



Pupil Premium Strategy

2020-2021 – Impact Report

For the financial year 2020- 2021 Bell Lane Primary School has been allocated £211,165. Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years and £2,300 for Children who are Looked After.

Situated in the heart of Hendon, our school reflects our community.

We are a two-form entry primary and nursery school with a Children Centre. Over 40 languages are spoken in the school. Whilst the majority of children have English as an additional language, a large proportion of children are at a very early stage and are new to the country. The proportion of pupils eligible for free school meals is currently 40%. The school provides a subsidised breakfast and after school clubs.

Pupil premium strategy / self-evaluation

1. Summary information					
School	Bell Lane Primary School and Nursery				
Academic Year	20-21	Total PP budget	£211,165.	Date of most recent PP Review	July 2018
Total number of pupils	401	Number of pupils eligible for PP	134 - 33%	Date for next internal review of this strategy	
Total number of pupils eligible for PP in EYFS			5	Total EYFS PP Budget	£1550.00

ATTAINMENT (2018-2019)		
	<i>Pupils eligible for PP (Bell Lane)</i>	<i>Pupils not eligible for PP (Bell Lane)</i>
% meeting the expected at the end of the EYFS	68.8% achieved GLD	71.8%
% meeting the expected standard in phonics Y1	83.9%	82%
% meeting the expected standard in phonics Y2	91.5%	91%
% achieving expected standard or above in reading, writing & maths KS1	53%	58%
% making expected progress in reading KS1	76.9%	75%
% making expected progress in writing KS1	76.9%	69%
% making expected progress in mathematics KS1	80.8%	76%
% achieving expected standard or above in reading, writing & maths KS2	46%	65%
% making expected progress in reading KS2	54.5% (18.2% HS)	73%

% making expected progress in writing KS2	45.5% (18.2% HS)	78%
% making expected progress in mathematics KS2	72.7% (18.2 HS)	79%

3- MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT FOR PP

In our practice, we use the recommended Tier approach - Education Endowment Foundation - Covid-19 Support Guide for Schools

'Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders. *Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.* While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium'



In school Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Under developed language skills impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. Communication and language needs are identified in home language and English as a high proportion of disadvantaged pupils are categorised as 'developing competency' in their proficiency of English.
B.	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Year groups with historically high mobility in Years 1,3,4,6.

C.	Despite progress being good for PP pupils across the school, the progress of some PP pupils is not yet rapid enough to fully close the gap in attainment resulting from significantly below age related expectations as starting points.
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low communication and literacy/ reading opportunities both in school and outside school to support improved cultural capital and oracy.
E	The Coronavirus pandemic and resulting lockdown and school partial closures is likely to have affected the progress and wellbeing of Pupil Premium students, as many children were unable to return to school or engage with home learning.
F.	The attendance of PP is only slightly below the attendance of non-PP children. PP children is currently at 94.34% and non -pupil premium is at 95.66% There are a few PP families that are being monitored by the Attendance Lead and school EWO. This is particularly the case for a small number of families known to the Attendance Leader and the EWO.

1. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<p>A.</p>	<p>To secure quality first teaching for disadvantaged pupils with identified communication and language needs.</p> <p>Disadvantaged pupils are identified in each year group within 'class profiles', including information from Proficiency in English Audit, screening and Communication and Language Audit.</p> <p>Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</p> <p>Disadvantaged children with underdeveloped language receive targeted intervention to accelerate progress.</p> <ul style="list-style-type: none"> ○ Targeted interventions support the accelerated progress of PP children in particular for the following groups: ○ PP pupils ○ PP children who are also SEN pupils 	<ul style="list-style-type: none"> ○ PP/SEN pupils identified in planning as a specific group and supported in class by the teacher as frequently as possible in focus groups and through questioning. Rate and quality of assessment and feedback (including feedback marking) for this group is at least in line with the school's policies and evident in books. ○ AFL strategies are evident in each lesson to check the understanding and progress of this group. ○ Differentiation by task, support and outcome form a vital part of accelerating the progress for this group and it must be evident in lessons planning and observations. The use of manipulatives for maths teaching is a non-negotiable expectation. Children are confident and independent in its use. ○ The use of working walls to support 'live learning' visually is a non-negotiable expectation. Children regularly and independently use this resource, following the teacher's references to the WWs within lessons. ○ The teaching of phonics in KS1 is good for all pupils. The progress in phonics for this group reflects this. ○ PP pupils identified in targeted groups and their provision documented termly. PP/SEN pupils receive interventions 1:1 or 1:2 in order to accelerate progress. ○ Timetable of support in place for each class at the beginning of each term. Deployment of support staff by each class teacher is effective and staff are skilled in using Assessment for Learning to identify gaps and intervene early. PIXL used to guide interventions ○ Combined reading writing and mathematics outcomes of

