

Pupil premium strategy statement: Hasland Junior School

1. Summary information					
School	Hasland Junior School				
Academic Year	2017/18	Total PP budget	£101,200	Date of most recent PP Review	n/a
Total number of pupils	382	Number of pupils eligible for PP	75	Date for next internal review of this strategy	July 2018

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
% achieving national or above in reading, writing, maths and GAPS KS2	89% National all: 71%	84% National all: 76%	95% National all: 75%	95% National all: 77%	97%	97%	95%	97%

2. Current attainment								
	Pupils eligible for PP				Pupils not eligible for PP			
	Reading	Writing	Maths	GAPS	Reading	Writing	Maths	GAPS
% achieving national above in reading, writing, maths and GAPS KS2	26% National all: 25 %	37% National all: 18%	42% National all: 23%	63% National all: 31%	64%	79%	60%	79%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.
B	Disadvantaged pupils do not have the comprehension skills necessary to achieve at the exceeding standard.
External barriers	
C	Parental engagement is an issue with some of our families of disadvantaged pupils with regards to supporting learning out of school e.g. homework, reading, spellings Ref – Derbyshire Observatory - Area profile summary 2016 Chesterfield District -The number of adults with a degree and adults with no qualifications is significantly worse when compared to national. Rates of crime and anti-social behaviour are some of the worst in the country.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>The percentage of disadvantaged pupils achieving at the exceeding standard is lower than for non-disadvantaged pupils in all areas.</p> <p>Measured by: data analysis and Pupil Analysis Meetings Action Plans</p>	<p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>To increase the percentage of disadvantaged children achieving at the exceeding standard and therefore narrow the gap at the exceeding standard between disadvantaged pupils and non disadvantaged pupils.</p>
B	<p>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the exceeding standard.</p> <p>The percentage of disadvantaged pupils achieving at the above expected standard is inline with the national all in reading. This is lower than the percentage of pupils achieving at above the expected standard in the other subjects.</p> <p>Measured by: data analysis and Pupil Analysis Meetings Action Plans</p>	<p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>To increase the percentage of disadvantaged pupils achieving the exceeding standard in reading.</p>

C	<p>Parental engagement is an issue with some of our families of disadvantaged pupils with regards to supporting learning out of school</p> <p>For the parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school</p>	<p>Increased attendance for the parents of disadvantaged pupils at: parents' evenings, curriculum days, class assemblies and other school celebrations</p> <p>For class teachers to pursue hard to reach parents through telephone conversations</p>
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Desired outcome	Chosen action / approach	Research evidence to support funding	monitoring	cost
<p>Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>To increase the percentage of disadvantaged children achieving at the exceeding standard and therefore narrow the gap at the exceeding standard between disadvantaged pupils and non disadvantaged pupils.</p>	<ul style="list-style-type: none"> Breakfast club Target specific disadvantaged pupils to give them free access to breakfast club- aiding their readiness to learn and access the curriculum. Visits to further education establishments Universities and colleges to be contacted and trips organised – for Y5/6 Visit to a workplace of interest. Companies to be contacted and trip to be organised – for Y5/6 World of work assemblies People, who have a wide range of jobs, to be contacted to come into school to deliver an assembly each half term. E.g. nurse, solicitor, bank manager, pilot etc 	<ul style="list-style-type: none"> EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations 	<ul style="list-style-type: none"> Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations, reduction in lateness of this group of pupils, Improved attendance for these pupils Do children have a greater understanding of the availability of jobs/careers to them? Pupil interviews, positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, pupils demonstrating the 5Rs – evidence gathered through observations <p>As above</p> <p>As above</p>	<p>£850 inc visits to work places</p>

