



PUPIL PREMIUM 2016 (SPRING)

Aim: To raise achievement and to narrow the gap between low income and other disadvantaged families and their peers.

75.6 % of children at St Matthew's are eligible for FSM (152 pupils out of 205)

TOTAL ALLOCATION 7/12 SEPTEMBER- APRIL £ £1300 per pupil

PROVISION	DETAILS OF THE PROVISION	AMOUNT ALLOCATED	IMPACT OF THE PROVISION TO DATE				
Reading Recovery Teacher	Targeted 1:1 reading intervention, which closes the gap for those children, who are below age related expected levels in reading. (Year 3, 4, 5 and 6)	£17083.35	<u>Reading Recovery</u>				
			NAME	Yr	AUTUMN	SPRING	PROGRESS IN READING
			M	3	4M	4M	0
			N	3	2E	3E	1
			A	3	3E	3E	0
			H	3	3E	4M	1
			S	3	3E	3E	0
			K	3	3E	4M	1
			A	4	4M	4M	0
			T	5	1E	2E	1
R	6	0E	Left	N/A			

<p>First Class@ Number/Success @ Arithmetic / Numbers Count (2 HLTA Teaching Assistants)</p>	<p>Targeted maths interventions, which close the gap for those children who are below age, related expected levels in maths. Training was provided for the Numeracy Lead and two Teaching Assistants. The Teaching Assistants provide the daily intervention for children in Year 2,3 ,4, 5 and 6.</p>	<p>£17,916.70</p>	<table border="1"> <thead> <tr> <th></th> <th>Y R</th> <th>Autumn</th> <th>Spring</th> <th>Progress</th> </tr> </thead> <tbody> <tr><td>Ch</td><td>4</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>M</td><td>4</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>T</td><td>5</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>G</td><td>5</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>M</td><td>5</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>A</td><td>6</td><td>2E</td><td>3E</td><td>1</td></tr> <tr><td>J</td><td>6</td><td>2E</td><td>3E</td><td>1</td></tr> <tr><td>Ky</td><td>6</td><td>2E</td><td>3E</td><td>1</td></tr> <tr><td>S</td><td>6</td><td>0E</td><td>1E</td><td>1</td></tr> </tbody> </table>		Y R	Autumn	Spring	Progress	Ch	4	1E	2E	1	M	4	1E	2E	1	T	5	1E	2E	1	G	5	1E	2E	1	M	5	1E	2E	1	A	6	2E	3E	1	J	6	2E	3E	1	Ky	6	2E	3E	1	S	6	0E	1E	1															
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<p>Better Reading Partners Delivered by 6 Teaching Assistants in Sept-April)</p>	<p>Targeted reading intervention - 10 weeks for children who have failed to make the expected progress in reading – Summer and Autumn 2015. All Teaching Assistants have had two days of training. Following pupil progress reviews, children from each class were selected. Each child works with the class TA for 20 minutes each week on a 1:1 basis. Teaching Assistants will also use questioning techniques learnt through training, to support learning in class, by delivering a pre tutoring session during the daily-guided reading session.</p>	<p>£4500.00</p>	<table border="1"> <thead> <tr> <th>NAME</th> <th>YEAR</th> <th>Autumn</th> <th>Spring</th> <th>Progress</th> </tr> </thead> <tbody> <tr><td>E</td><td>2</td><td>1E</td><td>Left</td><td>N/A</td></tr> <tr><td>R</td><td>2</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>F</td><td>2</td><td>1E</td><td>2E</td><td>1</td></tr> <tr><td>S</td><td>4</td><td>3E</td><td>4M</td><td>1</td></tr> <tr><td>A</td><td>4</td><td>3E</td><td>3E</td><td>0</td></tr> <tr><td>P</td><td>4</td><td>2E</td><td>3E</td><td>1</td></tr> <tr><td>O</td><td>4</td><td>3E</td><td>4M</td><td>1</td></tr> <tr><td>M</td><td>4</td><td>3E</td><td>4M</td><td>1</td></tr> <tr><td>Na</td><td>4</td><td>3E</td><td>3E</td><td>0</td></tr> <tr><td>Ch</td><td>4</td><td>2E</td><td>3E</td><td>1</td></tr> <tr><td>M</td><td>4</td><td>2E</td><td>2E</td><td>0</td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	NAME	YEAR	Autumn	Spring	Progress	E	2	1E	Left	N/A	R	2	1E	2E	1	F	2	1E	2E	1	S	4	3E	4M	1	A	4	3E	3E	0	P	4	2E	3E	1	O	4	3E	4M	1	M	4	3E	4M	1	Na	4	3E	3E	0	Ch	4	2E	3E	1	M	4	2E	2E	0					
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			<p>All interventions aim to:</p> <ul style="list-style-type: none"> • Provide early intervention • Build independence 																																																																	

