



Pupil Premium at LGPS 2018/19: REVIEW

Outline of strategy

For the financial year 2018/19 we received funding for 131 pupils which equated to £168,820. This funding was used to benefit pupils on free school meals, looked after children and service children.

The spending of pupil premium funding for 2018/19 was decided by data (see table below); external research such as the DfE study into effective use of Pupil Premium funding; the experience of staff as to what has worked well previously with disadvantaged pupils and also collaborations with other schools in order to ascertain where they have found success with the funding.

1. Attainment (2017/18) (Based on validated data)				
	<i>Disadvantaged pupils (school)</i>	<i>Non- Disadvantaged (school)</i>	<i>DV National</i>	<i>Non-DV National</i>
% of children who achieved GLD (Good Level of Development)	82%	84%	57%	74%
% passing Phonics screening in Year 1	70%	88%	72%	85%
% achieving ARE in Reading	EYFS 91 % KS1 64 % KS2 65 %	EYFS 86% KS1 84 % KS2 74 %	EYFS 63% KS1 63% KS2 64%	EYFS 76% KS1 79% KS2 80%
% achieving ARE in Writing	EYFS 82% KS1 57% KS2 65%	EYFS 86% KS1 76% KS2 76%	EYFS 59% KS1 55% KS2 67%	EYFS 76% KS1 74% KS2 83%
% achieving ARE in Maths	EYFS 91% KS1 71% KS2 60%	EYFS 88 % KS1 84 % KS2 74%	EYFS 67% KS1 63% KS2 64%	EYFS 82% KS1 80% KS2 81%
% achieved ARE Combined in Reading, Writing, Maths	KS1 57% KS2 45%	KS1 76 % KS2 66%	KS1 50% KS2 51%	KS1 69% KS2 70%

Our priority for 2018/19 focussed on narrowing the gap between Disadvantaged and Non- Disadvantaged pupils at the end of Key stage 1 and Key stage 2. We used a range of strategies to improve attainment in Reading, Writing and Maths, both at ARE and GDS. We delivered bespoke training to increase subject

knowledge and skills around Quality first teaching to ensure teaching provision was tailored to meet the needs of these pupils. Our 'Disadvantaged First' strategy is now also well embedded, Alongside this we have accessed the Words count and Rising stars reading initiatives which focussed primarily on raising attainment for our disadvantaged pupils. There has also been a focus on pupils showing improved levels of motivation, engagement, self-esteem and well-being and also improving attendance.

Our curriculum is based around opportunities for children to learn through first hand-experiences and for this we subsidised our curriculum visits outside of school with the aim to further enhance our existing topic based approach to suit the needs and interests of the children. A further focus was to improve emotional resilience, motivation and self-esteem and confidence.

The barriers to attainment (for pupils eligible for PP)

In-school barriers <i>(issues we addressed)</i>		
A.	The gap between Disadvantaged pupils and Non- Disadvantaged at the end of Key stage 1 and Key stage 2	
B.	Too few Disadvantaged pupils achieve Greater Depth Standard at the end of Key stage 1 and 2 in Reading Writing, Maths and RWM	
C.	There is a high number of children with limited emotional resilience, motivation and low self-esteem (more apparent in Key Stage 2)-this impacts upon ability to rise to the challenge of more stretching academic activities and confidence	
D.	Pupils have limited opportunities to access a broad experience of different activities -this impacts on love of life and learning	
E	There are low attendance levels for some pupils -this impacts on ability to access learning	
Desired outcomes		
	<i>Desired outcomes and how they would be measured</i>	<i>Success criteria</i>
A.	Increase the number of Disadvantaged pupils achieving Expected Levels at the end of Key stage 1 and Key stage 2 in Reading Writing Maths and Combined. Prevent the gap between DV and Non DV from widening	The gap between Disadvantaged pupils outcomes at the end of Yr 2 and YR 6 compared to Non-Disadvantaged is diminished
B.	Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2 in Reading, Writing, Maths and Combined	The proportion of Year 2 and Year 6 Disadvantaged pupils achieving GDS increases
C.	Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence	Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales) Pupil questionnaire shows pupils to feel safe and happy. Lesson observations show resilient pupils who are willing to try and learn from mistakes
D.	Pupils have improved access to a range of experiences to support learning	Pupils have access to a wide range of resources and opportunities to support learning and this has an impact on progress and attainment

E.	Increase attendance rates for Disadvantaged pupils	Improved average attendance of Disadvantaged pupils so that it is in line with National PP attendance levels
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Outcomes and Impact of PP spending

