

Pupil premium strategy statement: Castlecroft Primary School

1. Summary information

School	Castlecroft Primary school				
Academic Year	2018/19	Total PP budget	£58,467	Date of most recent PP Review	Oct 2017
Total number of pupils	221	Number of pupils eligible for PP	35	Date for next internal review of this strategy	April 2019

2. Attainment and Progress

Pupil Premium Progress for the end of Key Stage 2: School (National Non Pupil Premium)

	Reading		Writing		Maths	
	Expected	Better than Expected	Expected	Better than Expected	Expected	Better than Expected
2014/15	88% (91%)	38% (33%)	100% (94%)	25% (36%)	100% (90%)	13% (37%)
2015/16 Prog	+2.25 (0 = National)		+2.70 (0=National)		+2.21 (0=National)	
2016/17 Prog Sc	-1.75 (0 = National)		-0.91 (0 = National)		- 0.30 (0 = National)	
2017/18 Prog Sc	+4.6 Unvalidated data		+2.0 Unvalidated data		+2.9 Unvalidated data	

Pupil Premium Attainment for the end of Key Stage 2: School at the Expected Standard (National Average all pupils in brackets)

	Combined (Reading, Writing & Maths)	Reading	Writing	Maths
2014/15 L4+	86% (80%)	86% (89%)	86% (87%)	86% (87%)
2015/16 EXS 12ch	33% (53%)	42% (66%)	67% (74%)	58% (70%)
2016/17 EXS 6ch	50% (61%)	67% (71%)	67% (76%)	67% (75%)
2017/18 EXS 10ch	70% (64%)	100% (75%)	70% (78%)	100% (76%)

Pupil Premium Attainment for the end of Key Stage 1: School at the Expected Standard (National Average all pupils in brackets)

	Combined(Read, Writing Maths)	Reading	Writing	Maths
2015/16 8Ch	38% (62%)	50% (74%)	25% (65%)	38% (73%)
2016/17 4Ch	25%	75% (76%)	25% (68%)	25% (75%)
2017/18 5Ch	40%	60%	40%	80%

Pupil Premium Attainment in Phonics: School at the Expected Standard (National Average all pupils in brackets)

	% at expected Standard in Yr1	% at expected standard in Yr2
2015/16	100% (Nat Av all pupils 81%)	88% (National Av All pupils 91%)
2016/17	100% (2 out of 2 Children)	100% (4 Children)
2017/18	60% (3 out of 5 children)	0% (0 out of 1 child)

Pupil Premium Attainment for the end Foundation Stage: School at the Expected Standard(National Average all pupils in brackets)

	GLD	Reading	Writing	Numbers
2014/15 2Ch	100% (66%)	100% (76%)	100% (71%)	100% (77%)
2015/16 2Ch	100%	100%	100%	100%
2016/17 3Ch	33%	67%	33%	33%
2017/18 4Ch	50%	50%	50%	50%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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

