



Pupil Premium at Canonbury Primary School 2015-16

Impact of the Plan

Phase	Approximate Cost	Item, Objective	Impact
Whole School	£7,307	DHT Teaching and Learning role - tuning Quality First Teaching to needs of Pupil Premium pupils at all levels: -Team planning and teaching -coaching and mentoring middle leaders to conduct effective scrutinies and provide appropriate feedback as part of school improvement cycle -Cascade Lesson Study to Middle Management to develop effective teaching strategies to accelerate progress for pupil premium pupils -Targeted professional development and staff meetings (3 days each half term.)	Impact Autumn: <ul style="list-style-type: none"> 96% (19/20) good and better teaching and learning in Maths Y1-6 and EYFS. 20% (4/20) outstanding teaching and learning during overview week. 100% good and better teaching and learning in English and EYFS. End of Year: <ul style="list-style-type: none"> 100% (20/20) good and better teaching and learning 20% (4/20) outstanding teaching and learning during overview week. Strategies to support more timely challenge in Maths at all levels identified through Lesson Study trials and by Maths Leader, piloted in 2015/16 Summer Term. Whole school 'Progression in Maths' strategy implemented in Term 1 2016/17 following this project, to ensure timely challenge in all year groups.
	£9,990	Provide release time for conducting Closing the Gap Lesson Studies by Middle Leaders and Class Teachers -release for Lesson Study planning/observation/review for Teachers+ Middle Leaders- to develop effective teaching strategies for closing the progress gap <ul style="list-style-type: none"> for pupil premium pupils (3 days per half term for up to 3 teachers) 	
	£5,550	Provide opportunities for Phase, English and Maths Leaders to develop and monitor effective teaching strategies across the school -effective Guided Reading and follow up activities -writing and grammar -challenge for secure and secure+ in maths -ensure implementation of best practice across the school and monitoring to ensure consistency -develop the assessment for learning cycle to sharpen focus on Pupil Premium pupils	
	£3,330	Release for class teachers to conduct moderation and standardisation of Reading, Writing and Maths : -Supporting effective use of data and gap analysis -increased subject knowledge -assessment for learning	
	£13,442	AHT Inclusion role to include responsibility for Pupil Premium pupil progress -Providing/managing targeted support for pupils to address underachievement, according to need -Ensuring effectiveness of support staff -Rigorous monitoring and adjustment of input to secure impact	

Teacher Assessment 2016	Progress Steps	Y1	Y2	Y3	Y4	Y5	Y6
Reading	Pupil Premium	n/a	5.6	5.2	4.9	5.7	5.4
	Non Pupil Premium	n/a	5.8	5.3	5.4	5.8	5.5
Writing	Pupil Premium	n/a	5.6	5.3	5.7	5.9	5.9
	Non Pupil Premium	n/a	5.8	5.5	5.6	6.0	5.8
Maths	Pupil Premium	n/a	5.4	4.7	5.4	5.6	5.8
	Non Pupil Premium	n/a	5.8	5.3	5.5	5.4	5.5
Average of all subjects	Pupil Premium	n/a	5.5	5.2	5.2	5.8	5.7
	Non Pupil Premium	n/a	5.8	5.3	5.5	5.7	5.6

£7,698	Family Liaison and Pastoral Care Work with families to support a positive learning experience for pupils <ul style="list-style-type: none"> - Pastoral support planning for pupils - Parent liaison and support - Agency liaison 	<ul style="list-style-type: none"> - 24 pupils received support, the majority of whom have complex and enduring needs. - High impact on external exclusion rates - Successful reintegration from pupil referral unit to school - High impact on small minority at risk of exclusion 																																																																																																																								