2. Attainment (2018/19) (Based on validated data)				
	<i>Disadvantaged pupils (school)</i>	<i>Non- Disadvantaged (school)</i>	<i>DV National</i>	<i>Non-DV National</i>
% of children who achieved GLD (Good Level of Development)	33%	78%	57%	75%
% passing Phonics screening in Year 1	57%	83%	71%	84%
% achieving ARE in Reading	EYFS 33 % KS1 56 % KS2 44 %	EYFS 78% KS1 80 % KS2 70 %	EYFS 62% KS1 62% KS2 62%	EYFS 80% KS1 78% KS2 78%
% achieving ARE in Writing	EYFS 33% KS1 44% KS2 70%	EYFS 78% KS1 78% KS2 73%	EYFS 58% KS1 55% KS2 68%	EYFS 77% KS1 73% KS2 83%
% achieving ARE in Maths	EYFS 33% KS1 44% KS2 74%	EYFS 80 % KS1 78 % KS2 61%	EYFS 66% KS1 62% KS2 67%	EYFS 82% KS1 79% KS2 84%
% achieved ARE Combined in Reading, Writing, Maths	KS1 33% KS2 44%	KS1 67 % KS2 58%	KS1 50% KS2 51%	KS1 69% KS2 77%

Academic year	2018/19	
1. Quality of Teaching		
Desired outcome	Actions	Impact
Increase the number of Disadvantaged pupils achieving Expected Levels at the end of Key stage 1 and Key stage 2 in Reading Writing Maths and Combined. Prevent the gap between DV and Non DV from widening	<ul style="list-style-type: none">• Half-termly Staff training/CPD sessions delivered on quality first teaching of Reading, Writing and Maths and narrowing gaps between DV and peers.• Vocabulary and Reading CPD sessions delivered by Lit / DV leader.• Maths problem solving CPD sessions delivered by Maths leader• Training session around DV first class plans for new staff delivered• Training for all staff in giving feedback to move learning forward• Resources purchased to support delivery of lessons including phonics bug club, Lexia, Espresso, Twinkle, Hamilton trust, Big Maths, Maths Make sense, TT Rockstars , spelling shed• Continued delivery of high quality interventions including TA support in all classes and additional support across x2 Year 6 classes.• SENco – 0.5 work with SEND/DV pupils on interventions and SEND targets• SST planning support and guidance for teachers including mentoring and coaching.• Timetable organised for staff to plan together• Purchase of resources including Yr 6 books, Test base materials, Rising stars, NFER Maths• Words count and Rising stars Reading projects accessed by DV pupils• X15 Reading mentors (yr 5 pupils) training delivered by Sarah Tipler.• X2 Reading ambassadors trained by LA working with yr2 pupils• Reading consultant trained x3 reading subject partners• Purchase of new reading resources including high quality texts and comprehension materials including Yr6 collective reading text)• Pupils given copies of KS2 revision guide to use at home• SATS workshops attended by parents (yr 2 and yr 6)• Non – teaching deputy head teacher spends 1 day per week to ensure funding is being used to its full potential. Alongside this research new strategies to ensure the school is up to date with current initiatives surrounding the improvement of education for disadvantaged pupils. Liaises with teachers/Senco and Inclusion within the classroom.• Training delivered by SENco to support pupils and use of interventions• RWI training delivered by phonics lead to increase knowledge and skills of delivering phonics sessions. Followed up with Ks1 team.• Subject leaders release time designated to track data to ensure impact.• SST monitor books and lessons regularly to ensure DV pupil make progress based on starting points• Teachers and leaders attend Pupil progress meetings where DV is a focus• Rolling out of successful strategies to all year groups	<p>See data appendix for DV outcomes</p> <p>Outcomes for disadvantaged pupils in KS2 have improved in writing, maths and combined, diminishing gaps further. In writing and maths, outcomes for disadvantaged pupils are above disadvantaged pupils nationally.</p> <p>Quality First Teaching has the largest impact on children’s outcomes as identified in EEF Guidance Report April 2018 Pupil premium pupils are identified within pupil progress meetings and discussed as a specific group needs are identified, and ways forward are addressed. Subject leaders discuss closely with teachers, pupils who are targeted for achieving ARE/GDS and progress is monitored by PP lead/SST. Work scrutinies show that PP pupils perform in line with non-pupil premium pupils Through lesson observations, there have been no distinguishing differences amongst pupils</p> <p>Pupil progress meetings have provided opportunity for teachers to identify the needs of pupils and through discussions with SST, PP lead and SENco this has been identified on provision mapping and DV 1st plans Intervention records show a positive impact on pupils who are PP who also comment with a positive view on how intervention support has helped their learning</p> <p>Lessons learned- This approach has had a positive impact for the majority of targeted DV pupils for ARE in both ks1 and ks2.</p> <p>At Ks1- 5 out of the 7 targeted DV pupils achieved ARE in Reading and writing. In Maths was 4 out of 7. For combined 3 out of 9 DV pupils achieved ARE</p> <p>At Ks2- Out of 27 DV pupils 19 were targeted and these all achieved ARE in Maths. In writing all targeted 18 pupils achieved ARE. 16 children out of 27 were targeted in Reading and 12 achieved. QLA showed targeted children missed of which 4 were DV. 14 out of 15 targeted achieved ARE combined.</p> <p>This approach will continue next year. We feel the most impact has been upskilling teachers and support staff in increasing subject knowledge and delivery of lessons to help narrow gap for our DV pupils.</p>
Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2 in Reading, writing, Maths and combined	<ul style="list-style-type: none">• Designated more able leader worked alongside PP leader to lead CPD around provision for more able• High quality support in class to enhance quality first teaching across the school. High expectations for all disadvantaged pupils including the most able.• Pupil progress meeting with a focus on more able attended by all staff• Strategies being implemented include; collaboration, peer tutoring, pre teaching and overlearning and personalised learning.	<p>See data appendix for DV outcomes</p> <p>As a result of targeted support and challenge for GDS pupils have a more positive attitude about school and lesson observations show that they are given the opportunity to flourish in class. Book scrutiny and lesson observations show effective marking and feedback and GDS pupils acting on feedback when editing their work in books.</p>

