

Pupil Premium Grant Planned Expenditure and Analysis 2017-18 (Evaluation)

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	386 (excluding Nursery)
Total number of pupils eligible for PPG	60
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£79,200

(grey boxes represent specific actions)

No	Description	What it is	How it is used	Cost	Outcomes				
1	Effective feedback on learning	<p>Good quality marking that identifies next steps for improvement</p> <p>Pupil Progress Meetings</p>	<p>Teachers released for half a day each term to provide 1-to-1 feedback, provide next steps and discussing targets with pupils.</p> <p>Pupil Progress Meeting – it will be ensured that there is an emphasis on PP children during discussion of the progress and attainment of the children.</p>	£12,000	<p><u>EYFS</u></p> <p>1 child in early years who arrived with very limited language – did not achieve GLD due to not achieving at least ‘expected’ in Writing (nevertheless, achieved expected in reading, number and SSM).</p> <p><u>Yr1 Phonics</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Disadvantaged pupils (8)</td> <td style="width: 50%;">Non disadvantaged pupils (32)</td> </tr> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">96%</td> </tr> </table> <p>The robust monitoring of ‘letters and sounds’ supports the planning of intervention which from the outcomes over the last two years reflects the success of developing phonic knowledge – disadvantaged pupils have exceeded non-disadvantaged pupils gain this year – achieving a 100%. In particular we are extremely pleased in supporting key vulnerable children who have numerous contextual factors that national statistics suggest perform below non-disadvantaged.</p>	Disadvantaged pupils (8)	Non disadvantaged pupils (32)	100%	96%
Disadvantaged pupils (8)	Non disadvantaged pupils (32)								
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2	Metacognition and self-regulation	Teaching children the strategies to	All children focus on Herrick Character and						

		<p>motivate themselves and plan, monitor, and evaluate their own learning.</p> <p>Clever classrooms and new display policy</p>	<p>Learning attitudes-children complete learning journal or learning attitude passports.</p> <p>Motivated to do well through earning stars in Key Stage 1 and merit system in Key Stage 2, earning merits for demonstrating the Herrick Character and Learning Attitudes.</p> <p>Research backed initiative - Implemented in Year 1 and continuing into Year 2 during 17/18. The whole school have implemented the new display policy which has been adapted from Clever Classrooms.</p>		<p><u>Yr1 -5 Writing (Attainment)</u></p> <p>() brackets show difference between disadvantaged and non-disadvantaged</p> <table border="1" data-bbox="1048 347 2018 571"> <thead> <tr> <th>Year</th> <th>No. of disadvantaged</th> <th>Disadvantaged pupils</th> <th>Non disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>100% (+12)</td> <td>88%</td> </tr> <tr> <td>2</td> <td>13</td> <td>62% (-9)</td> <td>71%</td> </tr> <tr> <td>3</td> <td>8</td> <td>50% (-32)</td> <td>82%</td> </tr> <tr> <td>4</td> <td>9</td> <td>56% (-30))</td> <td>86%</td> </tr> <tr> <td>5</td> <td>15</td> <td>60% (+2%)</td> <td>58%</td> </tr> </tbody> </table> <p>It is evident from the table above that Yr1 and 5 have performed above non-disadvantaged and the 13 disadvantaged pupils in Year 2 were just below with a higher proportion of boys not achieving 'expected'. Years 3 and 4 are significantly below the non-disadvantaged and again the core group among the disadvantaged is boys.</p> <p><u>Yr1 -5 Maths (Attainment)</u></p> <table border="1" data-bbox="1048 890 2018 1114"> <thead> <tr> <th>Year</th> <th>No. of disadvantaged</th> <th>Disadvantaged pupils</th> <th>Non disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>88% (=)</td> <td>88%</td> </tr> <tr> <td>2</td> <td>13</td> <td>69% (-4%)</td> <td>73%</td> </tr> <tr> <td>3</td> <td>8</td> <td>50% (-34%)</td> <td>84%</td> </tr> <tr> <td>4</td> <td>9</td> <td>78% (-10%)</td> <td>88%</td> </tr> <tr> <td>5</td> <td>15</td> <td>80% (+7%)</td> <td>73%</td> </tr> </tbody> </table> <p>The data for maths suggests that the majority of cohorts are in-line or marginally below non-disadvantaged pupils, with the gender gap narrowing – boys remaining above girls. Nevertheless Year 3 is a concern as 50% of the 8 disadvantaged pupils remain below expected.</p>	Year	No. of disadvantaged	Disadvantaged pupils	Non disadvantaged pupils	1	8	100% (+12)	88%	2	13	62% (-9)	71%	3	8	50% (-32)	82%	4	9	56% (-30))	86%	5	15	60% (+2%)	58%	Year	No. of disadvantaged	Disadvantaged pupils	Non disadvantaged pupils	1	8	88% (=)	88%	2	13	69% (-4%)	73%	3	8	50% (-34%)	84%	4	9	78% (-10%)	88%	5	15	80% (+7%)	73%
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3	Peer Tutoring	Pupils working in pairs or small groups to	As a teaching strategy in class – higher ability																																																		

		provide each other with support.	children remain a focus group and supported to move onto deep learning earlier in the session in pairs or small groups.																										
