



Summary information						
School	Great Hollands Primary School			Academic Year	2019/2020	
Total PP budget	£167,059	Total no. of pupils	414	Pupils eligible for PP	No: 135	?: 32.6 %

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A	Gap between achievement of PP and non-PP pupils in Reading, Writing and Mathematics especially PP boys in years 5 and 6
B	Double Disadvantaged boys showing slow rates of progress in writing especially in years 5 and 6
C	Emotional Health and social skills of PP pupils influencing their experiences and work in class.
D	Vocabulary gap between PP pupils and non-PP pupils in school.
E	PP pupils catching-up and keeping-up with their learning.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
F	The number of persistent absentees
G	Lack of parental engagement

Strategic Plan					
Action	What is the evidence and rationale for this choice?	KPIs	Staff	Final Review	RAG
Objective 1: Effective teaching for All with a focus on DA boys so the combined gap diminishes, especially in years 5 and 6 (RWM) Barriers A: Gap between achievement of PP and non-PP pupils in Reading, Writing and Mathematics especially PP boys in years 5 and 6 (combined)					

<p>Embedding Inspire Maths:</p> <ul style="list-style-type: none"> • CPD for all staff with a clear focus on boy DA pupils • Release time to visit colleague's in school and Whiteknights Primary to see how adaptations are made to target DA pupils • Parent meetings on Inspire Maths <p>Adaptations are made to support DD pupils</p>	<p>Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. (EEF Attainment Gap report 2018)</p>	<p>At the end of year 5 the DA combined gap was -39% so the gap to diminish to at least 20% by the end of year 6.</p> <p>At the end of year 4 the DA combined gap was -19%. At the end of year 5 the DA combined gap to diminish to 10% or below.</p>	<p>PPG Lead Maths Lead/HT</p>	<p>* Data has been taken from March 2020 data drop due to COVID 19</p> <p>The DA combined for year 6 is now 20% (KPI target) and at the start of the year, it was 39%.</p> <p>The DA combined gap for year 5 is 26% and at the start of the year it was 19% so the gap has increased. Writing is the barrier to the combined and this will be a priority for the school next year. In addition, this year group will be a priority year group due to the increased gap.</p> <p>The DA combined gap for year 4 is + 18% compared to the start of the year where it was +6% (an increase of 12%).</p> <p>Current DA combined gap for year 3 is -9% compared to -12% at the beginning of the year (KPI was to reduce the gap to -6). This year group will be a priority due to there still being a gap.</p> <p>DA combined gap for year 2 is +13% and at the start of the year there was a gap of -2% (KPI was to have no gap but there is now a positive gap of +13%)</p> <p>DA combined gap for year 1 is +29%.</p>
<p>2. Embedding Language and Literacy</p> <ul style="list-style-type: none"> • CPD for all staff on writing with a focus on DA boys • Visit Green Wythe Primary to find out how they targeted PP boys using the 10 Day Writing Journey and the impact of the Writing Journey <p>Release time for Assistant head to review and support planning and to observe Language and Literacy lessons</p>		<p>At the end of year 3 the DA combined gap was +6 %. At the end of year 4 the DA combined gap to increase by 4%.</p> <p>At the end of year 2 the DA combined gap was -12 %. At the end of year 3 the DA combined gap to decrease by 6%.</p>		

<p>3. Continue with Read Write Inc.:</p> <ul style="list-style-type: none"> • Fresh start for DA pupils in years 5 and 6 • 1:1 tuition for F2, Years 1 and 2 in the afternoons • TA planning for 1:1 PP pupils • RWI parent meetings for targeted DA pupils <p>RWI resources and reading packs for pupils to go home (£3,000)</p>		<p>At the end of year 1 the DA combined gap was -2 %. At the end of year 2 there to be no gap.</p>			
<p>4. Pupil voice used to identify barriers to learning, suggest improvements, hear about learning in the classroom from a DA pupil's perspective</p> <ul style="list-style-type: none"> • Weekly hot chocolate catch-up sessions PP Lead <p>Rota of pupil voice monitoring / locations / playtime experiences / learning successes & barriers.</p>					
<p>Objective 2: Accelerated progress for DD and DD (SEND) boys is made so the gap between DA boys and Non-DA pupils is reduced, especially in years 5 and 6 for writing.</p>					
<p>Barriers: Double Disadvantaged boys showing slow rates of progress in writing especially in years 5 and 6</p>					
<p>Action</p>	<p>What is the evidence and rationale for this choice?</p>	<p>KPIs</p>	<p>Staff</p>	<p>Final Review</p>	<p>RAG</p>