	<ul style="list-style-type: none"> • Staff CPD on high quality marking and feedback delivered and followed up with half termly scrutiny. • DHAP pp pupils attended the Crowle More able writers and more able maths events. • Most able pupils targeted to extend learning through challenge and extension using resources (comprehension materials, texts, manipulatives in maths). • More able class plans devised and implemented. • SDP outlines whole class strategies to raise standards for More able • Author visits focussed around reading into writing • Workshops delivered to parents • More able leader support on challenge for all- Investment on targeted interventions to extend more able • Pupils given additional challenge tasks during lesson time and further curriculum enrichment opportunities built into planning • PP leader ensures provision is in place and pupils progress in lessons 	<p>Training delivered by Maths and English leads has ensured support and challenge for GDS pupils and effective use of interventions with impact upon outcomes</p> <p>INSET day and CPD focussed on Maths- problem solving and reasoning and impact shown in lesson observations and pupil outcomes</p> <p>Subject leaders track data to ensure impact. SST monitor books and lessons regularly to ensure pupils make progress based on starting points.</p> <p>School data shows that we need to increase the number of more able PP pupils reaching a higher standard. (Nationally PP do less well at the higher levels)</p> <p>Lessons learned- We have invested some of the PP in longer term change has helped to support our DHAP pupils. We feel investing in improving targeted support for our more able has had an impact on the progress and attainment of the majority of targeted GDS pupils. Ks1 targeted DV children met GDS in- Reading, Writing and Maths Ks2 of targeted DV met GDS in Maths Further work around fine tuning challenge work for the more able will be a focus next year</p>
PP Pupils show improved levels of emotional resilience, motivation and self-esteem and confidence	<ul style="list-style-type: none"> • Pastoral support provided for children who require social, emotional, behaviour guidance through Nurture and class based support • Disadvantaged First plans based around individual needs • Support provided for families through Early help meetings • Workshops, performances and subsidised visits to places of interest to engage and motivate pupils • Mind-set workshop delivered to all KS 2 pupils • Mind-set CPD led by Tim Hall for all staff and followed up by teachers • Inclusion assistant employed to offer interventions to groups and individuals to remove social and emotional barriers to learning • Nurture TA has designated time to support pupils requiring support • Planned proactive pastoral support for vulnerable families: • Focussed emotional and social support for pupils during break times • Parental support for learning through workshops and wow events • Signposting to support with external agencies • Small nurture groups with an emphasis on learning through group cooperation and positive role modelling. • 1:1 feedback sessions in lesson time Use of Dojo and rewards to increase self esteem 	<p>See appendix for Leuven scales-engagement and well being</p> <p>Pupils observed show improved levels of motivation, engagement, self-esteem and well-being (based on teacher feedback and use of Leuven scales) Lesson observations show resilient pupils who are willing to try and learn from mistakes</p> <p>The results indicate (see data below) that generally all DV children improved during the course of the year based on this measure, with many of the improvement being over a half scale or more</p> <p>Half termly update meetings conducted with HT, PP , Behaviour, attendance leads and Learning Mentor, SENCO ensure needs of vulnerable pupils are met. Feedback from teachers following support given gages impact</p> <p>Lessons learned- This approach has been most effective when an analysis of a child's need is carried out and evaluated, with intervention around specific needs with a clear outcome. This approach will continue to be refined next year.</p>
PP Pupils have improved access to a range of experiences to support learning in order to improve their outcomes	<ul style="list-style-type: none"> • Subsidised music lessons • Activities, Trips and Visits subsidised to ensure pupils have access to a wide range of experiences • Clubs offered at lunch time and after school to ensure enrichment opportunities. • Funding allocated to support access to trips and visits. PP children to receive discount of trips and residentials. • On-line resources accessible for pupils to use at home including Bug Club • Home work materials provided for pupils • Homework club • Parents into school afternoons WOW events 	<p>See data appendix for DV outcomes</p> <p>As a result of attending afterschool clubs children are accessing enriching experiences across a wide range of skills, it has provided opportunities for pupils to achieve in non academic areas. As a result it has built self-esteem and confidence in pupils who attend.</p> <p>Work scrutinies show impact of trips/workshops and that knowledge/skills acquired through visits and workshops is applied in work in class.</p> <p>Part of the inclusion package for pupil premium pupils is to remove financial barriers so that pupil premium pupils can take part in more activities and experiences that they might otherwise not be included in. Trips that are offered as part of the curriculum and are deemed essential for achievement are subsidised where needed.</p> <p>Lessons learned- Outcomes at the end of Summer showed gaps narrowed for year groups. Our internal monitoring shows that more DV children are attending school clubs. Increased</p>

