

# Hemlington Hall Academy

## Pupil Premium Impact Report

### October 2019



#### Context of the School

- Hemlington Hall Academy is situated on the outskirts of Middlesbrough in Hemlington.
- Hemlington Hall Academy is predominantly a 2-form entry school, being of greater than average size nationally.
- There has been a reduction in pupil numbers entering Nursery in 2017-19 due to a reducing local birth rate. In September 2018, Nursery provision began to accommodate for the 'Rising Threes' and a 30 hours provision.
- The school catchment area is mixed but principally takes children from a large council housing estate with a large proportion of families either unemployed or working in low-paid jobs.
- The Pupil Premium / Ever 6 figure Reception – Y6 is  $112/280 = 40\%$
- The pupils are predominantly White British from an area of high social deprivation in comparison to the national figure, which is reflected in the entry levels of the majority children coming into Nursery – below those typically expected.
- The school is highly inclusive offering an EY/KS1 High Needs Base for 15 pupils. However, due to our positive reputation across the town, we currently have 17 pupils, and see increasing numbers of children with special educational needs applying / transferring to our school.
- In Sept 2018, an ASD Resource Base to support 6 x Y4 children transitioning into KS2 was established. A child from Y4 has been placed in Base 2 to support him with his learning.

<b>Number of Pupils and Pupil Premium Grant (PPG) 2018/2019</b>	
Total number of pupils on roll	280 pupils (excluding Nursery)
Total number of pupils eligible for PPG	111 (40%)
Amount of PPG received per pupil	£1475 per pupil
Total amount of PPG received	£163,830

### **How do we use our funding?**

At Hemlington Hall Academy, we believe in supporting all children to do well as they can, both socially and academically. We strongly believe that in supporting our families with issues that may impact on the individual child's academic achievement, personal achievements and their well-being.

Although we welcome the Pupil Premium funding we also recognise that it is imperative that all children are supported the very best way we can. Within the Pupil Premium Strategy there are new and existing initiatives, it is not always about new initiatives but it supports the continuation of good practice.

### **We have identified four areas on which we focus to improve outcomes for pupils eligible for pupil premium funding.**

- Extra TA support in class sizes in KS2 – this is to ensure pupils attain at least age related expectations and /or make good progress against their personal targets. Time is used effectively to narrow and fill gaps in learning.
- Family Liaison Officer – To provide targeted support for parents and children to ensure they are in school as much as possible to ensure they learn and meet their targets.
- School Visits and residential trips to enrich and enhance the curriculum - Supporting the curriculum will enhance pupils understanding of the curriculum and the wider world. This will ensure all children have access to this.
- Supporting Mental Health Services in school – this will ensure children are ready for learning by providing targeted support for behaviour, emotional well-being, family relations and self-esteem.
- Supporting children with specific needs and resources to ensure they grow academically and develop skills outside of school.

### **Consequently, we are using pupil premium funding in the following ways:**

- High adult to pupil ratio in classes especially in KS2
- Interventions, individually and /or small groups, led by teachers and teaching assistants
- Language and learning/Educational psychologist to support and identify specific learning needs
- Speech and Language resources to support the delivery of speech intervention.
- Target individual needs outside of the school environment

### **Support for social and emotional development:**

- Thrive - individual children are identified to support their mental health
- Headstart supporting children with mental health concerns – groups work
- Bungalow Support – emotional support with identified children on a 1:1 basis
- Children are provided with uniform
- Provision for afterschool clubs and breakfast club
- Provision for clubs during the holidays
- Provision of staff who are trained as mental health first aiders
- Children are targeted for lunch clubs to support their emotional well-being and behaviour.

