

## Pupil premium strategy statement: 2016/17.



1. Summary information					
School	KINGS NORTON PRIMARY SCHOOL				
Academic Year	2016/17	Total PP budget	£126,887	Date of most recent PP Review	n/a
Total number of pupils	420	Number of pupils eligible for PP	98	Date for next internal review of this strategy	July 2017

2. Current attainment				
<b>Attainment for: 2015-2016 (59 pupils) Whole school</b>	<i>Pupils eligible for PP (our school/national Y6)</i>	GAP	<i>Pupils not eligible for PP (our school/national Y6)</i>	GAP
% achieving expected standard or above in reading, writing and maths	36% / 60%	-24	56%/ 60%	-4
% achieving expected standard or above in reading	45% / 75%	-30	85% / 71%	+14
% achieving expected standard or above in writing	45%/ 79%	-34	69% / 79%	-10
% achieving expected standard or above in maths	45%/ 71%	-26	73% / 75%	-2

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

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

<b>A.</b>	<b>Social and emotional intelligence</b> – poor social skills resulting in poor engagement, poor relationships with peers and staff, disruption to learning.
<b>B.</b>	<b>Low ambition</b> – poor motivation and resilience, low self-image, lack of support from home. Lack of positive role models outside the school environment.
<b>C.</b>	<b>Poor reading skills (phonics)</b> – impacting on reading/ writing development filtering through to every area of the curriculum.
<b>D.</b>	<b>SEN learning</b> – Specific identified barriers, involvement of specialist help and professionals.
<b>E.</b>	<b>SEN behavioural</b> - poor social skills resulting in poor engagement, poor relationships with peers and staff, disruption to learning. Specific identified barriers, involvement of specialist help and professionals.
<b>F.</b>	<b>SEN medical</b> - Conditions that may affect performance and contribute to poor attendance through regular medical appointments/ consultations.
<b>G.</b>	<b>Family circumstance</b> -CP Plan/ Child in need plan in place. Complex range of needs affecting child and the family having significant impact on learning and progress.
<b>H.</b>	<b>Lack of parental engagement</b> - Poor relationship with school, inability to support child at home with little or no interest in attending school consultations or events that support the child.
<b>I.</b>	<b>Looked after</b> – Emotional barriers to learning because of negative life experiences and upheaval associated with separation and attachment issues.
<b>J.</b>	<b>Attendance</b> Children with attendance rates below the national target of 95% but more importantly those below 90% and falling. A significant contributory factor maybe poor punctuality adding to falling attendance rates.
<b>K.</b>	<b>Lack of routine (sleep, food, homework)</b> Pastoral team in association with other professionals because of involvement with the family in a range of contexts; social services, LAC, behaviour support, pupil and school support, school nurse, CAT team etc.
<b>L.</b>	<b>English as an additional language.</b> Children who are new to the country or who have had a poor grounding in early language development.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Social and emotional intelligence</b> Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Acceptance of problems, taking responsibility for own actions. Improved social skills resulting in engagement, good relationships with peers and staff supporting a positive learning experience.</p>	<p>Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Standards of attainment and progress increase.</p>
<b>B.</b>	<p><b>Low ambition</b> Children make expected or better attainment and talk with enthusiasm about their learning. Improved levels of motivation and resilience, positive self-image, support provided from home who begin to become a more positive role models outside the school environment.</p>	<p>Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at school and beyond.</p>
<b>C.</b>	<p><b>Poor reading skills (phonics)</b> PP children's reading/ writing and maths outcomes &amp; progress improves in line with non-pp children A positive impact on reading/ writing development is seen and this filters through to every area of the curriculum and beyond.</p>	<p>PP children make better progress in reading so that their writing is influenced by this. PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying They perform well in mathematics fluency, reasoning and P solving. PP children achieve in line with non-PP children.</p>
<b>D.</b>	<p><b>SEN learning</b> Specific identified barriers, involvement of specialist help and professionals enables progress to be made in terms of relationships, attainment and progress.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed. Attendance for the children is in line with national at 95%</p>
<b>E.</b>	<p><b>SEN behavioural</b> pupils with specific issues receive support through use of professional agencies, learning mentor support and nurture group support. Staff may require release to work with professionals and attend meetings with parents, SENCo and behaviour lead. Training to manage pupil's specific behavioural issues may be required e.g. team teach/ behaviour management strategy courses. Children can function at the appropriate level in the classroom and hence make acceptable progress.</p>	<p>Children learn and develop secure strategies for dealing with anxiety, stress and upset in the classroom, parents are supportive in insuring that the best possible outcomes for the child are achieved in partnership with the school. Children can deal with a range of situations that hinder learning and create conflict across the range of activities and situations in school.</p>
<b>F.</b>	<p><b>SEN medical</b> Processes are reviewed, training is provided all on an annual basis to ensure that provision for the children is very effective and their individual needs have as little impact as is possible on their learning outcomes.</p>	<p>Medical conditions are managed very effectively at all times. Communication is effective, clear and immediate. Children's needs are not a barrier to learning and they make progress in line with other children in the school.</p>
<b>G.</b>	<p><b>Family circumstance</b> support is provided where necessary and swift action taken when deemed necessary and appropriate. Families and parents are able to more fully support the child's needs as barriers are either removed or in the process of being dealt with. Engagement is positive and families and school work as an effective partnership team for the benefit of the child.</p>	<p>Support is effective and barriers removed. Partnerships and trust are developed. Children thrive in a safe environment, they are effective and successful in their learning.</p>