B.	<p>Targeted interventions support the accelerated progress of PP children in particular for the following groups: PP pupils PP children who are also SEN pupils</p>	<ul style="list-style-type: none"> ○ Training and support are available so that the Learning Partner workforce are skilled and confident in replicating the quality first teaching during the afternoon sessions. ○ The use of manipulatives for maths intervention sessions is a non-negotiable expectation. Monitoring of interventions and their evaluation is completed termly. ○ Baseline assessment and exit criteria is clear for interventions and records feed into assessment cycle.
C.	<p>The percentage of PP pupils achieving Greater depth increases by 5 % as a whole school average for each core subject.</p>	<ul style="list-style-type: none"> ○ Teachers identify Greater Depth Pupil Premium pupils and provide opportunities to develop their skills through focus group work, pairing with Greater Depth non-disadvantaged pupils, etc. ○ Greater Depth Pupil Premium is a focus of pupil progress meetings and appraisal reviews. Core subject leaders scrutinise the books of Pupil Premium pupils targeted for Greater Depth. ○ Lesson study helps develop teacher's ability to use AfL to quickly move targeted Greater Depth PP pupils quickly, so they make accelerated progress. ○ Changes in the curriculum mean that children can learn and explore in more depth.
D.	<p>PP children are supported to 'catch up' and fill gaps caused by the Coronavirus outbreak</p>	<p>School leaders explore guidance such as EEF etc. to implement the government 'catch up' programme and use the funding provided (to be confirmed) to benefit disadvantaged pupils.</p>
D.	<p>Attendance for PP and Non PP is similar. PP is currently 94.34% Non-PP is 95.66%</p>	<p>The gap between PP and non PP attendance closes. The school attendance lead and the EWO are working to close this further.</p>

E.	Enrichment Activities to support the well-being and development of PP children	<ul style="list-style-type: none">○ Breakfast / After school Club○ Regular Visit to Local Library,○ Emotional Literacy,○ Playground Activities/ Development of Opal play programme○ Dance Club○ Drama Club○ Art Club○ Maths is Fun !○ Phonic is Fun!○ Reading is Fun!○ Creative writing and drama○ Healthy Eating○ Chess Club○ Yoga and Meditation
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Planned expenditure

Academic Year 2020/2021

A. Under developed language skills impede disadvantaged children’s access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. Communication and language needs are identified in home language and English

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead/ Cost	Impact
To close the gap between PP and non PP pupils in core subjects.	Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups, more able and potentially more able.	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support qualified teachers to deliver targeted support.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum Pupil voice and teacher reports for example Boxhall indicates disengagement with learning from children in specific cultural groups.</p>	Termly pupil progress meetings that use a range of language audits to track and identify individuals and groups to set key actions. Maintaining standards for interventions including SaLT through monitoring by the Inclusion lead and SLT. Use of talk boost in Early Years and KS1 to direct additional targeted teaching to enable readiness for national curriculum Early interventions for new arrivals to the school and	£5600.00	<p>Identified needs as early as possible – baseline.</p> <p>A range of learning partners to implement key interventions</p>