4	Early Intervention	Early years intervention programmes to support <u>reading</u>	Booster/Support programmes to support the progress of identified pupils Phase 3- CB individual reading with Year 5 LA PP children at least once a week, Reading Champion working with all PP children, PP children will be given the opportunity to choose a selection of books which interest them to take home to encourage the love of reading. Phase 2 – LO and LM reading individually with LA children 9:30-11:30. LM	£30,000	<p>Yr1 -5 Reading (Attainment)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No. of disadvantaged</th> <th>Disadvantaged pupils</th> <th>Non disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>8</td> <td>100% (+6%)</td> <td>94%</td> </tr> <tr> <td>2</td> <td>13</td> <td>92% (+25%)</td> <td>67%</td> </tr> <tr> <td>3</td> <td>8</td> <td>63% (-21%)</td> <td>84%</td> </tr> <tr> <td>4</td> <td>9</td> <td>67% (-23%)</td> <td>90%</td> </tr> <tr> <td>5</td> <td>15</td> <td>87% (+11)</td> <td>76%</td> </tr> </tbody> </table> <p>The restructuring of the reading throughout the school and the impact of the reading champion has resulted in supporting the accelerated rate of progress for many of the disadvantaged pupils who have tailored intervention from both reading champion and class teacher –collaboration between the two has effectively informed 'next steps'. All year groups, except Years 3 and 4 are above the non-disadvantaged pupils. 92% of pupils achieved 'expected+' which was 25% more than non-disadvantaged.</p>	Year	No. of disadvantaged	Disadvantaged pupils	Non disadvantaged pupils	1	8	100% (+6%)	94%	2	13	92% (+25%)	67%	3	8	63% (-21%)	84%	4	9	67% (-23%)	90%	5	15	87% (+11)	76%
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			<p>afternoons Reading/Maths interventions with LA children, including PP to develop reading fluency and comprehension.</p> <p>Reading Champion: Completion of a YARC assessment at the beginning of the year. YARC analysis given to teachers to use for future planning. Daily individual reading with PP children in Phase 2 and three times a week with Phase 3. Phonics group 2 days a week and 3 days supporting PP children in groups.</p>		<p>KS2 SATs (12 disadvantaged/ 33 non disadvantaged)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Disadvantaged pupils (compared to non-dis.)</th> <th>Non disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td colspan="3">At expected +</td> </tr> <tr> <td>Reading</td> <td>75% (=)</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>100% (+6%)</td> <td>94%</td> </tr> <tr> <td>Maths</td> <td>92% (+3%)</td> <td>89%</td> </tr> <tr> <td>RWM combined</td> <td>42% (-12%)</td> <td>54%</td> </tr> <tr> <td colspan="3">At higher standard</td> </tr> <tr> <td>Reading</td> <td>40% (+1%)</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>25% (-11%)</td> <td>36%</td> </tr> <tr> <td>Maths</td> <td>50% (+11%)</td> <td>39%</td> </tr> <tr> <td>RWM combined</td> <td>25% (+6%)</td> <td>19%</td> </tr> <tr> <td colspan="3">Standardised Score</td> </tr> <tr> <td>Reading</td> <td>106.6 (+1.1)</td> <td>105.5</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>108.1 (+1.6)</td> <td>106.5</td> </tr> </tbody> </table>	Subject	Disadvantaged pupils (compared to non-dis.)	Non disadvantaged pupils	At expected +			Reading	75% (=)	75%	Writing	100% (+6%)	94%	Maths	92% (+3%)	89%	RWM combined	42% (-12%)	54%	At higher standard			Reading	40% (+1%)	39%	Writing	25% (-11%)	36%	Maths	50% (+11%)	39%	RWM combined	25% (+6%)	19%	Standardised Score			Reading	106.6 (+1.1)	105.5	Writing			Maths	108.1 (+1.6)	106.5
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5	Specialist Lang. Support	N/A	N/A		Progress Scores KS2																																													
