



Hurworth Primary School

Pupil Premium Impact Report

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by (name and designation)	Alison Maddison Head Teacher
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Description of changes/Updates	Report for 2019- 2020 Academic Year
LGB approval	20 th January 2021
Date released	21 st January 2021
Next review date	November 2021

Hurworth Primary School Pupil Premium Impact Report for 2019/20

Context of School

Hurworth Primary School is situated in Darlington, County Durham. The number of children identified as disadvantaged is below the national average. 10% of the pupils in the school fell under this classification.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	220
Total number of pupils eligible for PPG	23 (10%)
Total amount of PPG received	£29,100

How we use our funding

At Hurworth Primary School we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place.

We have identified three key areas on which we focus to improve outcomes for pupils eligible for pupil premium funding:

- Support for learning - To enable pupils to attain at least age related expectations and/or make at least good progress in reading, writing and maths.
- Support for social development - To enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.
- Support for the curriculum - To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.

Consequently, we are using pupil premium funding in the following ways:

Support for learning:

- High adult / pupil ratio in all classes, including a teaching assistant in classes with the highest ratio of pupil premium children
- Interventions, individually or in small groups, led by teachers or teaching assistants
- Educational psychologist support to identify children's learning needs
- Speech and language programmes to support the delivery of specific speech and language issues

Support for social and emotional development:

- High adult/pupil ratio at break times and lunchtimes, including teaching assistant support
- Provision of a School Counsellor to work with targeted children
- Provision of lunchtime and after school clubs

Support for the curriculum:

- Providing a range of experiences for children, both within and beyond school
- Subsidising costs for educational visits
- Subsidising costs for residential school visits
- Providing additional targeted resources for those children below age related expectations and /or not making sufficient progress in reading

School during Lockdown

School remained open for some children during lockdown. The majority of children attending were key worker children. Some children classed as vulnerable families who were involved with a social worker, parents who were struggling to cope and some with an EHCP also accessed school. 35 children attended school until Y6, Y1 and Reception returned in June.

Pupil Premium	21	10%
Key Worker	28 (4 PP)	11%
Vulnerable	6 (4 PP)	11%
SEN / EHCP	1 (NON PP)	3.00%

Teachers and teaching assistants were tasked with keeping in touch with the children in their class throughout the whole period. The class teachers held weekly Zoom catch ups and used class e-mails and our website to communicate and support in any way necessary whether it was with work or just a catch up.

SLT (Designated Safeguarding Leads) and SENCo kept in touch with those very vulnerable families with phone calls or when they dropped off at school. In some cases, home visits were made.

Year Group	PP%	Class Email	Printed Work packs	No Access
Y6	(5/28) 18%	28	(0/28)	0
Y5	(4/31) 13%	30	(1 / 30)	1
Y4	(2/33) 6%	32	(1 / 32)	1
Y3	(1 / 30) 3%	29	(1 / 30)	1
Y2	(2 / 32) 6%	31	(1 / 32)	1
Y1	(3 / 32) 9%	32	(1/32)	1
Rec	(4 / 32) 13%	32	(01/ 32)	1

Online learning is a key priority for 2020-21. Families have been supported in using class e-mails and completing work at home during lock down. This will be further developed by staff in preparation for another national lockdown

Whole School data for Pupil Premium Attainment and Progress 2019-2020

Please note - This is based on teacher assessment as no formal testing was able to take place.

National data used as a comparison has been taken from 2019 as there was no data for 2020 due to COVID-19.

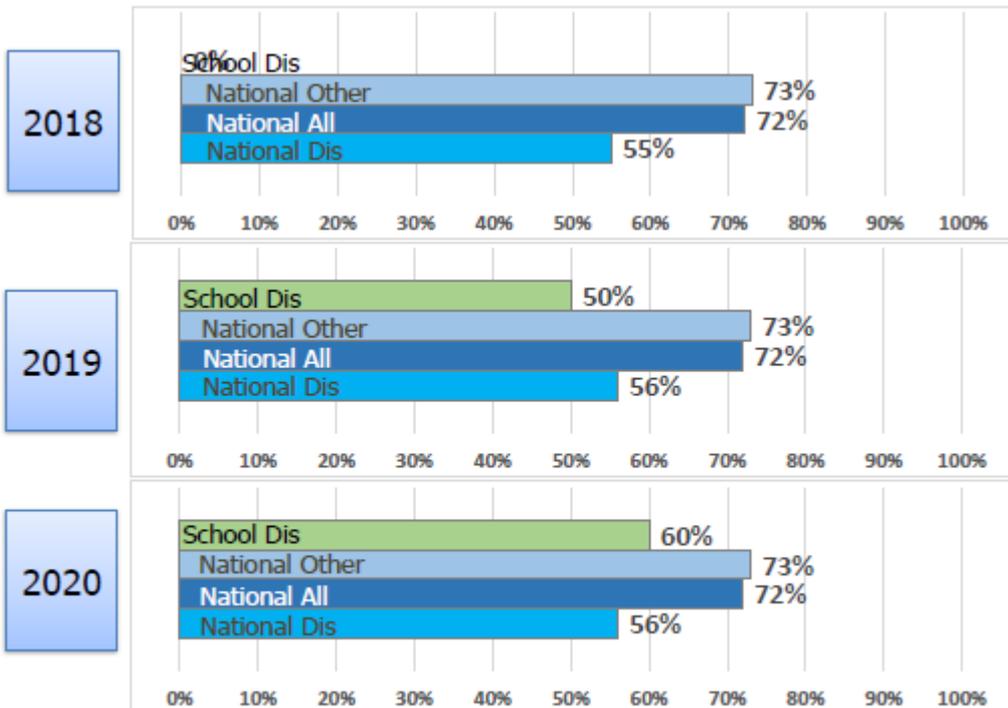
Data Headline Statements for 2019 – 2020