£23,094	Support for social and emotional development Reinforce social and emotional development to support conditions conducive to learning <ul style="list-style-type: none"> - Monitoring and supporting behaviour and well-being throughout school day - 1:1 and small group nurture sessions - Strategy Support for Teachers - Implementation of whole school behaviour systems 	<table border="1" data-bbox="1037 260 1554 571"> <thead> <tr> <th colspan="4">2014-15 External Exclusions</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> <th>Occasions</th> <th>Total Days</th> </tr> </thead> <tbody> <tr><td>3</td><td>A</td><td>3</td><td>13</td></tr> <tr><td>5</td><td>B</td><td>2</td><td>7</td></tr> <tr><td>6</td><td>C</td><td>1</td><td>1</td></tr> <tr><td></td><td>D</td><td>1</td><td>0.5</td></tr> <tr><td></td><td>E</td><td>3</td><td>7</td></tr> <tr><td>Total</td><td>5</td><td>10</td><td>28.5</td></tr> </tbody> </table> <table border="1" data-bbox="1615 260 2132 496"> <thead> <tr> <th colspan="4">2015-16 External Exclusions</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> <th>Occasions</th> <th>Total Days</th> </tr> </thead> <tbody> <tr><td>6</td><td>A</td><td>1</td><td>1</td></tr> <tr><td></td><td>B</td><td>1</td><td>1</td></tr> <tr><td></td><td>C</td><td>1</td><td>7</td></tr> <tr><td>Total</td><td>3</td><td>3</td><td>3</td></tr> </tbody> </table>	2014-15 External Exclusions				Yeargroup	Pupil	Occasions	Total Days	3	A	3	13	5	B	2	7	6	C	1	1		D	1	0.5		E	3	7	Total	5	10	28.5	2015-16 External Exclusions				Yeargroup	Pupil	Occasions	Total Days	6	A	1	1		B	1	1		C	1	7	Total	3	3	3																																																																
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£21,673	Provide TA Mentoring targeted at pupils requiring support for social and emotional development and learning behaviour	<table border="1" data-bbox="1037 639 1583 1487"> <thead> <tr> <th>Year</th> <th>Gender</th> <th>Social and Emotional</th> <th>Family Liaison/ Pastoral Support</th> <th>Average points progress, Read/ Wr / Ma [EYFS:GLD]</th> </tr> </thead> <tbody> <tr><td>YR</td><td>F</td><td></td><td></td><td>GLD</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>GLD</td></tr> <tr><td>Y1</td><td>M</td><td></td><td></td><td>6.0</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>5.7</td></tr> <tr><td>Y2</td><td>F</td><td></td><td></td><td>5.3</td></tr> <tr><td>Y3</td><td>F</td><td></td><td></td><td>5.3</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>5.0</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>3.7</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>3.7</td></tr> <tr><td>Y4</td><td>M</td><td></td><td></td><td>5.3</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>5.0</td></tr> <tr><td>Y5</td><td>F</td><td></td><td></td><td>5.0</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>7.0</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>6.0</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>6.3</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>6.0</td></tr> <tr><td>Y6</td><td>M</td><td></td><td></td><td>7.0</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>7.0</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>6.3</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>6.7</td></tr> <tr><td></td><td>F</td><td></td><td></td><td>6.3</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>7.0</td></tr> <tr><td></td><td>M</td><td></td><td></td><td>5.3</td></tr> </tbody> </table>	Year	Gender	Social and Emotional	Family Liaison/ Pastoral Support	Average points progress, Read/ Wr / Ma [EYFS:GLD]	YR	F			GLD		F			GLD	Y1	M			6.0		F			5.7	Y2	F			5.3	Y3	F			5.3		F			5.0		F			3.7		M			3.7	Y4	M			5.3		M			5.0	Y5	F			5.0		M			7.0		F			6.0		F			6.3		F			6.0	Y6	M			7.0		M			7.0		M			6.3		M			6.7		F			6.3		M			7.0		M			5.3
