

**Camrose Primary School with Nursery**

**Pupil Premium Initiatives Report: 2017 - 18**

There are 71 children on the PP Register. This is based on the January 2018 roll.

**Ethnicity**

Any other Asian	Any other Black	Any other Grp	Any other White	Black/ African	Black Caribbean	Black/ white Caribbean	Black/ white African	Traveller of Irish heritage	White/ British	Bangladeshi	Pakistani	Refused
20% (14)	4% (3)	8% (6)	15% (11)	12% (9)	6% (4)	3% (2)	7% (5)	6% (4)	8% (6)	6% (4)	3% (2)	2% (1)

**SEN**

28 Pupil Premium pupils (39%) have additional needs. From these:

<b><u>Monitoring</u></b>	<b><u>K Code</u></b>	<b><u>Statement / Care Plan</u></b>
15% (11)	21% (15)	3% (2)

Total number of pupils on role: <b>410</b>				
Total number of pupils eligible for PPG: <b>71</b>				
% PP Pupils: <b>17%</b>				
Amount PPG received per pupil: <b>£1432</b>				
Total amount of PPG received <b>£101,661</b>				
<b>Item</b>	<b>Cost</b>	<b>Objective</b>	<b>Evidence</b>	<b>Outcomes</b>
External Pupil Premium Review	£1750	To improve our school's pupil premium strategy, so that funding is targeted on approaches shown to be effective in improving the achievement of disadvantaged pupils.	Gov.uk: National College for Teaching & Leadership: <a href="#">Pupil Premium Reviews</a>	Actions set and completed. <i>Ofsted Feb 2018 'Disadvantaged pupils make good progress and the additional support they receive is effective.'</i>

Language Development - EYFS	£8230	To improve spoken language skills, such as vocabulary knowledge, storytelling and listening skills so pupil progress in reading is brought in line with expectations.	Education Endowment Foundation: <a href="#">Early years Interventions</a> <i>'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.'</i>	<p><b>16 Reception pupils</b> Baseline showed 81% of pupils Reading within the 30-50 month band and 19% within the 22-36 month band. The APS for Reading was 10.3 points: expected is 13, putting pupils almost 3 APS below expected – this equates to almost 1 year. 100% of these pupils were assessed as at Phase 1 phonics.</p> <p>Spring 2; the end of the 20 week program, 100% (16 pupils) were assessed as working within the 40-60 month band. The APS at Spring 2 was 13.7 showing progress of almost 4 APS in Reading. This is above the expected 2 points at this time of the academic year. Pupils remain below expected in Reading however, the attainment gap has been narrowed by about a term. All pupils are now working within Phase 3 Phonics, therefore are on track to be working within Phase 4 by Summer 2 – on track.</p> <p>Nursery 16 Nursery pupils Baseline at Spring 2, showed 37% of pupils Reading within the 30-50 (emerging) month band and 63% within the 22-36 month band. The APS for Reading was 9 points: expected was 11, putting pupils almost 2 APS below expected – this equates to 2 terms. Summer 2; the end of the 10 week program, 94% (15 pupils) were assessed as working within the 30-50 month band with 37% in the 'developing' range. The APS at Summer 2 was 10 showing progress of 1 APS in Reading which is in line with expected.</p>
Uniform	£3410	To ensure all PP pupils are prepared for school and equipped to learn.	To ensure all PP pupils are prepared for school and equipped to learn.	66% of PP Parents used the voucher to purchase uniform for their children. Due to increased living costs we increased the uniform allowance to include a pair of black school shoes. All PP pupils received a pencil case set.
Homework Clubs	£4670	To support pupils enabling them to completed home learning tasks.	Education Endowment Foundation: <a href="#">Homework</a> <i>'It is certainly the case that schools whose pupils do homework tend to be more successful.'</i>	Across the school (June 2018) on average, 90% of pupils are completing homework. This is a 3% increase compared to last academic year. Despite pupil attendance at these sessions is low (2 – 3 regular pupils) parent and pupil voice indicates that this initiative is helpful as it provides pupils support when they need it.