<p>NVQ online training from Learning Curve on:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties • Social, Emotional and Mental Health • ASD <p>Speech and Language</p>	<p>Analysis of patterns in underachievement/ slow progress across the whole school indicate DD boys being a priority and focus.</p>	<p>The year 6 DA writing gap to diminish to at most 20% (from 36% at end of year 5)</p>	<p>PPG lead/ SENDCo Phase Leaders</p>	<p>The writing gap has diminished from -36% at the start of year 6 to -20% in March 2020</p>
<p>CPD for teachers in years 5 and 6 on supporting boys writing:</p> <ul style="list-style-type: none"> • All DA-SEND pupils have well designed SMART • Targets that have been co-created with child • DA- SEND pupils are able to articulate their targets. • Targets are reviewed regularly (at least once a term) <p>Continued Language and Literacy training</p>		<p>The year 5 DA writing gap to diminish to at most 10% or below.(from 19% at end of year 4)</p>		<p>The writing gap in year 5 has increased- at the beginning of year 5 the gap was-19% but had increased to – 26% at the beginning of March. This year group is a priority next year and writing continues to be a priority for the school.</p> <p>It should be noted that four DA pupils who were ARE left during year 5. In addition, the end of key stage 1 writing gap for this cohort was 41% so the gap has diminished.</p>
<p>Data drilled into to identify DD pupils with slow progress and action taken straight away e.g. review of gaps provision, targets</p>				<p>A forensic analysis of the barriers for DA pupils not achieving ARE in writing for spring term was undertaken with year 5 Lead and a Raising Attainment Plan was produced but due to COVID 19 the plan was not actioned.</p>
<p>Support for learning working with DD boys on writing skills in year 5</p> <ul style="list-style-type: none"> • SENTA trained by Support for Learning to support DD pupils in writing <p>Provision reviewed for the DD boys with SENDCo and Support for learning</p>				<p>All training and parent workshops were cancelled in March due to COVID 19.</p>

<p>Parents have a positive view of inclusion and know how to support their children at home</p> <ul style="list-style-type: none"> • Workshops focusing on anxiety, specific learning difficulties, ASD <p>Targets shared termly with parents and update in provision communicated to parents</p>					
<p>Classroom Audit carried out every half term to ensure the correct adaptations and environments are in place</p> <p>Audit carried out by SENDCo and the correct adaptations put in place by SENDCO and SENTAs e.g. SENTAs supporting TAs with resources and adaptations e.g. task boards, use of Mind-Maps, visuals etc.</p>					
<p>Mentoring for academic progress and emotional well-being with a focus on boys:</p> <p>The Learning Zone - Reading Football Club - focus on PP boys for reading (one afternoon per week)</p>					

Objective 3: PP pupils' emotional health improved enabling them to develop self-esteem and resilience. Barriers: Emotional Health and social skills of PP pupils influencing their experiences and work in class.

Action	What is the evidence and rationale for this choice?	KPIs	Staff	Final Review	RAG
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<p>Developing pupils Emotional Literacy and resilience:</p> <ul style="list-style-type: none"> • ELSAs groups in the afternoon and after school • 1:1 ELSA support for specific DA pupils • Canine Therapy • Play Therapist for DD pupils • Anxiety workshop for parents- Open Learning Centre (autumn term 2019) • Lunchtime club for vulnerable pupils – staffed by SENTAs and ELSAs • Play Leaders on the playground at lunchtimes 	<p>The school recognises that pupils learn better and achieve more if their emotional needs are being met.</p> <p>Emotional needs affect the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop children’s emotional literacy skills and TAs are trained by Educational Psychologists (www.elsanetwork.org).</p> <p>Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on</p>	<p>90% of DA pupils’ baseline data improves e.g. SDQs, ELSA baseline data.</p> <p>Behaviour incidents for DA pupils reduce by 20%.</p> <p>End of year data 2018/19 42 incidents overall 21 DA pupil incidents</p> <p>Target: <17 DA incidents per half term</p>	<p>PPG Lead/ SENDCO/ ELSAs/ SENTAs</p>	<p>DA behaviour incidents were at 14 at the end of Spring 1 (March 2020) before lockdown occurred.</p> <p>There has been no exclusion for DA pupils this year.</p> <p>Analysis of the year’s behaviour incidents has been unable to be carried out due to COVID 19 as there is not a year’s data to look at; however, behaviour incidents were on course to have decreased by more than 20%: 23 total behaviour incidents for DA pupils for autumn term and spring 1 combined for this year compared to 52 behaviour incidents for DA pupils for autumn terms and spring 1 combined for academic year 2018-2019 (44% decrease in incidents for DA pupils)</p> <p>SDQs for 90% of those pupils attending ELSA sessions improved and pupils increased their resilience or there were reduced behaviour incidents for those pupils who completed the ELSA programme. There are a number of pupils who are half way through the ELSA programme but due to lockdown this was cancelled so there is no data currently available for these pupils (end of programme data).</p>
<p>Mentoring for academic progress and emotional well-being:</p> <ul style="list-style-type: none"> • The Learning Zone - Reading Football Club - focus on PP boys • Play Leaders <p>Behaviour Support Team To support staff with Behaviour plans for DD (strategies and support with the regulation of emotions)</p> <ul style="list-style-type: none"> • Staff training 	<p>Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on</p>			

