

Hordle CE Primary School

Pupil Premium Strategy Statement

Academic Year 2019 - 2020	Total PP Budget £56300	Total Number of Pupils (Always taken from Jan Census) 46	Date of most recent PP Review July 2019	Date for next Strategy Review July 2020
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2. Current Attainment – Summer 2 2019	% of pupils eligible for PP (Hordle)	% of pupils NOT eligible for PP (Hordle)
EYFS		
% of pupils achieving GLD	100%	77.76%
Key Stage One		
% of pupils achieving expected in Reading, Writing and Maths	63%	76%
% of pupils making expected progress in Reading	63%	84%
% of pupils making expected progress in Writing	87%	81%
% of pupils making expected progress in Maths	75%	81%
Average Scaled Score in Reading	104.5	103.8
Average Scaled Score in Mathematics	103.8	104.9
Key Stage Two		
% of pupils achieving expected in Reading, Writing and Maths	66.6%	81%
% of pupils making expected progress in Reading	100%	83.3%
% of pupils making expected progress in Writing	100%	98%
% of pupils making expected progress in Maths	100%	93%
% of pupils achieving GDS in Reading, Writing and Maths	17%	19%
Average Scaled Score in Reading	105	107.9
Average Scaled Score in Mathematics	101.7	106.3

1. 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)

A.	Reading
B.	Maths
C.	Self-regulation
D.	Vocabulary

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

H.	Attendance
I.	1:1 Reading

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Reading</p> <ul style="list-style-type: none"> All pupils will make at least expected progress in Reading. Each phase team will meet at least the expected floor standard for attainment in their year group: <ul style="list-style-type: none"> KS1 pupils will read at 90 wpm. Pupils at EOKS2 will read at least 130 wpm. KS1 pupils will leave Year 2 able to read the first 300 sight words. Access to more quality first teaching through reading. 	<p>End of Year Data on Words Per Minute</p> <ul style="list-style-type: none"> KS1 Pupils 90 wpm EOY4 110 wpm EOY6 130 wpm To read all 300 sight words with speed and accuracy. Year 1 phonic screening check results. Salford Reading Age vs Chronological Age. Can children access learning across the curriculum through reading? phase team will ensure that the % of pupils meeting ARE+ is at least the same as the previous year or in line with the floor standard of 75%.
B.	<p>Maths</p> <ul style="list-style-type: none"> Pupils will make at least expected progress in Mathematics. Each phase team will meet at least the expected floor standard for attainment in their year group. Year 4 pupils will meet at least the floor standard for the multiplication tables check in 2020. 	<ul style="list-style-type: none"> Pupils will demonstrate on end of unit assessments that they have made at least expected progress. Pupils will demonstrate that they have made at least expected progress in the basic skills tests. By the EOKS1 pupils will know 2, 5 and 10 times tables and division facts. By the EOLJ pupils will know 2, 5, 10, 3, 4 and 8 times tables and division facts. By the End of Year 4 pupils will know all multiplication and division facts up to 12 times tables. A rigorous multiplication tables curriculum will be introduced and monitored by the Maths Team.
C.	<p>Self-regulation</p> <ul style="list-style-type: none"> Staff will learn the zones of self-regulation. Pupils will be taught to use the zones of self-regulation. Pupils will draw on a range of strategies to support them in managing their emotions and focussing on learning. 	<ul style="list-style-type: none"> SSAT Engagement scale and profile. Observation feedback. Pupils self-evaluation.
D.	<p>Vocabulary</p> <ul style="list-style-type: none"> KS1 and FS pupils will used 'Word of the Day' to introduce new vocabulary. English lessons will be specifically planned to introduce new vocabulary. 	<ul style="list-style-type: none"> Pupils writing will show evidence of Tier 3 vocabulary. Observation feedback. Pupil interviews and self-evaluation.