<b>H.</b>	<b>Lack of parental engagement</b> Parents receive support from school and appropriate outside agencies and are enabled to take better control of and responsibility for their child's learning and actions at home in turn supporting the school curriculum and learning.	Parents show support, they attend meetings, they attend workshops that support their child's learning. The children benefit from an increased interest shown at home. Parents feel part of the learning community.
<b>I.</b>	<b>Looked after</b> Children are confident through the careful support that they are provided with, they are confident that nominated or chosen staff members will deal with them in a supportive manner and develop a network of professionals who provide various levels of support. All appropriate agency liaison meetings are completed and actions acted upon.	Children feel safe and secure in school and at home, this supports their continued academic progress and social and emotional developments.
<b>J.</b>	<b>Attendance Children</b> attendance improves at a rapid rate. Children reach the expected standard of attendance at 95%. Parents act on advice and support provided to ensure that their child attends regularly and on time.	No children on spotlight, families who are close to threshold are identified and supported early enough to ensure interventions are swift and effective.
<b>K.</b>	<b>Lack of routine (sleep, food, homework)</b>  <b>See G, H, I &amp; J</b>	
<b>L.</b>	<b>English as an additional language.</b> Children with specific language needs are assessed and supported to develop the basis of English, initially to support their needs in the classroom, outside support is provided in the form of interpretation when necessary to allow the child to gain a steady understanding of language, support also provided to train any support staff if required.	Child learns to function with the rudiments of basic language acquisition and this enables progress to be made supporting day to day work and full integration in the classroom environment.

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable us to demonstrate how we 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 action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children can talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on, the diamond rules developed to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	We will speak with the children to see that they feel they can talk about their feelings in class Drop- in to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Angela Edmonds, David Wilkes, Mike Tromans	July 2017
Children make expected or better attainment and talk with enthusiasm about their successes and aspirations.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children about purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did.	Dates are set for the year. TAs are employed at various times to carry out interventions. Monitoring programme put in place and run by phase leaders to ensure that effective interventions are in place and running effectively, reviews will ensure that these are adapted according to need when required. SLT will see lessons in the Monitoring programme and interview children about purposeful learning.	Mike Tromans	July 2017