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£3,880.00	Provide ½ day counselling for pupils and parents as appropriate -CAMHS -Reinforce social and emotional development to support conditions conducive to learning	3 pupils eligible for pupil premium met the threshold for CAMHS <table border="1" data-bbox="1037 376 1525 587"> <thead> <tr> <th colspan="4">CAMHS</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> <th>Gender</th> <th>Ave. Progress</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A</td> <td>M</td> <td>4.7</td> </tr> <tr> <td>4</td> <td>B</td> <td>M</td> <td>5.3</td> </tr> <tr> <td>4</td> <td>c</td> <td>M</td> <td>5.0</td> </tr> </tbody> </table>	CAMHS				Yeargroup	Pupil	Gender	Ave. Progress	3	A	M	4.7	4	B	M	5.3	4	c	M	5.0
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£2,000	Art Therapist To support emotional well-being, communication	2 pupils eligible for pupil premium participated in art therapy. <table border="1" data-bbox="1037 655 1525 831"> <thead> <tr> <th colspan="4">ART THERAPY</th> </tr> <tr> <th>Yeargroup</th> <th>Pupil</th> <th>Gender</th> <th>Ave. Progress</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A</td> <td>F</td> <td>5.0</td> </tr> <tr> <td>6</td> <td>B</td> <td>F</td> <td>6.3</td> </tr> </tbody> </table>	ART THERAPY				Yeargroup	Pupil	Gender	Ave. Progress	3	A	F	5.0	6	B	F	6.3				
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£6,750	Senior Midday Meals Supervisor support for developing positive playground behaviour <ul style="list-style-type: none"> • Develop Peer Mentors in Y5/6 -pupils taking responsibility Develop structured, collaborative play opportunities to ensure inclusion of all children at playtimes	<ul style="list-style-type: none"> • Improved behaviour at lunchtime • Improved start to the afternoon for children who received mentoring support in Year 6 • Reduction in exclusions between 2014-15 and 2015-16 (see data above) <p>“Behaviour is good and often very good. Pupils’ relationships with each other and with adults are harmonious. Attitudes to learning seen during the review were positive across the school and contribute to a calm purposeful environment and ethos. Behaviour outside lessons is excellent. Pupils take care of the environment and are very courteous to adults. They enter and leave the building in an orderly fashion and move around the school responsibly. Playtimes are orderly and extremely well managed.” External Review, October 2015.</p>																				
£1200	Mentoring support , Lunchtime <ul style="list-style-type: none"> • Mentoring games/activities to improve self-esteem, self-management • Organised sports to improve teamwork 																					
£500	Increase opportunities to develop computing skills outside of school hours <ul style="list-style-type: none"> • Code club, free of charge places targeted at pupil premium eligible pupils 	4 PP pupils attended code club every week Pupils developing confidence in how to design and apply a computer program using specific software																				

£1,200	Support pupils in completing homework - Teacher/ Teaching Assistant support in timetabled weekly sessions: Homework Club	5 PP pupils attended Homework Club, leading to completion of homework. These were pupils who were not completing homework consistently before attending the club.																