	<ul style="list-style-type: none"> • Tier 3 vocabulary will be explored across the curriculum with focus words for each week. • Staff will be trained in strategies to develop vocabulary. 	
External barriers		
E.	Attendance <ul style="list-style-type: none"> • Pupils will have at least 97% attendance. 	<ul style="list-style-type: none"> • Pupils will have an average attendance of $\geq 97\%$
F.	1:1 Reading <ul style="list-style-type: none"> • All PP children will receive 1:1 reading on a regular basis if appropriate. 	<ul style="list-style-type: none"> • All pupils will receive 1:1 reading either at home with a parent or through an intervention in school.

3.		4. Planned expenditure																
Academic year		2019/2020																
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.		ii. 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?	Cost	Staff lead	When will you review implementation?												
<p>Reading</p> <ul style="list-style-type: none"> All pupils will make at least expected progress in Reading. Each phase team will meet at least the expected floor standard for attainment in their year group: <ul style="list-style-type: none"> KS1 pupils will read at 90 wpm. Pupils at EOKS2 will read at least 130 wpm. KS1 pupils will leave Year 2 able to read the first 300 sight words. Access to more quality first teaching through reading. Children will be able to answer critical and evaluative questions on text, thinking more deeply about literature. 	<ul style="list-style-type: none"> Build stamina for reading through ensuring pupils read daily during guided reading. Build stamina for reading through ensuring pupils read progressively more challenging texts. Maximise on adult helpers to ensure as many pupils as possible can be heard read on a daily or 3 x weekly basis. Read to Grandhordles. Pupils will use the Reading Plus programme to increase WPM score in years 5 and 6. Parent workshops to raise the importance of reading on a daily basis. 	<ul style="list-style-type: none"> We have continued to use the Reading Plus programme this year to support pupils in Year 6. <table border="1"> <thead> <tr> <th></th> <th>Non Reading Plus</th> <th>Reading Plus</th> </tr> </thead> <tbody> <tr> <td>EOY5</td> <td>38.5</td> <td>25.2</td> </tr> <tr> <td>EOKS2</td> <td>40.10</td> <td>36.10</td> </tr> <tr> <td>Value Added</td> <td>+1.6</td> <td>+10.9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Our WPM records have shown that where pupils are targeted to read more challenging texts and read on a regular basis, their WPM score increases. 		Non Reading Plus	Reading Plus	EOY5	38.5	25.2	EOKS2	40.10	36.10	Value Added	+1.6	+10.9	<ul style="list-style-type: none"> Subject leaders will continue to deliver regular training on Let's Think in English. Two members of staff will be trained in Leading and Developing Let's Think in English. Subject leaders will monitor termly the planning, teaching and assessment of reading. Reading Plus leader board will indicate the participation of Year 5 and 6 pupils in the Reading Plus programme. A member of the KS1 team will be designated the lead for guided reading and this member of staff will have the responsibility of liaising with parents and co-ordinating a timetable of support. We will monitor on a termly basis, the number of parent volunteers that we have to come in and help children read. 	<p>Let's Think Programme – External Training £750</p> <p>Let's Think Programme – Internal Training £1500</p> <p>Reading Plus Programme £1000</p> <p>Staffing Reading Plus £1600</p> <p>Reading Plus Analysis £100</p> <p>TA CPD in Reading Twilight £300</p> <p>121 interventions £3000</p> <p>Developing a love of reading £1200</p> <p>Reading environment £1000</p> <p>Running parent workshops £500</p> <p>Additional Staff Training £4000</p> <p>COST £14950</p>	<p>Louise Trim</p> <p>Key Stage 1 Team Member TBC</p>	<p>December 2019</p>
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<p>Maths</p> <ul style="list-style-type: none"> Pupils will make at least expected progress in Mathematics. 	<ul style="list-style-type: none"> Focus on teaching the basic skills on a daily basis. Singapore Maths approach. Concrete, pictorial and abstract approaches Core competencies Mastery techniques Bar model Differentiated instruction Journaling and assessment Problem solving Use of manipulatives Access to Times Tables Rockstars for Years 3 – 6 pupils 	<ul style="list-style-type: none"> Data analysis shows that we need to continue to work on closing the gap in Mathematics for PP pupils. Singapore Maths approach is proven to support children in making accelerated progress. 	<ul style="list-style-type: none"> Further staff INSET training across the year will develop the subject knowledge of Maths teachers Fortnightly staff training will include nuggets on the teaching of basic skills Subject leaders will conduct termly monitoring across the whole school SLE to deliver support across the whole school. Mastery for Maths course for members of staff from each phase team. 	<p>Staff training on Automaticity & Fluency £4000</p> <p>TA CPD in Maths Twilight £300</p> <p>121 interventions £3000</p> <p>Success@Maths Training x 2 £1000</p> <p>£1260 – run intervention First Class @ Number £1000</p> <p>£1500 – run intervention Power of 2 £360 per pupil</p> <p>Times Table Rockstars £60</p> <p>£12480</p>	<p>Amy Cazneaux</p> <p>Sally Hulse</p>	<p>December 2019</p>												