PP children's reading/writing and maths outcomes & progress improves in line with non-pp children	Children will receive extra daily reading with a TA or other relevant adult. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books are celebrated and enjoyed in school and Children encouraged to read more and develop a love of books. There will be specific focus on the key maths skills to be taught to take children on to the next level.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged further as a strategy to reading in the classroom when necessary. An author will be celebrated in medium term planning for specific children. Maths basic skills to develop the next stage in the child's learning. Planning includes these crucial steps in skill development identified for PP children to ensure they move forward swiftly.	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop-ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk about the author they are celebrating and learning about. Maths skills taught effectively will provide the building blocks for future progress.	SLT Mike Tromans	July 2017
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs are shared with parents and be interesting. Curriculum links are made wherever possible to develop joined up thinking and thereby supporting progress. Wow days are shared with the children and parents as something to look forward to so they may assist at home.	All subject leaders. Mike Tromans	July 2017
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children can talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a new Pastoral Senior learning mentor will be setting up nurture for at least four employed 3 mornings per week.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	HT, DC, HC.  DW.	July 2017

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on how the PP children feel about their work and progress, also areas of the curriculum they find a strength. School ethos will encourage all children to be ambitious and consider their strengths and where they might use them. Re structuring of TA time to support intervention during afternoon sessions. Specialist support provided where and when necessary.</p>	<p>Children develop stronger skills of independence and become inspired by stories, events and lessons, encouraging them to be the best they can. They can begin to see that school teaches them skills which can easily be used in many different circumstances – this will explicitly show them how what they are learning can lead to greater achievement, not just academically but also socially in the building of strong and lasting relationships. Aspirations begin to develop and looking towards their future.</p>	<p>Feedback from staff/progress meetings will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Work, lessons and discussions will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.</p>	<p>HT, DC, HC. Phase leaders.</p>	<p>July 2017</p>
<p>PP children's reading/writing and maths outcomes &amp; progress improves in line with non-pp children</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Focused writing intervention time focusing on next steps and skill development. Maths intervention focusing on next steps and skill development.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. Focused 1:1 feedback is a proven motivator and key to ongoing progress. This time in all areas makes them feel valued. This time makes them see that books are positive and enjoyed. Boys who do not like reading will be more inspired in class with books more appropriate to their interest.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked. Children will be secure in the foundations of writing and phonic work and be secure in the basic skills of number and calculation at their level through regular and ongoing support coupled with effective planning.</p>	<p>HT, DC, HC. Phase leaders.</p>	<p>July 2017</p>
<p>The attendance of PP children improves</p>	<p>Attendance team will be involved with families whose attendance falls below 90%. The children will be invited to partake in planning the medium-term curriculum and desired outcome – taking some ownership and interest. Learning mentor will work with children who are consistently falling below 90%.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>Attendance team.</p>	<p>July 2017</p>

Academic Year		April 2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Children can talk about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Children make expected or better attainment and talk with enthusiasm about their successes and aspirations.</p> <p>PP children's reading/writing and maths outcomes &amp; progress improves in line with non-pp children</p> <p>The attendance of PP children improves</p>	<p><b>Agency staff</b> Intensive support</p> <p><b>SEN services</b> Yoga Resources Soundswell Speech &amp; Language. Ed. Psychology</p> <p><b>Extended Provision</b> Counselling Peacemakers Yoga Judo Dance Residential</p> <p><b>Resources</b> Interactive screens Beanstalk Laptops Now press play Furniture for group activities.</p> <p><b>TA salaries</b> H Fisher S Rogers S wedgebrow Library Club</p>	<p>To improve outcomes for identified pupils in Year 2 and year 6 in support of national testing.</p> <p>Supporting the social, emotional well being and development of pupils with specific barriers to their learning. Lack of local authority hours for Ed. Psyche support required extra intervention</p> <p>Support for children unable to access extended provision in school enabling them to feel included developing self-esteem and social development.</p> <p>Vital resources needed to replace outdated and poor functioning equipment. Resources available to support small group and/or one to one activities. Development of listening and communication skills. Development of our nurture group supporting some of our very vulnerable youngsters.</p> <p>Enabling TA support in as many classes as possible across the school. Enabling small group intervention to take place across all phases and classes not just a limited amount. Ensure a stable staff so that positive relationships are built rather than employing external agency staff on a short term basis.</p>	<p>Interventions have proved successful overall with focus work enabling children to function in a quiet, peaceful environment on key targets and skills.</p> <p>This work has supported many of our vulnerable children and given them a growing range of strategies to cope in the mainstream classroom, this is ongoing work and consistency of staff and support strategies are crucial to success.</p> <p>As above opportunity for all children is so important and we will continue to assist where appropriate and important to avoid children feeling isolated and undervalued.</p> <p>New resources are vital for all children but no more so than for the more disadvantaged. We will continue to use PP funds where necessary to support the opportunities for these children, of course all our pupils will benefit from such items in school, however our nurture room has been prioritised for funding support to ensure that it is up and running for a September start.</p>	<p><b>£19,469</b></p> <p><b>£14,104</b></p> <p><b>£10,942</b></p> <p><b>£26,520</b></p> <p><b>£35,910</b></p>

