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### PAGET PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2019-20

<b>Financial Year 2019/20 Total PPG</b>	<b>£233,940</b>
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No of children on roll	403
% entitled to PPG	45%
No of LAC/Post LAC	0 (3 Post LAC) £6900

#### Our core aim is to:

- Raise the attainment and progress of pupils eligible for pupil premium funding so that the gap closes between their performance and that of their peers nationally
- Raise aspirations of pupils through the broadening of their experiences

#### Barriers to attainment are:

- Mobility, which reduces the impact of strategies.
- Low attainment on entry including language development
- Pupils limited access to a range of experiences and opportunities
- Attendance and punctuality
- Children's emotional well-being and resilience
- Parental engagement in children's learning
- Higher than national average % of children with SEND (25%)
- Higher than national average % of pupils for whom English is not the first language (27%)

## Basic Characteristics

Nur, Rec, Y1, Y2, Y3, Y4, Y5 - All Pupils (345 pupils)

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Nur	25	13 (52.0%) / 12 (48.0%)	7 (28.0%)	7 (28.0%)	14 (56.0%)	6 (24.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Rec	37	20 (54.1%) / 17 (45.9%)	17 (45.9%)	17 (45.9%)	22 (59.5%)	8 (21.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Y1	53	30 (56.6%) / 23 (43.4%)	18 (34.0%)	18 (34.0%)	34 (64.2%)	14 (26.4%)	9 (17.0%)	9 (17.0%)	0 (0%)	0 (0%)	0 (0%)
Y2	56	32 (57.1%) / 24 (42.9%)	26 (46.4%)	26 (46.4%)	28 (50.0%)	13 (23.2%)	20 (35.7%)	18 (32.1%)	0 (0%)	2 (3.6%)	0 (0%)
Y3	58	40 (69.0%) / 18 (31.0%)	27 (46.6%)	26 (44.8%)	30 (51.7%)	13 (22.4%)	31 (53.4%)	26 (44.8%)	0 (0%)	5 (8.6%)	0 (0%)
Y4	59	36 (61.0%) / 23 (39.0%)	29 (49.2%)	27 (45.8%)	39 (66.1%)	19 (32.2%)	15 (25.4%)	13 (22.0%)	0 (0%)	2 (3.4%)	0 (0%)
Y5	57	26 (45.6%) / 31 (54.4%)	27 (47.4%)	24 (42.1%)	30 (52.6%)	11 (19.3%)	13 (22.8%)	12 (21.1%)	0 (0%)	1 (1.8%)	0 (0%)
All	345	197 (57.1%) / 148 (42.9%)	151 (43.8%)	145 (42.0%)	197 (57.1%)	84 (24.3%)	88 (25.5%)	78 (22.6%)	0 (0%)	10 (2.9%)	0 (0%)

### Our Pupil Premium Pledge – we will use Pupil Premium Grant to:

1. Raise standards in Reading, Writing and Maths
2. Enhance pupil' personal development
3. Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning
4. Ensure children receive early intervention
5. Strengthen parental engagement in children's learning
6. Improve attendance and punctuality

**Key expenditure for 2019/20: How the allocation will be spent:**

<b>Area of Spend</b>	<b>Pledge Focus</b>	<b>Total Allocation</b>
Forest Schools	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing and Maths	£8,700
TA support in classrooms (% of each TA salary)	Raise standards in Reading, Writing and Maths	£70,000
Parental Engagement including Family Support Work and Pastoral Managers and 'Marvellous Me' app	Receive early intervention Strengthen parental engagement in children's learning	£68,000
Funding for school trips and residential visits	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing and Maths	£12,000
Funding for Breakfast club and fruit provision	Improve attendance and punctuality Enhance pupil well-being	£10,000
Resourcing Extra Curricular Provision	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning	£1,000
Funding for whole class Music tuition	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing and Maths	£9,878
Resources to support attendance & punctuality – Golden Twenty, mobile phone and Reward Trip	Improve attendance and punctuality	£5,000
External support agencies including Behaviour support	Enhance pupil well being Receive early intervention	£3,000
Additional class teacher to enable DHT to be non-class based for support and intervention	Raise standards in Reading, Writing and Maths	£35,462

Post LAC	Post LAC pupils, alongside their carers and families, are supported to ensure that children enjoy all aspects of school life and learning	£6900
Meeting ongoing arising needs	Families receive early intervention & early help	£4,000