- 2018 data showed a decline with disadvantaged (ONLY 1 pupil) underperforming all other categories. 2019 data showed an improvement with figures aligned with 2016 and 2017 (2/4 PP made GLD). The 2020 TA* data shows that 3 out of the 5 PP children were on track to make GLD. Disadvantaged pupils continue to be a key focus in EYFS within the 2019/20 school improvement plan (see page 4).
- Between 2014 and 2018, all pupils who are from a disadvantaged background in Hurworth Primary have outperformed National Other, National All and National Disadvantaged in the Phonics screening test (see page 5). 2019 saw a decline in this figure dropping to 50%. Out of the 2 disadvantaged children, 1 passed the phonics test and 1 did not. The 2020 TA* data shows that all 4 pupils from disadvantaged backgrounds were on track to pass the Year 1 phonics check.
- At the end of EYFS in 2019, 2 out of the 4 children from disadvantaged backgrounds made GLD. The 2020 TA* data shows that all 4 children were on track to pass the phonics screening check.
- Key Stage 1 disadvantaged data show that pupils outperformed all other categories in science. In maths, 1 out of the 2 children met the expected standard; however, TA* data predicted they both were performing below National Other, National All and National Disadvantaged in reading and writing. (see page 7)
- At the higher level TA* data predicted disadvantaged pupils outperformed below National Other, National All and National Disadvantaged in reading, writing and maths. (see page 8)
- Although TA* data suggests that both children made good progress, as neither of the pupils went on to make the expected standard in reading writing and maths, Progress scores were below National Other, National All and National Disadvantaged. (see pages 9, 10 and 11)
- TA* Key Stage 2 data for reading show that disadvantaged pupils outperformed all other categories. (see page 12)
- TA* Key Stage 2 data for maths show that disadvantaged pupils outperformed all other categories. (see page 12)
- TA* Key Stage 2 data for writing show that disadvantaged pupils outperformed all other categories. (see page 12)
- TA* Key Stage 2 data for the higher standards show that disadvantaged pupils outperformed all other categories in reading, writing and maths. (see page 13)
- TA* Progress scores for disadvantaged children are significantly above National for non-disadvantaged pupils in reading, writing and maths. (see pages 13, 14 and 15)

TA* - Teacher assessment data as the children did not sit standardised tests.

EYFS 2018-2020 - Good Level of Development Analysis & Three Year Average

GLD	2018			2019			2020			3YR Avg			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. Pupils	17	15	32	16	16	32	17	14	31	50	45	95	
SCH DIS	School Dis	1	0	1	1	3	4	3	2	5	5	5	10
	SEN	0	0	0	0	0	0	0	1	1	0	1	1
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
GLD	School Dis	0.0%		0.0%	100.0%	33.3%	50.0%	100.0%	0.0%	60.0%	80.0%	20.0%	50.0%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	-67.0%		-73.0%	33.0%	-46.7%	-23.0%	33.0%	-80.0%	-13.0%	13.0%	-60.0%	-23.0%
	Nat All Pupils	63%	78%	72%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	47%	64%	55%	48%	64%	56%	48%	64%	56%	48%	64%	56%