<p>A continued...</p>	<ul style="list-style-type: none"> • Improve transition for disadvantaged pupils to Secondary school. <p>Meet with HT and DHT at Hasland Hall to discuss a programme for transition tailored to the needs of Y6 disadvantaged pupils</p> <ul style="list-style-type: none"> • Young enterprise Disadvantaged pupils to run a healthy tuckshop on a rota to allow maximum participation. The money that they earn to then be used for an enrichment activity for disadvantaged pupils. <ul style="list-style-type: none"> • Opportunities for disadvantaged pupils to further engage in music Derbyshire Music Partnership to be contacted through the 'Music for All' scheme. Ucayali groups sessions to be delivered/ Amy Gould to run a recorder group- instruments to be purchased from the Pupil Premium budget. 	<ul style="list-style-type: none"> • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months) • EEF toolkit – Aspiration Intervention: cost- £££, evidence strength- 1, Impact – 0 months. Aspiration Intervention should not be used in isolation but alongside raising attainment giving children the skills to reach these aspirations • EEF toolkit – Social and Emotional Learning: cost- £££, evidence strength- 4, Impact – 4 months • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months 	<ul style="list-style-type: none"> • Do disadvantaged pupils maintain high standards of behaviour once at Secondary school? Do rates of exclusion decrease once pupils have transferred? Pupil interview, Parental questionnaire analysis • Do children have a greater understanding of the availability of jobs/careers to them? Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations • Pupil interviews, Positive behaviour in class – monitored through incidents reported and behaviour displayed during observations and drop-ins, Pupils demonstrating the 5Rs – evidence gathered through observations 	<p>£800</p>
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<p>Disadvantaged pupils do not have the comprehension skills necessary to achieve at the exceeding standard.</p> <p>For disadvantaged children across school to meet their end of year target set using Aspire which are in line with the top 20% of schools.</p> <p>To increase the percentage of disadvantaged pupils achieving the exceeding standard in reading.</p>	<ul style="list-style-type: none"> • Parent assembly to raise the profile of reading within the school. • Reading lessons which will provide the opportunity for parents to visit their child within class and take part in a variety of reading activities. • Staff to participate in a variety of staff meetings throughout the year with major focus on guided reading, including using the Nic O'Donnell's approach • Year 6 to be taught a Shakespeare works, i.e. Macbeth within English lessons which is to be followed by their participation in a Shakespeare workshop delivered by a trained actor. • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils 	<ul style="list-style-type: none"> • EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months • EEF toolkit – Parental Involvement: cost- £££, evidence strength- 3, Impact – 3 months • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • EEF toolkit – Arts Participation: cost- ££, evidence strength- 3, Impact – 2 months • EEF toolkit teaching assistants ££££ +1 month. However, impact is high when TAs actively support learning rather than managing tasks (clear in our use of three part lessons) 	<ul style="list-style-type: none"> • Increased numbers of parents attending sessions. Increased communication with parents via reading records of more quality reading time at home. • Increased numbers of parents attending sessions. Increased communication with parents via reading records of more quality reading time at home. • Staff meeting time for planning new scheme, Moderation of guided reading sessions, planning and books, Make certain new timetable is being applied throughout school to ensure coverage of texts and activities, Evidence of above in books through formal and informal moderation • Year 6 lessons, planning and books to be monitored and observed, with particular attention to disadvantaged pupils. Chn's increased knowledge and understanding of classic authors in preparation for SATs. • Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests 	<p>68,000</p>
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<p>B continued.....</p>	<p>Disadvantaged pupils to walk into town to visit Gemma's books and purchase a book..</p> <p>Picture book/poetry English lessons for whole weeks in which children will participate in a variety of activities throughout specific weeks.</p> <p>Termly class reads to be delivered by teachers during 'reading time' which will be the last 15 minutes 3x per week. Teachers encouraged to include elements of 'talk for reading' and to include follow up tasks similar to tasks used in guided reading sessions.</p> <p>More able intervention groups, with a focus on disadvantaged pupils, to be constructed to ensure progress is made by children in all year groups at above age related and to increase the percentage of children achieving above the expected standard. (C. Dawson to be employed within Year 6 on a consultancy basis to provide above age related intervention groups with disadvantaged pupils).</p> <p>Homework club- to address misconceptions for disadvantaged pupils</p>	<ul style="list-style-type: none"> • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • EEF toolkit – Reading Comprehension Strategies: cost- £, evidence strength- 4, Impact – 5 months • EEF toolkit – small group tuition: cost- £££, evidence strength- 2, Impact – 4months 	<ul style="list-style-type: none"> • Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at exceeding the standard. Disadvantaged pupils meet their aspire targets Accelerated progress made by disadvantaged pupils. • Moderate the planning of picture book and poetry week lessons. • Moderation of Guided reading books to locate evidence of follow up tasks and discussions had. In addition to drop in sessions • Disadvantaged pupils interviews, data analysis shows increased percentage of disadvantaged pupils working at exceeding the standard. Disadvantaged pupils meet their aspire targets. Accelerated progress of disadvantaged pupils in Year 6 • Accelerated progress of disadvantaged pupils shown during Pupil Analysis Meetings. Disadvantaged pupils on track to meet end of year targets. 	<p>£5320</p>
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<p>B continued</p>	<ul style="list-style-type: none"> • During termly and half termly analysis the progress and attainment of disadvantaged pupils to be scrutinized and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5, 6 • Vulnerable pupils teacher to deliver additional reading comprehension for disadvantaged pupils in all year groups weekly • Inset day training that focus' on resilience so teachers can better support disadvantaged pupils in using these skills in the classroom 	<ul style="list-style-type: none"> • EEF toolkit feedback £ +8 months impact • EEF toolkit small group tuition- effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit aspirations intervention £££ +0 months. However, this is effective if it is backed up with a significant academic component and children know what they need to do to improve attainment (links to effective feedback mentioned earlier) • EEF toolkit small group tuition- effective if it is targeted at pupils' specific needs. £££ +4 months impact. • EEF toolkit meta-cognition and self-regulation £ +8months 	<ul style="list-style-type: none"> • Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests • Pupil Analysis Meetings and data tracking half termly measuring progress and attainment. Performance of disadvantaged pupils at EOKS tests Observations Work Scrutiny Moderation – within year bands, by the SLT and governors and cross school with Hady Primary School Pupil voice feedback from questionnaires • As above • Pupil voice feedback from questionnaires Resilience demonstrated through the formal observation cycle 	<p>£660</p> <p>£15,360</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	Research evidence to support funding	monitoring	Staff lead	cost
c. For the parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school	<ul style="list-style-type: none"> Disadvantaged pupils to be offered additional Parents' Evening appointments with the Pupil Premium teachers. To ensure that the parents of disadvantaged pupils are invited into school for curriculum days, class assemblies and curriculum meetings. These parents to be personally contacted where appropriate. Disadvantaged pupils to be offered free attendance at a club of their choice for a term. 	<ul style="list-style-type: none"> EEF toolkit parental involvement £££ +3months impact EEF toolkit parental involvement £££ +3months impact EEF toolkit parental involvement £££ +3months impact EEF sports participation £££ +2months impact 	<ul style="list-style-type: none"> Increased attendance at parents evening and other special events. The attendance of disadvantaged pupils at clubs to be monitored. Feedback from parent questionnaires 	Headteacher Deputy Headteacher	
Total budgeted cost					£90,190
Additional Pupil Premium Spending: Subsidising school trips: £4000 Support for young carers: £300 Contingency to be used for innovative projects identified when visiting schools of excellence: £1000 Y6 Sats boosters: £2760					