<p>Self-regulation</p> <ul style="list-style-type: none"> • Children will show high levels of engagement in learning. • Children will know and use a range of strategies to help them manage their feelings. • Lessons will be specifically designed to teach 	<ul style="list-style-type: none"> • Lessons will be designed to specifically teach self-regulation. This will be done through planning activities where pupil engagement is HIGH. • Pupils will be taught the 	<ul style="list-style-type: none"> • The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies. 	<ul style="list-style-type: none"> • T&L meetings will deliver strategies for self-regulation. • Teams will be given time to review their lesson design and identify ways in which they might introduce further strategies for self-regulation. 	<p>Research £130 Training for staff £3000</p> <p>£3130</p>	<p>Lou Trim PP Champion and Mandy Payne SENCO</p>	<p>December 2019</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Develop Tier 3 vocabulary across the school • Pupils will use a wider vocabulary in their spoken language • Pupils will use a wider repertoire of words in their written work 	<ul style="list-style-type: none"> • Staff will introduce pupils to new words using 'Word a Day'. • English lessons will explicitly plan to teach Tier 3 vocabulary. • Texts will be chosen to ensure they introduce pupils to new and challenging vocabulary. 	<p>Closing the Gap by Alex Quigley identifies that vocabulary supports children in being able to communicate and express themselves. Bringing Words to Life by Isabel Beck identifies Tier 2 and 3 vocabulary as ways in which to deepen and enhance the repertoire of pupil's vocabulary.</p>	<ul style="list-style-type: none"> • Staff training will be used to introduce strategies for teaching tier 3 vocabulary. • Monitoring of English planning. • English lesson observations. • Classroom displays to include wall dictionaries and tier 3 vocabulary displays. 	<p>Resources £200 Training £1000</p> <p>£1200</p>		<p>December 2019</p>
<p>Keyworker Scheme</p> <ul style="list-style-type: none"> • Pupils will feel safe in school. • Pupils will build appropriate relationships with adults in school. • Pupils will have opportunities to talk with a trusted adult in school. 	<ul style="list-style-type: none"> • Pupils will be allocated a keyworker. • Keyworkers will meet and greet each allocated pupil at least 3 x a week for 15 minutes. 	<p>The EEF toolkit identifies that building emotions is important in developing attitudes to learning and social relationships in school.</p>	<ul style="list-style-type: none"> • The Key Worker scheme will be well implemented because: • Monitored and evaluated by SENCO • Designated times will ensure each pupil meets with their allocated keyworker 3 x a week 	<p>£10700</p>		<p>December 2019</p>
<p>Other</p> <ul style="list-style-type: none"> • 46 PP pupils in September 2019 	<ul style="list-style-type: none"> • Each pupil to have an allocated PP entitlement: 			<p>Per FSM pupil per year: Uniform £12 Clubs £80 Breakfast C £108 Trip subsidy (residential) as requested £200</p> <p>£3150</p>		<p>December 2019</p>
<p>PP Champion</p>	<ul style="list-style-type: none"> • PP champion to provide: PP Coaching PP data analysis PP Learning Walks PP interviews 			<p>£8000</p>		<p>December 2019</p>
<p>TOTAL COST:</p>						

iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
Attendance of pupils will be at least 97%.	<ul style="list-style-type: none"> Positive praise for good attendance. Class celebration for class attendance. Introduction of attendance colours. Close monitoring of pupils with previous PA. Personalised letters to all parents of pupils with attendance below 95%. Termly attendance meetings with a representative group of SLT members to analyse attendance. Meetings with parents for children who fall below 92%. 	<ul style="list-style-type: none"> Pupils who attend school regularly make better progress. 	<ul style="list-style-type: none"> Monitor attendance with Team Office on a regular basis. Conduct half-termly assessment meetings. Meet with parents who have children at risk of falling below 95% attendance or those with persistent absence. 	Meetings Attendance Champion Data Analysis Parent meetings £1500	FKA/LT	December 2019
1:1 Reading	<ul style="list-style-type: none"> Parent workshops on the importance of reading. Relentless messages to parents about the importance of reading. Weekly praise and celebration of participation in the reading challenge. How many whole books have you read this year? 	<ul style="list-style-type: none"> National Curriculum Book Trust 	<ul style="list-style-type: none"> English team to make reading a priority. Offer parent workshops every term. Include e-access to top tips for parents on supporting children with reading. Include motivational quotes in the newsletter to encourage parents to read. 	Parent workshops £500	LT	December 2019
TOTAL COST				£2000		