<p>Welfare Fund:</p> <ul style="list-style-type: none"> • All DA pupils provided with a jumper for the autumn term <p>Uniform e.g. shoes, PE kit</p>	<p>extensive evidence.</p>				
<p>Pupils with SEMH needs are well supported</p> <ul style="list-style-type: none"> • ELSA support • Canine/ play therapy • SENTAs <p>Equipping ELSA room</p>	<p>Many of our pupils have social and emotional needs that influence their ability to work with others, to deal with disappointment and to persevere with challenging tasks.</p>				

Objective 4: Reducing vocabulary gap and increasing academic reading. Barriers: Vocabulary gap between PP pupils and non-PP pupils in school.

Action	What is the evidence and rationale for this choice?	KPIs	Staff	Final Review	RAG
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<p>Oral language development in Reception:</p> <ul style="list-style-type: none"> • CPD for all staff in Early Years on oral/ vocabulary development for DA pupils- Early Talk Boost • ECAT (Every Child a Talker) Training for TA • Reception children screened in September using Speech Link and pupils with identified difficulties referred promptly to Speech and Language support 	<p>Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. Areas with potential include communication and language approaches (EEF Attainment Gap report 2018)</p> <p>Vocabulary experiences In four years of experiences: Welfare child- 13 million words / Working class child - 26 million words / Professional child- 45 million words. (Hart and Risley 2003)</p> <p>Vocabulary size at the age of 5 years is the strongest predictor of academic success. (Beimiller 2003)</p>	<p>90% of lessons observed show DA pupils targeted with the expectations that they answer in a complete sentence, being targeted with their vocabulary choices etc</p> <p>DA gap in reading to diminish to at most 10%.</p> <p>The year 6 DA reading gap to diminish to at most 10% (from 28% at the end of year 5).</p> <p>The year 5 DA reading gap to diminish to at most 5% (from 11% at the end of year 5).</p>	<p>PPG Lead/ RWI Lead/ RWI TAs/ Phase Leaders</p>	<p>All lessons observed in autumn term and spring 1 clearly demonstrated clear targeting of DA pupils.</p> <p>DA reading gap at March 2020:</p> <p>Reading gap in year 1- +13% Reading gap in year 2 - +22% Reading gap in year 3 - -8% Reading gap in year 4 - +14% Reading gap in year 5 – 20% Reading gap in year 6 - -8% (KPI for reading gap in year 6 to diminish at most to -10%</p> <p>The DA reading gap at the end of KS1 for the year 5 cohort was -25%.</p> <p>The DA reading gap at the end of KS 1 for year 6 was -40% so the gap has diminished by 32%. This is due to targeted intervention for reading, quality texts and QFT.</p> <p>The DA in three-year groups is positive and year 3 and year 6 gap have a -8% (KPI was for reading gap across the school to diminish to at most -10% and for year 6).</p> <p>The reading gap in year 5 increased and this will be a priority year group; however, it should be noted that four DA pupils who were ARE for reading left during year 5. Year 5 have now embedded Reciprocal Reading and this is showing green shoots in terms of DA key marginal pupils' progress.</p>
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<p>Whole school focus on vocabulary</p> <ul style="list-style-type: none">• CPD for staff on teaching vocabulary• Sentence starters for pupils• RWI Talk Partners• Embed PIXL vocabulary package across the school• Implement PIXL vocabulary app• Knowledge organisers shared with parents and pupils before start of topic with clear explanation of vocab• Pre-teaching of vocabulary for identified DA pupils <p>Visual prompts/ communication boards</p>					
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<p>Developing Academic Reading:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary for DA pupils: • Oral and orthographic information • Providing definitions, direct meanings, context • Embedding whole class / Reciprocal Reading at KS2 • High quality texts purchased for KS2 with a focus on boy friendly texts <p>Continuation of RWI throughout the school</p>					
<p>Developing Cultural Capital:</p> <ul style="list-style-type: none"> • Education Trip Fund <p>Bespoke trips to develop cultural capital for DA pupils</p>					
<p>Objective 5: Pupils' gaps in learning identified and targeted.</p> <p>Barriers: DA pupils catching-up and keeping-up with their learning.</p>					
<p>Action</p>	<p>What is the evidence and rationale for this choice?</p>	<p>KPIs</p>	<p>Staff</p>	<p>Final Review</p>	<p>RAG</p>