Home Learning	£1760	To enable parents to support their child's learning at home.	Education Endowment Foundation: <a href="#">Parental Involvement</a> <i>'Parental involvement is consistently associated with pupils' success at school.'</i>	Parent survey shows 99% of parents felt that the school better enabled them to support pupils at home. However, talking to parents it appears many parents have not used the pack contents – except in EYFS.  Next year only EYFS parents will receive a pack
Enrichment	£9785.00	Enhance the curriculum through practical “hands on” activities that are relevant, stimulating and motivating. To improve the confidence and engagement of pupils generally and increase their enthusiasm for and achievement in core subjects.	Happy Puzzle Company – Math pupil workshops KS2 African mask making workshops African Dace workshops for KS2 Young Shakespeare Company production and workshops for Years 5 & 6 Pedestrian training for Year 4 pupils Years 2 – 4 pupil and parent yoga x2 Christmas Pantomime – Riskmas Carol PGL Year 6 Life Long Ago Dinosaur visit for EYFS pupils Year 6 Living On The Moon workshops Book Author workshops Chicken Wire Art Bikeability Training My Bank workshop Drama 4 All Harrow Junior Citizen A Little Princess performance Magistrates Workshops	The actual cost for enrichment opportunities was £9785.00 This included 17 events and contributing towards the cost of transport for Year 6 to attend PGL.
Extended school day	£10180	To improve the attendance of specific pupils and reduce the number of persistent late pupils.  To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.	Education Endowment Foundation: <a href="#">Extended School time</a> <i>'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.'</i>	Attendance and punctuality for PP children July 2018 Attendance for all pupils – 96.53% Attendance for PP pupils – 94.74%  July 2017 – July 2018 has seen a slight decrease in the attendance of PP children of -0.28% - the difference between disadvantaged and other pupils currently at - 1.8%.  Lateness of PP Pupils has decreased by 0.18% although remains above that of non PP children.  Over the last 4 years the attendance of PP children shows an upward trend with an overall increase of 3.1% since September 2013.

Leadership Reviews	£5040	To organise the delivery of the above programs, ensuring high quality outcomes are achieved.	Time used to create projects and introduce. Discussions with relevant staff to assess impact and value of projects, data analysis and report writing. All paperwork and analysis completed termly.	Time used to create projects and introduce discussions with relevant staff to assess impact and value of projects, data analysis and report writing. All paperwork and analysis completed termly Continue next year.
Phonics Interventions	£7160	To support the development of early reading skills and ensure that the gap for disadvantaged pupils is narrowed early on.	Education Endowment Foundation: <a href="#">Phonics</a> <i>'Teaching phonics is more effective on average than other approaches to early reading.'</i>	Reception: 100% of Disadvantaged pupils made (8 pupils) made <b>better than expected progress in Reading</b> . Attainment of PP pupils shows them to be, on average, a term below their peers in Reading however, when PP who are SEND are excluded, PP pupils are in line with 'other' pupils for reading. 50% of PP children achieved GLD in Reading by the end of Reception.  Year 1: In Reading, 4 Disadvantaged pupils (100%) made at least expected progress with 50% making better than expected progress. Attainment shows PP pupils to be in line with their peers. 75% of PP children in Year 1 passed the Phonics Screening test.  Year 2: In Reading, 5 Disadvantaged pupils (67%) made at least expected progress. Attainment shows PP pupils to be below their peers (a term and a half). 67% of PP children achieved the expected standard in Reading – this is below non PP (at 86%)
Play Phonics	£4060	To support pupils and prepare them for the Phonics Screening test at the end of Year 1.	Education Endowment Foundation: <a href="#">Phonics</a> <i>'Teaching phonics is more effective on average than other approaches to early reading.'</i>	Yr 1 Phonics screening – 87%  75% of PP pupils passed the Year 1 Phonics Screening test. (3 / 4 pupils)  At the end of Year 1, 75% of PP children attained the expected standard in Reading. Progress was above expected; the attainment gap narrowing by half a term.

