

PUPIL PREMIUM REVIEW

2017-2018



Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	387
Total number of pupils eligible for PPG	109 children on roll – 59G, 44B 34.4%
Amount of PPG received per pupil	£1320
Total amount of PPG received	£146,520

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Pupil premium need to be further challenged in learning so that they achieve in line with their peers nationally.
B.	Emotional resilience for pupils eligible for PP need to be developed so that they are ready for learning.
C.	Language and literacy skills are lower on entry to school for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
D.	There is a variability between cohorts for the attainment and progress of PP pupils compared to their NPP peers.
External barriers	
E.	Attendance rates for pupils eligible for PP are in line with NPP children but the percentage of PA is still significantly higher.

Objectives for Pupil Premium Grant 2017/18
<p>Leadership and Management</p> <ul style="list-style-type: none"> • To hold teachers to account for the performance of all PPG children. • To ensure the governing body have full knowledge and awareness of allocation / spending / impact of actions. <p>Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for those children in receipt of PPG. • To engage all teachers in high quality CPD/research to develop teaching and learning strategies. • To enable all associate professionals access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies.

Behaviour, Welfare and Safety

- To ensure attendance/punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally.
- To promote self-esteem and levels of engagement in learning of vulnerable children.
- To employ a pastoral lead to provide social, emotional and mental health support to identified pupils.

Pupil Outcomes

- To close / narrow the gap between PP and non PP children in school and with national expectations.
- To ensure that high achievers are targeted to achieve GDS at the end of KS1 and KS2.
- To continue to provide early targeted intervention/triage for underperforming groups as identified during pupil progress meetings.
- To develop the 'Inspire Maths' programme across school from Y1-5.
- To further enhance SALT provision as an early intervention to develop children's communication and language within the foundation stage and in Key Stage 1.
- To ensure that children have high aspirations for their current attainment and aspirations.
- To engage parents in activities and workshops so that they are more able to support their children with learning opportunities.

Summary Spending and Outcomes 2017/18

Impact on Outcomes for all

Objective	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Impact
Leadership and Management To hold teachers to account for the performance of all including PPG children. <i>Barrier A&D</i>	Pupil Progress Meetings focussing specifically on the attainment of PPG and vulnerable children Class files to identify PPG pupils so that these are targeted within lessons. Planning shows PPG targeted children.	Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance.	Focussed half termly pupil progress, discussed progress, attainment and provision for all children to secure at least good outcomes. Developed staff awareness of potential barriers for vulnerable groups through targeted CPD.
	Robust and carefully moderated Appraisal and Performance Management processes ensure that teachers are held to account for the quality of provision		Appraisal targets and performance management linked to vulnerable groups supported outcomes and progress for all children to be good.
	Robust and rigorous monitoring to ensure that T&L is no less than good for all groups and cohorts Increase the opportunities for PPG to engage in quality music teaching through the First Access Programme and Roald Dahl project	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teacher, compared with 0.5 years with poorly performing teachers. EEF suggests that participation in music lessons improve outcomes in English, mathematics and science learning. Specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. With children on average adding 2 months to their learning.	Half termly monitoring of teaching and learning ensured that provision is at least good for all groups and cohorts. Improvement in quality first teaching from 93% to 100% with outstanding provision increasing from 13% to 31%. Teacher Improvement Plans for all teachers has supported the profile moving teaching towards outstanding. Phase leaders coached and mentored individual teachers to provide personalised support alongside individual Teacher Improvement Plans. Focussed and tailored CPD package enables teachers to address identified weaknesses in practice and improve the quality of provision. Lesson study developed a collaborative approach to improving practice of teaching across the school – focussing on metacognition, science and challenge for the more able. Developed tracking and monitoring systems of PPG and vulnerable groups so that their attainment is inline and effective, timely intervention can be given to narrow the gap. Raise aspirations in the wider curriculum by increasing the number of musical opportunities children accessed through the First Access Programme and Roald Dahl project. All Key Stage 1 pupils performed at Magna and all Year 3 pupils learned the clarinet or brass – performing at the Summer Showcase in July 2018.