<p>Gaps in learning identified, analysed and targeted using DTTR (diagnose, teach, test and revisit):</p> <ul style="list-style-type: none"> • Half term progress meetings with focus on DA pupils' progress • Pixl PLCs completed for key marginal DA pupils • Pixl therapies for pupils delivered by teachers while HLTA covers class • Pixl training for staff • RWI 1:1 <p>Boosters after school delivered by teachers</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF Toolkit)</p>	<p>At the end of year 5 the DA combined gap was -39% so the gap to diminish to at least 20% by the end of year 6.</p>	<p>PPG Lead/ RSL/ RWI Lead/ Phase Leaders</p>	<p>The DA combined for year 6 is now 20% (KPI target) and at the start of the year, it was 39% (spring 1 data).</p>
<p>High Achieving PP pupils' progress in line with High Achieving non-PP pupils:</p> <ul style="list-style-type: none"> • Pixl A2 therapies for HAP DA pupils delivered by teachers <p>CPD and monitoring focus on challenge for HAP DA pupil</p>		<p>At the end of year 4 the DA combined gap was -19%. At the end of year 5 the DA combined gap to diminish to 10% or below.</p>		<p>The DA combined gap for year 5 is 26% and at the start of the year, it was 19% so the gap has increased. Writing is the barrier to the combined and this will be a priority for the school next year. In addition, this year group will be a priority year group due to the increased gap (spring 1 data).</p>
				<p>The DA gap for writing grew in year 5 due to four DA pupils who were ARE leaving during the year. In order to diminish the current gap year 5 have focused on the new three-week writing journey (three l's) and identified that tier 2 vocabulary is a barrier to DA pupils' writing. Tier 2 vocabulary is going to be a priority for year 6. In addition, year 5 teachers have focused on the innovation stage (shared and guided writing) with the year 5 pupils, as it was evident from the writing in the books that the pupils required more scaffolding during the writing process.</p> <p>The DA Greater Depth gap for combined in year 6 is -6% The DA Greater Depth gap for combined in year 5 is- 2%</p> <p>There is still a gap for DA pupils for the combined at Great Depth so this will be an area to focus on for the school, as they are not progressing in line with non-DA pupils.</p> <p>Due to COVID 19 the year 5 Raising Attainment Plan was unable to be actioned and therapies and boosters were not completed.</p>

<p>Peer Mentoring for reading, writing and maths (KS2 pupils to peer mentor KS1 pupils)</p> <ul style="list-style-type: none"> Year 5 pupils and year 4 pupils to mentor year 1, 2 and 3 DA pupils e.g. reading mentors <p>Liaise with EP about the possibility of Sixth formers peer mentoring year 5 and year 6 DA pupils</p>					
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Objective 6 : Reduced absenteeism for DA pupils and improved attendance for DA pupils.

