

Pupil Premium:

Financial Year 2015/16 we received £56,020 in pupil premium funding  
This money is to support the disadvantaged pupils in all areas of the curriculum and in integrating fully into school life.

Some pupil premium funding is used to offer free clubs and activities to disadvantaged pupils. The pre and after school clubs presently are charged at £3.50 per session. Those pupils for whom we receive funding are offered places free of charge. At present take up from disadvantaged children is at 30% of places available.

We recently changed the P.E. kit in school, because of the mid year outlay, we used the Pupil Premium funding to provide PE kits for the disadvantaged pupils, buying in bulk provided us with a heavily discounted price and the children all look great.

One of the key factors for making rapid improvement academically is the quality of feedback that children receive. To allow teachers more time to do this we have used the pupil premium funding to pay for a part time (0.6) teacher and a full time HLTA (fully qualified teacher).

This has allowed us to have a focussed group of support in year six, where the disadvantaged pupils make up 33% of the cohort, by splitting the class the disadvantaged pupils receive more dedicated teacher time and personalised feedback (as do the other children) this is showing to be very effective in there being only a 0.2 APS (average point score) difference in writing, 0.1 APS difference in reading and 1.4 difference in mathematics.

Numbers into action settings and pupil progress meetings heavily focus on the provision for the disadvantaged, and the HLTA use is prioritised for these groups. Again, an extra person does not necessarily make a difference, but our groupings are detailed and specific, with an emphasis on providing clear, instant and useful feedback. Each teacher is responsible for the tracking and documentation of the disadvantaged pupils and ensuring that their needs are being met and that their progress is monitored closely.

We use the pupil premium to heavily subsidise school trips to ensure that all children can participate in the enrichment activities, similarly we never charge for the magicians, pantomimes or other 'bought in' productions..

So What...

The impact of our pupil premium support is clear to see, in all year groups the gap is narrowing between disadvantaged pupils and the rest of the cohort.

At the end of key stage one (2014)

100% of the disadvantaged children who did not pass the phonics check in year one passed in year two thanks to a focussed phonics catch up programme, funded by the pupil premium.

This table shows how the disadvantaged pupils performed very well against the cohorts nationally and within school

|                              | All NC Core Subjects |      |          | Reading |      |          | Writing |      |          | Mathematics |      |          |
|------------------------------|----------------------|------|----------|---------|------|----------|---------|------|----------|-------------|------|----------|
|                              | School               |      | National | School  |      | National | School  |      | National | School      |      | National |
|                              | Cohort               | APS  | APS      | Cohort  | APS  | APS      | Cohort  | APS  | APS      | Cohort      | APS  | APS      |
| <b>All Pupils</b>            | 31                   | 16.3 | 15.9     | 31      | 16.5 | 16.5     | 31      | 15.6 | 15.1     | 31          | 16.8 | 16.2     |
| <b>Gender</b>                |                      |      |          |         |      |          |         |      |          |             |      |          |
| Male                         | 13                   | 14.7 | 15.5     | 13      | 14.8 | 15.9     | 13      | 13.9 | 14.4     | 13          | 15.5 | 16.2     |
| Female                       | 18                   | 17.4 | 16.4     | 18      | 17.8 | 17.0     | 18      | 16.8 | 15.9     | 18          | 17.8 | 16.3     |
| <b>Free School Meals*</b>    |                      |      |          |         |      |          |         |      |          |             |      |          |
| FSM                          | 5                    | 16.5 | 14.6     | 5       | 17.8 | 15.0     | 5       | 15.4 | 13.7     | 5           | 16.2 | 15.0     |
| Non FSM                      | 26                   | 16.3 | 16.4     | 26      | 16.3 | 17.0     | 26      | 15.6 | 15.6     | 26          | 16.9 | 16.7     |
| <b>Children Looked After</b> |                      |      |          |         |      |          |         |      |          |             |      |          |
| CLA                          | 1                    | 11.7 | 13.1     | 1       | 13.0 | 13.6     | 1       | 9.0  | 12.2     | 1           | 13.0 | 13.4     |
| Not CLA                      | 30                   | 16.5 | 16.0     | 30      | 16.7 | 16.5     | 30      | 15.8 | 15.1     | 30          | 16.9 | 16.2     |
| <b>Disadvantaged pupils</b>  |                      |      |          |         |      |          |         |      |          |             |      |          |
| Disadvantaged pupils         | 6                    | 15.7 | 14.6     | 6       | 17.0 | 15.0     | 6       | 14.3 | 13.7     | 6           | 15.7 | 15.0     |
| Other pupils                 | 25                   | 16.5 | 16.4     | 25      | 16.4 | 17.0     | 25      | 15.9 | 15.6     | 25          | 17.1 | 16.7     |