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| A. | Language skills on entry to school are often lower for pupils eligible for PP than for other pupils. |
| B. | Pupil Premium children particularly those who are Ever Looked After Children often have emotional and behavioural needs that block learning |
| C. | Many pupils eligible for pupil premium also have other factors such as SEN to consider when planning successful interventions |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Children eligible for Pupil Premium funding do not always arrive in school with the same rich life experiences as other pupils and so need access to a broad rich curriculum |
| E. | Attendance and punctuality of Pupil Premium children is often below that of other pupils in school and other pupils nationally. |
| F. | Children eligible for Pupil Premium have higher mobility than other pupils and progress for this group is not as good as our core pupil premium children. |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain recent Improvements in speaking, reading and writing skills for PP pupils in foundation stage.	Pupils eligible for PP in Foundation Stage make good progress from their low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of Reception. For those children with speech and language difficulties, early intervention is provided.
B. C.	To provide a tailored curriculum for Pupil Premium children with additional needs (emotional needs and/or educational needs). Higher rates of progress for Pupil Premium children than other children so that the gap is narrowed across school. Higher rates of attainment in KS1 for pupil premium children	There are improvements in identified pupil's behaviour and wellbeing. Learning behaviours are good and children are making progress. Pupils eligible for PP make more progress than 'other' pupils particularly by the end of Key Stage 1 in maths, reading and writing, as measured by the National end of key stage test and teacher assessments. By the end of KS2 pupil premium progress scores are positive in reading writing and maths providing evidence that the group has narrowed the gap on all pupils nationally.
D.	Continue to expose children receiving Pupil Premium funding to a rich curriculum to enable all aspects of their development to be fulfilled.	Children have access to a variety of enrichment opportunities which promotes all areas of learning. Pupils are enthusiastic about school.
E.	Reduce the number of persistent absentees among pupils eligible for PP to a similar level as other pupils in school and below the national average. Overall absence for PP children is in line with other pupils in school and nationally	Attendance rates for pupils eligible for PP are in line with other pupils in school and with all pupils nationally Overall PP absence improves to 4% and is in line with 'other' pupils. Parents are challenged and supported to improve children's attendance.
F.	New children receive a successful induction that allows the them to quickly settle into school, identifies starting points and quickly moves them on. This group of children are monitored closely.	Children feel happy in school. Assessments are made within the first few weeks of arrival. At least expected progress or better is made for this group of pupils

5. Planned expenditure

Academic year 2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen actions / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring milestones	When will you review implementation?
Improved attainment and progress for children in Reading by improving the children's early acquisition of phonics skills (see also phonics SIP) Overcoming barrier A	Externally led review of teaching and learning in phonics to identify areas for improvement	We hold the aspiration that all children leave Castlecroft as fluent readers of good understanding and who enjoy reading. The early acquisition of phonics skills is key to developing reading independence and reading fluency which in turn will lead to improved comprehension. The school works in a collaboration of good and outstanding schools and 4 years of peer review activity has had a significant positive impact	Phase leaders and phonics leaders from these schools as well as a local authority School Improvement Advisor will work with the school to evaluate the quality of Phonics teaching and learning. Outcomes will be used to strengthen our School Improvement Plan. Detailed pre-planning with fellow leaders will ensure the review has a clear focus and areas for improvement can be drawn together. The RWI leader will then oversee implementation of school improvement targets	RWI leader/ EYFS Leader	Review to take place November 2018. Observations of practice show that the quality of teaching and learning has been further strengthened by April 2019.	Dec 2018
	Further develop teaching and learning opportunities in the Early years that help children acquire phonics skills	A small number of PP children enter year 1 behind their peers. What can be done in Early years to narrow this gap?	RWI leader to work with newly appointed EYFS leader to review practice in Early years and further develop opportunities for children to develop their phonics skills. External review will also support this process. EYFS leader to meet regularly with Nursery teacher to review planning and next steps	EYFS Leader	Termly Observations of practice by EYFS leader and RWI leader identifies areas for development and there is evidence of improvement over time	Ongoing
	Further strengthen the quality of teaching and learning in phonics in KS1 through increasing the number of practitioners	A small number of children leave year 1 behind their peers nationally. An internal school review of phonics identified that a reduction in RWI leaders following a staffing restructure had a significant negative impact. Group sizes were increased and it was difficult to meet the needs of all pupils. The Lead RWI practitioner was unable to provide coaching role to staff as she had a group of students	Additional staff trained to deliver phonics- Sept 2018 and supported by the lead RWI practitioner Additional TA support used to free the Lead practitioner to coach and mentor staff	SLT	End of term assessments show that disadvantaged children are making progress that is at least expected in all year groups. Where children are not making progress support is in place and where children's attainment is below expected standard – intervention is in place.	
Improved progress for children in reading Overcoming barrier A	Continue whole school Reading for pleasure drive - Moving into a fourth year of development.	Developing a love of reading remains a high priority in raising standards in reading and good systems have been developed over the last two years that have seen a rise in number of children visiting the school library and taking opportunities to read for pleasure.	Librarian and English leaders to maintain current reward system and other inspiring opportunities and develop them further. English leaders to continue to provide staff training to all TA's and Parent Volunteers to	English leaders	End of term assessments show that disadvantaged children are making progress that is at least expected in all year groups.	Ongoing