6	Pupil Premium Co-ordinator and Attendance Officer	LW specifically assigned one afternoon a week to oversee Pupil Premium funding and the impact that it is	Working with teachers to ensure they are aware of their PP children and how they can be supported,	£10,000	<table border="1"> <thead> <tr> <th>Subject</th> <th>Disadvantaged pupils</th> <th>Non disadvantaged pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.7</td> <td>1.7</td> </tr> <tr> <td>Writing</td> <td>4.6</td> <td>4.2</td> </tr> <tr> <td>Maths</td> <td>5.0</td> <td>2.7</td> </tr> </tbody> </table>	Subject	Disadvantaged pupils	Non disadvantaged pupils	Reading	3.7	1.7	Writing	4.6	4.2	Maths	5.0	2.7																																	
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		<p>having.</p> <p>Attendance Officer (SB)</p>	<p>analysing progress of PP children and identifying next steps, working with PP children to continue to narrow the gap. SB will track the attendance of all PP children on a weekly basis and report to Pupil Premium Co-ordinator, who will check for any concerns.</p>		<p><u>Trend</u></p> <p>Subjects: In 2017, all individual core subjects for disadvantaged pupils were above national averages. Reading and Maths have seen an increase of 19% and 27% respectively; while Writing has seen an increase of 8% resulting in 100% of disadvantaged pupils achieving the expected. The gap between the disadvantaged and non-disadvantaged has decreased in all three subject areas; in Writing the disadvantaged have achieved higher than the non-disadvantaged.</p> <p>2018: In line with 2017 attainment in-relation to school disadvantaged, and again this year's outcomes are in-line with school non-disadvantaged. There has been a significant increase in Maths when compared to disadvantaged 2017, a rise of 15%.</p> <p>RWM: Overall in 2017 combined RWM has increased for disadvantaged pupils at both 'expected' and 'greater depth'.</p> <p>2018: % of RWM has fallen by 15% to 42% but the gap between disadvantaged and non-disadvantaged remains 12%.</p> <p>AvSS: SS. in 2017 above national and an average increase of 5.3. Both Reading and Maths show a difference of only 0.8 between school disadvantaged and non-disadvantaged.</p> <p>2018: The AvSS has increased once again in both reading and maths by 1.0 and 1.4 respectively. Also this year both SS are above non-disadvantaged.</p> <p><u>Progress</u></p> <p>In 2017 all subjects, the disadvantaged pupils are above national of '0', significantly in Writing. The average increase of progress for all three subjects is 2.5. The disadvantaged pupils' progress is 0.54 higher than the non-disadvantaged in Writing.</p> <p>2018: all progress scores are above non-disadvantaged and reflects outstanding progress.</p>
7	Wave 2/3 support	An intervention programme from	Children identified by class		

		the Primary Framework designed to support children who are not making progress. Teaching assistants working with specified pupils.	teachers at end of each term who would benefit from this intervention programme. LM working with children for Reading, Writing and Maths interventions.		<p>Pupil Progress by Year Group :</p> <p>Yr1</p> <table border="1"> <thead> <tr> <th>Year 1</th> <th></th> <th colspan="3">Autumn 1.2</th> <th colspan="3">Spring 2.2</th> <th colspan="3">Summer 3.2</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>43</td> <td>3</td> <td>2.9</td> <td>3</td> <td>3.8</td> <td>3.5</td> <td>3.6</td> <td>4.7 (+1.7)</td> <td>4.4 (+1.5)</td> <td>4.5 (+1.5)</td> </tr> <tr> <td>Pupil Premium</td> <td>8</td> <td>2.9</td> <td>2.7</td> <td>2.5</td> <td>3.4</td> <td>3.3</td> <td>3.7</td> <td>4.6 (+1.7)</td> <td>4.4 (+1.7)</td> <td>4.6 (+2.1)</td> </tr> <tr> <td>Non PP</td> <td>36</td> <td>2.9</td> <td>2.9</td> <td>3.1</td> <td>3.8</td> <td>3.4</td> <td>3.6</td> <td>4.8 (+1.9)</td> <td>4.4 (+1.5)</td> <td>4.5 (+1.4)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-0.2</td> <td>+0.2</td> <td>+0.1</td> </tr> </tbody> </table> <p>Disadvantaged pupils in-line with non-disadvantaged in attainment, working on average at 4.5 –reflecting a secure ‘expected’. Progress is greater than disadvantaged pupils in both writing and maths, with an increase of 2.1 at the end of the academic year.</p>	Year 1		Autumn 1.2			Spring 2.2			Summer 3.2				Cohort	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	All	43	3	2.9	3	3.8	3.5	3.6	4.7 (+1.7)	4.4 (+1.5)	4.5 (+1.5)	Pupil Premium	8	2.9	2.7	2.5	3.4	3.3	3.7	4.6 (+1.7)	4.4 (+1.7)	4.6 (+2.1)	Non PP	36	2.9	2.9	3.1	3.8	3.4	3.6	4.8 (+1.9)	4.4 (+1.5)	4.5 (+1.4)									-0.2	+0.2	+0.1
