



Be all you can be
Hayes School

1. Summary information:					
School	Hayes School				
Academic year	2019-20	Total PP budget	£182,160	Date of most recent Internal PP review	Sept 19
Total number of pupils	435 (398 excluding nursery)	Number of pupils eligible for PP	162 (37.2%)	Date of External review of this strategy	March 20 Postponed due to COVID

2. Latest Published Attainment & Progress Data (2019)								
KS2	18/19 PP Hayes Attainment	18/19 All Hayes	18/19 PP National	18/19 All National	18/19 PP Hayes Progress	18/19 All Hayes Progress	18/19 PP National Progress	18/19 All National Progress
Combined R, W & M	71%	81%	51%	65%	N/A			
Reading	81%	88%	62%	73%	+3.03	+2.45	-0.62	+0.03
Writing	71%	83%	68%	78%	+1.95	+1.6	+0.26	TBC
Maths	86%	93%	67%	79%	+4.07	+4.11	-0.71	+0.03
KS 1								
% Reading attainment	63%	73%	62%	75%				
% Writing attainment	58%	68%	55%	70%				
% Maths attainment	67%	73%	63%	76%				
% passing phonics screening Year 1	78%	75%	70%	82%				
EYFS								
% pupils achieving a good level of development	64%	73%	TBC	2018 72%				

3. Barriers to future attainment (for pupils eligible for PP, including high attaining)
In school barriers
Behaviour issues for a small group of L KS2 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.
Social and emotional issues (particularly making relationships and managing feelings and behaviours) for a number of children in Early Years impact their own and other's access to the wider curriculum
Children who do not leave KS1 being able to read fluently struggle to access the KS2 curriculum.
A group of children in upper key stage 2 do not demonstrate the resilience and aspiration to progress in writing
Many children within our school have a lack of aspiration resulting in lack of independence from too many children. Too few children have not been active, diligent & responsible learners
External barriers
Attendance rates for FSM children 18/19 was 94.18 % (compared to our 97% target). This reduces the number of hours spent in school learning.

4 Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	100% of children to pass the phonics screening by end of KS1 regardless of entry point	Phonics teaching is of a high standard and focuses on reading in order to support the greatest number of year 1 pupils to be fluent with their decoding skills (80% passing year 1 screening). Target of 80% of Pupil Premium children passing Year 1 phonics screen. Intervention and support is designed and evaluated to ensure those in year have developed their decoding skills to improve. This is being supported by our involvement with Phonics for Fluency last year and this year's collaboration with another school to improve outcomes in reading. Phonics programme updated in line with most recent Read, Write, Inc programme. Pupils supported, where necessary, through interventions outside of the daily phonics provision. Pupils with additional funding are highlighted within these groups.
B	Higher rates of progress for PP children in English over the next two academic years	Build on the previous year's Reading and writing successes for Pupil Premium progress in Years 5 & 6 to improve outcomes in Years 3 & 4. Reading and Writing outcomes for end of key stage children increased from 52% last year to 80% in 2018/19 for reading. In writing, the children will achieve in line with peers (building on last year's 71%) and closing the gap to in GPS (where pupils were less successful in line with peers)

		Year 3 & 4 to narrow the gap in Reading and Writing, by significantly improving children’s attitudes to Reading and Writing. Following the success of weekly pre-teaching for pupils with additional funding, a weekly intervention for reading has been established once a week throughout the school which will predominantly focus on a pre-teach of relevant vocabulary prior to quality first teaching. Focus on fluency in order to ensure that pupils graduating from RWI become pupils who read with expression, automatic word recognition, rhythm and phrasing, and smoothness.
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absence among pupils eligible for PP to 4% or below. Overall PP attendance improves to 97% in line with our aspirational school target.
D	Behaviour is improved amongst all children across the early years Foundation Stage (EYFS) and Key Stage 1 to ensure they are ready to learn and make expected academic process.	Our behaviour intervention and support programmes are streamlined; directed at the highest area of need and the impact evaluated systematically in order for children to be given the help they need.
E	Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from Years 2 to 6 will be responsible for managing their learning autonomously. Reception and Year 1 will be able to articulate how they can improve and what they need to do next to improve.	The children will be able to identify the key steps for keeping their own learning on track in order to access the curriculum at their ARE or above- resulting in a rise in attainment in Maths & English (70 % in KS1 and 70% R, W & M in KS2) narrowing the gap towards non-disadvantaged children. Teachers are aware of the children with additional funding within their classes. The adoption of our feedback strategy – ELF (empowering learners through feedback) – supports pupils- independently accessing support other than use of ‘the adult’ and knowing the next steps in order to make progress.