Review of previous actions from 2016/2017

Desired outcome	Chosen action / approach	Research evidence to support funding	Outcome
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<p>A Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>To increase the percentage of disadvantaged pupils achieving at the above expected standard in reading</p> <p>To accelerate the progress of prior attainment high disadvantaged pupils in reading.</p>	<ul style="list-style-type: none"> • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • To raise the profile of reading in school. (reading in unusual places competition, class read daily, bug club, library visits, celebration of poetry day, reading intervention for more able) • To further improve parental involvement in reading in order to encourage parental support (reading assemblies to show parents how best to support, 'Reading Camp' event.) • Year 5 after school booster sessions 	<ul style="list-style-type: none"> • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit reading comprehension strategies £ +5 months impact • EEF toolkit parental involvement £££ +3months impact • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>The percentage of disadvantaged pupils achieving at above the expected standard in reading increased significantly. 2016 – 4%, 2017 -26% (although the aspirational target set through aspire was not met attainment was above national all.)</p>
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<p>A continued...</p>	<ul style="list-style-type: none"> • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils • Disadvantaged pupils to be supported through the homework club where misconceptions can be addressed and support offered. This is direct teaching time not managing a group. 	<ul style="list-style-type: none"> • EEF toolkit teaching assistants ££££ +1 month. However, impact is high when teaching assistants actively support learning rather than managing tasks (clear in our use of three part lessons) and where they receive support and training as to how to work effectively with teachers (training was given during the implementation of three part lessons). • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>-</p>
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<p>B. Disadvantaged pupils do not have the first hand experiences or language skills to enhance their writing style.</p> <p>To increase the percentage of disadvantaged pupils achieving at the expected standard or better when compared to national non disadvantaged in writing (see targets below)</p>	<ul style="list-style-type: none"> • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • Year 5 after school booster sessions • An additional 8hours 45minutes per class per week dedicated to disadvantaged pupils • Disadvantaged pupils to be supported through the homework club where misconceptions can be addressed and support offered. This is direct teaching time not managing a group. 	<ul style="list-style-type: none"> • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact. • EEF toolkit teaching assistants ££££ +1 month. However, impact is high when TAs actively support learning rather than managing tasks (clear in our use of three part lessons) and where they receive support and training as to how to work effectively with teachers (training was given during the implementation of three part lessons). • EEF toolkit small group tuition-effective if it is targeted at pupils' specific needs. £££ +4 months impact 	<p>The percentage of disadvantaged pupils achieving at or above the expected standard in writing increased significantly. 2016 – 77%, 2017 -84%. In 2017 disadvantaged pupils met their Aspire target and achieved better than national all pupils (76%)</p>
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B continued.....