	Targets are set at the beginning of the academic year for end of year outcomes.	Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress. To ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished.	Leaders of learning supported by DHT 's set robust, individual and cohort targets. PPRs on a termly basis. Subject leads and LPs support in targeting pupils early and providing opportunities in class and through wider experiences.	£24,360.00	Interventions were put in place to support identified areas of need. E.g. Phonic, maths, SEMH, Speech and Language, Colourful Semantics, Writing and reading
To improve the expected outcomes for PP in meeting the expectation in Phonics / reading at the end of KS1 / KS2 Continued from last year.	Read Write Inc Phonics to be implemented across Nursery/ Reception and KS1. Targeted pupils will receive 1:4 morning tutorials. Gaps in phonetic, blending and segmented is addressed. Beanstalk readers targeting PP pupils	PP pupils / non PP pupils have early birds Phonics sessions. This then sets them up for their school day, whereby they can apply phonics across the school day. Reading in EYFS/Y1 is carried out using the RWI books. Reading for pleasure – beanstalk readers	Learning walks, listening to readers and end of term phonics data is triangulated with data on Target Tracker. Pupil tracking of PP phonics/ reading data to assess the impact of RWI on PP attainment and progress, Track beanstalk PP pupils Reading / Phonics training for parents	£5000 Beanstalk readers £2500	47% PP Reception children achieved GLD PP pupils in KS1 made expected progress from there starting points.

<p>To target PP pupils through interventions to support them to make accelerated progress</p>	<p>Training for new Learning Partners</p> <p>Speech and language intervention, support and advice for teachers and learning partners</p>	<p>Speech and language assessments and programmes as well as research on the impact of SALT needs on learning behaviours</p>	<p>DHT inclusion & Pastoral / PP lead monitors interventions to termly and meets with the SALT to direct their work.</p> <p>Speech and language reviews</p>	<p>DHT inclusion & Pastoral / PP lead monitors</p> <p>SALT</p> <p>£8000</p>	
<p>To improve pupils phonics outcomes at the end of Year 2 (Nov 2020) and Y1 (May 2021)</p>	<p>Phonics and spelling teaching and additional phonics for individuals and small groups particularly Y2 (Y1 catch up) Y2 (Y2 catchup) and Y1 new entrants who missed a term of phonics in reception.</p>	<p>Phonics sessions timetabled on and catch up programme in place as soon as possible.</p>	<p>Phonics leader and DHT inclusion to plan reading interventions onto provision map.</p> <p>Phase leaders to monitor other actions.</p>	<p>Phonic leaders</p> <p>DHT Pastoral and Inclusion</p> <p>£8,190.00</p>	<p>78% of all pupils achieved a pass score on the phonic check.</p> <p>(Y2 – 81% PP/ 76% Non PP)</p>