Children eligible for free school meals have not only closed the gap, but have shown that in Reading and overall, they perform as well or better than the rest of our cohort and consistently close to or above the national averages.

## Attainment

Our intervention strategies for the disadvantaged pupils have allowed the children to narrow the gap at level 4, especially in writing, which has been a whole school focus for several years.

### Percentage of Key Stage 2 pupils achieving level 4 or above

|                              | Mathematics, Reading, Writing(TA) |      |      |     | Mathematics   |      |      |     | Reading       |      |      |     | Writing (TA)  |      |      |     | English Grammar, Punctuation & Spelling |      |      |     |
|------------------------------|-----------------------------------|------|------|-----|---------------|------|------|-----|---------------|------|------|-----|---------------|------|------|-----|---|------|------|-----|
|                              | Cohort Number                     | Sc % | Na % | Sig | Cohort Number | Sc % | Na % | Sig | Cohort Number | Sc % | Na % | Sig | Cohort Number | Sc % | Na % | Sig | Cohort Number                           | Sc % | Na % | Sig |
| <b>All Pupils</b>            | 30                                | 87   | 79   |     | 30            | 90   | 86   | -   | 30            | 93   | 89   | -   | 30            | 93   | 85   | -   | 30                                      | 83   | 76   |     |
| <b>Gender</b>                |                                   |      |      |     |               |      |      |     |               |      |      |     |               |      |      |     |   |      |      |     |
| Male                         | 13                                | 92   | 76   | -   | 13            | 92   | 86   | -   | 13            | 92   | 87   | -   | 13            | 92   | 81   | -   | 13                                      | 92   | 72   | -   |
| Female                       | 17                                | 82   | 82   | -   | 17            | 88   | 86   | -   | 17            | 94   | 90   | -   | 17            | 94   | 90   | -   | 17                                      | 76   | 81   | -   |
| <b>Free School Meals*</b>    |                                   |      |      |     |               |      |      |     |               |      |      |     |               |      |      |     |   |      |      |     |
| FSM                          | 5                                 | 60   | 67   | -   | 5             | 80   | 78   | -   | 5             | 80   | 82   | -   | 5             | 100  | 76   | -   | 5                                       | 60   | 66   | -   |
| Non FSM                      | 25                                | 92   | 83   | -   | 25            | 92   | 90   | -   | 25            | 96   | 92   | -   | 25            | 92   | 89   | -   | 25                                      | 88   | 81   | -   |
| <b>Children Looked After</b> |                                   |      |      |     |               |      |      |     |               |      |      |     |               |      |      |     |   |      |      |     |
| CLA                          | 1                                 | 0    | 48   | -   | 1             | 0    | 61   | -   | 1             | 100  | 68   | -   | 1             | 100  | 59   | -   | 1                                       | 0    | 50   | -   |
| Not CLA                      | 29                                | 90   | 79   | -   | 29            | 93   | 86   | -   | 29            | 93   | 89   | -   | 29            | 93   | 85   | -   | 29                                      | 86   | 76   | -   |
| <b>Disadvantaged pupils</b>  |                                   |      |      |     |               |      |      |     |               |      |      |     |               |      |      |     |   |      |      |     |
| Disadvantaged pupils         | 5                                 | 60   | 67   | -   | 5             | 80   | 78   | -   | 5             | 80   | 82   | -   | 5             | 100  | 76   | -   | 5                                       | 60   | 66   | -   |
| Other pupils                 | 25                                | 92   | 83   | -   | 25            | 92   | 90   | -   | 25            | 96   | 92   | -   | 25            | 92   | 89   | -   | 25                                      | 88   | 81   | -   |