### **Support for the curriculum:**

- Providing children with a wide range of experiences, both locally and nationally
- Subsidising costs for educational visits
- Subsidising costs for residential visits
- Providing extra support and targeted interventions for children who are below NE for reading, writing and maths

### **Support for the family:**

- FLO to support families and provide them with the skills to support their children at home with their learning

- Supporting vulnerable families with issues which may impact on school and learning
- Free breakfast club
- After school clubs to engage the children

## Attendance (Year 1-Y6)

Hemlington Hall Academy has a strong strategy in place to improve attendance and ensure that pupil premium pupils are supported as much as possible to attend school. At Hemlington Hall Academy we employ a full time Family Liaison Officer, who supports families and external agencies in improving attendance. Parents and carers are supported as much as possible to ensure their child attends school. The school also employs an Educational Welfare officer, who supports school in the legal processes linked to attendance. Home visits are regularly carried out by EWO and FLO if there are concerns.

Pupils are rewarded termly with certificates to ensure they attend school and value their education. This is to encourage children to be in school each day.

### Absence

Click button to include/exclude Reception pupils

EXCLUDED

% of sessions missed					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	257	95.8	4.2	4.2	-0.0
Boys	147	95.1	4.9	4.2	-0.7
Girls	110	96.7	3.3	4.1	+0.8
Non Persistent Absentees	223	98.4	1.6	-	-
Persistent Absentees	34	78.3	21.7	15.9	-5.8
Non Disadvantaged *	144	96.3	3.7	3.7	+0.0
Disadvantaged *	113	95.0	5.0	5.7	+0.7
Disadvantaged Boys	63	94.7	5.3	-	-
Disadvantaged Girls	50	95.4	4.6	-	-
Non FSM	158	96.4	3.6	3.8	+0.2
FSM	99	94.7	5.3	6.3	+1.0
No SEN	197	95.9	4.1	3.9	-0.2
EHCP/SEN statement	13	95.0	5.0	6.8	+1.8
SEN Support	47	95.2	4.8	5.5	+0.7

### Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	34	13.2	8.7	-4.5
Boys	19	12.9	9.0	-3.9
Girls	15	13.6	8.4	-5.2
Non Disadvantaged *	11	7.6	5.8	-1.8
Disadvantaged *	23	20.4	16.5	-3.9
Disadvantaged Boys	11	17.5	-	-
Disadvantaged Girls	12	24.0	-	-
Non FSM	12	7.6	6.6	-1.0
FSM	22	22.2	19.2	-3.0
No SEN	22	11.2	7.2	-4.0
EHCP/SEN statement	2	15.4	20.0	+4.6
SEN Support	10	21.3	14.8	-6.5

## Summary:

Over all school attendance for the beginning of the term is at National 95.8%. Although this is at National we have...

- Boys are a focus this term as their attendance is just below National **at 95.1%**
- Persistent absences (90% or less) are a concern, although this is due to holidays in most cases. The data below shows the impact of holidays on our attendance
- Since the beginning of September 2019 we have had 1 child (boy) move away from the area and until 4.10.19 had not been placed in a school. Both authorities were aware of this.
- A family moved to another part of Middlesbrough and struggled to be placed in a school together. These have since left (4 children 2 boys and 2 girls).
- Both situations impacted on our data significantly. If they were removed from the data analysis our data would be almost in line with national for most groups. (see below)
- The two year groups with a persistence attendance below the National Standard are Year 2 and Year 6 as these are SATs years. This will be monitored closely by FLO and EWO.

## Absence

Click button to include/exclude Reception pupils

EXCLUDED

of sessions missed					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	253	96.2	3.8	4.2	+0.4
Boys	145	95.7	4.3	4.2	-0.1
Girls	108	96.8	3.2	4.1	+0.9
Non Persistent Absentees	223	98.4	1.6	-	-
Persistent Absentees	30	79.9	20.1	15.9	-4.2
Non Disadvantaged *	144	96.3	3.7	3.7	+0.0
Disadvantaged *	109	96.0	4.0	5.7	+1.7
Disadvantaged Boys	61	96.3	3.7	-	-
Disadvantaged Girls	48	95.7	4.3	-	-
Non FSM	158	96.4	3.6	3.8	+0.2
FSM	95	95.8	4.2	6.3	+2.1
No SEN	195	96.5	3.5	3.9	+0.4
EHCP/SEN statement	13	95.0	5.0	6.8	+1.8
SEN Support	45	95.4	4.6	5.5	+0.9

## Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	30	11.9	8.7	-3.2
Boys	17	11.7	9.0	-2.7
Girls	13	12.0	8.4	-3.6
Non Disadvantaged *	11	7.6	5.8	-1.8
Disadvantaged *	19	17.4	16.5	-0.9
Disadvantaged Boys	9	14.8	-	-
Disadvantaged Girls	10	20.8	-	-
Non FSM	12	7.6	6.6	-1.0
FSM	18	18.9	19.2	+0.3
No SEN	20	10.3	7.2	-3.1
EHCP/SEN statement	2	15.4	20.0	+4.6
SEN Support	8	17.8	14.8	-3.0

- Excluding the children who have left and been placed in another school our attendance data is above national at **96.2%**.
- Persistence absences had decreased.

## Excluding Holidays

### Absence

Click button to include/exclude Reception pupils

EXCLUDED

of sessions missed					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	243	97.3	2.7	4.2	+1.5
Boys	138	97.2	2.8	4.2	+1.4
Girls	105	97.4	2.6	4.1	+1.5
Non Persistent Absentees	223	98.4	1.6	-	-
Persistent Absentees	20	85.0	15.0	15.9	+0.9
Non Disadvantaged *	138	97.9	2.1	3.7	+1.6
Disadvantaged *	105	96.4	3.6	5.7	+2.1
Disadvantaged Boys	59	96.6	3.4	-	-
Disadvantaged Girls	46	96.2	3.8	-	-
Non FSM	152	97.9	2.1	3.8	+1.7
FSM	91	96.3	3.7	6.3	+2.6
No SEN	188	97.6	2.4	3.9	+1.5
EHCP/SEN statement	13	95.0	5.0	6.8	+1.8
SEN Support	42	96.8	3.2	5.5	+2.3

### Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	20	8.2	8.7	+0.5
Boys	10	7.2	9.0	+1.8
Girls	10	9.5	8.4	-1.1
Non Disadvantaged *	5	3.6	5.8	+2.2
Disadvantaged *	15	14.3	16.5	+2.2
Disadvantaged Boys	7	11.9	-	-
Disadvantaged Girls	8	17.4	-	-
Non FSM	6	3.9	6.6	+2.7
FSM	14	15.4	19.2	+3.8
No SEN	13	6.9	7.2	+0.3
EHCP/SEN statement	2	15.4	20.0	+4.6
SEN Support	5	11.9	14.8	+2.9

The data shows that if we excluded the children who have taken holidays in September 2019, we are in-line with national. We need to continue to monitor girls/persistence absences.

## Including Reception (Reception is not included on Nationally published data)

Absence						Persistent Absence					
Click button to include/exclude Reception pupils <input type="checkbox"/> INCLUDED											
% of sessions missed						% of pupils absent for 10% or more sessions					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-		Pupils	% of cohort	2017/18 National %	Diff +/-	
School	285	95.4	4.6	4.2	-0.4	School	42	14.7	8.7	-6.0	
Boys	163	94.8	5.2	4.2	-1.0	Boys	24	14.7	9.0	-5.7	
Girls	122	96.1	3.9	4.1	+0.2	Girls	18	14.8	8.4	-6.4	
Non Persistent Absentees	243	98.3	1.7	-	-						
Persistent Absentees	42	78.0	22.0	15.9	-6.1						
Non Disadvantaged *	161	95.6	4.4	3.7	-0.7	Non Disadvantaged *	17	10.6	5.8	-4.8	
Disadvantaged *	124	95.1	4.9	5.7	+0.8	Disadvantaged *	25	20.2	16.5	-3.7	
Disadvantaged Boys	69	94.5	5.5	-	-	Disadvantaged Boys	13	18.8	-	-	
Disadvantaged Girls	55	95.8	4.2	-	-	Disadvantaged Girls	12	21.8	-	-	
Non FSM	175	95.8	4.2	3.8	-0.4	Non FSM	18	10.3	6.6	-3.7	
FSM	110	94.7	5.3	6.3	+1.0	FSM	24	21.8	19.2	-2.6	
No SEN	220	95.5	4.5	3.9	-0.6	No SEN	29	13.2	7.2	-6.0	
EHCP/SEN statement	14	94.1	5.9	6.8	+0.9	EHCP/SEN statement	3	21.4	20.0	-1.4	
SEN Support	51	95.4	4.6	5.5	+0.9	SEN Support	10	19.6	14.8	-4.8	

When we including our children in reception it shows that there is an issue with attendance. Although this is not included in the data until the child reaches 5 years old.