Please note: This document should be read in conjunction with our SIP’s and other linked action plans

5. Planned expenditure					
Academic year: 2019-29					
i : Quality of teaching					
Desired Outcome	Cost	Pupil premium used for: Year 2018/19	What is the evidence and rationale for the approach / action?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: Review date. What did the action or activity actually achieve?
<p>B: Higher rates of progress for PP children in English over the next two academic years</p> <p>E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>0.2 DHT £11,440 0.5 AHT £30,000</p>	<p>Deputy Headteacher (DHT) employed to teach in partnerships in years five and four English and Maths.</p> <p>The purpose will be to plan, deliver and reflect on lessons taught together in order to improve task design and use of Assessment for Learning in order to provide suitable learning opportunities for all pupils. Active learning will also be improved through varying and reflecting on whole class teaching techniques.</p> <p>Assistant Headteacher (AHT) now working in partnership alongside two year 6 colleagues in English and maths to support teaching and learning.</p>	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach – this is using this approach on a more day-to-day basis over half a term. The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback. Reduced adult pupil ratio means more targeted support for all children in their learning and supporting their behaviours for learning.</p> <p>There are a number of pupils which display disruptive behaviour if needs are not met sufficiently. Reduced class sizes will enable teachers to plan for more targeted support.</p> <p>Reducing Class Sizes: EEF +3</p> <p><i>Reducing class size appears to result in around 3 months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</i></p>	<p>Classes or teachers will be chosen for a partnership by HT based on appraisal observations, book scrutiny and pupil data. DHT will discuss intended outcomes with the teacher before commencing intervention and evaluate after. SLT will scrutinise data to ensure an impact has been made. Pupil observations will be made before and after partnership to observe the engagement in learning before and after intervention. Questionnaires will be given about the pupil's attitude to learning.</p>	<p>See end of document.</p>

<p>B: Higher rates of progress for PP children in English over the next two academic years</p> <p>E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work)</p> <p>All children from Y2-6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>AHT 0.5 £30,000</p>	<p>AHT to conference with pupils from years 3 – 6 in afternoons and 2X a week additional tutoring to monitor management of autonomous learning. a high ratio of adult/pupil support.</p>	<p>Reduced adult pupil ratio means more targeted support for all children in their learning and supporting their behaviours for learning.</p> <p>There are a number of pupils who display disruptive behaviour, if needs are not met sufficiently. Reduced class sizes will enable teachers to plan for more targeted support.</p> <p>Reducing Class Sizes: EEF +3</p> <p><i>Reducing class size appears to result in around 3 months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.</i></p>	<p>Monitored by SLT and governors consulted regarding sustainability and impact of extra adult provision. PPM will scrutinise progress data throughout the year and ensure adult ratios are be used to greatest effect for academic progress and ensure pastoral needs are being met.</p>	
<p>A: 100% of children to pass phonics screening by end KS1 regardless of entry point</p> <p>B: Higher rates of progress for PP children in English over next 2 academic years</p> <p>E: Meta cognition & Self-Regulation- (Building on success of Growth Mindset Work) All children from Y2-6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>KS1- KS2 (4 Senior Teachers) Approx £5000</p> <p>AHT £5, 000</p>	<p>Funding release time for senior leaders (or specialist teachers) to support other teachers. Phase leads, and Outstanding teachers to model outstanding teaching & support phase with planning sequences, behaviour management and assessment.</p> <p>AHT to work alongside both KS2 phases in alternate weeks to support planning.</p>	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach.</p> <p>The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback.</p>	<p>To increase pupil engagement in learning and increase number to 100% lessons monitored achieving good or better.</p> <p>Monitored by SLT, SIP and reported to governors</p>	