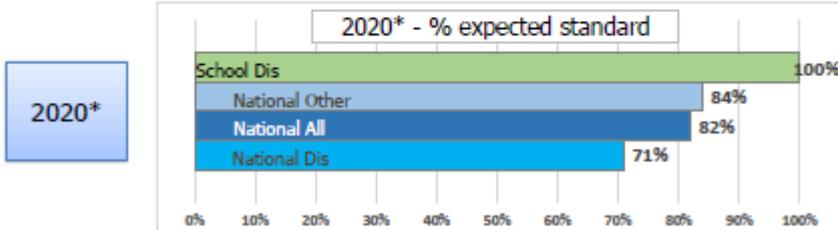
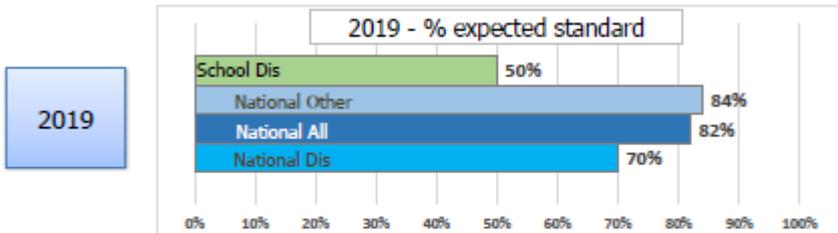
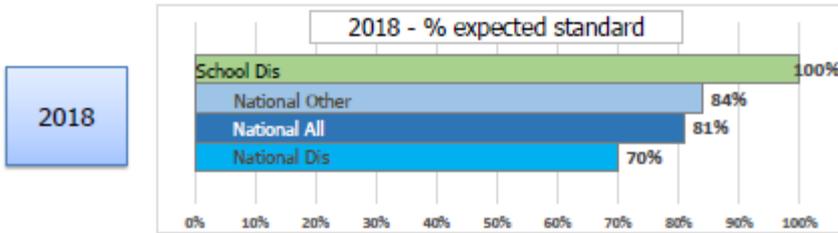


* 2020 Non-official due to Covid19

*The number of disadvantaged children in our EYFS cohorts remain small. and this needs to be considered when analysing the data.

School Disadvantaged vs National - Phonics Screening 2018-2020 - Three Year Average

Hurworth Primary		2018			2019			2020*			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	16	13	29	18	15	33	16	15	31	50	43	93
School Dis Cohort	School Dis	0	1	1	2	0	2	2	2	4	4	3	7
	SEN	0	0	0	1	0	1	0	0	0	1	0	1
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
<i>NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL</i>													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged		100.0%	100.0%	50.0%		50.0%	100.0%	100.0%	100.0%	75.0%	100.0%	85.7%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other		13.0%	16.0%	-31.0%		-34.0%	19.0%	12.0%	16.0%	-6.0%	12.3%	1.7%
	National All Pupils	78%	85%	81%	79%	86%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	66%	76%	71%	65%	75%	70%



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KEY STAGE ONE PHONICS YEAR ONE

Hurworth Primary
(DfE No. 8412732)

EYFS 2019 cohort - GLD

Hurworth Primary		2019		
No. Pupils		Boys	Girls	Total
SCH DIS	School Dis	1	3	4
	SEN	0	0	0
	EAL	0	0	0
	LAC	0	0	0
GLD	School Dis	100.0%	33.3%	50.0%
	Nat Other	67%	80%	73%
	GAP Sch Dis vs Nat Other	33.0%	-46.7%	-23.0%
	Nat All Pupils	63%	78%	72%
	Nat Dis	48%	64%	56%

Phonics results from EYFS 2019 cohort

Hurworth Primary		2020*		
		Boys	Girls	Total
Number of Pupils	ALL	16	15	31
School Disadvantage <small>Disadvantaged pupils characteristics:</small>	PP	2	2	4
	SEN	0	0	0
	EAL	0	0	0
	LAC	0	0	0
School Other <small>Other pupils characteristics:</small>	Non PP	14	13	27
	SEN	0	0	0
	EAL	0	0	0
	LAC	0	0	0
		↑ <small>NOI %M, have SEN and EAL</small> ↑		
Phonics Analysis		Boys	Girls	Total
Percentage achieving the expected standard	ALL	87.5%	100.0%	93.5%
	Dis	100.0%	100.0%	100.0%
	Other	85.7%	100.0%	92.6%
	GAP	14.3%	0.0%	7.4%
Average Score	ALL			
	Dis			
	Other			
	GAP			

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*The number of disadvantaged children in our EYFS cohorts remain small and this needs to be considered when analysing the data.

School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2020*		
		Boys	Girls	Total
No. of pupils All		18	14	32
School Dis Cohort	PP	2	0	2
	SEN	1	0	1
	EAL	0	0	0
	LAC	0	0	0
READING TA	School Disadvantage	0.0%		0.0%
	National Other	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	-75.0%		-78.0%
	National All Pupils	71.0%	79.0%	75.0%
	National Dis	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	0.0%		0.0%
	National Other	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-67.0%		-73.0%
	National All Pupils	63.0%	76.0%	69.0%
	National Dis	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	50.0%		50.0%
	National Other	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	-28.0%		-29.0%
	National All Pupils	75.0%	77.0%	76.0%
	National Dis	61.0%	64.0%	62.0%
SCIENCE TA	School Disadvantage	100.0%		100.0%
	National Other	83.0%	88.0%	85.0%
	GAP School Dis vs National Other	17.0%		15.0%
	National All Pupils	80.0%	85.0%	82.0%
	National Dis	67.0%	74.0%	70.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Subject	School Dis	National Other	National All	National Dis
READING TA	0%	78%	75%	62%
WRITING TA	0%	73%	69%	55%
MATHS TA	50%	79%	76%	62%
SCIENCE TA	100%	85%	82%	70%

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There were only 2 disadvantaged children in the 2019/2020 cohort. This small number needs to be considered when analysing the data.