5. Review of expenditure

Previous Academic Year

2018 - 2019 £63,880

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost																									
<p>Reading</p> <ul style="list-style-type: none"> Pupils will make at least expected progress in Reading. KS1 pupils will read at 90 wpm. Pupils at EOKS2 will read at 130 wpm. KS1 pupils will leave Year 2 able to read the first 300 sight words. Access to more quality first teaching through reading. 	<ul style="list-style-type: none"> KS1 to read every day in guided reading with an adult. Read to a Grandhordle. Pupils will use the Reading Plus programme to increase WPM score in years 5 and 6. Pupils in KS1 to practise sight words on daily basis. Parent workshops to raise the importance of reading on a daily basis. Additional teacher and small intervention group in Year 6 Reading 	<p>Key Stage One Reading Results 2019 PP Pupils: 75% ARE Non-PP Pupils: 81%</p> <p>PP Pupils GDS: 25% Non-PP Pupils: 22%</p> <p>Key Stage Two Reading Results 2019 PP Pupils: 67% Non-PP Pupils: 88%</p> <p>PP Pupils GDS: 33% Non-PP Pupils GDS: 38%</p>	<p>AUTUMN INTERVENTION GROUP KS2 An additional 20% of pupils in the intervention group achieved ARE in July 2019 versus July 2018. The intervention group included 5/6 PP pupils. 2/6 PP Pupils did not achieve ARE at the end of Year 6. These same 2 pupils were below AREs at the end of Key Stage 1 and therefore made expected progress.</p> <table border="1"> <thead> <tr> <th></th> <th>EOY5</th> <th>EOY6</th> <th>EOY5</th> <th>EOY6</th> </tr> <tr> <th></th> <th>ARE+</th> <th>ARE+</th> <th>GDS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>All (48)</td> <td>80%</td> <td>85%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Intervention (15)</td> <td>67%</td> <td>87%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Non Intervention (933)</td> <td>85%</td> <td>85%</td> <td>64%</td> <td>52%</td> </tr> </tbody> </table> <p>The intervention group in Year 6 has been identified as having had a positive impact on pupil progress.</p> <p>Year 1 Phonic Screening Check 1/5 PP pupils in Year 1 did not pass the Year 1 phonic screening check.</p> <p>Reading Plus Not all pupils in the Reading Plus group achieved ARE. Next year, we are going to timetable Reading Plus more rigidly so pupils who are identified as requiring the Reading Plus programme access a minimum of 3 x sessions per week.</p>		EOY5	EOY6	EOY5	EOY6		ARE+	ARE+	GDS	GDS	All (48)	80%	85%	46%	38%	Intervention (15)	67%	87%	7%	7%	Non Intervention (933)	85%	85%	64%	52%	
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<p>Self-regulation</p> <ul style="list-style-type: none"> • Children will show high levels of engagement in learning. • Lessons will be specifically designed to teach children self-help strategies. 	<ul style="list-style-type: none"> • Lessons will be designed to specifically teach self-regulation. This will be done through planning activities where pupil engagement is HIGH. 	<ul style="list-style-type: none"> • Observations have shown that in Let's Think in English pupils have begun to demonstrate traits of critical thinkers, including: independence, integrity, humility, confidence, fair-mindedness, courage and empathy. 	<ul style="list-style-type: none"> • Teachers began the learning journey this year by studying Self-Regulation in the Classroom by Richard M Cash. These materials were ideal CPD for adults and included some whole class strategies and materials. • We now need to look at ways to communicate the self-regulation strategies in a child-friendly and more personalised way. Consequently, we are going to use the 'Zones of Regulation' by Leah m Kypers. • We will now introduce the Zones of Regulation through a series of lessons to ensure there is a consistent language and understanding of how pupils can use these zones to manage their self-regulation. 													
<p>Attachment</p> <ul style="list-style-type: none"> • Children will be able to form relationships with their key worker. 	<ul style="list-style-type: none"> • Keyworker in place for all PP pupils across the school (teacher and/or other designated adult). 	<p>The keyworker scheme has given all vulnerable pupils the opportunity to build important relationships with trusted adults. Parents of PP pupils have praised the scheme, expressing that it is reassuring to know their child has an allocated adult they can speak to. Children have also expressed their feelings of safety. Pupils have requested meetings with their keyworker.</p>	<p>We now need to consider how the Keyworker scheme might be able to support pupils in increasing attendance. All Keyworkers will now be asked to actively monitor the attendance of their allocated pupils and explore strategies to increase attendance.</p>													
<p>Other</p> <ul style="list-style-type: none"> • 46 PP pupils in September 2018 	<ul style="list-style-type: none"> • Each pupil to have an allocated PP entitlement: 	<p>28 x free Breakfast Club spaces have been offered and accepted this year.</p>	<p>PP parents have talked positively about the allocated funding and have accepted free club spaces and free uniform.</p>													