After School Support	£8576	To support underachieving pupils ensuring they make progress in line with their peers	<p>Education Endowment Foundation:  <a href="#">Extended School time</a>  <i>'Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.'</i></p>	<p>Year 6 group:  4 PP pupils took part in the weekly Reading Club from Year 6. From these, 100% (4) have made significant progress in relation to their standardised score. In July 2017, 50% of pupils were achieving the expected score of 100. By July 2018, 100% of pupils are achieving the expected score with 50% achieving Greater Depth.</p> <p>Year 4 group:  As a result of poor teaching and learning Reading progress was not at expected for this cohort. Only 33% of PP pupils in this group achieved the expected points progress however, the progress made was in line with 'other' pupils in the class.</p>									
Year 1 interventions	£7215	To improve pupil engagement in their learning so that PP pupils are working in line with their peers.	<p>Education Endowment Foundation:  <a href="#">Small group tuition</a>  'Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better'</p>	<table border="1" data-bbox="1581 520 2112 667"> <thead> <tr> <th colspan="3">FSM (PP) - 4</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>3.50</td> <td>3.50</td> <td>3.25</td> </tr> </tbody> </table> <p>Progress of PP children in year 1 is above expected by half a term in Reading and Writing and about 3 weeks for Math.</p>	FSM (PP) - 4			R	W	M	3.50	3.50	3.25
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Reactive Support	£7050	To ensure attendance does not affect progress of pupils and at least expected progress is made in all core areas.	<p>Education Endowment Foundation:  <a href="#">Small group tuition</a>  Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better'</p>	<p>Below shows attendance termly</p> <table border="1" data-bbox="1547 113 2141 371"> <thead> <tr> <th></th> <th>Summer 2017</th> <th>Autumn 2017</th> <th>Spring 2018</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>95.00</td> <td>96.11</td> <td>95.18</td> <td>94.74</td> </tr> <tr> <td>Other</td> <td>96.65</td> <td>97.18</td> <td>96.55</td> <td>96.53</td> </tr> </tbody> </table> <p>Attendance remains below that of 'other' pupils</p> <p>Pupil Progress:</p> <table data-bbox="1547 470 2141 885"> <thead> <tr> <th>Year</th> <th colspan="3">FSM (PP) - 8</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3.00</td> <td>3.13</td> <td>3.50</td> </tr> </tbody> </table> <p>FSM (PP) - 15</p> <table data-bbox="1547 614 2141 646"> <tbody> <tr> <td>4</td> <td>2.11</td> <td>2.22</td> <td>2.04</td> </tr> </tbody> </table> <p>FSM (PP) - 15</p> <table data-bbox="1547 726 2141 758"> <tbody> <tr> <td>5</td> <td>3.33</td> <td>3.34</td> <td>3.27</td> </tr> </tbody> </table> <p>FSM (PP) - 17</p> <table data-bbox="1547 853 2141 885"> <tbody> <tr> <td>6</td> <td>2.94</td> <td>2.73</td> <td>3.10</td> </tr> </tbody> </table> <p>Progress for PP children shows Reactive successful at ensuring progress is made except for in Year 4 where PP pupils, on average, made 1 point less progress than expected.</p>		Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Disadvantaged	95.00	96.11	95.18	94.74	Other	96.65	97.18	96.55	96.53	Year	FSM (PP) - 8			3	3.00	3.13	3.50	4	2.11	2.22	2.04	5	3.33	3.34	3.27	6	2.94	2.73	3.10
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SEND PP Reading	£4312	To improve reading through offering interesting, inspiring books that are matched to pupil ability accurately.	Education Endowment Foundation: <a href="#">Reading Comprehension Strategies</a> <i>'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.'</i>					
				Year group	No. pupils PP who are SEND	% expected progress	% expected SS score	Comments
				6	4	March: 100% (4)	March: 50% (2)	From those not achieving the expected SS all are significantly below. 3 pupils attended Camrose in July 2017: From the 3 pupils, 67% (2) have improved their SS compared to July 2017. The average SS for this group, in July 2017 was 95.67. <b>July 2018 sees this remain at 96.00 indicating expected progress was made but the gap was not diminished.</b>
5	5	July: 100% (5)	March: 44% (4)	60% continue to be below the expected standard as evidenced by the SS score of less than 105.  From the 3 pupils below the SS score, 1 is WT and 3 are significantly below.  From the 5 pupils, 60% (3) have improved their SS compared to July 2017. The average SS for this group, in July 2017 was 93.3. July 2018 sees an increase to 97.6 indicating <b>pupils are, on average, scoring 4.3 SS points more.</b>				