Objective	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	Impact
Teaching, Learning and Assessment To engage all teachers in high quality CPD to develop teaching and learning strategies. <i>Barrier A, C & D</i>	Provision of targeted teacher improvement plans which are responsive to the outcomes of overall audits of provision.	The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	Targeted Teacher Improvement Plans have been developed and are responsive to the outcomes of overall audits of provision. Individualised mentor support through phase leaders ensured personalised support and development. CPD for all staff in the impact and use of triage and pre-teach to ensure all children keep up with the expectations of the new curriculum. CPD for all teachers in collaborative learning approaches to engage all pupils in every lesson. Purchased 'INSPIRE' maths scheme to continue to roll out the scheme into LKS2 from September 2017. Developed the teaching of vocabulary through SIFF Oracy project training. Linked with outstanding schools to share good practice and implement strategies that are beneficial to all pupils.
	Provision of individualised mentor support through the teaching and learning leader.		
	Provision of a tailored package of external CPD support to enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.		
Teaching, Learning and Assessment To enable all associate professionals access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies. <i>Barrier A, C & D</i>	Provision of on-going in-house training on variety of aspects of role – Including RWInc, SEND, SEMH	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.	Enhanced the use of the APs across the school through targeted CPD and professional development opportunities. E.g. AP Development Day, Apprenticeship development and support to access Level 3. Signposted HLTA training opportunities and supported APs who wish to pursue this.
	Provision of external expert CPD through in-house CPD event – covering range of specialist aspects of the role		
Pupil Outcomes To ensure that children have high aspirations for their current attainment and aspirations. <i>Barrier B</i>	Raise aspirations of children's futures through career and jobs education for targeted children	Raising aspirations is an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. After conducting pupil interviews as part of the review, it was found that some children in Y5/6 cannot make links between their learning and future careers. At Maltby Manor we believe in creating life-long learners with high aspirations.	Weekly superstar family assembly in which good learning behaviours and attendance is promoted. Purchase of TTRockstars to develop basic skills at home; encouraging parents to support their children. Wider opportunities identified for children to access such as singing at Sandbeck Hall and visiting the opening of the new Maltby Fire Station.
Pupil Outcomes To close / narrow the gap between PP and non PP children in school and with national expectations. <i>Barrier A and D</i>	Develop clear tracking systems which closely monitor the impact of interventions and support on PPG children.	Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance. Reading comprehension intervention and small group tuition has been found to add 5 months of learning.	See Summary of Outcomes

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	Aspirational targets for all children set so that they are on track to make at least good progress.	Holding teachers to account has proven successful in ensuring individuals meet their personalised targets. This is built into the appraisal cycle and gives teachers the ownership over their own performance.	
	Update RWI Spelling strategies and resources.	Reading comprehension intervention and small group tuition has been found to add 5 months of learning. Children who access RWI and Fresh Start gain on average 3 months reading age.	<p>Y1 Phonics Outcomes</p> <p>Children who required additional support were identified at an early stage and throughout the year. The children have been closely monitored through the RWIinc phonics programme and additional interventions were put in place to ensure children who needed additional support for individual sounds received this as soon as possible.</p> <p>Cohort (46) -87%</p> <p>Disadvantaged (13) - 77%</p> <p>Non Disadvantaged (33) - 91%</p> <p>Disadvantaged/Non SEND - 92%</p>
<p>Pupil Outcomes</p> <p>To develop the 'Inspire Maths' programme into KS2</p> <p><i>Barrier A and D</i></p>	Organise staff CPD to ensure all teachers are fully informed as to the concepts behind Inspire maths	After 1 year of implementation in KS1, 31% of pupils achieved GDS compared to 0% the previous year.	<p>See Summary of Outcomes</p> <p>INSPIRE materials are ensuring that all pupils have access to a challenging curriculum for Maths, raising expectations for all children. The implementation of the CPA approach in Maths has shown a significant impact across school with PUMA scores showing an increasing number of children are achieving ARE.</p>
	Improve the quality of maths teaching and learning through the application of INSPIRE strategies and maths mastery approaches.	Teaching and learning of Maths across school has improved and is now consistently good with outstanding. The use of the CPA approach has been researched and proven to support children who are struggling mathematicians (US What Works Clearing house)	
<p>To further enhance SALT provision as an early intervention to develop children's communication and language within the foundation stage.</p> <p><i>Barrier A and D</i></p>	Employ a speech and language therapist to provide therapy for pupils within the foundation unit.	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).	<p>The cohort have achieved above National for a Good Level of Development 80% in relation to 70.7% Nationally. PPG pupils attained higher than other pupils in all Prime Areas of Learning.</p> <p>PPG achieved in line with their peers in communication and language.</p> <p>Listening and attention – 100% PPG/95% NPPG</p> <p>Understanding – 89% PPG/95% NPPG</p> <p>Speaking – 89% PPG/88% NPPG</p>
			<p>Total budgeted cost £100,500</p>