This data shows...

- Boys are still an area of concern as well as our disadvantaged
- Non Free School Meal children are below national.

## Enrichment

### Breakfast Club

Children who attend the breakfast club at 8:10am are generally children..... Breakfast club is available to all children in school and it is free to attend because Greggs sponsor it.

Numbers are approximate as daily club members can change slightly.

#### Breakfast Club

Breakfast Club	Staff	How many are Pupil Premium?
KS1	Mrs Jamison Mrs Woodier Mrs Scott	12/42 29%
KS2	Mrs Harrison (Mrs Simon filling in due to absence) Miss Hart Mrs Macdonald Mrs Templeman Mrs Harrington Mrs Stephenson	35/81 43%

#### Club Attendance

Club	Number of children registered	Number of PP Children	% of PP Children
Shine	36	16	44%
Tag Rugby Y6 Club	9	4	
Library Club	85	41	48%
Multi-Skills KS1	20	2	
Multi-Skills KS2	23	8	
Chess	59	25	42%

## Pupil Premium Progress and Attainment (Summer 2019)

### RECEPTION

Reception PP(10) Non PP(20)	Group	R Entry Exp (17) 40-60=		Autumn Exp (18) 40-60+		Spring Exp (19) ELG-		Summer Exp (20) ELG	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
READ	PP	13.1	-3.9	15.9	-2.1	16.3	-2.7	17.7	-2.3
	Non PP	14.6	-2.5	16.2	-1.9	17.7	-1.3	19.6	-0.4
	Gap	1.45		0.27	↓	1.40	↓	1.90	↑
WRIT	PP	13.5	-3.5	16.0	-2.0	16.3	-2.7	18.2	-1.8
	Non PP	14.8	-2.3	15.9	-2.1	17.5	-1.5	19.4	-0.6
	Gap	1.25		-0.10	↓	1.20	↓	1.20	↓
Number	PP	13.7	-3.3	16.0	-2.0	16.1	-2.9	18.4	-1.6
	Non PP	14.8	-2.2	16.0	-2.1	17.8	-1.2	19.8	-0.3
	Gap	1.10		-0.05	↓	1.70	↑	1.35	↑

- PP children narrowing the gap in writing
- PP children in reading and Maths has widened because non-PP have performed better even though PP children have improved and narrowed the gap on Spring data

### YEAR 1

Year 1 PP(18) Non PP(28)	Group	Y1 Baseline Exp (20) ELG / R+		Autumn 1 Exp (20.5)		Autumn 2 Exp (21) 1-		Spring 1 Exp (21.5)		Spring 2 Exp (22) 1=		Summer 1 Exp (22.5)		Summer 2 Exp (23) 1+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	18.1	-1.9			19.9	-1.1			21.1	-0.9			21.7	-1.3
	Non PP	19.1	-0.9			20.2	-0.8			21.6	-0.4			22.3	-0.7
	Gap	1.09				0.26	↓			0.52	↓			0.62	↓
Writing	PP	17.7	-2.3			20.0	-1.0			20.6	-1.4			21.7	-1.3
	Non PP	19.2	-0.8			20.0	-1.0			21.2	-0.8			22.3	-0.7
	Gap	1.46				0.04	↓			0.56	↓			0.58	↓
Maths	PP	17.7	-2.3			20.1	-0.9			21.2	-0.8			22.1	-0.9
	Non PP	19.2	-0.8			20.8	-0.2			21.8	-0.2			22.5	-0.5
	Gap	1.46				0.74	↓			0.63	↓			0.37	↓

- PP gap has been narrowed in all subject areas.
- Maths no real significant difference in PP and non-PP