### Rationale and Impact

Area of Spend	Intended Outcomes – why these approaches were taken	Impact
Forest Schools	Improved language development for children in Year One Children will have concrete experiences to write about	Forest school gives the children a direct language link to learning both during school time and at home. It allows the children to explore a range of experiences in a variety of ways through independent and group activities, enjoying nature and working with others. Less confident speakers are more willing to join in conversations about shared outdoor activities both during and after giving a purpose to write. Forest school sessions have given the children self-esteem and independence as well as providing an opportunity to engage in all the Paget values throughout the year. <b>Evidence:</b> Forest Schools Learning Log, Parent and pupil questionnaires and display area.
TA support in classrooms	To provide support within lessons to improve understanding of learning in reading, writing and Maths 1:1 and small group interventions planned to cater for individual needs Consolidation of learning on classes – time for practice and application of these skills Pre-teaching to prepare pupils for future learning in order to	TAs have been used to best effect this year. The needs of the children have taken priority. This means at times some year groups have had their TAs used in a variety of ways across school. The TAs have supported the teaching of RWI across Reception and KS1. This scheme has had a very positive impact on all of the children in those year groups and also to some Y3 pupils who join the groups. TAs have been used to support interventions. These are in place as a result of ITP reviews and PPMs. These support the needs of SEN children, those who should be ARE and those who should be Greater Depth. They cover the core subjects. Additional support is in place for phonics and reading.

	<p>build confidence, vocabulary and access to the curriculum</p> <p>Priority reading with TAs if pupils are not heard to read at home</p> <p>Raise attainment and accelerate progress</p> <p>Catch up for phonics and Maths</p>	<p>Y5 and Y6 have used a TA to support with Fresh Start (an English scheme) and the Y6 TA has been used to support the year group being set in groups for Writing, Reading and Maths. The TAs in Y2 have also enabled setting to take place.</p> <p>The data analysis report gives the details of attainment and progress for each class and year group. The data does show some improvements.</p> <p>More closing of gaps and higher expectations are needed to ensure that greater attainment and progress is achieved.</p> <p><b>Evidence:</b> Intervention timetables and planning</p> <p>Data analysis report</p> <p>PP/SEN/EAL report</p>
<p>Parental Engagement including Family Support Work, Pastoral Managers and Marvellous Me app</p>	<p>To provide a suitable environment, dedicated time and support to help build pupils' emotional development</p> <p>To improve the self-esteem, social skills and behavior of identified pupils leading to increased confidence and attainment in the classroom</p> <p>Increase pupil engagement and motivation</p> <p>Increase parental engagement in their own children's learning</p> <p>Provide support for pupils and parents with family issues that are having a detrimental effect on children</p> <p>Improve levels of attendance, including PA</p> <p>Families receive early help and intervention swiftly to minimize negative impact upon learning</p>	<p>GSp</p> <p>Both Pastoral managers lead Paget way groups x1 afternoon a week. Where structured activities are planned for specific needs e.g. Behaviour/Self Esteem. Allocation of children is made through input of class teachers, phase leaders and evidence through cpoms. Children share that experiences in groups have helped them with wider Paget.</p> <p>Pastoral Mangers respond to red cards and support 1:1 interventions with students and re-engage them back into classroom learning. Class teachers state this is effective for the specific child and wider classroom learning.</p> <p>Safe and Sound box is continued to be used for social clubs/gatherings at a break time and lunchtime. Many children access this for quiet time, games time and general time to share thoughts and feelings.</p> <p>Pastoral managers hold a positive relationship with a huge proportion of Paget families and easily communicate with them for both positive and negative reasons. Families are keen to engage with PM's if and when needed and access communication through face to face conversations/meetings, phone calls, WhatsApp and text messages. Such conversation includes attendance meetings, behaviour meetings, life worries, medical needs, financial needs, relationships and concerns for other family members.</p> <p>PTFA has gained momentum this academic year and more parents/grandparents are actively involved in arranging a number of</p>