<p>E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work).</p> <p>All children from Year 2 to Year 6 will be responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.</p>	<p>0.4 £19,752</p>	<p>Employment of music specialist teacher to ensure pupils have high quality music and drama teaching from someone who is passionate and well skilled.</p>	<p>High quality arts education, as part of weekly music lessons and blocked drama teaching in specific year groups, will be used to promote enjoyment in school and build self-esteem. Having a year group or class orchestra means pupils feel part of a community; they can make a positive contribution irrespective of maths, reading or language attainment and have a clear responsibility as part of an ensemble.</p> <p>Arts participation: EEF +2</p> <p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>	<p>Pupil questionnaires to understand the impact of music and drama teaching towards their attitudes to school and how they value themselves as learners.</p>	
<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p>	<p>DHT £1, 000</p>	<p>Releasing the phonics specialist and Y1 team to observe the quality of phonics provision working in partnership with other schools and phonics networks. KS1; to train teachers and TAs in the use of effective phonics teaching and to support in planning so all pupils make their optimum progress.</p>	<p>This approach is supported by our involvement in the phonics for fluency programme. By having a teacher cover the class at these times, high quality teaching is not being missed and groups can carry on as usual so to enable minimal disruption to learning. Phonics: EEF +4</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be</i></p>	<p>Monitoring and data collection is built into the Year one action plan. Regular screening of pupils decoding skills will be used to track progress of key groups throughout the academic year. Phase one lead to oversee.</p>	

			<i>emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i>		
ii : Targeted Support					
Desired Outcome		Pupil premium used for: Year 2018/19	What is the evidence and rationale for the approach / action?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: Review date. What did the action or activity actually achieve?
A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point B: Higher rates of progress for PP children in English over the next two academic years	£1000	High quality accredited intervention programme training will be 'topped up' in order for intervention programmes to have maximum effect. TAs will receive subject knowledge specific training to develop their areas of expertise. HLTA will monitor intervention trackers for English.	The children will close the gap on peers in those particular subject areas. Small Group Tuition EEF: +4 <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	Leaders will select intervention programme and staff suitable for training. Children's progress will be monitored half termly by teachers' pupil progress meetings and through pupil progress meetings.	
B: Higher rates of progress for PP children in English over the next two academic years	0.5 £24,690 0.5 £30,000	Additional two teachers employed 5 mornings a week to support children in year six for pupils with specific gaps in learning. Type of intervention will vary based on pupil need across the academic year. Data, PPM, teacher (or specialist) knowledge and pupil voice will all contribute to quality first teaching model and intervention design.	To develop resilience and aspiration in order to develop positive learning attitudes and enhanced confidence and skills with their Reading, Writing and Maths in class and when receiving small group or 1:1 support. The children will close the gap on peers in three R's. Small Group Tuition EEF: +4 <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</i>	Children identified through data by not making expected progress over previous academic year. PPM and SLT to monitor impact on academic outcomes and behavioural changes. SLT to closely track the impact and provision of support	

<p>A: 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p>	<p>LM £15,071</p>	<p>Speech and Language specialist (SALT) employed to deliver 1:1 and small group sessions. In addition, to train other staff to deliver effective speech and language intervention</p> <p>Children identified as low in below in communication and language (EYFSP) or below ARE through teacher judgements receive regular speech and language intervention either through a specific programme designed by external SLT or other interventions that are accredited for impact. <i>Throughout the year</i></p>	<p>To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum.</p> <p>There are a number of children's whose difficulty in forming relationships and managing their feelings in EYFS has a negative impact on their learning behaviours and academic progress in class. There is a positive correlation between this outcome and those with Sp & L and communication problems.</p> <p>Oral language interventions: EEF +5</p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<p>Teachers will make assessments on pupils for evaluation by the SENDCo/ phase leader who will recommend the type of intervention or request external agency involvement.</p> <p>LM reports back to CT what they have been practicing in order to build on this in class.</p> <p>Impact monitored by SENDCO</p>	
<p>D: Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process</p>	<p>JP £14,181 SW £6,396 DB- £6,988</p>	<p>Pastoral support-releasing Mrs Palfrey, Ms Walker, Mrs Booth, in afternoons to deliver Thrive, SEAL and Baby SEAL.</p> <p>Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need.</p>	<p>Will help the children move through the stages of development allowing them to learn more effectively ensuring their emotional needs are met and they are ready to learn.</p> <p>Social and Emotional Learning EEF +4</p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p>	<p>Mrs Palfrey up-to-date with Thrive training and recommendations. Thrive is an accredited intervention for supporting behaviour. Repeating of thrive assessments to monitor progress. Through tracking their academic progress. SEAL training is also kept up to date and supported by the SENDCo. Monitored by SENDCo/ Mrs Palfrey.</p>	