<p>To improve mathematics progress for PP pupils</p>	<p>White Rose maths throughout the school is embedded and the use of differentiation and manipulatives for lower attaining PP is a non-negotiable expectation. Mental strategies and recall are taught and applied by all children.</p> <p>Targeted interventions set up in maths by Math's Leader.</p> <p>Targeted teaching support by Raising achievement teacher to support the quality of whole class teaching for pupils.</p>	<p>Introduction to White Rose Maths to the whole school</p> <p>At the end of EYFS, no significant gap between PP and Non/PP pupils.</p> <p>DHT Inclusion / Math's to observe and support TAs in delivering and assessing the impact of interventions. Tracking used to analyse gaps and implement interventions immediately.</p> <p>Mastery approach in maths is embedded with support from Maths leader. The DHTs monitors the use of differentiation and manipulatives through phase leaders and meeting with CTs, as well as observations.</p>	<p>Analyse the maths assessments – PIXL - for a baseline and ensure that PP pupils are making expected progress (some accelerated progress) to be expected or above. Regular guided teaching for key groups and monitoring of impact is carried out systematically,</p>	<p>Maths Leader /PP leader/ Phase leaders 2hrs X 40 weeks £16,380.00</p>	<p>Please see data document below</p> <p>Most teachers are well trained in giving high quality feedback both written and verbal. (Observed in school review)</p> <p>Retrieval practice is embedded to ensure learning moves from working memory to long term</p>
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<p>To improve outcomes in writing for PP pupils.</p>	<p>Professional development meetings, partnership working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders.</p> <p>For example ensuring whole class reading provides challenging texts and vocabulary to apply in their writing across subjects. Additionally, supporting teachers to use robust teacher assessment and gap analysis in all subjects so knowledge is being developed and secured by all learners.</p>	<p>Whole class reading in Bell Lane is developing improving vocabulary and challenging the most able regularly.</p> <p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life'</p>	<p>Training for SLT in whole class reading. Whole school supported trial and feedback in staff meeting. Observations and team teaching.</p> <p>Drawing on the strengths in writing at KS1 in Y2 through observations and year group meetings.</p> <p>Book scrutiny, learning walks and observations termly will maintain standards and consistency. Enabling prompt and timely intervention for teachers and children</p>	<p>English leader</p> <p>DHT</p> <p>Academics</p> <p>£8,000.00</p>	<p>Please see attached data below</p>
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	<p>Increase investment in the Educational Psychology services to address significant barriers to learning.</p>	<p>Impact of Early interventions Feedback from EP.</p>	<p>Termly reviews. Analysis of Target Tracker data</p>	<p>DHT Pastoral and Inclusion £10,000</p>	<p>The increased investment has given the school the opportunity to organise an assessment for 10 additional children which resulted in EHCP's and BIC referrals which supported adaptations to teaching</p>
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i. Targeted support					ii.
Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Staff Lead/ Cost	Impact
Close the gap in attainment for PP pupils.	Raising achievement LP – 3 hrs per day running interventions.	PP Lead meets with each class teacher. staff will be aware of what are the gaps and these are targeted effectively through small group or 1.1 sessions.	Regular pupil progress meeting/ phase meetings to review the targets set for pupils.	PP lead - £1,100 HLTA £2,000 £14,400 Teachers focus time for PP prep and delivery	Progress : Reading 51% Writing 50% Maths 45% Gaps identified sooner. Strategies implemented.
Close the gap in attainment of PP pupils	8.30-9.00 Phonics 4 TAs 3.20-4.20pm 2 X day HLTA English 3.30 – 4.20 HLTA maths	TAs / HLTAs to run Early Bird and after school booster groups for children in REC/ Y1 and Y2. Including PP pupils based on their assessment data and target setting meetings.	Tracking pupils regularly to ensure they are closing the gap.	HLTA: £8.500 £5,250 (Early Bird Sessions) £7,300 £1.220	17 PP children 13/17 passed 81.3% 76% (not PP)

<p>Improving the outcomes for PP pupils using interventions</p>	<p>Dedicated LP support delivering</p>	<p>Early and continuous assessment, such as phonics reading baseline, which target children for established and proven interventions.</p> <p>Including:</p> <p>5-minute box</p> <p>Talk boost</p> <p>Narrative speech and language boosts – language in common</p> <p>Pre-teaching for whole class reading</p> <p>Online reading interventions</p> <p>Phonics intervention</p>	<p>Analysis of data on Target Tracker and PIXL assessments.</p> <p>Pre and post assessments for interventions accompanies by maintain the gains check after completion of interventions.</p> <p>Training for Learning Partners (e.g. support in 1:1 reading) monitoring of provision across the year.</p> <p>Training for volunteers to ensure quality 1:1 support</p>	<p>6 x LP x 2 hours</p> <p>£57,600</p>	<p>Chn who are not making adequate progress – personalised plans have been put in place to support their needs.</p>
<p>Ensure speech and language support is provided to PP pupils in EYs and KS1 to secure improved progress in spoken language and writing</p>	<p>Daily SALT sessions.</p>	<p>Assessment before and after the 10-week program to show progress points</p> <p>Ensure all staff are skilled in developing language skills in pupils.</p> <p>Focus on early interventions through EYs and KS1 (Focus on Y1)</p> <p>Whole school approach as well as targeted provision.</p>	<p>Through EY and KS1 Learning Partners</p>	<p>DH Inclusion/PP lead</p> <p>Training by External EAL consultant.</p> <p>£1000</p> <p>S & L Training through the Local Authority</p> <p>£1500</p>	<p>Pupils are now able to verbalise their ideas before writing.</p> <p>Talk for writing through Jane Considine</p>