		<p>events. Parental engagement works well with school based staff supporting.</p> <p>KG</p> <p>Groups have been run through the year. I have worked with reception (4), year 1 (7) and year 2 (6) children on social skills and behavior. Other children throughout the school have had support though not as part of a group. Parents have always been spoken to about group work their child has been involved in and fully onboard with what school is doing to help their children.</p> <p>Parents are engaging well with Pastoral managers and are speaking daily when they have concerns whatever they may be. This is down to persistent time spent daily on the gate, school mobile for WhatsApp contact and a general open door policy whatever the issue. They are then either helped by ourselves, signposted to areas that may be of help or referred to appropriate agencies following discussions and agreement. There has been some engagement of families with Wise2 project with Early help.</p> <p>PTFA has had a bigger input from parents this year over last year and more parental conversations and getting involved on fund raising through the year. A good positive relationship with more parents in general over above coffee mornings</p> <p>PM</p> <p>Family support worker at school has continued to supply early help intervention using Right Help, Right Time model of working. This includes regular parental contact, advice and signposting to relevant support agencies, 1:1 work with both children and parents, specialist agency referrals and completing school's early help assessments where appropriate. Family Support Worker has also provided lunch time provision on a Monday which has proven to be popular.</p> <p>Summer Term 18/19</p>
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<b>PUPILS - 3 HOUSES-</b>	5
<b>PARENTS 1:1'S -</b>	8
<b>ADVICE/SIGNPOST -</b>	7
<b>AGENCY REF -</b>	2
<b>EARLY HELP-</b>	5 EPISODES 8 CHILDREN
<b>GARDENING CLUB -</b>	20
<b>TOTAL FAMILIES -</b>	27
<b>TOTAL CHILDREN -</b>	32

**Pupil Premium -22 children = 68%**

Autumn Term 19/20

<b>PUPILS - 3 HOUSES-</b>	4
<b>PARENTS 1:1'S -</b>	9
<b>ADVICE/SIGNPOST -</b>	9
<b>AGENCY REF -</b>	1
<b>EARLY HELP-</b>	3 EPISODES 6 CHILDREN
<b>GARDENING CLUB -</b>	17
<b>TOTAL FAMILIES -</b>	25

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<p>Funding for school trips and residential visits</p>	<p>All pupils participate fully in educational visits  Learning is supported by educational visits that enhance the school curriculum  Pupils personal qualities are developed through participation in group activities and overnight stays on residential</p>	<p>There have been 6 trips across year groups, 2 bought in workshops and other local trip opportunities including Year 5 visiting a local Care Home. There have been 2 More Able and Talented workshops at local secondary schools for Y5 and Y6.</p> <p>Due to the school closure, Y2 and Y6 have been unable to attend their residential this year.</p> <p>KS1 and KS2 have had a Panto experience Christmas. We visited Lichfield Garrick Theatre to see Cinderella.</p> <p>The whole visited the local church at Christmas.</p> <p>Y2 go swimming weekly at Erdington Leisure Centre</p>																		

	<p>Children’s access a range of experiences and opportunities they would otherwise not get  Children have something to write about and their vocabulary is widened</p>	<p>The school heavily supports all trips by paying the transport costs. Any family that needs financial support is assessed and support given, either in full or part, where possible.  Had the residential for Y2 and Y6 taken place, they would have been heavily subsidised, both for the overnight and activity costs plus the transport. Children in both Y2 and Y6 would have been given free places as we feel it is important for them to attend.  Parents and carers are given notice of all the trips so that there is sufficient time to pay in part if needed.  <b>Impact:</b>  All year groups plan trips that enhance their curriculum. This has a positive impact on the writing and language development of the pupils as they have something to write about. It makes learning real and relevant to them. Many children thrive in their learning because of these opportunities. All year groups have had at least one experience or opportunities during the period pre-covid lockdown.  More were planned for the Spring and Summer terms.  <b>Evidence:</b> Class Learning Logs and Twitter photographs, as well as work created in class as a result of the experiences. EVC file.</p>
Funding for Breakfast club and fruit provision	<p>To promote good attendance and punctuality  To support struggling families  Enable children to be ready to learn</p>	<p>Breakfast club is well attended.  15 children attend who are pupil premium children.  Breakfast is heavily supported by school.  <b>Evidence:</b> Breakfast club register</p>
Resources for Extra Curricular Provision	<p>Increase levels of participation, engagement and motivation  Children’s Social skills are developed  Children’s emotional resilience and confidence are strengthened  Talent and skills in non-core areas are celebrated</p>	<p>X30 before, during and after school clubs run at Paget Primary school and are accessible to all from Reception to Year 6 children. 60% of students are currently accessing this, 58% of Boys, 42% of Girls, 28% of SEN and 42% of Pupil Premium.  Activities range from sports, gifted and talented, cooking, arts gardening, homework, dance, singing, musical theatre and change for life. All clubs are ran by school based staff.  As of 20<sup>th</sup> March 2020 Paget teams had attended x36 competitions. Paget is now a part of King Edwards School sports partnership and is continuing to strive at all competitions including making x4 city finals to date.</p>

Children become more physically active ultimately leading to increased learning capacity

Throughout all Paget clubs it is reinforced re Sporting Values and Behaviour expectations are set that are clear and high of each child whilst participating within extra-curricular activities and whole school life.