iii : Other approaches					
Desired Outcome		Pupil premium used for: Year 2018/19 Summary of intervention / action including details of year groups involved and timescale	What is the evidence and rationale for the approach / action?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: Review date What did the action or activity actually achieve?
B: Higher rates of progress for PP children in English over the next two academic years	Approx £3000	Subsidising trips, enrichment activities and educational visitors for all year groups where there is a direct and specific learning focus/ outcome.	To build self esteem, resilience and knowledge. To provide children with a shared experience and ensure they feel part of the school community and have a sense of belonging. Real life experiences provide enrichment for writing opportunities and motivation to write.	Phase leader will ensure visits and visitors have a direct impact on learning and the theme taught. They will look for evidence of progression of those children both socially & academically. PPM will provide opportunity to share successes.	
A: 100% of children to pass phonics screening by end of KS1 regardless of entry point B: Higher rates of progress for PP children in English over next 2 academic years E: Meta cognition & Self Regulation- (Building on the successes of Growth Mindset Work) All children from Y2-6 responsible for managing their learning autonomously. R & Y1 will be able to articulate how they can improve and what they need to do next to improve.	DT 0.1 £5,720	SENCO to focus on PP children with SEND and working with LM (S&L) in providing specific 1:1 & small group interventions SENCo to work with teachers, subject leads and Ed Psych in order to track pupil premium + SEND children across the school identifying barriers and supporting the implementation of intervention/involvement of external agencies.	In order for PP SEND children to feel supported and make good progress in their learning. Identify gaps and provide support for intervention or resources for teachers and TAs in order to close gap and increase number of PP children making expected or higher than expected progress. Ensure suitable staff have had the correct training for the intervention and support they're given.	Monitored by SLT, Assessment Lead and reported to governors through SEN report, case study and SENCO report on PP provision for SEN children at EYFS, KS 1 & KS 2	

C: Increased attendance rates for pupils eligible for PP	CF 0.1 £3,249 DT 0.05 £2,860 Attendance Admin EW 0.25 £6,456	Work of family support worker. The role will include: schools attendance officer working with admin staff member responsible for attendance at 0.25 Support vulnerable PP families during periods of holiday Providing support for families and children and signpost and liaise with external agencies.	Mrs Farmer to work with families to support them overcoming their barriers for their children attending school regularly and on time. If children are in school, they will be engaged in lessons & make progress. Parental involvement EEF: +3 <i>Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</i>	Track attendance figures. Monitor the impact on academic and social progress for those pupils catered for by funded breakfast club. Provide case study evidence of how improvements of pupil behaviour and parental communication.	
iv : Additional actions with no cost					
Desired Outcome		Pupil premium used for: Year 2017/18 Summary of intervention / action including details of year groups involved and timescale	What is the evidence and rationale for the approach / action?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: Review date What did the action or activity actually achieve?
All Outcomes		Assign a governor to monitor impact of PP strategy and provide challenge and feedback to SLT	Previously no one governor had an in-depth understanding of the PP provision and costings. This allocates a specific person to represent the governing body to be challenging and support with evaluation. This more rigorous system holds the HT & SLT to account for PP funding.	Governing body and any external agencies that are requested to evaluate our impact.	
B: Higher rates of progress for PP children in Writing		Pre teaching model deployed whilst children	Mastery learning approach through 'keep up intervention' enables children to understand	Class teachers using pre and post assessments/AFL to	

and Maths over the next two academic years		attend assembly 2 x a week.	and address misconceptions from their learning allowing them to narrow the gap with their peers and keep up with class learning. EEF: +5 <i>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i>	assess individual and group progress. Overseen & scrutinised by SLT during Pupil progress meetings. Monitored by English lead.	
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REVIEW AND IMPACT OF ACTIONS

Due to Covid 19, it is not possible to evidence the impact with statistical evidence, however reviews of SLT monitoring have evidenced that teachers have adapted to the changes required in order that provision is the best it can be for pupil premium children during partial closure. CPD was ongoing during the last year and focused on developing teacher skill set in the use of technology, in particular how feedback was best delivered to facilitate good progress.