<p>PP Champion</p>	<ul style="list-style-type: none"> • PP champion to provide: PP Coaching PP data analysis PP Learning Walks PP interviews 		<p>Continue with this practice as it supports all staff in closely monitoring PP pupils and implementing personalised, initiatives.</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																																																																																										
Attendance of pupils will be at least 95%.	<ul style="list-style-type: none"> Positive praise for good attendance. Class celebration for class attendance. Introduction of attendance colours. Close monitoring of pupils with previous PA. Meetings with parents for children who fall below 92%. 	<p style="text-align: center;">Total % Attendance Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (47 pupils)</p> <table border="1" data-bbox="842 328 1218 560"> <thead> <tr> <th>Year Group</th> <th>No. of Pupils</th> <th>16-17 %</th> <th>17-18 %</th> <th>18-19 %</th> </tr> </thead> <tbody> <tr> <td colspan="2">Total:</td> <td>95.5%</td> <td>96.4%</td> <td>94.9%</td> </tr> <tr> <td>Reception</td> <td>3</td> <td>-</td> <td>100%</td> <td>92.2%</td> </tr> <tr> <td>Year 1</td> <td>5</td> <td>-</td> <td>96.3%</td> <td>94.7%</td> </tr> <tr> <td>Year 2</td> <td>8</td> <td>94.5%</td> <td>95.1%</td> <td>94.2%</td> </tr> <tr> <td>Year 3</td> <td>11</td> <td>94.4%</td> <td>94.9%</td> <td>94.5%</td> </tr> <tr> <td>Year 4</td> <td>7</td> <td>94.5%</td> <td>93.9%</td> <td>95.6%</td> </tr> <tr> <td>Year 5</td> <td>7</td> <td>98.2%</td> <td>97.8%</td> <td>97.7%</td> </tr> <tr> <td>Year 6</td> <td>6</td> <td>95.7%</td> <td>96.8%</td> <td>95.3%</td> </tr> </tbody> </table> <p style="text-align: center;">Total % Attendance Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (289 pupils)</p> <table border="1" data-bbox="848 660 1211 884"> <thead> <tr> <th>Year Group</th> <th>No. of Pupils</th> <th>16-17 %</th> <th>17-18 %</th> <th>18-19 %</th> </tr> </thead> <tbody> <tr> <td colspan="2">Total:</td> <td>97.4%</td> <td>97.3%</td> <td>96.6%</td> </tr> <tr> <td>Reception</td> <td>42</td> <td>100%</td> <td>100%</td> <td>94.4%</td> </tr> <tr> <td>Year 1</td> <td>41</td> <td>-</td> <td>97.2%</td> <td>97.6%</td> </tr> <tr> <td>Year 2</td> <td>37</td> <td>96.3%</td> <td>96.8%</td> <td>96.9%</td> </tr> <tr> <td>Year 3</td> <td>40</td> <td>97.3%</td> <td>97.1%</td> <td>97.7%</td> </tr> <tr> <td>Year 4</td> <td>41</td> <td>96.5%</td> <td>96.4%</td> <td>96.5%</td> </tr> <tr> <td>Year 5</td> <td>46</td> <td>97.6%</td> <td>97.2%</td> <td>96.6%</td> </tr> <tr> <td>Year 6</td> <td>42</td> <td>96.5%</td> <td>96.1%</td> <td>96.6%</td> </tr> </tbody> </table>	Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %	Total:		95.5%	96.4%	94.9%	Reception	3	-	100%	92.2%	Year 1	5	-	96.3%	94.7%	Year 2	8	94.5%	95.1%	94.2%	Year 3	11	94.4%	94.9%	94.5%	Year 4	7	94.5%	93.9%	95.6%	Year 5	7	98.2%	97.8%	97.7%	Year 6	6	95.7%	96.8%	95.3%	Year Group	No. of Pupils	16-17 %	17-18 %	18-19 %	Total:		97.4%	97.3%	96.6%	Reception	42	100%	100%	94.4%	Year 1	41	-	97.2%	97.6%	Year 2	37	96.3%	96.8%	96.9%	Year 3	40	97.3%	97.1%	97.7%	Year 4	41	96.5%	96.4%	96.5%	Year 5	46	97.6%	97.2%	96.6%	Year 6	42	96.5%	96.1%	96.6%	<p>The average attendance of PP pupils is between 92% and 97%. We therefore need to continue to target improving the attendance of PP pupils next year.</p> <p>We shall do this through:</p> <ul style="list-style-type: none"> Half-termly Attendance meetings Colours for Attendance Attendance awards Letters/Meetings with parents Keyworker scheme targeting attendance 	
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Total:		97.4%	97.3%	96.6%																																																																																										
Reception	42	100%	100%	94.4%																																																																																										
Year 1	41	-	97.2%	97.6%																																																																																										
Year 2	37	96.3%	96.8%	96.9%																																																																																										
Year 3	40	97.3%	97.1%	97.7%																																																																																										
Year 4	41	96.5%	96.4%	96.5%																																																																																										
Year 5	46	97.6%	97.2%	96.6%																																																																																										
Year 6	42	96.5%	96.1%	96.6%																																																																																										
1:1 Reading	<ul style="list-style-type: none"> Parent workshops on the importance of reading. Relentless messages to parents about the importance of reading. Weekly praise and celebration of participation in the reading challenge. How many whole books have you read this year? 																																																																																													

1. Additional detail