			<ul style="list-style-type: none"> • Develop communication skills • Secure key educational outcomes by the age of seven for pupils in KS1 and 10 in KS2 • Increase the rate of progress of children falling into the bottom 1/3 of the class • Enable children to engage more successfully in whole-class teaching • Reduce the risk of children having significant difficulties in basic literacy and numeracy skills • Double the expected rate of progress for some pupils • Individualising support at all levels • Targeted support for children to address misconceptions, gaps and weaknesses 				
<p>Maths Whizz (ICT software)</p>	<p>Children have their own e-portfolio space on the Maths Whizz learning platform. Children complete an initial assessment to establish a maths ability age. The space holds data on each child's attainment and activities completed. Teaching concentrates on the misconceptions, gaps or weaknesses that children have experienced in their learning to date and builds in additional consolidation.</p> <p>Staff can interact with pupils, send messages and merit awards. Lunchtime clubs provide access to Maths Whizz for children without computer or internet access at home.</p> <p>Pupil progress can be assessed on a weekly basis. Inspire workshops ensure that parents are well trained on the programme and understand the</p>	<p>£2916.65</p>	<ul style="list-style-type: none"> • More home support for children's learning. The gap between home and school life is narrowed • 55% Increase in pupils completing maths work at home • Maths Whizz supplements teaching and supports learning • Maths Whizz provides individualised support for pupils struggling with areas identified as a whole school priorities (Place Value) • From September 2014 Maths Whizz will have an increasing part to play in supporting the assessment of the new NC. Maths ages will be collated and reported to parents each term. <p>End of Year Maths Attainment and Progress</p> <table border="1" data-bbox="1346 1273 2130 1339"> <tr> <td data-bbox="1346 1273 1525 1310">Reception</td> <td data-bbox="1525 1273 2130 1310">Attainment 73% 93% Progress 2013</td> </tr> <tr> <td></td> <td data-bbox="1525 1310 2130 1339">Attainment 57% 100% Progress 2014</td> </tr> </table>	Reception	Attainment 73% 93% Progress 2013		Attainment 57% 100% Progress 2014
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	<p>importance Maths Whizz has: an interactive tool to support their child at home and at school.</p>		<p>Attainment 69% 100% Progress 2015 Attainment 72% 100% Progress Spring 2016</p> <p>Year 1 Attainment 34% Annual Progress -1.3 APS 2013 Attainment 73% Annual Progress 4.4 APS 2014 Attainment 64% Annual Progress 4.0 2015 Autumn 17% @Mastery Spring 60% @Mastery 82% Progress (April 2016)</p> <p>Year 2 Attainment 80% Annual Progress 3.7 APS 2013 Attainment 80% Annual Progress 5.7 APS 2014 Attainment 86% Annual Progress 5.0 APS 2015 Autumn 24% @Mastery Spring 43% @Mastery 75% Progress (April 2016)</p> <p>Year 3 Attainment 63% Annual Progress 2.4 APS 2013 Attainment 85% Annual Progress 3.0 APS 2014 Attainment 82% Annual Progress 3.7 APS 2015 Autumn 20% @Mastery Spring 47% @Mastery 33% Progress (April 2016)</p> <p>Year 4 Attainment 67% Annual Progress 4.1 APS 2013 Attainment 52% Annual Progress 3.9 APS 2014 Attainment 44 % Annual Progress 2.0 APS 2015 Autumn 17% @Mastery Spring 43% @Mastery 70% Progress (April 2016)</p> <p>Year 5 Attainment 73% Annual Progress 3.8 APS 2013 Attainment 72% Annual Progress 2.9 APS 2014 Attainment 84% Annual Progress 2.9 APS 2015 Autumn 0% @Mastery Spring 24% @Mastery 93% Progress (April 2016)</p> <p>Year 6 Attainment 96% Annual Progress 4.3 APS 2013 Attainment 97% Annual progress 5.2 APS 2014 Attainment 86% Annual Progress 5.7 APS 2015 Autumn 30% @Mastery Spring 65% @Mastery 96% Progress (April 2016)</p>	