At level 5 we can see that the disadvantaged children perform better than the cohorts national in all areas aside from reading and that the in school gap is very close, with disadvantaged children matching the rest of the cohort in maths reading and writing, mathematics, and writing. One child equates to 20%

### Percentage of Key Stage 2 pupils achieving level 5 or above

|                              | Mathematics, Reading, Writing(TA) |      |      |     | Mathematics   |      |      |      | Reading       |      |      |     | Writing (TA)  |      |      |     | English Grammar, Punctuation & Spelling |      |      |      |
|------------------------------|-----------------------------------|------|------|-----|---------------|------|------|------|---------------|------|------|-----|---------------|------|------|-----|---|------|------|------|
|                              | Cohort Number                     | Sc % | Na % | Sig | Cohort Number | Sc % | Na % | Sig  | Cohort Number | Sc % | Na % | Sig | Cohort Number | Sc % | Na % | Sig | Cohort Number                           | Sc % | Na % | Sig  |
| <b>All Pupils</b>            | 30                                | 37   | 24   |     | 30            | 63   | 42   | Sig+ | 30            | 57   | 49   |     | 30            | 40   | 33   |     | 30                                      | 73   | 52   | Sig+ |
| <b>Gender</b>                |                                   |      |      |     |               |      |      |      |               |      |      |     |               |      |      |     |   |      |      |      |
| Male                         | 13                                | 46   | 20   | -   | 13            | 77   | 44   | Sig+ | 13            | 69   | 46   |     | 13            | 46   | 26   | -   | 13                                      | 77   | 46   | Sig+ |
| Female                       | 17                                | 29   | 27   | -   | 17            | 53   | 40   |      | 17            | 47   | 53   |     | 17            | 35   | 41   |     | 17                                      | 71   | 58   |      |
| <b>Free School Meals*</b>    |                                   |      |      |     |               |      |      |      |               |      |      |     |               |      |      |     |   |      |      |      |
| FSM                          | 5                                 | 40   | 12   | -   | 5             | 60   | 28   | -    | 5             | 40   | 35   | -   | 5             | 40   | 20   | -   | 5                                       | 60   | 39   | -    |
| Non FSM                      | 25                                | 36   | 29   |     | 25            | 64   | 48   |      | 25            | 60   | 56   |     | 25            | 40   | 39   |     | 25                                      | 76   | 58   |      |
| <b>Children Looked After</b> |                                   |      |      |     |               |      |      |      |               |      |      |     |               |      |      |     |   |      |      |      |
| CLA                          | 1                                 | 0    | 5    | -   | 1             | 0    | 16   | -    | 1             | 0    | 25   | -   | 1             | 0    | 10   | -   | 1                                       | 0    | 26   | -    |
| Not CLA                      | 29                                | 38   | 24   |     | 29            | 66   | 42   | Sig+ | 29            | 59   | 50   |     | 29            | 41   | 33   |     | 29                                      | 76   | 52   | Sig+ |
| <b>Disadvantaged pupils</b>  |                                   |      |      |     |               |      |      |      |               |      |      |     |               |      |      |     |   |      |      |      |
| Disadvantaged pupils         | 5                                 | 40   | 12   | -   | 5             | 60   | 28   | -    | 5             | 40   | 35   | -   | 5             | 40   | 20   | -   | 5                                       | 60   | 39   | -    |
| Other pupils                 | 25                                | 36   | 29   |     | 25            | 64   | 48   |      | 25            | 60   | 56   |     | 25            | 40   | 39   |     | 25                                      | 76   | 58   |      |

Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2014 (KS2.2A)

|                       | Mathematics, Reading and Writing (TA) |      |              | Mathematics   |      |              | Reading       |      |              | Writing (TA)  |      |              | English Grammar, Punctuation & Spelling |      |              |
|-----------------------|---------------------------------------|------|--------------|---------------|------|--------------|---------------|------|--------------|---------------|------|--------------|---|------|--------------|
|                       | School Cohort                         | APS  | National APS | School Cohort | APS  | National APS | School Cohort | APS  | National APS | School Cohort | APS  | National APS | School Cohort                           | APS  | National APS |
| All Pupils            | 30                                    | 30.6 | 28.7         | 30            | 31.4 | 29.0         | 30            | 30.0 | 29.0         | 30            | 29.4 | 27.9         | 30                                      | 31.4 | 28.6         |
| Gender                |                                       |      |              |               |      |              |               |      |              |               |      |              |   |      |              |
| Male                  | 13                                    | 32.1 | 28.5         | 13            | 33.9 | 29.2         | 13            | 30.7 | 28.6         | 13            | 29.8 | 27.0         | 13                                      | 32.5 | 27.8         |
| Female                | 17                                    | 29.4 | 28.9         | 17            | 29.5 | 28.8         | 17            | 29.5 | 29.4         | 17            | 29.1 | 28.7         | 17                                      | 30.5 | 29.4         |
| Free School Meals*    |                                       |      |              |               |      |              |               |      |              |               |      |              |   |      |              |
| FSM                   | 5                                     | 29.1 | 27.0         | 5             | 29.4 | 27.2         | 5             | 28.2 | 27.5         | 5             | 29.4 | 26.3         | 5                                       | 29.4 | 26.9         |
| Non FSM               | 25                                    | 30.8 | 29.4         | 25            | 31.8 | 29.8         | 25            | 30.4 | 29.7         | 25            | 29.4 | 28.6         | 25                                      | 31.8 | 29.4         |
| Children Looked After |                                       |      |              |               |      |              |               |      |              |               |      |              |   |      |              |
| CLA                   | 1                                     | 24.0 | 24.6         | 1             | 21.0 | 24.8         | 1             | 27.0 | 25.5         | 1             | 27.0 | 23.5         | 1                                       | 21.0 | 24.4         |
| Not CLA               | 29                                    | 30.8 | 28.7         | 29            | 31.8 | 29.0         | 29            | 30.1 | 29.0         | 29            | 29.5 | 27.9         | 29                                      | 31.8 | 28.6         |
| Disadvantaged pupils  |                                       |      |              |               |      |              |               |      |              |               |      |              |   |      |              |
| Disadvantaged pupils  | 5                                     | 29.1 | 27.0         | 5             | 29.4 | 27.2         | 5             | 28.2 | 27.5         | 5             | 29.4 | 26.2         | 5                                       | 29.4 | 26.9         |
| Other pupils          | 25                                    | 30.8 | 29.4         | 25            | 31.8 | 29.8         | 25            | 30.4 | 29.7         | 25            | 29.4 | 28.6         | 25                                      | 31.8 | 29.4         |

Progress at key stage 2 (2014)

Table 5.2.2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR\_CTG)

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment.