Reducing class size	£12,000	To provide additional support and targeted feedback for pupils so that the attainment gap is narrowed.	<p>Education Endowment Foundation:  <a href="#">Reducing class size</a>  <i>'Reducing class size appears to result in around 3 months additional progress for pupils, on average.'</i></p>	<table border="1"> <thead> <tr> <th colspan="5">Reading</th> </tr> </thead> <tbody> <tr> <td>5RM</td> <td>-0.18</td> <td>+0.37</td> <td>Gap narrowed by 0.55</td> <td>Gap narrowed</td> </tr> <tr> <td>5DD</td> <td>-0.91</td> <td>-1.21</td> <td>Gap extended by - 0.30</td> <td>If 3 SEND pupils removed APS becomes 30.50 – in line with non PP children. (+0.12)</td> </tr> <tr> <td>5HH</td> <td>+0.31</td> <td>+1.40</td> <td>-</td> <td>3 GD pupils</td> </tr> <tr> <th colspan="5">Writing</th> </tr> <tr> <td>5RM</td> <td>+0.29</td> <td>+0.70</td> <td>-</td> <td>No gap</td> </tr> <tr> <td>5DD</td> <td>-0.61</td> <td>-1.31</td> <td>Gap extended by 0.70</td> <td>If 2 SEND removed APS becomes 30.00 – -0.31 below non PP children.</td> </tr> <tr> <td>5HH</td> <td>+0.81</td> <td>+2.33</td> <td>-</td> <td>3 GD pupils</td> </tr> <tr> <th colspan="5">Math</th> </tr> <tr> <td>5RM</td> <td>-0.07</td> <td>-0.10</td> <td>Gap widened by 0.03</td> <td>-</td> </tr> <tr> <td>5DD</td> <td>-0.51</td> <td>-1.39</td> <td>Gap widened by 0.88</td> <td>If 2 SEND removed APS becomes 30.50 – in line with non PP children.</td> </tr> <tr> <td>5HH</td> <td>-0.13</td> <td>+1.00</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Positive impact with the gap narrowing when SEND pupils excluded from data</p>	Reading					5RM	-0.18	+0.37	Gap narrowed by 0.55	Gap narrowed	5DD	-0.91	-1.21	Gap extended by - 0.30	If 3 SEND pupils removed APS becomes 30.50 – in line with non PP children. (+0.12)	5HH	+0.31	+1.40	-	3 GD pupils	Writing					5RM	+0.29	+0.70	-	No gap	5DD	-0.61	-1.31	Gap extended by 0.70	If 2 SEND removed APS becomes 30.00 – -0.31 below non PP children.	5HH	+0.81	+2.33	-	3 GD pupils	Math					5RM	-0.07	-0.10	Gap widened by 0.03	-	5DD	-0.51	-1.39	Gap widened by 0.88	If 2 SEND removed APS becomes 30.50 – in line with non PP children.	5HH	-0.13	+1.00	-	-
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Speech & Language	£2968	Planning, delivering and assessing individual S&L programs	<p><a href="#">Schools own data:</a>  Shows those requiring additional Speech and Language make good progress in communication and language development.</p>	<p>EYFS Baseline for Communication and Language shows all pupils in EYFS, including PP children, about 1 year below expected. By the end of the year the average progress score was above expected showing accelerated progress. PP progress was in line with peers or better with the attainment gap diminishing so 86% (6) are in line with national expectations.</p> <p>% achieving GLD by the end of EYFS 2018:</p> <table border="1"> <thead> <tr> <th>GLD</th> <th>GLD PP (8)</th> <th>GLD Other (49)</th> </tr> </thead> <tbody> <tr> <td>Communication Listening:</td> <td>88%</td> <td>92%</td> </tr> <tr> <td>Communication Understanding:</td> <td>88%</td> <td>92%</td> </tr> <tr> <td>Communication Speaking</td> <td>88%</td> <td>94%</td> </tr> </tbody> </table>	GLD	GLD PP (8)	GLD Other (49)	Communication Listening:	88%	92%	Communication Understanding:	88%	92%	Communication Speaking	88%	94%																																																
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Parent Workshops / Packs	£4628.00	To enable parents to be able to support their child's learning at home.	Education Endowment Foundation: <a href="#">Parental Involvement</a> <i>'Parental involvement is consistently associated with pupils' success at school.'</i>	Parent questionnaire shows 99% of parents feel that the school helps them to support their child's learning
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### Summary

Total PPG received	<b>£101,661.00</b>
Total PPG expenditure	<b>£102,796.00</b>
PPG remaining	<b>-£1135.00</b>

There are a total of 71 PP children currently on role.