### YEAR 2

Year 2 PP(19) Non PP(35)	Group	End of Y1 Exp (23) 1+		Autumn 1 Exp (23.5)		Autumn 2 Exp (24) 2-		Spring 1 Exp (24.5)		Spring 2 Exp (25) 2=		Summer 1 Exp (25.5)		Summer 2 Exp (26) 2+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	20.5	-2.5			23.3	-0.7			24.3	-0.7			24.9	-1.1
	Non PP	21.9	-1.1			23.8	-0.2			24.9	-0.1			25.5	-0.5
	Gap	1.38				0.48	↓			0.60	↓			0.58	↓
Writing	PP	20.3	-2.7			22.5	-1.5			23.4	-1.6			24.3	-1.8
	Non PP	22.0	-1.0			23.8	-0.2			24.6	-0.4			25.4	-0.6
	Gap	1.66				1.26	↓			1.14	↓			1.11	↓
Maths	PP	20.6	-2.4			22.9	-1.1			24.1	-0.9			24.8	-1.2
	Non PP	22.1	-0.9			23.6	-0.4			24.5	-0.5			25.5	-0.5
	Gap	1.48				0.70	↓			0.45	↓			0.73	↓

- PP gap has been narrowed in all subject areas.

## YEAR 3

Year 3 PP(23) Non PP(19)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	25.2	-0.8			26.5	-0.5			27.8	-0.2			28.6	-0.4
	Non PP	25.1	-0.9			26.3	-0.8			27.4	-0.6			28.3	-0.7
	Gap	-0.14				-0.28	↓			-0.40	↓			-0.27	↓
Writing	PP	24.9	-1.2			26.3	-0.7			27.4	-0.6			28.2	-0.8
	Non PP	25.1	-0.9			26.4	-0.6			27.7	-0.3			28.4	-0.6
	Gap	0.21				0.17	↓			0.32	↑			0.23	↑
Maths	PP	25.3	-0.7			26.2	-0.8			27.6	-0.4			28.6	-0.4
	Non PP	25.4	-0.6			26.1	-0.9			27.6	-0.4			28.8	-0.3
	Gap	0.07				-0.09	↓			-0.01	↓			0.17	↑

- PP gap has narrowed against non-PP in Reading
- Although the gap has not been narrowed in writing and maths there is no significant difference between the performance of PP and non-PP

## YEAR 4

Year 4 PP(24) Non PP(22)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	28.8	-0.2			29.7	-0.3			30.6	-0.4			31.7	-0.3
	Non PP	28.7	-0.3			29.9	-0.1			30.9	-0.1			31.8	-0.2
	Gap	-0.06				0.21	↑			0.28	↑			0.15	↑
Writing	PP	28.5	-0.5			29.7	-0.3			30.8	-0.3			31.5	-0.5
	Non PP	28.5	-0.5			29.7	-0.3			30.7	-0.3			31.7	-0.3
	Gap	-0.04				0.03	↑			-0.07	↓			0.14	↑
Maths	PP	28.5	-0.5			29.2	-0.8			30.5	-0.5			31.3	-0.8
	Non PP	28.8	-0.2			29.5	-0.5			30.7	-0.3			31.7	-0.3
	Gap	0.27				0.33	↑			0.22	↓			0.48	↑

- Although the gap has not been narrowed in reading, writing and maths there is no significant difference between the performance of PP and non-PP

## YEAR 5

Year 5 PP(22) Non PP(20)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	31.2	-0.8			32.2	-0.8			33.2	-0.8			34.4	-0.6
	Non PP	31.6	-0.4			32.7	-0.4			33.8	-0.2			34.7	-0.3
	Gap	0.36				0.46	↑			0.61	↑			0.27	↓
Writing	PP	31.0	-1.0			31.9	-1.1			32.9	-1.1			34.2	-0.8
	Non PP	31.6	-0.4			32.4	-0.6			33.1	-1.0			34.5	-0.5
	Gap	0.50				0.54	↑			0.15	↓			0.21	↓
Maths	PP	30.9	-1.1			31.8	-1.2			32.5	-1.5			33.9	-1.1
	Non PP	31.1	-0.9			32.0	-1.1			32.8	-1.3			33.9	-1.2
	Gap	0.20				0.14	↓			0.27	↑			-0.01	↓