<b>ii.Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Children can talk about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Children make expected or better attainment and talk with enthusiasm about their successes and aspirations.</p> <p>PP children's reading/ writing and maths outcomes &amp; progress improves in line with non-pp children</p> <p>The attendance of PP children improves</p>	<p><b>Agency staff</b> Intensive support</p> <p><b>SEN services</b> Yoga Resources Soundswell Speech &amp; Language. Ed. Psychology</p> <p><b>Extended Provision</b> Counselling Peacemakers Yoga Judo Dance Residential</p> <p><b>Resources</b> Interactive screens Beanstalk Laptops Now press play Furniture for group activities.</p> <p><b>TA salaries</b> H Fisher S Rogers S wedgebrow Library Club</p>	<p>Ongoing work from 2015/2016</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p> <p>Children develop stronger skills of independence and become inspired by stories, events and lessons, encouraging them to be the best they can. They can begin to see that school teaches them skills which can easily be used in many different circumstances – this will explicitly show them how what they are learning can lead to greater achievement, not just academically but also socially in the building of strong and lasting relationships. Aspirations begin to develop and looking towards their future.</p> <p>Children will receive extra daily reading with a TA or other relevant adult. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books are celebrated and enjoyed in school and Children encouraged to read more and develop a love of books. There will be specific focus on the key maths skills to be taught to take children on to the next level.</p> <p>Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term.</p>	<p>Ensure quality is assured with closer scrutiny of final outcomes, staff support has none the less been effective and will continue this year.</p> <p>Resources have been well utilised and will continue as ongoing developments. Agencies and after school clubs will continue but will be under continual review and other activities sought to keep opportunities exciting and engaging.</p> <p>Inevitably many of these opportunities have benefits across the whole school and we will continue to fund places in clubs and on trips to support pupil entitlement.</p> <p>There is a continued focus on where targeted support is placed in year groups with a sharing across classes to ensure equality of provision. This needs to be monitored very closely to ensure best value is met. Evaluation of effectiveness and in-built staff targets included 2016/17.</p> <p>Ultimately it is relationships with families where attendance is poor that has the real impact on improved attendance rates.</p>	<p>See above.</p>
<b>6.Additional detail.</b>				
<b>Percentage out turn for children in receipt of additional funding. English and Maths.</b>				



KS2 performance 33% reading – 50% **6/60 children**  
95.5 reading -8.5% gap (scaled score) in line  
43% writing - 24% gap  
17% Maths – 54%  
96.5 maths - 5.8 gap (scaled score) in line  
17% combined -51%