Targeted Support for PPG pupils

Objective	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	What resources will we need?	How will we know that this action has had the intended outcome?
Leadership and Management To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions. <i>Barrier A,B, C, D and E</i>	Termly meeting with PP governor, Principal and PP champion. Standing item on the RAC meeting for discussion to hold the principal to account.	Leadership at all levels need to be held to account for the impact of the pupil premium spending on outcomes. There needs to be clarity for the governing body on how the monies are being distributed and the impact on pupil outcomes.	Report to governors and presentation of half-yearly review took place in the Spring term and governors challenged the impact of spending. PPG impact is a standing item on the RAC meeting for discussion to hold the Principal to account. Specific case studies created to show impact of spending on individuals and groups.	
Behaviour, Welfare and Safety To ensure attendance/ punctuality of children in receipt of PPG is monitored and in-line with other children in school and nationally. <i>Barrier E</i>	Provision of Trust attendance lead in order to research best practice and implement new strategies. Provision of attendance officer to monitor and action initiatives to improve the attendance and punctuality of PPG children. Specific tracking/targeting of the PPG children to ensure that gap to the rest of the cohort/national averages closes over times and rates of PA amongst PPG children are comparable to numbers nationally. Development of range of outreach initiatives targeted at changing community perceptions of the need for good attendance. These include: <i>attendance section of the school website</i> <i>Links with Early Help</i> <i>Leaflets and regular newsletters</i> <i>Promotions in school – rewards</i> <i>High profile of AO role</i>	There is a clear link between poor attendance at school and lower academic achievement. In primary schools, less than 65% of children get good results in Maths and English in schools when they have an average of 15 days absence, compared to around 90% in schools where the average is less than 8 days. The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.	Provision of Trust attendance lead to research and implement best practice. Specific tracking and targeting of PPG children for punctuation and attendance. Attendance officer attended regular meetings with Inclusion team to ensure that pastoral interventions are put in place when needed. Whole school reward systems and incentives reviewed to promote 'good' attendance. Development of range of outreach initiatives targeted at changing community perceptions of the need for good attendance. Target families have had meetings with the Attendance Officer to look at ways that they can be supported with punctuality and attendance. This has reduced the amount of children who are PA. The Attendance office tracks and monitors the PPG group compared to the NPPG and intervention is put in place to reduce the number of PA, including meetings with families, support and guidance, rewards and a regular meeting with the Inclusion team to identify children who need additional support. The gap between PPG and NPPG attendance has widened slightly. This is due to the amount of holidays being taken during the Autumn and Summer term. The Attendance Officer has identified children and families for targeted intervention this academic year. PPG Attendance:- 2015/16 - 94.5% 2016/17 - 95.3% 2017/18 - 94.4% PPG PA - 2015/16 - 27% 2016/17 - 32% 2017/18 – 29%	
Behaviour, Welfare and Safety	Comprehensive programme of pastoral support in place to support the emotional needs of PPG group	On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning,	The number of exclusions of PPG has significantly reduced. Purchase and development of CPOMS refined the monitoring of behaviour incidents in school.	

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To promote self-esteem and levels of engagement in learning of vulnerable children. <i>Barrier B</i>	Incentive/pastoral schemes (such as additional before school PE sessions) in place to support the needs of most vulnerable pupils and engage hard to reach boys	social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Promotion of 'Learning Behaviours' and promotional materials. Incentive and pastoral schemes in place to support the needs of the most vulnerable pupils and engage hard to reach boys. (E.g. Live and Learn PE coaches) Morning gym ensured children were ready to learn and more engaged leading to a reduction of red cards given in Y6. Parent survey evidences that 99% pupils are happy at school – an increase of 1%.	
	MAST mental health support in place to meet the needs of most complex pupils.			
	Engagement of parents in support pupil's behaviour and engagement with learning.			
Behaviour, Welfare and Safety To employ a pastoral lead to provide social, emotional and mental health support to identified pupils. <i>Barrier B</i>	Ensure that a strategic approach is managing the emotional well-being of disadvantaged pupils.	On average, Social and Emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Pastoral programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Strengthened links with Early Help to provide support for families that are most vulnerable. There has been an reduction in the number of families being supported by Early Help from 9 (Sept 17) to 6 (Sept 18). Group interventions are targeted at vulnerable groups and children in receipt of PPG. Family Support Worker employed to support vulnerable children and families. MAST mental health support in place to meet the needs of the most complex pupils.	
Pupil Outcomes To close / narrow the gap between PP and non PP children in school and with national expectations. <i>Barrier A and D</i>	Develop the school library so that all children access high quality texts for enjoyment.	Reading comprehension intervention and small group tuition has been found to add 5 months of learning. Children who access RWI and Fresh Start gain on average 3 months reading age. Developing a love of reading is a priority for the school. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	Developed clear tracking systems which closely monitor the impact of interventions and support the PPG children. Ensured there are aspirational targets for all children set so that they are on track to make at least good progress. Updated RWI spelling strategies and resources, providing support and coaching as needed to ensure teaching of RWI is at least good. Developed the school library so that all children access high quality texts for enjoyment. Increased high quality engagement of reading with adults to enhance progress in reading of PPG children – including meeting authors during the Manor Book Festival week. Implemented and monitored structured programmes of intervention and quality first teaching to raise the attainment of children in key year groups. Implemented and monitored Bedrock Vocabulary for Y4 and Y5 cohort to develop language, reading and grammar skills.	
	Increase high quality engagement of reading with adults to enhance progress in reading of PPG children			
	Implement structured programmes of intervention and quality first teaching in order to raise the attainment and	Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and		