| Number of Pupils  | Key Stage 2 Reading Level   |           |                        |   |   |   |   | Total No. of Disadvantaged pupils | Expected Progress                    |   |     |  | More than expected progress                        |   |   |  |  |   |   |
|-------------------|-----------------------------|-----------|------------------------|---|---|---|---|-----------------------------------|--------------------------------------|---|-----|--|--|---|---|--|--|---|---|
|                   | Other or no prior available | Sub Level | Other or No KS2 Result | W | 1 | 2 | 3 |                                   | 4                                    | 5 | 6   | Disadvantaged pupils Expected Progress | Disadvantaged pupils % Achieving Expected Progress | School (Other pupils) % Achieving Expected Progress | National (Other pupils) % Achieving Expected Progress | Disadvantaged pupils More Than Expected Progress | Disadvantaged pupils % Achieving More Than Expected Progress | School (Other pupils) % Achieving More Than Expected Progress | National (Other pupils) % Achieving More Than Expected Progress |
| KS1 Reading Level | Other or no prior available |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0   | 0%                                     | 0%   | 2%  | -   | -  | -  | -   |   |
|                   | W                           |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0   | 0%                                     | 0%   | 61%   | 0   | 0%   | 0%   | 31%   |   |
|                   | 1                           |           | 0                      | 0 | 0 | 0 | 0 | 1                                 | 0                                    | 0 | 1   | 100%                                   | 100%   | 85%   | 1   | 100%   | 67%  | 64%   |   |
|                   | 2                           | 2C        |                        | 0 | 0 | 0 | 0 | 1                                 | 1                                    | 0 | 2   | 1                                      | 50%  | 100%  | 85%   | 0  | 0%   | 33%   | 21%   |
|                   |                             | 2B        |                        | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0   | 0                                      | 0%   | 100%  | 96%   | 0  | 0%   | 44%   | 39%   |
|                   | 2A                          |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0   | 0%                                     | 100%   | 99%   | 0   | 0%   | 100%   | 66%   |   |
|                   | 3                           |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 2                                    | 0 | 2   | 2                                      | 100%   | 100%  | 91%   | 0  | 0%   | 0%  | 1%  |
| 4                 |                             | 0         | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0   | 0%                                     | 0%   | 7%  | -   | -  | -  | -   |   |
| Summary           |                             |           |                        |   |   |   |   |                                   | 5                                    | 4 | 80% | 100%                                   | 92%  | 1   | 20%   | 52%  | 34%  |   |   |
| Key               |                             |           |                        |   |   |   |   |                                   | Total Cohort of Disadvantaged pupils | 5 |     |  |  |   |   |  |  |   |   |

Table 5.2.4: Expected Progress in Writing Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR\_CTG)

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment.

| Number of Pupils  | Key Stage 2 Writing Level   |           |                        |   |   |   |   | Total No. of Disadvantaged pupils | Expected Progress                    |   |      |  | More than expected progress                        |   |   |  |  |   |   |
|-------------------|-----------------------------|-----------|------------------------|---|---|---|---|-----------------------------------|--------------------------------------|---|------|--|--|---|---|--|--|---|---|
|                   | Other or no prior available | Sub Level | Other or No KS2 Result | W | 1 | 2 | 3 |                                   | 4                                    | 5 | 6    | Disadvantaged pupils Expected Progress | Disadvantaged pupils % Achieving Expected Progress | School (Other pupils) % Achieving Expected Progress | National (Other pupils) % Achieving Expected Progress | Disadvantaged pupils More Than Expected Progress | Disadvantaged pupils % Achieving More Than Expected Progress | School (Other pupils) % Achieving More Than Expected Progress | National (Other pupils) % Achieving More Than Expected Progress |
| KS1 Writing Level | Other or no prior available |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0    | 0%                                     | 0%   | 15%   | -   | -  | -  | -   |   |
|                   | W                           |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0    | 0%                                     | 0%   | 67%   | 0   | 0%   | 0%   | 42%   |   |
|                   | 1                           |           | 0                      | 0 | 0 | 0 | 0 | 1                                 | 0                                    | 0 | 1    | 100%                                   | 100%   | 94%   | 1   | 100%   | 60%  | 56%   |   |
|                   | 2                           | 2C        |                        | 0 | 0 | 0 | 0 | 0                                 | 2                                    | 0 | 2    | 2                                      | 100%   | 100%  | 88%   | 0  | 0%   | 13%   | 9%  |
|                   |                             | 2B        |                        | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0    | 0                                      | 0%   | 100%  | 98%   | 0  | 0%   | 67%   | 30%   |
|                   | 2A                          |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0    | 0%                                     | 100%   | 100%  | 0   | 0%   | 100%   | 65%   |   |
|                   | 3                           |           | 0                      | 0 | 0 | 0 | 0 | 0                                 | 2                                    | 0 | 2    | 2                                      | 100%   | 100%  | 92%   | 0  | 0%   | 100%  | 12%   |
| 4                 |                             | 0         | 0                      | 0 | 0 | 0 | 0 | 0                                 | 0                                    | 0 | 0    | 0%                                     | 0%   | 55%   | -   | -  | -  | -   |   |
| Summary           |                             |           |                        |   |   |   |   |                                   | 5                                    | 5 | 100% | 100%                                   | 94%  | 1   | 20%   | 52%  | 34%  |   |   |
| Key               |                             |           |                        |   |   |   |   |                                   | Total Cohort of Disadvantaged pupils | 5 |      |  |  |   |   |  |  |   |   |