Barriers: The number of persistent absentees

Action	What is the evidence and rationale for this choice?	KPIs	Staff	Final Review	RAG
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<p>Attendance tracked and closely monitored by EWO, Attendance officer and PPG lead:</p> <ul style="list-style-type: none"> • PP pupils with poor attendance tracked, identified and action plans put in place by EWO • EWO service to meet with parents • FSA and Inclusion Team to support vulnerable PPG families. <p>All staff aware of their responsibilities with regard to lateness and absence e.g. meeting with parents etc.</p>	<p>The higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>(The link between Attendance and Attainment report by the Department for Education, March 2016)</p>	<p>PA for DA pupils to be at most 10% or below across the school.</p>	<p>PPG Lead/ EWO (WPA)/ FSA/ Attendance Officer</p>	<p>There is no gap in attendance for DA pupils and non DA pupils: 94.55% verses 94.71%</p> <p>There is no gap between attendance of FSM pupils and non FSM pupils: 94.49% verses 94.71%</p> <p>PA was 10.8% at the end of spring 1; however, due to COVID 19 and lockdown the attendance KPI is unable to be achieved, as not all year groups have returned etc.</p>
<p>Rewarding attendance for DA pupils:</p> <ul style="list-style-type: none"> • Attendance for year groups celebrated every week in assembly. Reward for class with the best attendance for that week – attendance trophy awarded with ten-minute token for the class to choose a reward of their choice e.g. extra playtime, computer time, games etc. <p>Every term those PP pupils achieving 98% attendance receive certificate.</p>				

<p>Attendance celebrated in newsletter every Friday</p> <p>Attendance winners to go into Friday's weekly newsletter to parents.</p>				
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Objective 7: Increasing parental engagement.

Barrier: Lack of Parental engagement

Action	What is the evidence and rationale for this choice?	KPIs	Staff	Final Review	RAG
<p>FSA and Inclusion Team to support vulnerable families</p> <p>Families eligible for PP will be targeted by FSA and Inclusion Team by being personally invited to events at school and at the Open Learning Centre</p>	<p>Research indicates that a number of parenting characteristics are statistically associated with children's levels of achievement, including parental promotion of reading and learning.</p> <p>(Hilary Grayson NFER report on Narrowing the Gap 2013)</p>	<p>70% of DA pupil parents attend school events e.g. workshops etc.</p> <p>(Registers for 2018/19 showed 68% of DA pupils' parents attended events at KS1 but only 41% at KS2).</p>	<p>PPG Lead/ Phase Leaders/ Inclusion Team/FSA</p>	<p>68% of DA pupils attended school events and workshops up until February half term. Workshops held included:</p> <p>Year 6 January (4 sessions)- resilience toolkit Year 3 January- Family Learning Maths Year 4 January- Family Learning Maths Year 2 February- Family Learning English (story mountain) Reception Feb- Family learning (Magic Box)</p> <p>Due to COVID all workshops and school events were cancelled in March so KPI is unable to be achieved.</p>	

<p>Stay and Play/Parent Education sessions:</p> <ul style="list-style-type: none"> • For parents to take place every term in school with a focus on maths, reading, writing, vocabulary and mental health (anxiety). • Increase number of workshops for KS2. RWI sessions 				
<p>RWI and Inspire parent workshops for targeted DA parents</p> <ul style="list-style-type: none"> • Videos put on the website to support parents • Feedback will be acted upon straight away e.g. Does the current model of workshops suit parents? <p>Parents to be reminded about upcoming workshops, events and reminders to go out in</p>				
<p>Contingency- COVID 19 RESPONSE</p>				
<p>The contingency was used by the school to provide two weeks of food vouchers for all FSM families before the government scheme started and food parcels were also delivered to families in need. The school also purchased twenty Chromebooks during lockdown and distributed those to DA pupils in years 5,4 and 3 so that IT was not a barrier to their learning.</p>				

HIGHLY EFFECTIVE	EFFECTIVE +	EFFECTIVE	LARGELY EFFECTIVE	INCONSISTENTLY EFFECTIVE	IMPROVING EFFECTIVENESS	LARGELY INEFFECTIVE
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Summary of Academic Performance

Year 1 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths%	Combined%
DA pupils	90	80	80	50
Non -DA pupils	77	54	69	81
Gap	+13	+26	+11	+29

Year 2 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths %	Combined %
DA pupils	91	82	82	64
Non -DA pupils	69	54	71	51
Gap	+22	+28	+11	+13

Year 3 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths %	Combined %
DA pupils	71	65	76	65
Non -DA pupils	79	76	76	74
Gap	-8	-11	0	-9

Year 4 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths %	Combined %
DA pupils	84	84	79	79
Non -DA pupils	70	64	70	61
Gap	+14	+20	+9	+18