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	<p>aspirations of children in key year groups.</p> <p>Purchase of Vocabulary Matters for Y4 cohort to develop language, reading and grammar skills.</p>	<p>effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>		
<p>Pupil Outcomes To ensure that high achievers are targeted to achieve GDS at the end of KS1 and KS2. <i>Barrier A and D</i></p>	<p>Senior leader booster session for Reading weekly Associate Assistant Principal teach GDS Maths in Y6 and focus on Y2 interventions. Y6 Booster sessions after school staffed by teachers.</p>	<p>The Sutton Trust research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p>	See Summary of Outcomes	
<p>Pupil Outcomes To continue to provide early targeted intervention/triage for underperforming groups as identified during pupil progress meetings. <i>Barrier A and D</i></p>	<p>Focus specific on vulnerable groups at PPMs to ensure the gap in attainment is in line with national all all PPG pupils.</p>	<p>Teaching assistants that are deployed effectively add 1 month to children's learning. However, action research at Maltby Manor has shown that with quality training, support and effective monitoring, a child can make accelerated progress through triage and personalised interventions. Reading comprehension and small group tuition can add up-to 8 months learning.</p>	<p>Targeted Y6 booster groups for all children based on gaps in learning and attainment. Additional phonics support purchased for Y2 children who did not pass the phonics screening in Y1. Targeted intervention groups monitored by phase leaders to narrow the gaps in attainment. Additional RWInc training to support children with 1 to 1 intervention to boost attainment. Developed case studies which focus on the impact of support for individual Pupil Premium children and shared these as a staff to share good practice.</p>	
<p>Pupil Outcomes To engage parents in activities and workshops so that they are more able to support their children with learning opportunities. <i>Barrier A, B and D</i></p>	<p>Develop PPG section on website to promote its effectiveness and impact to parents/stakeholders. Invite and engage parents to engage with activities to promote learning.</p>	<p>The association between parental involvement and a child's academic success is well established. Effective partnership between parents and school can gain up-to 3 months learning.</p>	<p>Parental forums have taken place with a variety of parents and feedback has been acted upon such as homework and offering the children a 'menu' of choices engaging children and parents in working together at home on learning journey topics. Feedback from parental events has been positive and parents of the more vulnerable children have been invited to 'coffee mornings' to come into school on a more informal basis to get to know the support we have on offer. Within these, different external services have been invited to offer services to families. Home learning packs for Nursery, Foundation Stage and y2 /6 children set up and shared with parents. Family learning workshops throughout the year and 'Stay and .. ' sessions successfully organised to engage early parents of the Foundation Stage children.</p>	

Objective	What are our key actions to effect improvement?	What is the evidence and rationale for this choice?	What resources will we need?	How will we know that this action has had the intended outcome?
			Weekly superstar family assembly in which good learning behaviours and attendance is promoted.	
Total budgeted cost				£46,020

Summary of Outcomes 2017/18

End of KS1 Summary				
2017/18	Pupil Premium EXS (GDS)	Non Pupil Premium EXS (GDS)	Gap EXS (GDS)	Gap previous year EXS
Reading	50% (33%)	93% (47%)	-43% (-14%)	-14.7%
Writing	50% (8%)	86% (21%)	-36% (-13%)	-42.4%
Maths	58% (25%)	93% (38%)	-35% (-13%)	-30.6%

KS1 outcomes show the gap has narrowed between PPG and Non PPG groups in writing compared to Y1 but have widened significantly in reading. However, there is an increase in the number of PPG achieving GDS compared to the previous year.

