - 2020									
Cohort 2019/20	September 2018 – February 2019				September 2019 – February 2020				Gap Change 2019 to 2020
	PP Attendance	NPP Attendance	Gap	PP numbers/ %	PP Attendance	NPP Attendance	Gap	PP numbers/ %	
Y1	93.73	95.80	-2.07	10/60 16.7%	89.70	97.08	-7.38	9/59 15.3%	-5.31
Y2	95.91	96.11	-0.20	7/60 11.7%	93.99	96.72	-2.73	10/58 17.2%	-2.53
Y3	95.37	97.30	-1.93	12/60 20.0%	96.45	96.74	-0.29	17/60 28.3%	+1.64
Y4	95.58	97.11	-1.53	18/59 30.1%	95.32	98.38	-3.06	23/59 39.0%	-1.53
Y5	95.98	96.98	-1.00	18/59 30.1%	93.68	96.73	-3.05	22/58 37.9%	-2.05
Y6	92.91	97.64	-4.73	21/56 38.0%	95.97	96.55	-0.58	22/56 39.3%	+4.15