Year 5 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths %	Combined %
DA pupils	65	47	76	47
Non -DA pupils	85	73	81	73
Gap	-20	-26	-5	-26
Gap at the end of KS1	-25%	-41%	-34%	
Progress for diminishing the gap from EOK (Key stage 1)	+5	+15	+29	

Year 6 ARE (March 2020 data drop due to COVID 19)

	Reading %	Writing %	Maths %	Combined %
DA pupils	71	59	71	53
Non -DA pupils	79	79	88	73
Gap	-8	-20	-17	-20
Gap at the end of KS1	-40	-29	-35	
Progress for diminishing the gap from EOK (Key stage 1)	+32	+9	+18	

Reception Good Level of Development (March 2020 data drop due to COVID 19)

	Communication And Language %	Personal Social and Emotional %	Physical Development %	Literacy %	Maths %	Good Level of Development %
DA pupils	66.7	66.7	66.7	66.7	66.7	66.7
Non -DA pupils	52.8	58.3	69.4	58.3	75.0	50.0
Gap	+13.9	+8.3	-2.8	+8.3	-8.3	+16.7

Summary of Attendance and Punctuality

Attendance data is up until 27th February due to COVID 19.

Spring 1 2020	N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All	Y1-6
NOR	20	42	45	48	61	53	44	50	363	331
All %	87.59	94.41	96.10	93.22	94.69	95.33	95.5	95.01	94.67	
Male %	84.93	94.53	95.70	92.74	95.07	95.52	94.90	95.80	94.56	
Female %	90.16	94.32	96.48	93.86	93.30	95.17	96.29	94.33	94.77	
FSM%	0	93.67	96.80	96.10	92.86	93.50	95.03	92.81	94.49	
Not FSM %	87.59	94.51	95.90	92.44	95.10	95.87	95.74	95.43	94.71	
CLA %	0	0	0	0	0	0	0	98.00	98.00	
Not CLA%	87.59	94.41	96.10	93.22	94.69	95.33	95.5	94.95	94.66	
DA%	0	92.86	96.44	96.10	92.85	94.18	95.14	94.32	94.55	
Not DA %	87.59	94.49	96.01	92.44	95.41	96.03	95.75	95.36	94.71	

There is no gap in attendance for DA pupils and non DA pupils: 94.55% verses 94.71%

There is no gap between attendance of FSM pupils and non FSM pupils: 94.49% verses 94.71%

CLA attendance is 98.0%

Session Attendance Summary for Attendance

PA >= 10%

Spring 1 2020	N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All	Y1-6
PA (No)	9	7	2	7	10	6	4	7	52	36
PA (%)	45	16.66	4.44	14.58	16.39	11.3	9.09	14	14.3	10.8

*The attendance of pupils in nursery is not statutory and reception pupils are not statutory until the term in which they are five. PA for year 3 (this academic year) will be a priority for next year, especially as this year group has not returned to school.

Lates

-	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
FSM	0%	0.82%	0.35%	0.10%	0.50%	1.29%	1.20%	0.75%	0.75%
Not FSM	0.42%	0.47%	0.58%	0.47%	0.27%	0.59%	0.36%	0.42%	0.44%
Not CLA	0.42%	0.51%	0.53%	0.39%	0.31%	0.75%	0.65%	0.48%	0.51%
CLA or FSM	0%	0.82%	0.35%	0.10%	0.50%	1.29%	1.20%	0.67%	0.74%
Not CLA or FSM	0.42%	0.47%	0.58%	0.47%	0.27%	0.59%	0.36%	0.43%	0.45%
Pupil Premium	0%	0%	0.39%	0.10%	0.32%	0.95%	1.22%	0.35%	0.61%
Not Pupil Premium	0.42%	0.54%	0.56%	0.47%	0.30%	0.62%	0.25%	0.53%	0.47%

Summary of Behaviour and Conduct

Analysis of the year's behaviour incidents has been unable to be carried out due to COVID 19 as there is not a year's data to look at; however, behaviour incidents were on course to have decreased by **more than 20%** for DA pupils:
23 total behaviour incidents for DA pupils for autumn term and spring 1 combined for this year compared to 52 behaviour incidents for DA pupils for autumn terms and spring 1 combined for academic year 2018-2019 (**44% decrease in incidents for DA pupils**).

There have been no exclusions for DA pupils.