Because of the additional spending on teaching staff, provision for pupils learning from home has been of a high quality and has taken into account children's specific needs. The SENCo and pastoral team has been in weekly contact with children and their parents and has ensured, for example, that speech and language therapy has continued virtually.

Lessons learnt

Our philosophy remains the same and is aligned to EEF research, "Good teaching is the most important level schools have to improve outcomes for disadvantaged pupil." (The EEF Guide to Pupil Premium). Hayes will continue to use PPG to develop its teachers and to add to the required complement of staff so that quality first teaching and interventions can be delivered by highly skilled teachers which will be even more important once school fully opens and learning gaps are identified.

Additional provision for PP pupils during partial closure due to Covid 19

- High quality bespoke learning provided for pupils in school and remotely, including daily English and maths lessons via video.
- Vulnerable PP pupils were robustly monitored regarding welfare, attendance and engagement.
- SLT monitored vulnerable PP weekly with the pastoral team/ teaching staff, regularly communicating with all vulnerable PP families.
- PP pupils with EHC plans were risk assessed and provision closely mapped and tracked.

During Lockdown 1 and 2 (Spring/ Summer 2020)

- Total number of PP pupils: 161
- 50 vulnerable pupils attended school provision. 37 (74%) of these were PP.
- 34/37 PP families attending provision had weekly food parcels delivered 91.8%
- A total of 50 food parcels were delivered regularly to PP families. Vouchers replaced routine food parcels from April to July. Some extra food parcels were sourced and delivered.
- 101 PP pupils were learning remotely from Reception to Year 6:
Engaged with remote learning: 85 (84%)

No engagement: 16 (16%)

Actions to increase engagement: Chromebooks given, paper packs delivered, daily contact from teacher or pastoral team, food delivered for welfare checks.

Current Actions: Enhanced provision for children with poor engagement. Discussed in phase meetings. All staff to focus on gaps that require closing for these children. INSET - case studies on children with poorest engagement and current actions.

- 37 PP children attending school full time and all engaged with learning at school
- 5/7 EHCP children were PP. 4 PP/EHCP children attended school provision.
- 100% EHCP children engaged well with home learning
- SALT sessions delivered by Zoom to 9 children. Of these 9 pupils, 6 (67%) were PP.
- 100% engagement from vulnerable PP families (with EHCP) with weekly phone contact.

Predicted Data for Y6 PP pupils - Summer 2020

18/ 58 pupils were PP: 31% of the Year 6 cohort.

Whole Y6 cohort combined ARE+ = 71%	Whole Y6 Cohort combined GD: 10/58 = 17%
PP ARE+ = 72% V 51% National (latest published data)	PP GD: 4/ 18 = 22%
Non PP ARE+ = 70% V 65% National (latest published data)	Non PP GD: 6 /40 = 15%

Predicted Data for Y2 PP pupils - Summer 2020

21/ 55 were PP: 38% of the Year 2 cohort

READING (55 Pupils)	WRITING	MATHS
ARE+ (Y2) = 37/55 = 67%	ARE+ (Y2) = 38/55 = 69%	ARE+ (Y2) = 41/55 = 75%
GD (Y2) = 13/55 = 24%	GD (Y2) = 7 /55 = 13%	GD (Y2) = 9/55 = 16%
PP ARE+ = 14/ 21 = 67%	PP ARE+ = 14/21 = 67%	PP ARE+ =16/21 = 76%
Non PP ARE + =22 /34 = 65%	Non PP ARE + = 24/34 = 71%	Non PP ARE + = 25/34 = 74%
PP GD = 5/21 = 24%	PP GD = 2/21 = 10%	PP GD =3/21 = 14%
Non PP GD =8 /34 = 24%	Non PP GD =5 /34 = 15%	Non PP GD =6/34 = 18%