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8	Maths Focus Group	Teachers working with selected pupils to support progress in Maths	Children identified through pupil progress analysis for focus group.	£1,200																																																																			
9	One-to-one tutoring	Teachers working with selected pupils for one-to-one personalised tuition	Children in Year 6 not predicted to achieve to Level 4 by end of Year 6 based on Autumn Term data receive personalised tuition appropriate to their learning needs in Literacy and Maths, 1 hour per week after school.	Funded by LA																																																																			
10	I.C.T	Information and Communication Technology – using computers to develop learning.	Laptops and Ipads to continue being used throughout the school. Staff continually choose apps to be added,	£300																																																																			

			specifically for certain children and their areas of learning		Year 2																																																																		
11	Phonics	The teaching of the letter sounds of the English alphabet.	Created learning environments to support specific focus time given to portion of time scheduled each day to develop phonemic awareness and skills for all children. Usually done in groups based on ability. Phonics overseen by BP to ensure staff are aware of planning, resources, AfL and next steps for the children	£3,500	<table border="1"> <thead> <tr> <th>Year 2</th> <th></th> <th colspan="3">Autumn 1.2</th> <th colspan="3">Spring 2.2</th> <th colspan="3">Summer 3.2</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>57</td> <td>3.3</td> <td>3.2</td> <td>3.2</td> <td>3.4</td> <td>3.3</td> <td>3.2</td> <td>3.9 (+0.6)</td> <td>3.7 (+0.5)</td> <td>3.9 (+0.7)</td> </tr> <tr> <td>Pupil Premium</td> <td>13</td> <td>2.9</td> <td>2.7</td> <td>3.7</td> <td>2.9</td> <td>2.7</td> <td>2.5</td> <td>3.4 (+0.5)</td> <td>3 (+0.3)</td> <td>2.7 (-1)</td> </tr> <tr> <td>Non PP</td> <td>50</td> <td>3.3</td> <td>3.2</td> <td>3.3</td> <td>3.5</td> <td>3.4</td> <td>3.3</td> <td>4.1 (+0.8)</td> <td>3.9 (+0.7)</td> <td>4.1 (+0.8)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-0.3</td> <td>-0.4</td> <td>-1.4</td> </tr> </tbody> </table> <p>Writing and Maths is below the 'secure' attainment level of 3+ and recognition of this has informed planned support in the coming academic year. Maths is a concern and strategies to support 'number,' has been incorporated in to phase planning.</p>	Year 2		Autumn 1.2			Spring 2.2			Summer 3.2				Cohort	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	All	57	3.3	3.2	3.2	3.4	3.3	3.2	3.9 (+0.6)	3.7 (+0.5)	3.9 (+0.7)	Pupil Premium	13	2.9	2.7	3.7	2.9	2.7	2.5	3.4 (+0.5)	3 (+0.3)	2.7 (-1)	Non PP	50	3.3	3.2	3.3	3.5	3.4	3.3	4.1 (+0.8)	3.9 (+0.7)	4.1 (+0.8)									-0.3	-0.4	-1.4
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12	Parental Involvement	Parents being informed about the education (including the progress) that is given at Herrick. Parents supporting the learning needs of their own and other children throughout the school. Community Link Officer (NK)	Parent workshops – understanding progress, maths, and deep learning. Community Link Officer available to communicate with parents at the beginning and end of each day. Specified PP	£3,000	Year 3 <table border="1"> <thead> <tr> <th>Year 3</th> <th></th> <th colspan="3">Autumn 1.2</th> <th colspan="3">Spring 2.2</th> <th colspan="3">Summer 