School Disadvantage vs National

Percentage of pupils working at greater depth

Disadvantage Analysis

PERFORMANCE DATA		2020*		
		Boys	Girls	Total
No. of pupils All		18	14	32
School Dis Cohort	PP	2	0	2
	SEN	1	0	1
	EAL	0	0	0
	LAC	0	0	0
READING TA	School Disadvantage	0.0%		0.0%
	National Other	24.0%	32.0%	28.0%
	GAP School Dis vs National Other	-24.0%		-28.0%
	National All Pupils	22.0%	29.0%	25.0%
	National Dis	11.0%	16.0%	14.0%
WRITING TA	School Disadvantage	0.0%		0.0%
	National Other	13.0%	21.0%	17.0%
	GAP School Dis vs National Other	-13.0%		-17.0%
	National All Pupils	11.0%	19.0%	15.0%
	National Dis	5.0%	10.0%	7.0%
MATHS TA	School Disadvantage	0.0%		0.0%
	National Other	27.0%	22.0%	24.0%
	GAP School Dis vs National Other	-27.0%		-24.0%
	National All Pupils	24.0%	19.0%	22.0%
	National Dis	13.0%	10.0%	12.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

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There were only 2 disadvantaged children in the 2019/2020 cohort. This small number needs to be considered when analysing the data.

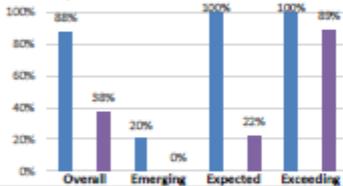
EYFS to KS1 Attainment (Progress Transition)

* 2019 data obtained via FOI request ** last published by dfe 2017

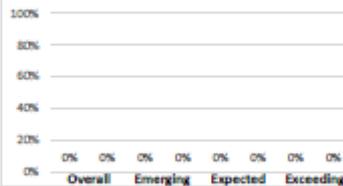
READING NATIONAL 2020	OVERALL		Nat EYFS-KS1 2019*				Nat EYFS-KS1 2017**			
	KS1 EXS+	KS1 GDS	EYFS Emerging (1)		EYFS Expected (2)		EYFS Exceeding (3)			
			KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS		
All Pupils	75%	25%	30%	1%	87%	20%	99%	74%		
Girls	79%	29%	38%	2%	87%	21%	99%	66%		
Boys	71%	22%	34%	2%	84%	19%	99%	63%		
Disadvantaged	national comparator is non disadvantaged									
Non Disadvantaged	78%	28%	39%	2%	87%	21%	99%	66%		

READING SCHOOL 2020	Overall - all pupils regardless of prior attainment			EYFS outcome - did not achieve the ELG in reception			EYFS outcome - achieved the ELG in reception			EYFS outcome - exceeded the ELG in reception		
	Cohort	No. Pupils EXS+	No. Pupils GDS	Emerging (1)			Expected - ELG (2)			Exceeding (3)		
				Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS
All Pupils	32	28	12	5	1	0	18	4	9	9	8	
	%	88%	38%	%	20%	0%	%	100%	22%	%	100%	89%
	diff no	4	4	diff no	0	0	diff no	2	0	diff no	0	1
Girls	14	13	6	1	0	0	9	2	4	4	4	
	%	93%	43%	%	0%	0%	%	100%	22%	%	100%	100%
	diff no	1	1	diff no	0	0	diff no	1	0	diff no	0	1
Boys	18	15	6	4	1	0	9	2	5	5	4	
	%	83%	33%	%	25%	0%	%	100%	22%	%	100%	80%
	diff no	2	2	diff no	0	0	diff no	1	0	diff no	0	0
Disadvantaged	2	0	0	2	0	0	0	0	0	0	0	
	%	0%	0%	%	0%	0%	%			%		
	diff no	-1	0	diff no	0	0	diff no			diff no		
Non Disadvantaged	30	28	12	3	1	0	18	4	9	9	8	
	%	93%	40%	%	33%	0%	%	100%	22%	%	100%	89%
	diff no	4	3	diff no	0	0	diff no	2	0	diff no	0	2