- Research project with Hady Primary on the 5Rs to develop pupil's ability to think about their own learning more explicitly.
- Drama for writing Inset cluster training. Focus: developing children's language skills to improve writing outcomes.

- EEF toolkit meta-cognition and self-regulation £ +8months
- EEF toolkit oral language interventions £ +5 months

<p>C Aspiration and self-regulation of disadvantaged children needs to improve in order for them to achieve their potential.</p> <p>To continue to narrow the gap in attainment between disadvantaged and non disadvantaged pupils in all areas and in all year groups. For the current Y6 cohort, disadvantaged children to show accelerated progress in Writing, GAPS and Reading (based on in- school data) (see targets below)</p>	<ul style="list-style-type: none"> • During termly and half termly analysis the progress and attainment of disadvantaged pupils to be scrutinized and meetings with pupils and parents to be held where appropriate. Interventions to be delivered in response to this. • Pupil Premium teacher to work in class to support disadvantaged children in order for them to complete the most challenging work possible- Y3,4,5 An additional teacher deployed in Y6 to teach disadvantaged pupils for the Autumn Term and to carry out interventions in the afternoon based on their morning learning, giving children specific and detailed feedback. • World of Work assemblies – to raise the aspirations of disadvantaged pupils. Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. • Research project with Hady Primary on the 5Rs to develop pupil’s ability to think about their own learning more explicitly. • Year 6 after school booster sessions 	<ul style="list-style-type: none"> • EEF toolkit feedback £ +8 months impact • EEF toolkit small group tuition-effective if it is targeted at pupils’ specific needs. £££ +4 months impact. EEF toolkit feedback £ +8 months impact • EEF toolkit aspirations intervention £££ +0 months. However, this is effective if it is backed up with a significant academic component and children know what they need to do to improve attainment (links to effective feedback mentioned earlier) • EEF toolkit meta-cognition and self-regulation £ +8months • EEF toolkit small group tuition-effective if it is targeted at pupils’ specific needs. £££ +4 months impact. 	<p>Narrowing the gap: Attainment at age related and above: Reading – gap closing (by 9% compared to 2016) Maths – gap closed (by 11% compared to 2016) GPS – gap closing (by 11% compared to 2016) Writing – gap closing (by 6% compared to 2016)</p> <p>Narrowing the gap: Attainment at above age related: Reading – gap widened (by 10% compared to 2016). However, attainment above national all Maths – gap widened (by 9% compared to) However, attainment was significantly above national all GPS – gap closing (by 18% compared to 2016) Aspire target exceeded for disadvantaged pupils and attainment was significantly above national all Writing – gap widened (by 9% compared to 2016) However, attainment was significantly above national all</p>
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Desired outcome	Chosen action/approach	Research evidence to support funding	Outcome
<p>D. For the attendance of disadvantaged children to be closer to the attendance of all pupils and above 95%</p>	<ul style="list-style-type: none"> • Attendance rewards • For teachers to be aware of the children whose attendance is below 95% and intervene as appropriate through telephone conversations, meetings and the offer of support where necessary. Parental Involvement - the active engagement of parents in supporting their children's learning at school. (EEF toolkit) 	<ul style="list-style-type: none"> • EEF toolkit parental involvement £££ +3months impact 	<p>Attendance increased to 96.23% for disadvantaged pupils for 2016-2017</p> <p>Attendance for non-disadvantaged pupils was 97.5% for 2016-2017</p>