3.2</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>59</td> <td>3.5</td> <td>3.3</td> <td>3.3</td> <td>4.7</td> <td>3.3</td> <td>3.5</td> <td>3.9 (+0.4)</td> <td>3.7 (+0.4)</td> <td>3.9 (+0.6)</td> </tr> <tr> <td>Pupil Premium</td> <td>8</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> <td>2.7</td> <td>2.4</td> <td>2.3</td> <td>2.6 (+0.1)</td> <td>2.4 (+0.1)</td> <td>2.6 (+0.1)</td> </tr> <tr> <td>Non PP</td> <td>54</td> <td>3.6</td> <td>3.3</td> <td>3.4</td> <td>3.8</td> <td>3.4</td> <td>3.5</td> <td>4 (+0.4)</td> <td>3.8 (+0.5)</td> <td>4 (+0.6)</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-0.3</td> <td>-0.4</td> <td>-0.5</td> </tr> </tbody> </table> <p>Attainment is below 'expected' and progress is limited. 3/8 disadvantaged pupils have impacted on overall progress and clearly targeted support, including addressing attendance issues.</p>	Year 3		Autumn 1.2			Spring 2.2			Summer 3.2				Cohort	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	All	59	3.5	3.3	3.3	4.7	3.3	3.5	3.9 (+0.4)	3.7 (+0.4)	3.9 (+0.6)	Pupil Premium	8	2.5	2.5	2.5	2.7	2.4	2.3	2.6 (+0.1)	2.4 (+0.1)	2.6 (+0.1)	Non PP	54	3.6	3.3	3.4	3.8	3.4	3.5	4 (+0.4)	3.8 (+0.5)	4 (+0.6)									-0.3	-0.4	-0.5
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		Children given opportunity to choose a range of books to take home to embed the love of reading.	children will be asked to choose a range of books that interest them to take home to read. The aim being that they will be eager to read and parents with become more involved with reading.		Year 4																																																																														
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13	Counselling	Identified pupils supported to develop greater levels of self-esteem, confidence, attitudes to learning, behaviour, social skills (sharing)	ES gained qualification in Counselling. Works with specified children as a mentor for social and emotional aspects of learning. ES to communicate with PP Co-ordinator to discuss children that need to be considered for sessions to work on specific areas.	£1,350	Progress in line with non-disadvantaged except for reading, however attainment for non-disadvantaged above with overall outcomes reflecting close to a higher standard.																																																																														
14	Behaviour Support	All staff and selected groups of children (Friends Against Bullying) Working as a team to promote the school ethos	Children assigned FAB and Red Hat duties to help with children in other year groups at break and lunch time.	£500																																																																															

		of respect for all throughout the school community.	They are available on the playground to deal with minor problems and are 'trained' in doing so.		Year 5																																																																														
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15	Mentoring	Behaviour Mentor working with selected children in a nurture group to promote aspiration and achievement.	ES and GL work with specified children on a mentoring programme.		Both attainment and progress in-line with non-disadvantaged, however overall progress is less than all other cohorts.																																																																														
16	Teaching Assistants	T.A.s assigned to classes to be directed by class teacher's. T.A.s have an emphasis on Phase 2 to support teachers and develop new reading programme. T.A.s directed to work with specific children in the afternoons	T.A.'s are used to support groups and/or individuals based on needs as determined by the class teacher.	£6,000	<p>Overall Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>96.5</td> </tr> <tr> <td>Non-disadvantaged</td> <td>96.3</td> </tr> <tr> <td>difference</td> <td>0.2</td> </tr> </tbody> </table> <p>Reception</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>88.6</td> </tr> <tr> <td>Non-disadvantaged</td> <td>95.6</td> </tr> <tr> <td>difference</td> <td>7.0</td> </tr> </tbody> </table>		2017-18	Disadvantaged	96.5	Non-disadvantaged	96.3	difference	0.2		2017-18	Disadvantaged	88.6	Non-disadvantaged	95.6	difference	7.0																																																														