£1,500	Provide opportunities for more pupils to attend after school clubs, via free of charge places Provide opportunities for more pupils to attend Playcentre, via free of charge places	6 PP pupils attended Play Centre free of charge																
£1,500	Provide opportunities for more pupils to attend Breakfast Club, via free of charge places	1 PP pupil attended breakfast club regularly, others offered but did not take up places. Pupil is punctual to school and eats a healthy breakfast before school																
£4,500	Provide opportunities for pupils to engage in structured, purposeful activities in summer holidays, via free of charge places to summer club	Improvement in learning behaviour, self esteem Pupils education is enriched through wider experiences Pupils can talk about and demonstrate their successes																
£1,000	Ensure inclusion for all in Class Educational Visits, via free of charge places	All pupils have equal opportunities to enrich learning via wider experiences. <table border="1" data-bbox="1032 874 2130 1302"> <thead> <tr> <th colspan="2">Educational Visits 2015-16</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>London Zoo, Barnsbury Woods, Planetarium,</td> </tr> <tr> <td>Y1</td> <td>Science Museum, Highbury Wildlife Garden, Museum of Childhood, London Zoo, LSO Concert for Schools</td> </tr> <tr> <td>Y2</td> <td>Spanish Cinema, LSO Concert for Schools, St Paul's Cathedral, River Trip</td> </tr> <tr> <td>Y3</td> <td>Crystal Palace Dinosaurs, Natural History Museum, Islington Museum, Horniman Museum, Kew Gardens</td> </tr> <tr> <td>Y4</td> <td>V&A Museum, Kenwood House, British Museum, Science Museum, London Zoo</td> </tr> <tr> <td>Y5</td> <td>Guardian Newspaper, Chislehurst Caves, Jewish Museum, Treginnis Farms for City Children (Residential)</td> </tr> <tr> <td>Y6</td> <td>Mill Rythe (Residential), Ragged school</td> </tr> </tbody> </table>	Educational Visits 2015-16		EYFS	London Zoo, Barnsbury Woods, Planetarium,	Y1	Science Museum, Highbury Wildlife Garden, Museum of Childhood, London Zoo, LSO Concert for Schools	Y2	Spanish Cinema, LSO Concert for Schools, St Paul's Cathedral, River Trip	Y3	Crystal Palace Dinosaurs, Natural History Museum, Islington Museum, Horniman Museum, Kew Gardens	Y4	V&A Museum, Kenwood House, British Museum, Science Museum, London Zoo	Y5	Guardian Newspaper, Chislehurst Caves, Jewish Museum, Treginnis Farms for City Children (Residential)	Y6	Mill Rythe (Residential), Ragged school
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	£1,600	Provide regular reading and discussion activities with adults, via Reading Volunteers	9 Y1 pupils below expected level were supported by Beanstalk Reading volunteers 2x per week to support early reading skills: 6/9 entered Year 2 at expected level for age. 5 Year 2 pupils were supported: 5 made 6 points progress and 1 made 7 points.
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Years 5/6	£6,245	Phase Leader Role +Cover Costs to be exemplar of effective practice, lead implementation and review of initiatives in phase	<table border="1"> <thead> <tr> <th colspan="11">+Progress: KS1-2 2016</th> </tr> <tr> <th colspan="11">% making progress from KS1 starting points</th> </tr> <tr> <th rowspan="2">KS1 Level</th> <th rowspan="2">Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> <th>Number</th> <th>% EXP+</th> <th>% GD</th> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>PP</td> <td>7</td> <td>14</td> <td>0</td> <td>10</td> <td>30</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other</td> <td>1</td> <td>100</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td rowspan="2">2C</td> <td>PP</td> <td>4</td> <td>0</td> <td>0</td> <td>8</td> <td>63</td> <td>0</td> <td>6</td> <td>17</td> <td>0</td> </tr> <tr> <td>Other</td> <td>0</td> <td>n/a</td> <td>0</td> <td>0</td> <td>n/a</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">2B</td> <td>PP</td> <td>9</td> <td>78</td> <td>0</td> <td>6</td> <td>85</td> <td>0</td> <td>7</td> <td>57</td> <td>0</td> </tr> <tr> <td>Other</td> <td>5</td> <td>80</td> <td>0</td> <td>8</td> <td>100</td> <td>13</td> <td>1</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">2A</td> <td>PP</td> <td>3</td> <td>100</td> <td>33</td> <td>3</td> <td>100</td> <td>0</td> <td>8</td> <td>75</td> <td>25</td> </tr> <tr> <td>Other</td> <td>2</td> <td>100</td> <td>0</td> <td>3</td> <td>100</td> <td>67</td> <td>8</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">3</td> <td>PP</td> <td>5</td> <td>100</td> <td>0</td> <td>1</td> <td>100</td> <td>100</td> <td>2</td> <td>50</td> <td>50</td> </tr> <tr> <td>Other</td> <td>11</td> <td>100</td> <td>73</td> <td>7</td> <td>100</td> <td>100</td> <td>8</td> <td>100</td> <td>75</td> </tr> </tbody> </table>	