<p>Peripatetic Music Tuition</p>	<p><u>Violin</u> From Year 3, children have the opportunity to learn how to play the Violin. Children have a weekly lesson with a specialist tutor and have access to a violin to take home to practice. It is expected that children will take a Grade Exam by the end of KS2.</p> <p><u>Woodwind</u> All Year 4 children have a weekly flute lesson. Children who are ‘talented’ continue with lessons in Years 5 and 6. drums</p> <p><u>Concerts</u> All pupils play in class assemblies, termly concerts and attend the Area Ensemble held at our main feeder school, where children have an opportunity to play together with older pupils. The Area Ensemble performs at the Birmingham Symphony Hall each year.</p>	<p>£6250.00</p>	<table border="1"> <thead> <tr> <th>NAME</th> <th>Y R</th> <th>R Au</th> <th>R Sp</th> <th>WR Au</th> <th>WR Sp</th> <th>M Au</th> <th>M Sp</th> </tr> </thead> <tbody> <tr><td>Pi</td><td>3</td><td>3E</td><td>3E</td><td>3E</td><td>3E</td><td>3E</td><td>4M</td></tr> <tr><td>H</td><td>3</td><td>4M</td><td>4M</td><td>4M</td><td>4M</td><td>4M</td><td>4M</td></tr> <tr><td>Jo</td><td>3</td><td>3E</td><td>3E</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td></tr> <tr><td>Z</td><td>4</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td></tr> <tr><td>T</td><td>4</td><td>2E</td><td>3E</td><td>3E</td><td>4M</td><td>2E</td><td>3E</td></tr> <tr><td>A</td><td>4</td><td>3E</td><td>4M</td><td>2E</td><td>3E</td><td>3E</td><td>4M</td></tr> <tr><td>D</td><td>4</td><td>4M</td><td>5M</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td></tr> <tr><td>L</td><td>4</td><td>2E</td><td>3E</td><td>3E</td><td>3E</td><td>3E</td><td>3E</td></tr> <tr><td>Na</td><td>4</td><td>3E</td><td>3E</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td></tr> <tr><td>Ar</td><td>5</td><td>4M</td><td>5M</td><td>4M</td><td>4M</td><td>1E</td><td>3E</td></tr> <tr><td>D</td><td>5</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td><td>2E</td><td>3E</td></tr> <tr><td>Ke</td><td>5</td><td>3E</td><td>4M</td><td>2E</td><td>2E</td><td>1E</td><td>2E</td></tr> <tr><td>G</td><td>5</td><td>2E</td><td>3E</td><td>2E</td><td>2E</td><td>1E</td><td>2E</td></tr> <tr><td>R</td><td>6</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td><td>2E</td><td>3E</td></tr> <tr><td>So</td><td>6</td><td>3E</td><td>4M</td><td>2E</td><td>3E</td><td>3E</td><td>4M</td></tr> <tr><td>Ch</td><td>6</td><td>4M</td><td>5M</td><td>3E</td><td>4M</td><td>3E</td><td>4M</td></tr> </tbody> </table>	NAME	Y R	R Au	R Sp	WR Au	WR Sp	M Au	M Sp	Pi	3	3E	3E	3E	3E	3E	4M	H	3	4M	4M	4M	4M	4M	4M	Jo	3	3E	3E	3E	4M	3E	4M	Z	4	3E	4M	3E	4M	3E	4M	T	4	2E	3E	3E	4M	2E	3E	A	4	3E	4M	2E	3E	3E	4M	D	4	4M	5M	3E	4M	3E	4M	L	4	2E	3E	3E	3E	3E	3E	Na	4	3E	3E	3E	4M	3E	4M	Ar	5	4M	5M	4M	4M	1E	3E	D	5	3E	4M	3E	4M	2E	3E	Ke	5	3E	4M	2E	2E	1E	2E	G	5	2E	3E	2E	2E	1E	2E	R	6	3E	4M	3E	4M	2E	3E	So	6	3E	4M	2E	3E	3E	4M	Ch	6	4M	5M	3E	4M	3E	4M
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<p>Morning Club Salary & Resources</p>	<p>We provide a daily social morning club, which is subsidised for parents. Fees are reduced even further, at the discretion of the Headteacher, for children identified as being most in need and during periods of increased instability for families . We have employed a playworker to coordinate the service. She has purchased a range of play equipment to encourage the children to be engage in social activities. Healthy snacks are provided as part of the daily morning</p>	<p>£1,310.15</p>	<ul style="list-style-type: none"> • Reduced pupil mobility- support for parents who have moved out of the Nechells locality. From 70.2 stability up to 74.9 • Support for parents who work or attend higher education • Opportunities for social and language skills to be developed • Improved attendance and punctuality for children identified as being at risk of underachieving 94% 2011 to 96.4% 2013. 98.2 2015. Level of persistent absence 																																																																																																																																								