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17	Ability Groupings	Children in Y 6 are streamed for maths and literacy according to ability. Children in Years 3-5 are in classes for Maths,	Each morning for writing, maths and reading children work in sets according to their assigned ability group in Year 6.																																																																																

		Writing and Reading. Group of 12 SEN children taken out of class to work with a teacher in the mobile	Children work with their focused group based on the stage of curriculum appropriate to them.		<p>Year 1</p> <table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>97.1</td> </tr> <tr> <td>Non-disadvantaged</td> <td>95.8</td> </tr> <tr> <td>difference</td> <td>1.3</td> </tr> </table>		2017-18	Disadvantaged	97.1	Non-disadvantaged	95.8	difference	1.3
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18	Reducing Class size	Year 5 classes are reduced in the mornings with children being taken out for small group work.	Class teachers are able to personalise learning to the needs of their class with a smaller range of abilities. Additional teacher in Year 5 to teach a small group of children, therefore reducing the class sizes in Year 5.		<p>Year 2</p> <table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>96.3</td> </tr> <tr> <td>Non-disadvantaged</td> <td>96.8</td> </tr> <tr> <td>difference</td> <td>0.5</td> </tr> </table>		2017-18	Disadvantaged	96.3	Non-disadvantaged	96.8	difference	0.5
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19	Educational Outings + learning resources + breakfast club etc.	Children experiencing learning outside of the school e.g. visiting the space centre, a Hindu temple, residential trips. Breakfast club – daily	Where possible, and based on the medium-term plans, teachers plan at least one educational outing for their class/ year group per term. Breakfast club	£10,000	<p>Year 3</p> <table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>97.5</td> </tr> <tr> <td>Non-disadvantaged</td> <td>96.3</td> </tr> <tr> <td>difference</td> <td>1.2</td> </tr> </table>		2017-18	Disadvantaged	97.5	Non-disadvantaged	96.3	difference	1.2
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		<p>After-school clubs – all internal after-school clubs</p>	<p>daily is free for PP children which ensures children have eaten breakfast, are at school on time and ready to learn at the beginning of the school day. All trips and after-school clubs are subsidised for PP children to ensure that they are given access to all opportunities, especially residential trips.</p>		<p>Year 4</p> <table border="1" data-bbox="1041 284 1637 416"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>94.9</td> </tr> <tr> <td>Non-disadvantaged</td> <td>97.8</td> </tr> <tr> <td>difference</td> <td>2.9</td> </tr> </table> <p>Year 5</p> <table border="1" data-bbox="1041 507 1637 639"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>97.1</td> </tr> <tr> <td>Non-disadvantaged</td> <td>97.0</td> </tr> <tr> <td>difference</td> <td>0.1</td> </tr> </table> <p>Year 6</p> <table border="1" data-bbox="1041 759 1637 892"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>Disadvantaged</td> <td>97.4</td> </tr> <tr> <td>Non-disadvantaged</td> <td>97.2</td> </tr> <tr> <td>difference</td> <td>0.2</td> </tr> </table>		2017-18	Disadvantaged	94.9	Non-disadvantaged	97.8	difference	2.9		2017-18	Disadvantaged	97.1	Non-disadvantaged	97.0	difference	0.1		2017-18	Disadvantaged	97.4	Non-disadvantaged	97.2	difference	0.2
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