+Progress: KS1-2 2016											% making progress from KS1 starting points											KS1 Level	Group	Reading			Writing			Maths			Number	% EXP+	% HIGH	Number	% EXP+	% GD	Number	% EXP+	% HIGH	1	PP	7	14	0	10	30	0	5	0	0	Other	1	100	0	1	100	0	1	0	0	2C	PP	4	0	0	8	63	0	6	17	0	Other	0	n/a	0	0	n/a	0	1	100	0	2B	PP	9	78	0	6	85	0	7	57	0	Other	5	80	0	8	100	13	1	100	0	2A	PP	3	100	33	3	100	0	8	75	25	Other	2	100	0	3	100	67	8	100	0	3	PP	5	100	0	1	100	100	2	50	50	Other	11	100	73	7	100	100	8	100	75
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£1,800	Boosters (before school and lunchtime): Maximising learning time through before school and lunch time provision	In English, the majority of pupils made progress from 2b to 'expected' in a curriculum with a higher standard for the expected level. In Maths, a small number of pupils who were working at the expected level in class achieved a scaled score of 99, which was in the confidence range yet just below the threshold of 100.																																																																																																																																																				
£3,000	Easter School: Address gaps in Maths and English learning , reinforcing concepts and skills needed to reach age expectation/ be secondary ready	<ul style="list-style-type: none"> All PP pupils attended residential visits in years 5 and 6 except 2 pupils in Year 5 whose parents did not wish them to go. Y5 Farm trip had a high impact due to <ul style="list-style-type: none"> interaction with another living thing, including lambs responsibility taken to feed and care for animals experience of a contrasting environment and way of life collaboration to maintain their own rooms and prepare their clothes 																																																																																																																																																				
£15,317	Intervention TA to support ability groups in English and Maths																																																																																																																																																					
£28,868	Deputy Head Teacher-led ability groups in Maths and English, Y6: -Develop maths and English skills through small group targeted support in Maths and English <i>3 hours per day by Deputy Head Teachers</i>																																																																																																																																																					
£3,381	Ensure inclusion of all pupils in Y5 Farms for City Children Residential trip, via assisted places (35 PP pupils)																																																																																																																																																					
£2,625	Ensure inclusion of all pupils in Y6 Residential trip, via assisted places (35 PP pupils)																																																																																																																																																					

Years 3/4	£6,245	Phase Leader Role+ Cover Costs to be exemplar of effective practice, lead implementation and review of initiatives in phase	<table border="1" data-bbox="1272 113 1899 627"> <thead> <tr> <th>Teacher Assessment 2016</th> <th>Progress Steps</th> <th>Y3</th> <th>Y4</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Pupil Premium</td> <td>5.2</td> <td>4.9</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.4</td> </tr> <tr> <td rowspan="2">Writing</td> <td>Pupil Premium</td> <td>5.3</td> <td>5.7</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.5</td> <td>5.6</td> </tr> <tr> <td rowspan="2">Maths</td> <td>Pupil Premium</td> <td>4.7</td> <td>5.4</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.5</td> </tr> <tr> <td rowspan="2">Average of all subjects</td> <td>Pupil Premium</td> <td>5.2</td> <td>5.2</td> </tr> <tr> <td>Non Pupil Premium</td> <td>5.3</td> <td>5.5</td> </tr> </tbody> </table> <p data-bbox="1032 655 1912 683">Overall, pupils eligible for pupil premium made progress in line with other pupils.</p>	Teacher Assessment 2016	Progress Steps	Y3	Y4	Reading	Pupil Premium	5.2	4.9	Non Pupil Premium	5.3	5.4	Writing	Pupil Premium	5.3	5.7	Non Pupil Premium	5.5	5.6	Maths	Pupil Premium	4.7	5.4	Non Pupil Premium	5.3	5.5	Average of all subjects	Pupil Premium	5.2	5.2	Non Pupil Premium	5.3	5.5