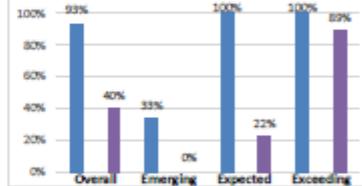
All Pupils



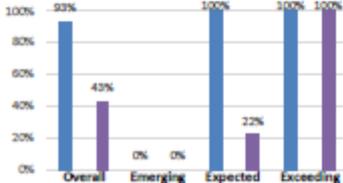
Disadvantaged



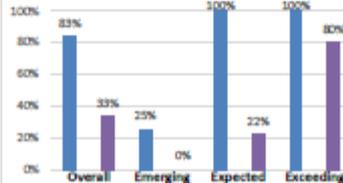
Other



Girls



Boys



* 2020 Non-official due to Covid19

EYFS to KS1 Attainment (Progress Transition)

* 2019 data obtained via FOI request ** last published by dfe 2017

WRITING NATIONAL 2020	OVERALL		Nat EYFS-KS1 2019*				Nat EYFS-KS1 2017**			
	KS1 EXS+	KS1 GDS	EYFS Emerging (1)		EYFS Expected (2)		EYFS Exceeding (3)			
			KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS		
All Pupils	69%	15%	25%	0%	85%	13%	99%	64%		
Girls	76%	19%	34%	1%	84%	14%	99%	54%		
Boys	63%	11%	27%	1%	79%	11%	98%	48%		
Disadvantaged	national comparator is non disadvantaged									
Non Disadvantaged	73%	17%	33%	1%	83%	14%	99%	53%		

WRITING SCHOOL 2020	Overall - all pupils regardless of prior attainment			EYFS outcome - did not achieve the ELG in reception			EYFS outcome - achieved the ELG in reception			EYFS outcome - exceeded the ELG in reception		
	Cohort	No. Pupils EXS+	No. Pupils GDS	Emerging (1)			Expected - ELG (2)			Exceeding (3)		
				Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS
All Pupils	32	26	12	5	0	0	18	17	4	9	9	8
	%	81%	38%	%	0%	0%	%	94%	22%	%	100%	89%
	diff no	3	7	diff no	-1	0	diff no	1	1	diff no	0	2
Girls	14	12	6	1	0	0	9	8	2	4	4	4
	%	86%	43%	%	0%	0%	%	89%	22%	%	100%	100%
	diff no	1	3	diff no	0	0	diff no	0	0	diff no	0	1
Boys	18	14	6	4	0	0	9	9	2	5	5	4
	%	78%	33%	%	0%	0%	%	100%	22%	%	100%	80%
	diff no	2	4	diff no	-1	0	diff no	1	1	diff no	0	1
Disadvantaged	2	0	0	2	0	0	0	0	0	0	0	0
	%	0%	0%	%	0%	0%	%			%		
	diff no	-1	0	diff no	0	0	diff no			diff no		
Non Disadvantaged	30	26	12	3	0	0	18	17	4	9	9	8
	%	87%	40%	%	0%	0%	%	94%	22%	%	100%	89%
	diff no	4	6	diff no	0	0	diff no	2	1	diff no	0	3



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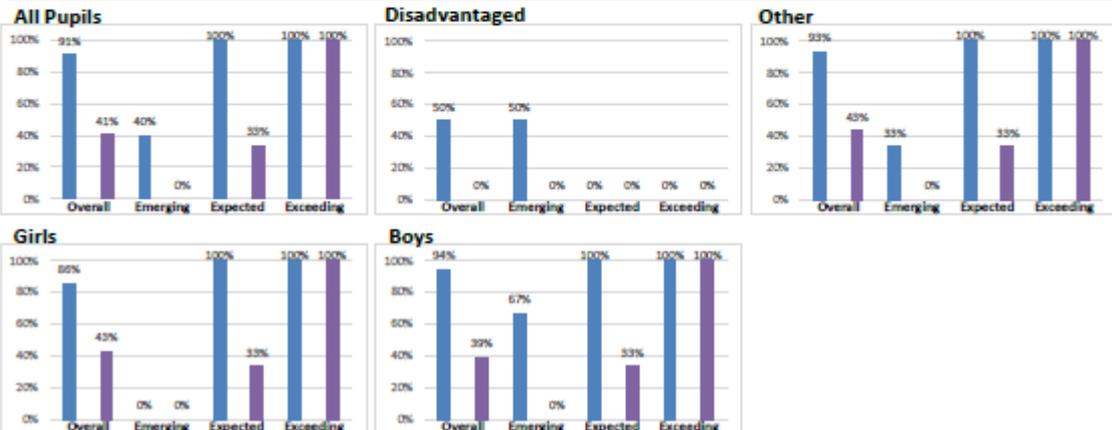
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EYFS to KS1 Attainment (Progress Transition)