	Develop increased quality opportunities to hear children read both individually and in groups and provide feedback	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest that providing high quality feedback is a low cost high impact strategy.	develop their ability to question pupils on their reading and to provide feedback. Additional TA appointed and changes to TA's timetables to allow for increased opportunities to hear children read individually and in groups. High quality training on teaching reading provided to staff offering advice on asking questions to deepen understanding. Deputy Head to monitor class reading records.		Particularly focus on Higher Achieving disadvantaged children. Where children are not making progress support is in place and where children's attainment is below expected standard – intervention is in place.	
To further improve the quality of teaching across school in all subjects	Invest in high quality CPD	Recent publications identify that one of the best ways to raise attainment of PP children is to ensure that the quality of the class teaching is high.	Senior leaders in school to monitor teaching and learning across school and provide training where needed. Support provided to include model lessons, shared planning, shared teaching, observation of practice and support plans developed. Invest in high quality Training from the LA and beyond to further strengthen quality of teaching. Training opportunities identified within the collaborative to further strengthen practice	SLT	Monitoring activities identify that teaching and learning is at least good and where it is not plans are in place to make improvements	Termly
Additional TA support, HD time in library, Reading prizes, Reading training, CPD opportunities Total budgeted cost						£9100

ii.	iii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring Milestones	When will you review implementation?

<p>Improve the proportion of PP children achieving the expected standard in Phonics</p> <p>Overcoming Barrier A</p>	<p>Continue to develop the role of Leading RWI practitioner to provide additional focused support for early teaching of reading and phonics using a little and often method of intervention.</p> <p>Use of the schools assessment systems to identify early those who are behind their peers and provide additional opportunity</p>	<p>Following the appointment of RWI Leading Practitioner huge progress has been seen in all children who were stalling with their ability to decode phonetically. Research including, EEF Toolkit, identifies that high quality focused 1:1 teaching has a very good impact on achievement.</p> <p>A small number of children enter Year 1 behind their peers nationally. What can we do to narrow that gap earlier in school?</p>	<p>RWI manager to oversee the work of the Leading practitioner by identifying pupils to support and monitoring their progress; timetabling the Leading Practitioner to support other teachers and TA's; and providing regular CPD</p> <p>SMT and EYFS leader to monitor assessment outcomes in Early years and ensure that both nursery and reception provide additional opportunities for those children who are behind their peers</p>	<p>RWI manager</p> <p>EYFS leader</p>	<p>Assessments show Pupil premium children are making at least expected progress and on track to achieve the expected standard in phonics at the end of Year 1</p> <p>Where children are not on track intervention is in place to help children catch up.</p> <p>A</p>	<p>Half Termly</p>
<p>Improve the proportion of PP children achieving a Greater Depth Standard in writing</p> <p>Overcoming barrier A</p>	<p>Early identification of children with the potential to write at a greater depth</p>	<p>Can the school do more to identify earlier children with the potential to write at a greater depth standard?</p>	<p>Use the schools assessment system for identifying and tracking those pupils with the potential to achieve a greater depth standard to help teachers in challenging and supporting children to write at a greater depth</p> <p>KS2 greater depth writing club to be established and led by the deputy head</p>	<p>Deputy</p>	<p>Writing club established Oct 2018</p> <p>Proportion of children on track to achieve greater depth in each year group to</p>	<p>Termly</p>
<p>PP children with behavioural and emotional needs continue to make progress in line with other pupils</p> <p>Overcoming Barrier B</p>	<p>Begin the PSHE interventions for identified pupils weekly during lesson 3 in Spring and Summer Terms</p> <p>Continue with the early identification and counselling work provided by Base 25</p>	<p>PSHE interventions have had a positive impact with fewer incidents of negative behaviour. Pupils feelings are positive about school.</p> <p>Children working with counsellor have seen improvements in learning behaviours including increased self control, self confidence and enthusiasm</p>	<p>Inclusion manager to identify children for support both in PSHE intervention and Counselling sessions and to monitor progress of pupils.</p>	<p>Inclusion manager</p>	<p>Pupils with emotional and behavioural needs show improvement in engagement with lessons and progress within lessons is improved.</p>	<p>Half termly</p>
<p>PP Children identified with SEND to make good progress from their starting points</p> <p>Overcoming Barrier C</p>	<p>Continue to develop the role SEND TA to provide additional focused support for identified pupils</p>	<p>To support the work of the inclusion manager a SEND TA has been identified to provide specific intervention to identified pupils. This builds on the RWI leading practitioner model that has had a significant impact in school.</p>	<p>Inclusion manager to oversee the work of the SEND TA by identifying pupils to support and monitoring their progress; timetabling the SEND TA to work alongside external support and implement recommendations consistently; and providing regular CPD</p>	<p>Year group leaders, Head and Deputies</p>	<p>SEND PP children have programmes of work that are suitable to their needs.</p> <p>Intervention plans show that children are making progress</p>	<p>Half Termly</p>