- The gap has been narrowed in reading, writing and maths
- There is no significant difference between the performance of PP and non-PP

## YEAR 6

Year 6 PP(19) Non PP(25)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	33.5	-1.5			34.8	-1.2			35.4	-1.6			36.9	-1.1
	Non PP	34.4	-0.6			35.8	-0.2			36.6	-0.4			37.6	-0.4
	Gap	0.97				0.96	↓			1.22	↑			0.69	↓
Writing	PP	33.5	-1.5			35.1	-0.9			35.6	-1.4			37.2	-0.8
	Non PP	34.2	-0.8			35.7	-0.3			36.7	-0.3			37.6	-0.4
	Gap	0.73				0.57	↓			1.05	↑			0.43	↓
Maths	PP	33.2	-1.8			34.3	-1.7			35.5	-1.5			36.7	-1.3
	Non PP	34.1	-0.9			35.0	-1.0			36.6	-0.4			37.6	-0.4
	Gap	0.92				0.78	↓			1.07	↑			0.88	↓

- The gap has been narrowed in reading, writing and maths
- There is still a significant gap between PP and non-PP in reading and maths.



## Pupil Premium Information Summer Data 2019

- On track means they are estimated a term behind but with outstanding teaching these children could reach NE.
- At means, the children reached the expected standard for the end of the year.
- Exceeding means the children have achieved the higher standard

### Year 1

#### Attainment

PP	R	W	M
Below	22%	11%	11%
On Track ↑	78%	89%	89%
At ↑	67%	56%	67%
Exceeding	0%	0%	0%

#### Progress

PP	R	W	M
Requires Improvement	67%	67%	33%
Good ↑	33%	33%	67%
Outstanding	0%	0%	0%

- Target this year to gets some PP children to exceeding
- RWM are a focus
- Progress was RI over time, therefore this needs to improve in Y2

### Year 2

PP	R	W	M
Below	31%	50%	25%
On Track ↑	69%	50%	75%
At ↑	56%	44%	69%
Exceeding	19%	6%	13%

PP	R	W	M
Requires Improvement	13%	25%	19%
Good ↑	88%	75%	81%
Outstanding	19%	0%	19%

- Majority of PP in Y2 were also SEND
- Very good progress over time, therefore children meeting their personal targets against prior attainment.
- Writing needs to be a focus in Y3

### Year 3

PP	R	W	M
Below	15%	20%	10%
On Track ↑	85%	80%	90%
At ↑	65%	55%	65%
Exceeding	25%	15%	20%

PP	R	W	M
Requires Improvement	5%	11%	5%
Good ↑	95%	89%	95%
Outstanding	21%	21%	21%

- Very good to outstanding progress over time, therefore children meeting their personal targets against prior attainment.
- Good % of children achieving GD

### Year 4

PP	R	W	M
Below	4%	8%	21%
On Track ↑	96%	92%	79%
At	71%	71%	46%
Exceeding	8%	8%	13%

PP	R	W	M
Requires Improvement	17%	8%	29%
Good ↑	83%	92%	71%
Outstanding	4%	8%	4%

- Very good progress over time, therefore children meeting their personal targets against prior attainment.



## Year 5

PP	R	W	M
Below	10%	20%	20%
On Track ↑	90%	80%	80%
At ↑	70%	65%	65%
Exceeding	20%	10%	10%

PP	R	W	M
Requires Improvement	5%	5%	20%
Good ↑	95%	95%	80%
Outstanding	15%	20%	15%

- Very good progress over time, therefore children meeting their personal targets against prior attainment.

## Year 6

PP	R	W	M
Below	22%	22%	22%
On Track ↑	78%	78%	78%
At ↑	50%	78%	50%
Exceeding	6%	6%	0%

PP	R	W	M
Requires Improvement	6%	0%	6%
Good ↑	94%	100%	94%
Outstanding	33%	67%	50%

- Very good progress over time, therefore children meeting their personal targets against prior attainment.