Playtimes and lunchtimes are a positive experience for all children thus positive impact on learning. Pupils are engaged and motivated in all aspects of school life. They continue to be an influential part of the school day. Physical activity is encouraged through LTS and play workers offer a range of activities to all key stages. Children continue to support lunchtimes as young leaders and we have 37% of children being used to organise and officiate activities.

Sports Instructor remains at the heart of activities and is currently leading x1 PE lesson for each class per week, extra-curricular activities and active 30 minutes. He has held successful personal challenges through PE lessons and lunchtimes and has collated evidence for this in support of the school games mark.

We have a thriving school sports crew that offers the child voice and direction of opportunities given to Paget family.

No on roll	%	Numbers overall attending clubs	% involved	No of Boys	%	No of Girls	%	No of SEN	%	No of Pupil Premium	%
407	100	203	50%	105	52	98	48%	48	12%	74	18%

All Children were offered an extensive and inclusive extra-curricular timetable that is run by school based staff. Including Change for life, gross motor groups and Gifted and talented, These run before, during and after school to suit the needs of all children. Paget children were offered a total of 29 before, during and after school clubs.

More children have been able to enjoy sport and build confidence in physical ability and social situations. Participation continued to increase and key groups were targeted.

		<p>A 'Sports Crew' has been sustained and meets weekly, members include play leaders, sports leaders, a media team and bronze ambassadors, Children are from years 4-6.</p> <p>Bronze Ambassadors continue to work with school based staff in planning and preparing activities for the needs of the Paget children. They have spent time in gaining the child's voice through running a number of 'sporting pit stops'.</p> <p>Paget teams accessed x36 competitions over a range of sports throughout the Erdington community of school, KESSP and wider Birmingham.</p>
Funding for Music tuition	<p>Social skills, resilience and confidence developed</p> <p>Children have access to skills and opportunities they would otherwise not experience</p>	<p>The whole class music lessons take place in Years 3 and 4. The children enjoy these lessons.</p> <p>There are a group of approximately 15 children across Years 5 and 6 take part in electives.</p> <p>The children perform annually in a music assembly.</p> <p>All music lessons are paid for by school. The children would not have this opportunity without the costs being covered.</p> <p><b>Evidence:</b> Class learning logs</p>
Resources to support attendance & punctuality	<p>To improve levels of attendance, including levels of PA</p> <p>Punctuality levels are improved</p>	<p>GSp The school has a well-established process for attendance and punctuality. The Pastoral Team, GS and KG, meet each week to monitor attendance and the process is completed fully and monitored on a excel spreadsheet. This is recorded in an attendance file, on the J drive and reported to HT, DT and SENCO. Letters to parents are given out as when attendance falls below 96% or continues to fall from previous communication.</p> <p>Persistent absence has decreased overall as the year has progressed and specific time each ½ term has been added into the monitoring process.</p> <p>Punctuality and attendance have been a focus of the Pastoral Team.</p> <p>Meetings take place with parents. Not all parents attend when invited to discuss either punctuality or attendance but this is logged onto CPOMs.</p> <p>Class based staff have taken much more of a responsibility for attendance with twitter evidence and communication with parents.</p>

		<p>Attendance data - May 2016-17 94.4%, 2017-18 94.4% and 2018-19 96%. – 19/20</p> <p>KG Weekly Pastoral managers meeting take place looking at every child's attendance and punctuality, followed up with letters and meetings with parents to engage them in the importance of their child's attendance in school. The response to these meetings has been hit and miss, mostly with the parents we want to engage with not turning up. Added this year is a monthly meeting where PA for every child is studied as to why they have PA and actions taken if necessary. Currently there are 2 families going through FASTRACK, one family for the 3<sup>rd</sup> time. Attendance currently stands at 95.74% whole school and 95.87% without nursery Attendance up to and including 20.3.20 is 96.20%. Following 10 weeks closure and limited children returning the year finished on 95.59%. A total of 33204 minutes lost due to late arrival at school, some of this will be following medical appointments.</p> <p>PA for the year finished at 9.27%</p>
<p>External support agencies including Behaviour support</p>	<p>To support staff and develop their skillset in managing children with complex needs including SEMH</p> <p>To improve the self-esteem, social skills and behavior of identified pupils</p> <p>To provide appropriate support for children with complex needs so they can access learning in the classroom</p>	<p>External agencies are used to support behavior, emotional, well-being and family needs.</p> <p>The Pastoral Team continue to run Paget Way groups re well-being, self-esteem and social skills programme to support vulnerable children across school. This has been well received. Behaviour has improved with many of the pupils and they now have more strategies to manage their emotions.</p> <p>Beacon School works with individual children and with staff. Many behaviour strategies have been explored through this support.</p> <p>Beacon School have worked with 15 children across R to Y6. This has been through observations, EHCP support and parental and class teacher support. In addition, LTS and teaching staff have received training.</p> <p>The Pastoral Team and HT, along with the SENCo, sign post and bring in support groups as needed. Statements to be added on return from Children.</p>