Although data appears to show gaps in attainment for all subjects, across the school, this is directly linked to only 11 pupils (16% of PP cohort); 8 of which are SEND pupils.

Removing these pupils from the data, results in PP generally being in line or above non PP in all subjects

### Reading

Year	July 2017 Gap	Current Gap	Gap size change	Comment
N	-	<b>-0.35</b>	Gap identified	1 pupil; joined Camrose in October 2017. Attendance at 85.6%
RLG	Dec 17: <b>-0.72</b>	<b>-0.52</b>	Gap narrowed by 0.20	1 pupil very low attendance 85.9%; if removed PP is (15.33) <b>-0.19</b> below non PP children
RMS	Dec 17: -1.52	<b>-1.75</b>	Gap widened by 0.23	1 SEND. Excluding him APS is 15.67 <b>-0.33</b> below non PP children.
1AM	<b>+0.96</b>	<b>+0.88</b>	-	no attainment gap
1DL	<b>+0.04</b>	<b>-0.46</b>	Gap developed	1 SEND; if removed APS becomes 20.00 – above non PP children (+0.54)
2DF	<b>none</b>	<b>-0.11</b>	Gap developed	1 PP child; in line with expectations
2KP	<b>-0.56</b>	<b>-2.09</b>	Gap extended by -1.53	1 pupil very low attendance 89.9% 1 pupil very low attendance 77.8% Fines issued. Pre court panel referral completed for both. If excluded from data APS becomes 21.5 points – slightly below non PP by <b>-0.34</b>
3CP	<b>+0.43</b>	<b>-0.34</b>	Gap developed	1 SEND; if removed APS becomes 26.00 – above non PP children (+0.46)
3JD	<b>-0.32</b>	<b>+1.56</b>	-	1 GD pupil
4IJ	<b>-0.06</b>	<b>-0.99</b>	Gap extended by 0.93	1 SEND if removed APS becomes 28.75 – above non PP children (+1.08)
4AE	<b>-1.52</b>	<b>-1.00</b>	Gap narrowed by 0.52	If we excluded 2 new arrivals this year APS becomes 27.50 – 0.20 below non PP children
5RM	<b>-0.18</b>	<b>+0.37</b>	Gap narrowed by 0.55	Gap narrowed
5DD	<b>-0.91</b>	<b>-1.21</b>	Gap extended by –0.30	2 SEND. If removed APS becomes 30.50 – in line with non PP children. (+0.12)
5HH	<b>+0.31</b>	<b>+1.40</b>	-	3 GD pupils
6RD	<b>-0.18</b>	<b>-0.52</b>	Gap extended	2 new arrivals – both below expected. If removed APS becomes 34.40 – <b>-0.06</b> below non PP children. 1 SEND; if we removed also APS for other 14 PP children becomes 34.71: 0.25 above peers.