<p>E. For the parents of disadvantaged pupils to attend school celebrations and parents evenings and to become more fully involved in the life of the school</p>	<ul style="list-style-type: none"> • Disadvantaged pupils to be offered additional Parents' Evening appointments with the Pupil Premium teachers. • To ensure that the parents of disadvantaged pupils are invited into school for curriculum days, class assemblies and curriculum meetings. • These parents to be personally contacted where appropriate. • Disadvantaged pupils to be offered free attendance at a club of their choice for a term. 	<ul style="list-style-type: none"> • EEF toolkit parental involvement £££ +3months impact • EEF toolkit parental involvement £££ +3months impact • EEF toolkit parental involvement £££ +3months impact • EEF sports participation £££ +2months impact 	<p>Attendance of parents in all year groups was strong for the events offered. Disadvantaged pupil's parents also attended these events.</p> <p>Comments about the parental involvement opportunities were positive in all year groups.</p> <p>Disadvantaged pupils were offered free attendance at clubs but the uptake was poor.</p>
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The Impact of Pupil Premium support for 2016 -2017

Attainment

Y6

End of Key Stage Results for 2017 : All Pupils and disadvantaged pupils

	Achieved Standard	Target	Disadvantaged pupils	Target	Non disadvantaged pupils	Gap between disadvantaged and Non disadvantaged
Maths	95% National all: 75%	91%	95% National all: 75%	84%	95%	0%
Reading	96% National all 71%	94%	89% National all: 71%	84%	97%	-8% disadvantaged
GPS	97% National all:77 %	92%	95% National all : 77%	84%	97%	-2% disadvantaged
Writing	94% National all : 76%	93%	84% National all : 76%	84%	97%	-13% disadvantaged

	Exceeded the Standard	Target	Disadvantaged pupils	Target	Non disadvantaged pupils	Gap between disadvantaged and Non disadvantaged
Maths	56% National all : 23%	52%	42% National all : 23%	47%	60%	-18% disadvantaged pupils
Reading	56% National all : 25%	54%	26% National all : 25%	37%	64%	-38% disadvantaged pupils
GPS	76% National all : 31%	52%	63% National all : 31%	42%	79%	-16% disadvantaged pupils
Writing	54% National all: 18%	52%	37% National all : 18%	42%	79%	-42% disadvantaged pupils

Achieved standard:

Combined Reading Writing and Maths: All Pupils = 94% against 61% national all

Combined Reading Writing and Maths: disadvantaged Pupils =89% against 95% non-disadvantaged

Exceeded the standard:

Combined Reading Writing and Maths: All Pupils = 41% against 9% national all

Combined Reading Writing and Maths: disadvantage Pupils =16% against 43% non- disadvantaged

In year attainment. 2016 / 17 including *Variations in vulnerable groups. (Summer 2).*

National figures based on SATS 2016

Y3

All children				
At ARE	Current Term (Check against target to RAG)	Y3 end of year target at ARE and above	School at or above ARE 2016	National at or above ARE 2016
Reading	85%	83%	86%	66%
Writing	85%	80%	91%	74%
Maths	85%	83%	85%	70%
Gaps	80%	80%	90%	72%
Above ARE	Current Term (Check against target to RAG)	Y3 end of year target at above ARE	School above ARE 2016	National above ARE 2016
Reading	49%	38%	24%	19%
Writing	39%	35%	55%	15%
Maths	44%	38%	34%	17%
Gaps	39%	35%	52%	23%
Disadvantaged pupils				
At ARE	Current Term (Check against target to RAG)	Y3 end of year target at ARE and above for disadvantaged	School at or above ARE 2016	National non disadvantaged at or above ARE 2016
Reading	78%	83%	86%	%
Writing	83%	83%	91%	%
Maths	83%	83%	85%	%
Gaps	67%	83%	90%	%
Above ARE	Current Term (Check against target to RAG)	Y3 end of year target at above ARE for disadvantaged	School above ARE 2016	National non disadvantaged above ARE 2016
Reading	28%	39%	24%	%
Writing	28%	28%	55%	%
Maths	22%	22%	34%	%
Gaps	22%	28%	52%	%

At ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at ARE
Reading	78%	87%	between dis and Non dis : -9%	71%
Writing	83%	86%	between dis and Non dis : -3%	79%
Maths	83%	86%	between dis and Non dis : -3%	75%
Gaps	67%	83%	between dis and Non dis : -16%	78%
Above ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at above ARE
Reading	28%	55%	between dis and Non dis : -27%	23%
Writing	28%	42%	between dis and Non dis : -14%	18%
Maths	22%	49%	between dis and Non dis : -27%	20%
Gaps	22%	43%	between dis and Non dis : -21%	27%