* 2019 data obtained via FOI request ** last published by dfe 2017

MATHS NATIONAL 2020	OVERALL		Nat EYFS-KS1 2019*				Nat EYFS-KS1 2017**			
	KS1 EXS+	KS1 GDS	EYFS Emerging (1)		EYFS Expected (2)		EYFS Exceeding (3)			
			KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS	KS1 EXS+	KS1 GDS		
All Pupils	76%	22%	31%	1%	88%	20%	100%	72%		
Girls	77%	19%	34%	1%	85%	16%	99%	53%		
Boys	75%	24%	37%	2%	87%	21%	99%	65%		
Disadvantaged	national comparator is non disadvantaged									
Non Disadvantaged	79%	24%	40%	2%	87%	20%	99%	61%		

MATHS SCHOOL 2020	Overall - all pupils regardless of prior attainment			EYFS outcome - did not achieve the ELG in reception			EYFS outcome - achieved the ELG in reception			EYFS outcome - exceeded the ELG in reception		
	Cohort	No. Pupils		Cohort	No. Pupils		Cohort	No. Pupils		Cohort	No. Pupils	
		EXS+	GDS		EXS+	GDS		EXS+	GDS		EXS+	GDS
All Pupils	32	29	13	5	2	0	21	21	7	6	6	6
	%	91%	41%	%	40%	0%	%	100%	33%	%	100%	100%
	diff no	4	5	diff no	0	0	diff no	2	2	diff no	0	1
Girls	14	12	6	2	0	0	9	9	3	3	3	3
	%	86%	43%	%	0%	0%	%	100%	33%	%	100%	100%
	diff no	1	3	diff no	0	0	diff no	1	1	diff no	0	1
Boys	18	17	7	3	2	0	12	12	4	3	3	3
	%	94%	39%	%	67%	0%	%	100%	33%	%	100%	100%
	diff no	3	2	diff no	0	0	diff no	1	1	diff no	0	1
Disadvantaged	2	1	0	2	1	0	0	0	0	0	0	0
	%	50%	0%	%	50%	0%	%			%		
	diff no	0	0	diff no	0	0	diff no			diff no		
Non Disadvantaged	30	28	13	3	1	0	21	21	7	6	6	6
	%	93%	43%	%	33%	0%	%	100%	33%	%	100%	100%
	diff no	4	5	diff no	0	0	diff no	2	2	diff no	0	2



* 2020 Non-official due to Covid19

*There were only 2 disadvantaged child in the 2019/2020 cohort. This small number needs to be considered when analysing the data.

Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2020*			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	Girls	Total	
No. of pupils		17	11	28	
School Disadvantaged pupils characteristics:	Disadvantage	3	3	6	
	SEN	1	0	1	
	EAL	0	0	0	
	LAC	0	0	0	
SPaG* TEST	School Dis				
	National Other	79.0%	86.0%	83.0%	
	GAP School Dis vs National Other				
	National All	73.0%	83.0%	78.0%	
	National Dis	62.0%	73.0%	67.0%	
READING TEST	School Dis	100.0%	100.0%	100.0%	
	National Other	77.0%	84.0%	78.0%	
	GAP School Dis vs National Other	23.0%	16.0%	22.0%	
	National All	69.0%	78.0%	73.0%	
	National Dis	60.0%	69.0%	62.0%	
MATHS TEST	School Dis	100.0%	100.0%	100.0%	
	National Other	81.0%	81.0%	84.0%	
	GAP School Dis vs National Other	19.0%	19.0%	16.0%	
	National All	78.0%	79.0%	79.0%	
	National Dis	63.0%	65.0%	67.0%	
WRITING TA	School Dis	100.0%	100.0%	100.0%	
	National Other	78.0%	88.0%	83.0%	
	GAP School Dis vs National Other	22.0%	12.0%	17.0%	
	National All	72.0%	85.0%	78.0%	
	National Dis	60.0%	75.0%	68.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	100.0%	100.0%	100.0%	
	National Other	67.0%	74.0%	71.0%	
	GAP School Dis vs National Other	33.0%	26.0%	29.0%	
	National All	61.0%	68.0%	64.0%	
	National Dis	46.0%	55.0%	51.0%	

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

* 2020 Non-official due to Covid19

KS1-KS2 Attainment (Progress Transition)

The School Data Company % Transitions KS1 2016 to KS2 2020* -
Unofficial data collected analysed from 2,200+ pupils

READING NATIONAL 2019	NATIONAL OVERALL		TSDC - KS1 Low (WTS/PK/BLW)			TSDC - KS1 Middle (EXS)			TSDC - KS1 High (GDS)		
	KS2 EXS	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS
	All Pupils	73%	27%	525	224	7	1211	1128	307	497	497
			%	43%	1%	%	93%	25%	%	100%	83%
Girls	78%	32%	216	98	4	395	355	168	263	263	229
			%	45%	2%	%	93%	28%	%	100%	87%
Boys	69%	22%	307	126	3	606	363	137	228	228	177
			%	41%	1%	%	93%	23%	%	100%	78%
Disadvantaged	62%	17%	294	114	3	491	447	94	125	125	96
			%	39%	1%	%	91%	19%	%	100%	77%
Non Disadvantaged	78%	31%	231	110	4	720	681	213	372	372	315
			%	48%	2%	%	95%	30%	%	100%	85%