session.

has also been reduced 7.7% 2011 0.9% 2013 0.0%
2015 2.7 (2.8 Nat)

END OF SPRING 2016 PROGRESS

NAME	YEAR	R Au	R Sp	Wr Au	Wr Sp	M Au	M Sp
E	1	3E	4M	3E	4M	3E	3E
Ka	1	4M	4M	4M	4M	3E	3E
Dr	1	2E	3E	2E	3E	3E	3E
Na	1	3E	3E	2E	2E	3E	3E
Cam	2	0E	1E	1E	1E	0E	1E
Ha	2	2E	2E	2E	2E	2E	2E
Ahl	2	4M	5M	3E	4M	2E	4M
Pie	3	3E	3E	3E	3E	3E	4M
Az	3	4M	4M	3E	3E	3E	3E
Mi	3	3E	4M	3E	3E	3E	3E
R	3	3E	3E	3E	3E	3E	3E
Sha	4	4M	5M	4M	5M	4M	5M
Al	4	3E	4M	3E	4M	3E	4M
Sa	4	3E	4M	3E	4M	3E	3E
Ro	5	2E	3E	2E	2E	1E	2E
Br	5	4M	5M	4M	5M	3E	4M
Do	5	3E	4M	3E	4M	2E	3E
Da	5	3E	4M	2E	3E	1E	2E
Dil	5	3	4M	3E	4M	2E	3E
Ji	6	4M	5M	3E	4M	4M	5M
S	6	3E	4M	3E	4M	3E	4M
S	6	3E	4M	3E	4M	3E	4M
Ch	6	4M	5M	3E	4M	3E	4M
Se	6	3E	4M	3E	4M	2E	3E

G&T
Teacher
/Academic
Excellence

Extended Provision for the higher attaining children

We provided tuition for two hours per week for nineteen gifted pupils across the school. Children work with 'experts' whose day-day role involves working with high achieving pupils.

Our Governors have been very impressed with the outcomes of this programme and have funded all the selected children and their siblings to attend a one week summer school at the Academic Excellence Base.