<p>PP children make good progress across school in Reading writing and Maths</p> <p>Overcoming Barrier C</p>	<p>Continue with the intervention system developed 2 years ago with teachers identifying pupils, planning intervention and assessing for impact. TOBANS numicon maths intervention used to identify weak areas and develop them Changes made to TA timetable to allow them to deliver little and often Intervention programmes eg Precision teaching</p>	<p>Research including, EEF Toolkit, identifies that teacher directed intervention has a significant impact on pupil attainment.</p>	<p>HT to oversee the identification planning and delivery of Intervention and to review the impact at the end of the cycle</p> <p>Deputy to monito use of TOBANS intervention for maths and provide training where necessary</p> <p>Inclusion manager to oversee precision teaching intervention</p>	<p>HT</p>	<p>TOBANS assessment data identifies progress for SEN PP children</p> <p>Precision teaching assessment data identifies progress made by SEN PP children</p>	<p>Half termly</p>
<p>Improved language development of PP pupils in Reception and beyond</p> <p>Overcoming Barrier A and C</p>	<p>Targeted speech and language support by a contracted speech and language therapist to develop oral language and listening skills.</p> <p>To continue to focus on PP children's progress and continue to put in place little and often interventions</p>	<p>The EEF Toolkit suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that some of our children do not start school with, that their formative years in education would be further disadvantaged.</p>	<p>Children identified by Foundation staff or Inclusion Manager and monitored through regular observation in areas of provision and by half termly on-going assessment by key workers. Work of Speech and Language Therapist is replicated by Key worker</p>	<p>Head, Deputy Class Teachers</p>	<p>Children with Sp and Lang needs are identified quickly and support provided in reception or on entry to school.</p>	<p>Half Termly</p>
<p>Improve induction of Pupils who arrive mid year or mid key stage and monitor their progress closely to ensure that they make equally as good progress as our core children.</p> <p>Overcoming Barrier F</p>	<p>Thorough induction allows children to quickly settle into school, feel confident and make friends. Accurate initial Assessment of pupil identifies a starting point for gauging progress. Teachers aware that these children form a vulnerable group and monitor their progress carefully.</p>	<p>Analysis of data carried out as part of Pupil Premium review identifies that non core Pupil Premium children achieve less well than our core Pupil Premium children</p>	<p>HT to monitor the progress of these pupils and discuss with class teacher as part of termly Data meetings.</p> <p>Monitoring systems to check on progress of this group</p>	<p>HT and DHT</p>	<p>Non Core children are making at least expected progress from their last statutory assessment starting point.</p> <p>Where progress is not expected intervention is in place to correct this.</p>	<p>Half termly</p>
<p>Costs for Laura F HLTA, Katie P, Intervention and Booster costs, Speech and Lang costs, Counselling costs- Total budgeted cost</p>						<p>£30,300</p>