### Writing

Year	July 2017 Gap	Current Gap	Gap size change	Comment
N	-	<b>+0.38</b>	-	1 pupil; joined Camrose in October 2017. Attendance at 85.6%
RLG	Dec 17: <b>-0.72</b>	<b>-0.52</b>	Gap narrowed by 0.20	1 pupil very low attendance 85.9%; if removed PP is 15.33 below non PP children by 0.19
RMS	Dec 17: <b>-2.08</b>	<b>-2.79</b>	Gap extended by 0.71	1 SEND. Excluding him APS is 15.33 – <b>-0.71</b> below non PP.
1AM	+0.85	<b>+1.04</b>	-	no gap
1DL	+0.12	<b>-0.58</b>	Gap developed	1 SEND; if removed APS becomes 20.00 – above non PP children (+0.75)
2DF	<b>+0.24</b>	-	-	no gap
2KP	<b>-0.96</b>	<b>-2.31</b>	Gap extended by 1.35	1 pupil very low attendance 89.9% 1 pupil very low attendance 77.8% Penalty fines issued. Pre court panel referral completed for both. If excluded from data APS becomes 21.50 points – <b>-0.06</b> below non PP
3CP	<b>+0.20</b>	<b>-0.48</b>	Gap developed	1 SEND; if removed APS becomes 25.50 – +0.42 above non PP children
3JD	<b>-0.46</b>	<b>+0.21</b>	-	1 GD pupil
4IJ	<b>+0.37</b>	<b>-0.57</b>	Gap developed	1 SEND; if removed APS becomes 28.75 – above non PP children (+0.79)
4AE	<b>-1.59</b>	<b>-1.55</b>	Gap narrowed by 0.04	If we excluded 2 new arrivals this year APS becomes 27.38 – <b>-0.47</b> below non PP children
5RM	<b>+0.29</b>	<b>+0.70</b>	-	No gap
5DD	<b>-0.61</b>	<b>-1.31</b>	Gap extended by 0.70	2 SEND. If removed APS becomes 30.00 – <b>-0.31</b> below non PP children.
5HH	<b>+0.81</b>	<b>+2.33</b>	-	3 GD pupils
6RD	<b>+0.03</b>	<b>-0.79</b>	Gap developed	2 new arrivals – both below expected. If removed APS becomes 33.87 – <b>-0.51</b> below non PP children. 1 SEND; if we also remove APS for other 14 PP children becomes 34.15 which is in line with peers.

**Math**

Year	July 2017 Gap	Current Gap	Gap changes	Comment
N	-	<b>-0.62</b>	Gap identified	1 pupil; joined Camrose in October 2017. Attendance at 85.6%
RLG	Dec 17: <b>-1.30</b>	<b>-0.63</b>	Gap narrowed by 0.67	1 pupil very low attendance 85.9% - if removed PP is (15.33) <b>-0.10</b> below non PP.
RMS	Dec 17: <b>-2.27</b>	<b>-2.62</b>	Gap widened by 0.35	1 SEND. Excluding APS is 15.67 – <b>remains below non PP by 0.45</b>
1AM	<b>+1.12</b>	<b>+0.88</b>	-	no gap
1DL	<b>none</b>	<b>-0.79</b>	Gap developed	1 SEND; if removed APS becomes 19.50 – in line with non PP children (+0.04)
2DF	<b>-0.24</b>	<b>-0.18</b>	Gap narrowed by 0.06	-
2KP	<b>-0.93</b>	<b>-2.17</b>	Gap widened by 1.24	1 pupil very low attendance 89.9% 1 pupil very low attendance 77.8% Penalty fines issued. Pre court panel referral completed for both. If excluded from data APS becomes 21.50 points – <b>-0.42</b> below non PP
3CP	<b>-0.08</b>	<b>-0.10</b>	Gap widened by -0.02	1 SEND; if removed APS becomes 26.00 – above non PP children by +0.50
3JD	<b>-0.33</b>	<b>+1.52</b>	-	1 GD pupil
4IJ	<b>-0.28</b>	<b>-0.51</b>	Gap widened by 0.23	1 SEND; if removed APS becomes 28.75 – +1.04 above non PP children
4AE	<b>-0.99</b>	<b>-1.40</b>	Gap widened by 0.41	If we excluded 2 new arrivals this year APS becomes 27.50 – <b>-0.40</b> below non PP children
5RM	<b>-0.07</b>	<b>-0.10</b>	Gap widened by 0.03	-
5DD	<b>-0.51</b>	<b>-1.39</b>	Gap widened by 0.88	2 SEND. If removed APS becomes 30.50 – in line with non PP children.
5HH	<b>-0.13</b>	<b>+1.00</b>	-	-
6RD	<b>-0.14</b>	<b>-0.45</b>	Gap widened by 0.31	2 new arrivals – both below expected. If removed APS becomes 34.40 – <b>-0.29</b> below non PP children.