<b>Previous Academic Year</b>		<b>2015/2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<p>Children can talk about their feelings in a controlled way and acknowledge problems can be solved. Children make expected or better attainment and talk with enthusiasm about their successes and aspirations. PP children's reading/writing and maths outcomes &amp; progress improves in line with non-pp children. The attendance of PP children improves</p>	<p><b>Agency staff</b> Intensive support</p>	<p>To improve outcomes for identified pupils in Year 2 and year 6 in support of national testing.</p>	<p>Interventions have proved successful overall with focus work enabling children to function in a quiet, peaceful environment on key targets and skills.</p>	<p><b>£19,469</b></p>
	<p><b>SEN services</b> Yoga Resources Soundswell Speech &amp; Language. Ed. Psychology</p>	<p>Supporting the social, emotional well-being and development of pupils with specific barriers to their learning. Lack of local authority hours for Ed. Psyche support required extra intervention</p>	<p>This work has supported many of our vulnerable children and given them a growing range of strategies to cope in the mainstream classroom, this is ongoing work and consistency of staff and support strategies are crucial to success.</p>	<p><b>£14,104</b></p>
	<p><b>Extended Provision</b> Counselling Peacemakers Yoga Judo Dance Residential</p>	<p>Support for children unable to access extended provision in school enabling them to feel included developing self-esteem and social development.</p>	<p>As above opportunity for all children is so important and we will continue to assist where appropriate and important to avoid children feeling isolated and undervalued.</p>	<p><b>£10,942</b></p>
	<p><b>Resources</b> Interactive screens Beanstalk Laptops Now press play Furniture for group activities.</p>	<p>Vital resources needed to replace outdated and poor functioning equipment. Resources available to support small group and/or one to one activities. Development of listening and communication skills. Development of our nurture group supporting some of our very vulnerable youngsters.</p>	<p>Ensure quality is assured with closer scrutiny of final outcomes, staff support has none the less been effective and will continue this year.</p>	<p><b>£26,520</b></p>
	<p><b>TA salaries</b> H Fisher S Rogers S wedgebrow Library Club</p>	<p>Enabling TA support in as many classes as possible across the school. Enabling small group intervention to take place across all phases and classes not just a limited amount. Ensure a stable staff so that positive relationships are built rather than employing external agency staff on a short term basis.</p>		<p><b>£35,910</b></p>
	<p><b>Teaching Salary</b> (April 2016- August 2017)</p> <p><b>Senior Learning Mentor.</b> (Nov – March 2017)</p>			<p><b>£32,383</b></p>
<p><b>ii. Targeted support</b></p>				

Desired outcome	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)	Cost
<p>Children can talk about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Children make expected or better attainment and talk with enthusiasm about their successes and aspirations.</p> <p>PP children's reading/writing and maths outcomes &amp; progress improves in line with non-pp children</p> <p>The attendance of PP children improves</p>		<p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p> <p>Children develop stronger skills of independence and become inspired by stories, events and lessons, encouraging them to be the best they can.</p> <p>They can begin to see that school teaches them skills which can easily be used in many different circumstances – this will explicitly show them how what they are learning can lead to greater achievement, not just academically but also socially in the building of strong and lasting relationships.</p> <p>Aspirations begin to develop and looking towards their future.</p> <p>Children will receive extra daily reading with a TA or other relevant adult.</p> <p>Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading.</p> <p>Books are celebrated and enjoyed in school and Children encouraged to read more and develop a love of books.</p> <p>There will be specific focus on the key maths skills to be taught to take children on to the next level.</p> <p>Topics will interest all children and especially PP children.</p> <p>They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term.</p>	<p>Resources have been well utilised and will continue as ongoing developments.</p> <p>Agencies and after school clubs will continue but will be under continual review and other activities sought to keep opportunities exciting and engaging.</p> <p>Inevitably many of these opportunities have benefits across the whole school and we will continue to fund places in clubs and on trips to support pupil entitlement.</p> <p>There has been a greater focus on where targeted support is placed in year groups with a sharing across classes to ensure equality of provision. This needs to be monitored very closely to ensure best value is met.</p> <p>Ultimately it is relationships with families where attendance is poor that has the real impact on improved attendance rates.</p>	

## 6. Additional detail

EYFS– GLD 2016	38%	-11% gap	<b>8/60 children</b>
Phonics	9%	- -42% gap	
KS1 performance	56% reading	-21% gap	<b>9/51 children</b>
	33% writing	- 24% gap	
	44% maths	- 22% gap	
KS2 performance	<b>99.0</b>	reading -4.4% gap (scaled score) in line	<b>7/60 children</b>

43% writing - 24% gap

100.1 maths - 3.1 gap (scaled score) in line

43% combined -11% Above national