<p>An increasing number of PP pupils who are working AT EXPECTED in each core subject will be targeted for Greater Depth.</p> <p>Current Year 6 Reading- move from 5% to 10% Writing- move from 2% to 10% Maths- move from 0% to 10%</p>	<p>Subject leadership in English, Maths and Science as well as phase leadership strengthens and develops to enable leaders to coach and mentor CTs for maximum impact.</p> <p>Appointment of Phase 1 and 3 leader.</p>	<p>Monitoring evidence collected throughout 2020-2021.</p> <p>First quality teaching makes the most impact and reaches all pupils, including</p>	<p>Core Subject leadership release</p> <p>Strategy and SLT meeting focus on PP targeted for GD</p> <p>SIP supports PP strategy aim</p> <p>Phase leadership structure</p>		<p>Year 6</p> <p>Please see data document below</p>
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iii. Other approaches					iv.
Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Staff Lead/ Cost	
PP pupils regain skills lost or missed out due to non-attendance, reduced provision or external factors during the COVID-19 partial school closure and lock down.	<p>Early careers teachers and NQTs are mentored and supported to continue to develop their practice during the transition out of the COVID pandemic</p> <p>Tuition delivered by Bell Lane staff who know the children and school well, work closely with PP pupils in their class</p> <p>Access to technology at home is audited and a plan in place to support through the Gov laptop scheme.</p>	<p>DHT PP leader will work closely with DHT Academics to disseminate information and follow-up on actions through the phase structure Strategy agenda will regularly ensure review and fine-tuning of PP Strategy</p> <p>PP Lead/DHT Inclusion/Phase leaders are instrumental in ensuring that talk boost, national tutoring programme maths tutors are implemented successfully.</p> <p>Support and follow up offered through phase leadership and through the DHT / PP lead</p>	<p>DHT/ PP leader to work closely with DHT Academics to disseminate information and follow up actions through the phase structure.</p> <p>Strategy agenda regularly review and fine tuning the PP strategy.</p>	<p>DHT</p> <p>£8,190.00</p>	<p>Chn who are isolating received online/ paper based learning or practical learning resources specifically to support SEND children</p>

<p>To Increase attendance Rates and eradication of gap between PP and non PP pupils</p> <p>Compulsory return to school after COVID means 100% PP pupils return to school and attend regularly</p>	<p>Education Welfare Officer, Attendance Leader and families of PP children to follow Barnet strategies/ protocols. PP leader /Attendance Leader to identify school initiatives to encourage improved attendance of PP pupils.</p>	<p>Working practices and current initiatives with the education welfare service</p>	<p>PP Lead,/Attendance Leader, EWO and SLT will continue to collaborate to ensure Local Authority and school processes and work effectively together. Risk assessments will inform attendance of PP who are also vulnerable</p>	<p>Attendance Budget (Awards and Prizes) £500</p> <p>EWO SLA £1,200</p> <p>SBM Leadership (Attendance) £4,000</p>	<p>All PP pupils tracked and attendance is closely monitored.</p> <p>Families are clear about the expectations.</p> <p>EWO working with PP Lead to closely monitor attendance.</p>
<p>Embed a focussed strategy for increasing attendance in the Nursery</p>	<p>Monitor and review the attendance of target pupils and groups monthly to ensure a more effective and timely response/action.</p>	<p>Phase leaders and HLT inclusion are in a good position to address issues with families and liaise with class teachers,</p>	<p>Termly report from Phase leader. Monitoring of attendance figures.</p> <p>Feedback from Phase leader to SLT.</p>	<p>Early Years Leader £700</p>	<p>DHT inclusion met with parents whose pupils were not regularly attending.</p>
<p>Extra-Curricular Clubs / Trips, Breakfast and After school clubs</p>	<p>Pupils from PP families the take up is lower than pupils that are not PP.</p>	<p>Children have the opportunity to access extra-curricular activities and after school and breakfast club.</p> <p>External Activities – Free class & discounted classes for PP children</p>	<p>Pupil voice and engagement levels</p> <p>Data from TT</p>	<p>£4000</p>	<p>Toast given to all pupils to support engagement in learning and well-being.</p> <p>“I feel ready to learn.”</p> <p>I am so hungry when I come into school.”</p>