		<p>KG Referrals to external agencies are following discussions with teachers, parents and SMT. Pastoral managers have attended a briefing given by Beacon behaviour.</p> <p>The support from agencies, such as Beacon Schools, has led to increased, specialized support within school and fewer exclusions.</p>
Additional class teacher to enable DHT to be non-class based for support and intervention	Improved learning outcomes in reading, writing and Maths Team Teaching and staff development where required to enhance quality of education	<p>Team and model teaching, supported planning, post NQT and new staff sessions, Pupil Progress Meetings and individual support has taken place this year by the DHT.</p> <p>Staff have been supported in regards to their subject leader, class teacher and SMT roles, as well as their individual areas of development.</p> <p>The data shows some Improvements in attainment and progress. Improvements have been seen in areas of teaching and learning.</p> <p><b>Evidence:</b> PPMs, data analysis, monitoring, subject leader and teacher support</p>
Post LAC	Children have access to skills and opportunities they would otherwise not experience To improve the self-esteem, social skills and behaviour of identified pupils to increase confidence and attainment in the classroom	Referrals to external agencies are following discussions with teachers, parents and SMT. Pastoral managers have attended a briefing given by Beacon behavior.
Arising Needs	Allow for additional funding linked to emergency situations should the need arise so that early help needs can be met swiftly and effectively	

**ATTAINMENT AND PROGRESS**  
**Narrowing the gap in pupil progress/attainment through the use of PPG 2018/19**

<b>KS2 OUTCOMES</b>				
<b>Subject</b>	<b>School Disadvantaged</b>	<b>School Non-Disadvantaged</b>	<b>School All Pupils</b>	<b>National All Pupils</b>
<b>Progress in Reading</b>			0.5	0.03
<b>Progress in Writing</b>			-1.5	0.03
<b>Progress in Maths</b>			-0.3	0.03

Data to be completed when the IDSR is published -

<b>KS2 OUTCOMES</b>				
<b>Subject</b>	<b>School Disadvantaged</b>	<b>School Non-Disadvantaged</b>	<b>School All Pupils</b>	<b>National All Pupils</b>
<b>% RWM Combined at ARE</b>	43%	50%	47.5%	65% (higher 11%)
<b>% ARE in Reading</b>	60%	62.5%	61%	73%
<b>% High Score in Reading</b>	23%	29%	24%	27%
<b>% ARE in Writing</b>	60%	54%	61%	78%
<b>% Greater Depth in Writing</b>	3%	8%	5%	20%
<b>% ARE in Maths</b>	60%	79%	68%	79%
<b>% High Score in Maths</b>	17%	29%	19%	27%
<b>% ARE in GPS</b>	60%	75%	66%	78%
<b>% High Score in GPS</b>	20%	42%	29%	36%

<b>KS1 OUTCOMES</b>				
<b>Subject</b>	<b>School Disadvantaged</b>	<b>School Non-Disadvantaged</b>	<b>School All Pupils</b>	<b>National All Pupils</b>
<b>% ARE in Reading</b>	46%	58%	58%	75%
<b>% Greater Depth in Reading</b>	23%	35.5%	32%	25%
<b>% ARE in Writing</b>	35%	52%	47.5%	69%
<b>% Greater Depth in Writing</b>	4%	6.5%	7%	15%

<b>% ARE in Maths</b>	46%	64.5%	59%	76%
<b>% Greater Depth in Maths</b>	4%	23%	15%	22%

<b>Year 1 Phonics Outcomes</b>				
<b>Subject</b>	<b>School Disadvantaged</b>	<b>School Non-Disadvantaged</b>	<b>School All Pupils</b>	<b>National All Pupils</b>
<b>% pass</b>	54.5%	77%	66%	73%

<b>EYFS Outcomes</b>				
<b>Subject</b>	<b>School Disadvantaged</b>	<b>School Non-Disadvantaged</b>	<b>School All Pupils</b>	<b>National All Pupils</b>
<b>% GLD</b>	50%	62.5%	58%	72% (2018)