iv.	v. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring Milestones	When will you review implementation?
Ensure targeted children have a good start to their learning day at school Overcoming Barrier E	Provide support for disadvantaged or vulnerable pupils to attend breakfast club	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Provision is overseen by the Out of Hours manager.	HT		Half termly
Raise the attendance of PP children and reduce the proportion of PP children who are persistently absent (See attendance SIP) Overcoming Barrier E	Purchase service level agreement for support of Attendance Officer to support vulnerable families in getting their children to school on time every day.	Arriving promptly for school every day has a direct relationship with academic progress.	HT and Attendance Officer to meet regularly to review the schools attendance and to identify vulnerable families early and support them in improving their child's attendance. Reward systems developed to encourage attendance. See School improvement plan	HT	Support and challenge is provided for disadvantaged pupils whose attendance is described as persistently absent. Reward systems established Aut term Disadvantaged attendance is in line with other pupils	Every 3 weeks
Increased involvement in sports and targeted motor skill development Overcoming Barrier D	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	The impact of sports participation is thought to be low by EEF. We disagree. We are sure that the role of sport in developing good learning behaviours, resilience, teamwork, increased attention, good mental well being and positive self image have a huge impact on core academic skills and therefore we are keen to give as much opportunity to our children as possible.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	PE Lead and HT	A similar proportion of Disadvantaged children access sporting provision as other pupils	July 17
Children eligible for PP Funding have equal access to a broad and rich curriculum Overcoming Barrier D	The school to continue to use Pupil Premium Funding to support children's access to a broad and rich curriculum	It is a core aim of the school that children at Castlecroft experience success and identify their own particular gifts and talents as a way of raising self esteem, increasing enjoyment and ultimately producing well rounded individuals who leave us want to learn more. Positive self image leads to increased resilience, improved learning behaviours and increased motivation	SLT and subject leaders will plan a broad and exciting curriculum supplemented by further enrichment opportunities for the children to access. All staff will oversee full inclusion in all aspects of the curriculum.	HT	A similar proportion of Disadvantaged children access sporting provision as other pupils	Ongoing with review at end of Year
Out of Hours contributions, School visit contributions, Musical opportunities contributions, EWO costs, JM after school Hrs costs, Costs for supporting inclusion						£18,700 Total budgeted cost

Use of the Pupil Premium Income in 2017/18

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families - this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible. It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Castlecroft Primary School are in line with the national average but the proportion of PP pupils is slightly below (CPS 15%, national 24% - 2017 IDSR). However, a significant proportion of other children in school live in families who are just above the threshold and as a result still require support even though the school does not receive additional funding for these.

The government compares our results against the national average for non-pupil premium children, rather than against similar children. The results are mixed and indicate at the statistical level, that the results for Disadvantaged pupils at Castlecroft still need to improve across ages and subjects, to close the gap on the national average for non-disadvantaged pupils.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a big difference to Castlecroft and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

Castlecroft's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country

How the money was spent

Castlecroft receives a substantial amount of Pupil Premium Funding which in 2017/18 was £46,090. This is a significant contribution to the school's overall budget.