READING SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2 Sch - KS1 Low (WTS/PK/BLW)			KS1 - achieved expected standard in year 2 Sch - KS1 Middle (EXS)			KS1 - achieved greater depth in year 2 Sch - KS1 High (GDS)		
	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS
	All Pupils	28	24	16	4	1	0	10	9	2	14	14
	%	86%	57%	%	25%	0%	%	90%	20%	%	100%	100%
	diff no	3	8	diff no	0	0	diff no	0	0	diff no	0	2
Girls	11	11	8	0	0	0	4	4	1	7	7	7
	%	100%	73%	%			%	100%	25%	%	100%	100%
	diff no	2	4	diff no			diff no	0	0	diff no	0	0
Boys	17	13	8	4	1	0	6	5	1	7	7	7
	%	76%	47%	%	25%	0%	%	83%	17%	%	100%	100%
	diff no	1	4	diff no	0	0	diff no	0	0	diff no	0	1
Disadvantaged	6	6	6	0	0	0	2	2	2	4	4	4
	%	100%	100%	%			%	100%	100%	%	100%	100%
	diff no	1	4	diff no			diff no	0	1	diff no	0	0
Non Disadvantaged	22	18	10	4	1	0	8	7	0	10	10	10
	%	82%	45%	%	25%	0%	%	88%	0%	%	100%	100%
	diff no	0	3	diff no	0	0	diff no	0	-2	diff no	0	1



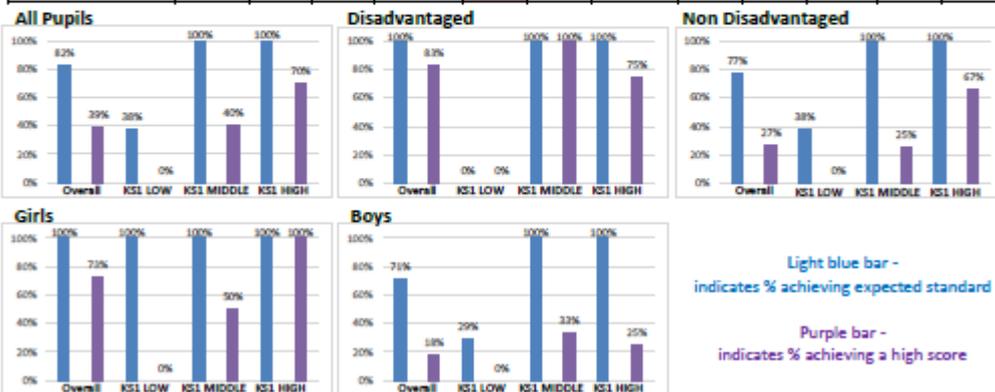
* 2020 Non-official due to Covid19

KS1-KS2 Attainment (Progress Transition)

The School Data Company % Transitions KS1 2016 to KS2 2020* - Unofficial data collected analysed from 2,200+ pupils

WRITING NATIONAL 2019	NATIONAL OVERALL		TSDC - KS1 Low (WTS/PK/BLW)			TSDC - KS1 Middle (EXS)			TSDC - KS1 High (GDS)		
	KS2 EXS	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS
All Pupils	78%	20%	635	296	6	1289	1217	236	289	289	218
			%	45%	1%	%	94%	20%	%	100%	75%
Girls	72%	25%	241	113	3	657	625	144	176	176	142
			%	48%	1%	%	95%	22%	%	100%	81%
Boys	85%	15%	412	181	3	620	580	110	109	109	73
			%	44%	1%	%	94%	18%	%	100%	67%
Disadvantaged	68%	11%	330	138	3	484	453	63	76	76	48
			%	39%	1%	%	94%	13%	%	100%	63%
Non Disadvantaged	83%	24%	305	158	3	805	764	193	213	213	170
			%	52%	1%	%	95%	24%	%	100%	80%

WRITING SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2			KS1 - achieved expected standard in year 2			KS1 - achieved greater depth in year 2		
	Cohort	No. Pupils EXS+	No. Pupils GDS	Sch - KS1 Low (WTS/PK/BLW)			Sch - KS1 Middle (EXS)			Sch - KS1 High (GDS)		
				Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS	Cohort	No. Pupils EXS+	No. Pupils GDS
All Pupils	28	23	11	8	3	0	10	10	4	10	10	7
	%	82%	39%	%	38%	0%	%	100%	40%	%	100%	70%
	diff no	1	5	diff no	0	0	diff no	0	2	diff no	0	0
Girls	11	11	8	1	1	0	4	4	2	6	6	6
	%	100%	73%	%	100%	0%	%	100%	50%	%	100%	100%
	diff no	3	5	diff no	0	0	diff no	0	1	diff no	0	1
Boys	17	12	3	7	2	0	6	6	2	4	4	1
	%	71%	18%	%	29%	0%	%	100%	33%	%	100%	25%
	diff no	-2	0	diff no	-1	0	diff no	0	0	diff no	0	-1
Disadvantaged	6	6	5	0	0	0	2	2	2	4	4	3
	%	100%	83%	%			%	100%	100%	%	100%	75%
	diff no	1	3	diff no			diff no	0	1	diff no	0	0
Non Disadvantaged	22	17	6	8	3	0	8	8	2	6	6	4
	%	77%	27%	%	38%	0%	%	100%	25%	%	100%	67%
	diff no	-1	0	diff no	-1	0	diff no	0	0	diff no	0	0