<p>Parental engagement embedded across the whole school to target parents in key disadvantaged cultural groups.</p> <p>Achievement for all project over two year which support the learning , attendance and engagement of children with PP and SEND</p>	<p>Internal data shows that certain year groups are not making expected or accelerated progress- particularly at Year 1 and lower KS2.</p> <p>Parental interview showed a need for support in the curriculum.</p>	<p>Learning Partners and DHT overseeing the parental engagement project.</p> <p>Termly review against targets (appraisal).</p> <p>Parental surveys and feedback from teachers.</p> <p>Pupil Progress meetings show how children are making progress.</p>	<p>SLT</p> <p>Learning Partners</p>	<p>£400</p>	<p>Project continuing next year.</p>
				Total spend: £212,490	
				Allocated funds: £211,165	
				Overspend £1325	

Early Years Pupil Premium Grant Strategic Plan 2020-2021

Forecast number of pupils in Nursery 2020-2021	32 Nursery 7 FEE2
Forecast number of EYPP eligible pupils	5 children
Forecast EYPP budget 2020-2021	£1550.00 -

Target Area	Aims	Actions	Cost	Intended outcome
Raise confidence and improve outcomes for children in the area of communication and language	To close gaps in learning, in particular with a focus on the EYFS areas of learning: understanding, speaking and listening. This is to diminish the difference between disadvantaged and non-disadvantaged children, as evidence by low points of entry in baseline assessments.	<p>Analysis of baseline data (October 2020) to identify target areas of low attainment for groups and individuals.</p> <p>Half termly pupil progress meetings with Nursery Teacher and Key Person. Pupil Progress.</p> <p>Early Years Educators to run the nursery group interventions including specific group time to support the children with language and social skills.</p>	<p>2 x EYFS Learning Partners</p> <p>£8,190.00</p>	<p>Additional TA targeting pupils communication and language.</p> <p>Pupils improvements have been tracked.</p>
		Total	Overspend £6, 640.00	

Pupil Premium Data 2020-2021

Year Group	All	Reading	Reading greater depth	Writing	Writing greater depth	Maths	Maths greater depth
Y1							
All pupils	56 (100%)	22 (41%)	9 (17)	18 (33%)	7 (13%)	21 (39%)	9 (17%)
Pupil Premium	19 (34%)	4 (24%)	1 (6%)	2 (12%)	1 (6%)	5 (29%)	1 (6%)
Not pupil premium	37 (66%)	18 (49%)	8 (21%)	16 (43%)	6 (16%)	16 (43%)	8 (22%)
Y2							
All pupils	52 (100%)	23 (45%)	11 (22%)	16 (31%)	1 (2%)	17 (33%)	3 (6%)
Pupil Premium	17 (33%)	8 (47%)	4 (24%)	6 (35%)	1 (6%)	7 (41%)	1 (6%)
Not pupil premium	35 (67%)	15 (44%)	7 (21%)	10 (29%)	0 (0%)	10 (29%)	2 (6%)
Y3							
All pupils	48 (100%)	8 (19%)	0 (0%)	8 (18%)	2 (4%)	13 (29%)	4 (9%)
Pupil Premium	20 (42%)	3 (18%)	0 (0%)	3 (16%)	0 (0%)	4 (21%)	2 (11%)
Not pupil premium	28 (58%)	5 (20%)	0 (0%)	5 (19%)	2 (8%)	9 (35%)	2 (8%)
Y4							
All pupils	61 (100%)	33 (54%)	10 (16%)	32 (69%)	10 (16%)	34 (56%)	11 (18%)
Pupil Premium	26 (43%)	16 (62%)	4 (15%)	14 (54%)	4 (15%)	14 (54%)	2 (8%)
Not pupil premium	35 (57%)	17 (49%)	6 (17%)	18 (51%)	6 (17%)	20 (57%)	9 (26%)
Y5							
All pupils	63 (100%)	21 (34%)	11 (18%)	10 (16%)	4 (7%)	15 (25%)	2 (3%)
Pupil Premium	36 (57%)	12 (33%)	5 (14%)	6 (17%)	1 (3%)	8 (24%)	1 (3%)
Not pupil premium	27 (43%)	9 (35%)	6 (24%)	4 (16%)	3 (12%)	7 (28%)	1 (4%)
Y6							
All pupils	51 (100%)	36 (71%)	13 (26%)	30 (59%)	7 (14%)	34 (67%)	10 (20%)
Pupil Premium	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not pupil premium	51 (100%)	36 (71%)	13 (26%)	30 (59%)	7 (14%)	34 (67%)	10 (20%)