The Novel Study approach has allowed children at KS1 to achieve the GDS objectives more easily as children are responding to texts in depth. The additional AP was used to ensure fluency and accuracy was developed in addition to RWI phonics programme interventions.

The implementation of the INSPIRE curriculum has allowed children to develop concepts more securely and although results were below National, more children have achieved GDS in Maths compared to the previous year. (0% June 2016, 25% PPG compared to 34% Non-PPG July 2018)

The deployment of an additional Associate Professional in Y2 targeting objectives in writing for greater depth contributed positively overall to end of KS1 attainment. KS1 children achieved 76% ARE with 17% GDS. The percentage of GDS has increased from 12% (June 2017).

Impact of phonics interventions has significantly impacted on pupil outcomes. Individual and group phonics interventions were put in place from September 2017. 100% of children who are non-SEND passed the Y1 phonics screening. 77% of PPG group passed the screening compared to 91% NPPG.

End of KS2 Summary				
2017/18	Pupil Premium EXS (GDS)	Non Pupil Premium EXS (GDS)	Gap EXS (GDS)	Gap previous year EXS
Reading	63% (26%)	73% (11%)	-10% (15%)	-13%
Writing	84% (26%)	89% (16%)	-5% (10%)	-16%
Maths	74% (11%)	68% (14%)	6% (-3%)	-8%

The gap between PPG and NPPG has significantly narrowed and children in receipt of PPG now outperform NPPG in Reading and Writing at GDS. In Maths, PPG outperform NPPG at EXS.

All pupil premium children were supported in class and access triage in the afternoons when required. Attainment and monitoring of the progress of pupil premium children was rigorous during pupil progress meetings ensuring interventions were timely and impact positively.

Case studies were completed by teachers on a yearly basis focusing on the individual support and impact. This was then shared with other teachers to share good practice.

1 to 1 tuition for Y6 was put in place in KS2 from October 2017 with specific children targeted for additional support to achieve EXS and GDS. All children engaged with this support.

Experienced and effective teachers have been employed specifically for intervention groups targeted at vulnerable groups in Y6 for Maths and Greater Depth standard.

PPG Combined EXS is slightly below NA but slightly above compared to NPPG.

It is broadly in line with the NA but below PPG nationally

The gap with others at the school has narrowed and the gap to the NA has narrowed.

Reading Outcomes

ARE+	Cohort	NPPG	PPG	Gap 2017/18	Gap 2016/17
Y1	46	84%	75%	-9%	-13%
Y3	55	97%	77%	-20%	-22%
Y4	60	78%	61%	-13%	-23%
Y5	49	100%	91%	-9%	-27%

PIRA tests are completed by children each term to monitor outcomes and support teacher assessment judgements. Outcomes across all year groups have narrowed in each of the year groups through quality first teaching and the action of reading interventions such as RWInc and comprehension impacting on attainment. The most significant decrease has been Y4 where there is the highest percentage of PPG pupils and this has been a focus year group as the gap at the end of KS1 was 34%.

Writing Outcomes

ARE+	Cohort	NPPG	PPG	Gap 2017/18	Gap 2016/17
Y1	46	71%	44%	-27%	-13%
Y3	55	97%	61%	-36%	-34%
Y4	60	68%	48%	-20%	-34%
Y5	49	100%	76%	-24%	-34%

Outcomes in writing are purely based on teacher assessment and moderation of standards is used to ensure judgements are accurate and there is a mixture of impact in narrowing the gaps in attainment. In Years 4 and 5, the gap has narrowed by a significant percentage and this is mainly due to the children experiencing quality first teaching and there has been a focus on moderation across the phase to ensure progression. In Year 1, the gap has significantly widened, mainly due to the focus being on the phonic screening and this needs to be prioritised as the children move into Y2.

Mathematics Outcomes

ARE+	Cohort	NPPG	PPG	Gap 2017/18	Gap 2016/17
Y1	46	82%	63%	-19%	-15%
Y3	55	67%	50%	-17%	-21%
Y4	60	78%	61%	-17%	-15%
Y5	49	90%	77%	-13%	-7%

PIRA tests are completed by children each term to monitor outcomes and support teacher assessment judgements. In all but one year group the gap in attainment has widened slightly. The use of INSPIRE maths although is impacting on the percentage of pupils achieving the GDS, securing the EXS and ensuring children have a good understanding of basic skills needs to be prioritised.