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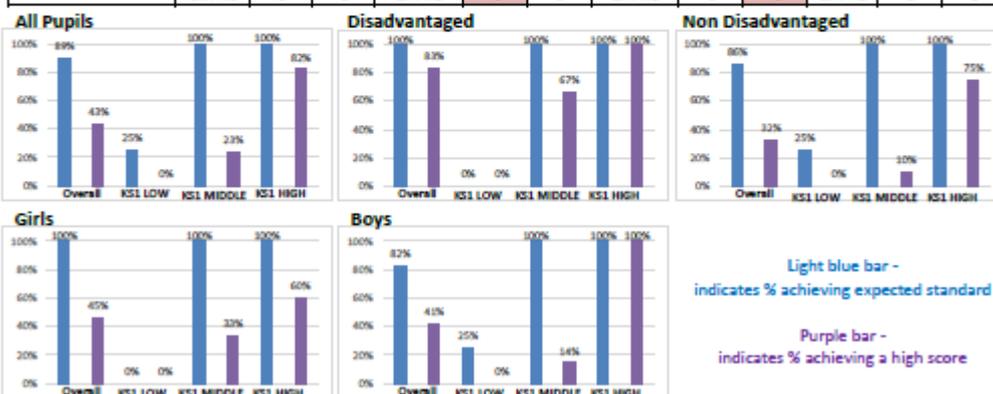
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KS1-KS2 Attainment (Progress Transition)

The School Data Company % Transitions KS1 2016 to KS2 2020* -
Unofficial data collected analyzed from 2,200+ pupils

MATHS NATIONAL 2019	NATIONAL OVERALL		TSDC - KS1 Low (WTS/PK/BLW)			TSDC - KS1 Middle (EXS)			TSDC - KS1 High (GDS)		
	KS2 EXS	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS	TSDC Cohort	KS2 EXS+	KS2 GDS
	All Pupils	79%	27%	354	239	7	1329	1242	335	330	349
			%	47%	1%	%	93%	25%	%	100%	80%
Girls	79%	24%	262	119	2	673	619	151	139	139	108
			%	45%	1%	%	92%	22%	%	100%	78%
Boys	78%	29%	289	140	3	646	613	180	206	205	171
			%	48%	2%	%	95%	28%	%	100%	83%
Disadvantaged	67%	16%	294	117	3	327	472	108	89	89	61
			%	40%	1%	%	90%	20%	%	100%	69%
Non Disadvantaged	84%	31%	260	142	4	802	770	227	261	260	220
			%	55%	2%	%	96%	28%	%	100%	84%

MATHS SCHOOL 2020	Overall - all pupils regardless of prior attainment			KS1 - did not achieve expected standard in year 2 Sch - KS1 Low (WTS/PK/BLW)			KS1 - achieved expected standard in year 2 Sch - KS1 Middle (EXS)			KS1 - achieved greater depth in year 2 Sch - KS1 High (GDS)		
	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS	Cohort	No. Pupils EXS+	No. Pupils HS
	All Pupils	28	25	12	4	1	0	13	13	3	11	11
	%	89%	43%	%	25%	0%	%	100%	23%	%	100%	82%
	diff no	2	4	diff no	0	0	diff no	0	0	diff no	0	0
Girls	11	11	5	0	0	0	6	6	2	5	5	3
	%	100%	45%	%			%	100%	33%	%	100%	60%
	diff no	2	2	diff no			diff no	0	0	diff no	0	0
Boys	17	14	7	4	1	0	7	7	1	6	6	6
	%	82%	41%	%	25%	0%	%	100%	14%	%	100%	100%
	diff no	0	2	diff no	0	0	diff no	0	0	diff no	0	1
Disadvantaged	6	6	5	0	0	0	3	3	2	3	3	3
	%	100%	83%	%			%	100%	67%	%	100%	100%
	diff no	0	3	diff no			diff no	0	1	diff no	0	0
Non Disadvantaged	22	19	7	4	1	0	10	10	1	8	8	6
	%	86%	32%	%	25%	0%	%	100%	10%	%	100%	75%
	diff no	0	0	diff no	-1	0	diff no	0	-1	diff no	0	0



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