The Senior Management Team and Governors have to identify how we use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils, the SMT has spent some of the additional funds in the following ways in the 2017/18 academic year:

Teachers

- Deputy delivered before and after school intervention in reading and maths.
- Head teacher delivered early morning intervention to Yr 6 pupils
- 1:1 teaching was provided during and after school for targeted children.
- The school uses Peripatetic music school teachers- Contributions for music lessons are made for PP children
- The school employs a teacher to coordinate various sporting opportunities and clubs portion of the Out of Hours sports clubs

Support Staff

- RWI Leading practitioner supports the RWI manager and this change has had a huge impact by delivering interventions little and often for target pupils. Assessment is carried out regularly and precision teaching delivered regularly. This work needs to continue with further development of the Lead Practitioners role to offer support and CPD to other staff.
- Developing the role of a SEND Teaching Assistant to support the work of the Inclusion Manager has had a significant impact for identified children with SEND. This has been effected by the member of staff having to support a child with significant additional needs on a 1 to 1 basis. This role needs to be developed further this academic year through training opportunities and providing increased flexibility in her timetable to work with selected children
- A system of Intervention, where teachers are responsible for the identification of pupils and the focus of intervention but the Class TA is responsible for its delivery. The teacher maintains the overview through regular discussion with the TA and monitors impact through assessment activities, discussion with the pupil and observation of pupil within the lesson. This needs to continue next year.
- Speech Therapy provision commissioned to support individuals across school. SEN TA worked alongside the speech therapist so that the support could be repeated regularly throughout the week. This had a significant impact for those children targeted and needs to continue this year.
- High quality Teaching Assistants provide before, during and after school intervention to children in Yr 3, 4, 5, 6. This continues to have a positive impact on the progress of pupils and their confidence in tackling the curriculum
- PSHE Intervention sessions run during the Spring and Summer terms for children who have been identified as needing support in building self esteem, building friendships, developing assertiveness, dealing with emotions particularly anger

Additional Provision

- The school has purchased the services of an Education Welfare Officer to support the Headteacher in challenging and supporting families whose children have poor attendance. This has already had a positive impact on attendance and needs to continue next year.
- The school commissions the services of a counsellor to work with pupils who are experiencing emotional or behavioural difficulties. This has had a significant positive impact for some of our most vulnerable children and needs to continue
- Funded Breakfast Club for the most vulnerable.
- Subsidised educational visits and residential visits.
- Provision of after-school clubs for sport and art and in school musical opportunities
- Sports leadership and other leadership roles to develop positive self-image and increased responsibility

The Impact

End of Key Stage 2

Progress

Progress across KS2 for year 6 2018 identifies that pupils narrowed the gap on their non disadvantaged peers Progress out comes for the group FSM6 are +3.1 in reading, +2.2 in Maths and +1.9 in writing. This is an improvement on progress measures for disadvantaged pupils in 2017. The school has continued to make improvements to the way it identifies children whose progress is stalling and intervenes through ABC method of marking and through more precise planning and delivery of intervention groups.

Attainment

Attainment of Pupil premium children rose in 2017 to 50% at the expected standard in R,W, M combined and was in line with the national average for all pupils (ie less than 1 pupil away. In 2018 the proportion rose to 70% at the expected standard and 20% at the higher standard

When looking at disadvantaged attainment for individual subjects at the expected standard the picture is the same with an improvement from last years results (which were in line with the national average for all pupils). 100% of pupils achieved the expected standard in reading and maths and 70% in writing. 30 % achieved the higher standard in Reading and 20% in writing and maths

End of Key Stage 1

2018 saw the proportion of children at the expected standard in RWM combined increase to 40% or 2 out of 5 children. When looking at individual subjects 4 out of 5 children achieved the expected standard in maths and science; 3 out of 5 at the expected standard in reading and 2 out of 5 in writing. No children achieved the greater depth standard.

Phonics Check

The impact of our efforts to improve core literacy skills and early reading acquisition can be seen in the Year 1 phonics check. For the years 2016 and 2017 all disadvantaged children have achieved the expected standard. In 2017 all disadvantaged children in Year 2 also achieved the expected standard.

In 2018 60% or 3 out of 5 disadvantaged children achieved the expected standard at the end of year 1. Of the two children who did not achieve this one was blind with significant learning delay and the other is adopted from care with significant emotional needs. In Year 2 there was only 1 disadvantaged child with SEND who did not achieve the phonic check.

End of EYFS

This year has seen 2 out of 4 Disadvantaged pupils achieve a good level of development.