**Table 5.3.2: Expected Progress in mathematics Key Stage 1 to Key Stage 2 for Disadvantaged pupils, sublevel variation (KS2.EPR\_CTG)**

This table shows the number of pupils attaining each mathematics Key Stage 2 attainment level and their corresponding mathematics Key Stage 1 prior attainment.

| Number of Pupils            |                             | Key Stage 2 Mathematics Level |                        |   |   |   |   |   | Total No. of Disadvantaged pupils    | Expected Progress |      |  |  | More than expected progress                         |   |  |  |   |   |
|-----------------------------|-----------------------------|-------------------------------|------------------------|---|---|---|---|---|--------------------------------------|-------------------|------|--|--|---|---|--|--|---|---|
|                             |                             | Sub Level                     | Other or No KS2 Result | W | 1 | 2 | 3 | 4 |                                      | 5                 | 6    | Disadvantaged pupils Achieving Expected Progress | Disadvantaged pupils % Achieving Expected Progress | School (Other pupils) % Achieving Expected Progress | National (Other pupils) % Achieving Expected Progress | Disadvantaged pupils Achieving More Than Expected Progress | Disadvantaged pupils % Achieving More Than Expected Progress | School (Other pupils) % Achieving More Than Expected Progress | National (Other pupils) % Achieving More Than Expected Progress |
| KS1<br>Mathematics<br>Level | Other or no prior available | 0                             | 0                      | 0 | 0 | 0 | 0 | 0 | 0                                    | 0                 | 0    | 0%   | 0%   | 64%   | -   | -  | -  | -   |   |
|                             | W                           | 0                             | 0                      | 0 | 0 | 0 | 0 | 0 | 0                                    | 0                 | 0    | 0%   | 0%   | 51%   | 0   | 0%   | 0%   | 22%   |   |
|                             | 1                           | 0                             | 0                      | 0 | 0 | 1 | 0 | 0 | 0                                    | 1                 | 1    | 100%   | 100%   | 84%   | 0   | 0%   | 33%  | 43%   |   |
|                             | 2                           | 2C                            | 0                      | 0 | 0 | 0 | 0 | 0 | 0                                    | 0                 | 0    | 0  | 0%   | 100%  | 76%   | 0  | 0%   | 100%  | 9%  |
|                             |                             | 2B                            | 0                      | 0 | 0 | 0 | 0 | 1 | 1                                    | 0                 | 2    | 2  | 100%   | 100%  | 94%   | 1  | 50%  | 44%   | 27%   |
|                             |                             | 2A                            | 0                      | 0 | 0 | 0 | 0 | 0 | 1                                    | 0                 | 1    | 1  | 100%   | 100%  | 99%   | 1  | 100%   | 88%   | 62%   |
|                             | 3                           | 0                             | 0                      | 0 | 0 | 0 | 0 | 1 | 0                                    | 1                 | 1    | 100%   | 100%   | 92%   | 0   | 0%   | 75%  | 37%   |   |
|                             | 4                           | 0                             | 0                      | 0 | 0 | 0 | 0 | 0 | 0                                    | 0                 | 0    | 0%   | 0%   | 96%   | -   | -  | -  | -   |   |
| Summary                     |                             |                               |                        |   |   |   |   |   | 5                                    | 5                 | 100% | 100%   | 91%  | 2   | 40%   | 64%  | 38%  |   |   |
|                             |                             |                               |                        |   |   |   |   |   | Total Cohort of Disadvantaged pupils | 5                 |      |  |  |   |   |  |  |   |   |

Key

In terms of progress, our disadvantaged pupils all made expected progress in all areas apart from one child in reading, the notorious 2c to level 4 conversion. In reading and writing the 'more than expected progress' for the disadvantaged pupils seems lower than cohorts nationally and in school. This can be explained that two of the disadvantaged pupils (40%) were at level 3 in key stage one, and only 12% of the country managed level 6 in writing and only 1% in reading.