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Years 1/2	£2,995	<p>Phase Leader Role to be exemplar of effective practice, lead implementation and review of initiatives in phase</p> <p>Intensive support for transition and early learning in English and Maths – 2 additional Teaching Assistant roles:</p> <p>Year 1 and 2 - Encourage independence through small group work. - Development of English and Maths through targeted group work and 1:1 and small group interventions</p> <p>Provide 1:1 15 Minutes a Day Reading support - Reinforcement of early reading skills through 1:1 daily support</p>	<p style="text-align: center;">+Progress: EYFS – KS1 2016</p> <p style="text-align: center;">% making progress from EYFS starting points to Expected and Greater Depth</p> <table border="1"> <thead> <tr> <th rowspan="2">EYFS Level</th> <th rowspan="2">Group</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> <th>Number</th> <th>% EXP+</th> <th>% GD</th> <th>Number</th> <th>% EXP+</th> <th>% HIGH</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Emerging</td> <td>PP</td> <td>5</td> <td>0</td> <td>0</td> <td>7</td> <td>0</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other</td> <td>1</td> <td>100</td> <td>0</td> <td>5</td> <td>80</td> <td>0</td> <td>2</td> <td>100</td> <td>0</td> </tr> <tr> <td rowspan="2">Expected</td> <td>PP</td> <td>12</td> <td>64</td> <td>0</td> <td>11</td> <td>60</td> <td>0</td> <td>14</td> <td>61</td> <td>8</td> </tr> <tr> <td>Other</td> <td>24</td> <td>92</td> <td>17</td> <td>24</td> <td>83</td> <td>8</td> <td>33</td> <td>82</td> <td>15</td> </tr> <tr> <td rowspan="2">Exceeding</td> <td>PP</td> <td>3</td> <td>67</td> <td>33</td> <td>2</td> <td>50</td> <td>50</td> <td>1</td> <td>100</td> <td>100</td> </tr> <tr> <td>Other</td> <td>12</td> <td>100</td> <td>75</td> <td>8</td> <td>100</td> <td>50</td> <td>2</td> <td>100</td> <td>100</td> </tr> </tbody> </table>										EYFS Level	Group	Reading			Writing			Maths			Number	% EXP+	% HIGH	Number	% EXP+	% GD	Number	% EXP+	% HIGH	Emerging	PP	5	0	0	7	0	0	5	0	0	Other	1	100	0	5	80	0	2	100	0	Expected	PP	12	64	0	11	60	0	14	61	8	Other	24	92	17	24	83	8	33	82	15	Exceeding	PP	3	67	33	2	50	50	1	100	100	Other	12	100	75	8	100	50	2	100	100
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£41,937																																																																																															
	£1,000		<p>A proportion of pupils eligible for Pupil Premium who just achieved a good level of development in Early Years did not meet the raised standards expected in Year 2. Nevertheless, 13/17 pupils eligible for pupil premium made progress of 6 points between Y1 and Y2, indicating they are making good progress from their starting points.</p>																																																																																												

EYFS	£1,050	Develop learning in the outside area (Islington CPD) -providing cpd/review Develop planning and teaching strategies to support language and early literacy skills, via team planning and teaching, with DHT	2016										
	£14,434		% pupils at Expected or Exceeding	Roll	Communication	Physical	PSE	All Prime Areas	Literacy	Mathematics	G.L.D.	Understanding The World	Expression
			All Pupils	60	88	93	87	83	82	82	78	82	92
			Eligible for Free Meals	17	77	88	77	71	77	71	71	71	77
			Not Eligible for Free Meals	43	93	95	91	88	84	86	81	86	98
Achievement of pupils eligible for Free School Meals is above national average for All pupils													
Total Spend	£247,860												
EYPP	£5,400												
PP	£241,560												
Total PP	£246,960												