£11250.00

- Improved language and communication skills
- High achievers are further motivated though having additional well paced, language rich lessons where feedback is immediate and activities are stimulating.
- Enables more able children to catch up, then keep up and sustain learning alongside their academic peers. Aspirations are challenged and children's pathways are potentially changed
- Long term opportunity for children to sit and pass 11+ test or to be able to apply for scholarship at Independent Schools
- One child has been awarded a place at Grammar School
- Greater number of children achieving 'Exceeding' by the end of the academic year.

NAME	Y	R Au	R Sp	Wr Au	Wr Sp	Ma Au	Ma Sp
Ne	2	4M	5M	4M	5M	4M	5M
It	3	4M	4M	3E	4M	4M	4M
Ha	3	4M	4M	4M	4M	4M	4M
La	3	4M	5M	3E	4M	4M	4M
Ja	3	4M	4M	3E	4M	4M	4M
Ro	4	4M	5M	3E	4M	4M	5M
Sh	4	4M	5M	4M	5M	4M	5M
Faz	4	4M	5M	3E	4M	4M	5M
Ha	5	4M	5M	4M	5M	3E	4M
Br	5	4M	5M	4M	5M	3E	4M
Ry	5	3E	4M	3E	4M	2E	4M

				I	6	4M	5M	4M	5M	4M	5M
				S	6	5M	6Ex	4M	5M	4M	5M
				Sa	6	4M	5M	4M	5M	4M	5M
				Abd	6	5M	6Ex	4M	5M	4M	5M
				O	6	5M	6Ex	5M	6Ex	5M	6Ex
Senior Learning Mentor	<p>The vision for the SLM is to develop the three main factors that support a child’s resilience: High attainment at school; strong personal and social skills and parental support for their child’s learning. This is being achieved by:</p> <ul style="list-style-type: none"> • Creating a welcoming environment (Parents room and outside court yard areas have been developed) • Developing the home learning environment, through sharing learning practices in school (Home visits, Inspire workshops, Parent Consultation Days, Parent to School Days and basic skills workshops for parents) • Supporting the school to respond to wider societal issues such as childhood obesity, extremism, gang violence and poor parenting by organizing workshops around: healthy eating, oral health, Street ‘Clear up’ sessions, Fundraising projects, Baby Saver and Stay and Play sessions. Some of these workshops are open up to the wider community • Providing a program of out of hours learning opportunities for parents and children • Support parents with budgeting and 	<u>£8958.35</u>	<ul style="list-style-type: none"> • Experience fewer behavioral difficulties • Increase in parents attending parent consultation days (94% 2014 95% 2015) and parents’ to school days. • Results of questionnaires show that parents feel they receive help from school to support their child’s education. (90% of parents reported that the they received valuable information from the school about their child’s progress) • Re-establishing and reinforcing a positive perception of school and learning and improved self-efficacy for the whole family (89% of parents reported that the school responds well to any concern that they raise) • Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc. • Increased numbers of children making accelerated progress • Increase self confidence; greater independence; ^[1]better team-working and collaborative skills, exhibited by key groups of children 								