Y4

All children				
At ARE	Current Term (Check against target to RAG)	Y4 end of year target at ARE and above	School at or above ARE 2016	National at or above ARE 2016
Reading	86	87%	86%	66%
Writing	86	88%	91%	74%
Maths	84	86%	85%	70%
Gaps	88	88%	90%	72%
Above ARE	Current Term (Check against target to RAG)	Y4 end of year target at above ARE	School above ARE 2016	National above ARE 2016
Reading	57	54%	24%	19%
Writing	47	45%	55%	15%
Maths	53	49%	34%	17%
Gaps	45	46%	52%	23%
Disadvantaged pupils				
At ARE	Current Term (Check against target to RAG)	Y4 end of year target at ARE and above for disadvantaged	School at or above ARE 2016	National non disadvantaged at or above ARE 2016
Reading	80	80%	86%	%
Writing	80	80%	91%	%
Maths	80	73%	85%	%
Gaps	80	73%	90%	%
Above ARE	Current Term (Check against target to RAG)	Y4 end of year target at above ARE for disadvantaged	School above ARE 2016	National non disadvantaged above ARE 2016
Reading	33	40%	24%	%
Writing	27	40%	55%	%
Maths	40	40%	34%	%
Gaps	33	40%	52%	%

At ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at ARE
Reading	80	88	between dis and Non dis : -8	71%
Writing	80	88	between dis and Non dis : -8	79%
Maths	80	85	between dis and Non dis : -5	75%
Gaps	80	89	between dis and Non dis : -9	78%
Above ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at above ARE
Reading	33	62	between dis and Non dis : -29	23%
Writing	27	51	between dis and Non dis : -24	18%
Maths	40	56	between dis and Non dis : -16	20%
Gaps	33	47	between dis and Non dis : -14	27%

Y5

All children				
At ARE	Current Term (Check against target to RAG)	Y5 end of year target at ARE and above	School at or above ARE 2016	National at or above ARE 2016
Reading	85%	93%	86%	66%
Writing	85%	89%	91%	74%
Maths	79%	91%	85%	70%
Gaps	87%	88%	90%	72%
Above ARE	Current Term (Check against target to RAG)	Y5 end of year target at above ARE	School above ARE 2016	National above ARE 2016
Reading	63%	55%	24%	19%
Writing	54%	53%	55%	15%
Maths	53%	59%	34%	17%
Gaps	47%	46%	52%	23%
Disadvantaged pupils				
At ARE	Current Term (Check against target to RAG)	Y5 end of year target at ARE and above for disadvantaged	School at or above ARE 2016	National non disadvantaged at or above ARE 2016
Reading	74%	80%	86%	%
Writing	74%	80%	91%	%
Maths	63%	75%	85%	%
Gaps	79%	80%	90%	%
Above ARE	Current Term (Check against target to RAG)	Y5 end of year target at above ARE for disadvantaged	School above ARE 2016	National non disadvantaged above ARE 2016
Reading	53%	35%	24%	%
Writing	37%	35%	55%	%
Maths	42%	50%	34%	%
Gaps	32%	35%	52%	%

At ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at ARE
Reading	74%	88%	between dis and Non dis : -14%	71%
Writing	74%	88%	between dis and Non dis : -14%	79%
Maths	63%	83%	between dis and Non dis : -20%	75%
Gaps	79%	89%	between dis and Non dis : -10%	78%
Above ARE	disadvantaged	Non disadvantaged	Difference HJS	National non disadvantaged at above ARE
Reading	53%	66%	between dis and Non dis : -13%	23%
Writing	37%	58%	between dis and Non dis : -21%	18%
Maths	42%	55%	between dis and Non dis : -13%	20%
Gaps	32%	51%	between dis and Non dis : -19%	27%

Progress

In year data 2016-17:

Y3

Progress for disadvantaged children from Autumn 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	100%
writing	95%
GAPS	89%
reading	95%

Progress for non-disadvantaged children from Autumn 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	97%
writing	97%
GAPS	86%
reading	98%

Y4

Progress for disadvantaged children from Summer 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	87%
writing	93%
GAPS	100%
reading	100%

Progress for non-disadvantaged children from Summer 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	99%
writing	99%
GAPS	96%
reading	99%

Y5

Progress for disadvantaged children from Summer 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	89%
writing	95%
GAPS	100%
reading	89%

Progress for non-disadvantaged children from Summer 2 2 2016 until Summer 2 2017

subject	% making expected progress or better
maths	87%
writing	99%
GAPS	97%
reading	96%