	contacting relevant agencies when parents struggle to understand LA policies and practices																														
<u>Counsellor</u>	A Play Therapist comes into school one afternoon each week to work with children who are experiencing family trauma, which may have an impact on the child's social interaction with other children or their ability to focus and learn in the classroom. Weekly sessions build a sense of self worth and confidence in the children.	£4083.35	<ul style="list-style-type: none"> • Meet the emotional needs of children who may be falling behind because of friendship, social or emotional barriers to learning. • Children are more likely to believe they can control events that affect them and therefore build resilience <table border="1" data-bbox="1413 571 2024 767"> <tr> <td></td> <td>R Au</td> <td>A Sp</td> <td>Wr Au</td> <td>Wr Sp</td> <td>Ma Au</td> <td>Ma Sp</td> </tr> <tr> <td>JS (3)</td> <td>3E</td> <td>left</td> <td>3E</td> <td>left</td> <td>3E</td> <td>left</td> </tr> <tr> <td>E (2)</td> <td>1E</td> <td>left</td> <td>1E</td> <td>left</td> <td>1E</td> <td>left</td> </tr> <tr> <td>RS (6)</td> <td>0E</td> <td>left</td> <td>0E</td> <td>left</td> <td>0E</td> <td>left</td> </tr> </table>		R Au	A Sp	Wr Au	Wr Sp	Ma Au	Ma Sp	JS (3)	3E	left	3E	left	3E	left	E (2)	1E	left	1E	left	1E	left	RS (6)	0E	left	0E	left	0E	left
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E (2)	1E	left	1E	left	1E	left																									
RS (6)	0E	left	0E	left	0E	left																									
<u>Tracking system (TRACE)</u>	TRACE Software has been developed by a consultant, which will enable us to track the progress and attainment of children in reading, writing and maths on a termly basis.	£587	<ul style="list-style-type: none"> • Children falling behind can be identified, so that interventions can be put into place quickly. • Gaps between groups can be identified and narrowed • Governors have a tool by which they are able to hold all staff to account • Teachers have access to key summative data that can be used to identify trends, patterns of learning and to inform future planning 																												
<u>Enrichment activities/ Educational visits</u>	Each teacher is encouraged to supplement their classroom teaching with enrichment opportunities (sports, music, dance, residential, visiting artists etc.)	£9202.80	<ul style="list-style-type: none"> • Enhance children's education by bringing new concepts to light. These activities are fun for the children, but they also impart knowledge. They allow our children to apply knowledge and skills taught in school to real-life experiences. • Provide experiences which many parents would not be able to independently afford for their child 																												

- Results of questionnaires show that children enjoy coming to school – attendance has improved 96.4%
- The attainment gap is narrowed for all groups by the end of KS2
- Support Language development- sustained increase in age related expectations for writing:

RECEPTION

Autumn 42% Spring 72%

69% Writing 2015

63% Writing 2014

60% Writing 2013

63% 6+ points 2011

55% 6+ points 2010

77% 6+ points 2009

YEAR 1

Autumn 7% Spring 30%

68% 1A+ 2015

69% 1A+ 2014

41% 1A+ 2013

46.7% 1A+ 2012

45% 1A+ 2011

37% 1A+ 2010

YEAR 2

Autumn 24% Spring 39%

86% 2C+ 2015

80% 2C+ 2014

80% 2C+ 2013

79.3% 2C+ 2012

73% 2C+ 2011

70% 2C+ 2010

50% 2C+ 2009

			<p><u>YEAR 3</u> <u>Autumn 3% Spring 23%</u> 85% 2A+ 2015 85% 2A+ 2014 70% 2A+ 2013 66.7% 2A+ 2012 50% 2A+ 2011 29% 2A+ 2010</p>
			<p><u>Year 4</u> <u>Autumn 7% Spring 47%</u> 64% 3B+ 2015 67% 3B+ 2014 52% 3B+ 2013 56.7% 3B+ 2012 43% 3B+ 2011 16% 3B+ 2010</p>
			<p><u>Year 5</u> <u>Autumn 10% Spring 41%</u> 74% 3A+ 2015 72% 3A 2014 67% 3A+ 2013 46.7% 3A+ 2012 24% 3A 2011 40% 3A+2010</p>
			<p><u>YEAR 6</u> <u>Autumn 22% Spring 81%</u> 83% 4C+ 2015 100% 4C+ 2014 100% 4C+ 2013 91.7% 4C+ 2012 93% 4C+ 2011 78% 4C+ 2010</p>

			<p>42% 4C+ 2009</p> <ul style="list-style-type: none">• Improved quality first teaching• 100% good or better teaching (60% outstanding)• Consistent implementation of practice and expectations across school.• Increased percentage of children working at age related expectations (Some variations due to high mobility in some year groups)
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