		engagement in Homework has also been evidenced. We will continue this approach next year
	Total cost	£107,200

2. Targeted Support		
Desired outcome	Actions	Review / Impact
Increase the number of DV pupils achieving expected levels at the end of Key stage 1 and Key stage 2 in Reading Writing, Maths and combined. Prevent the gap between DV and Non DV from widening	<ul style="list-style-type: none"> • One –to- one and small group intervention provision delivered by TAs and Teacher • Additional time planned for feedback • Staff receive CPD around subject knowledge and effective lesson delivery through Quality first teaching • AHT/ Yr 5 teacher work with Yr6 pupils x1 morning to support DV children in Yr 6 • HT/PP lead to • Staff mentors to individual children coach and support – training provided • Bespoke plans in place for pupils and shared with parents • Additional homework time planned into the week for pupils to catch up 	<p>See data appendix for DV outcomes</p> <p>Additional targeted support has been planned to diminish differences and for individual support matched to the learners needs. This is closely monitored to show impact through the school quality assurance procedures. Small group sessions have increased the opportunity for detailed feedback to be given to children on a regular basis allowing for faster progress.</p> <p>Additional teaching and learning opportunities from teachers and teaching assistant’s demonstrate impact (evidenced in lesson observations), particularly when planned to complement quality first teaching.</p> <p>Lessons learned- This approach has had a positive impact for the majority of targeted DV pupils for ARE in both ks1 and ks2.</p> <p>At Ks1- 5 out of the 7 targeted DV pupils achieved ARE in Reading and writing. In Maths was 4 out of 7. For combined 3 out of 9 DV pupils achieved ARE</p> <p>At Ks2- Out of 27 DV pupils 19 were targeted and these all achieved ARE in Maths. In writing all targeted 18 pupils achieved ARE. 16 children out of 27 were targeted in Reading and 12 achieved. QLA showed targeted children missed of which 4 were DV. 14 out of 15 targeted achieved ARE combined</p> <p>The most effective approach has been upskilling teachers and support staff in increasing quality delivery of targeted support to help narrow gap for our DV pupils.</p>
Increase the number of Disadvantaged pupils achieving Greater Depth Standard at the end of Key Stage 1 and 2	<ul style="list-style-type: none"> • Additional provision includes individual and small group interventions to raise standards in the Reading, Writing and Maths for More able; Higher order reading skills development programme. Using and applying Maths tasks for more able devised by Maths leader Lit and Maths leaders observe the delivery of interventions and feedback to staff. Additional resources purchased where needed Time allocated for additional feedback • Additional teaching provision for More able children in place. Additional teaching assistant interventions and one to one support to challenge and extend in reading writing and mathematics. • More able club for pupils to access Home work –bespoke Crowle More able events accessed 	<p>See data appendix for DV outcomes</p> <p>Pupil progress has been evidenced following teachers targeting pupils at GDS. Differentiated groups are based on learners needs and are flexible. Teachers and TAs work collaboratively in joint planning, teaching and assessment. (EEF) High quality feedback has been an effective way to improve attainment (EEF Toolkit) School data shows that we need to increase the number of more able PP pupils reaching a higher standard. (Nationally PP do less well at the higher levels)</p> <p>Lessons learned- We have invested some of the PP in longer term change has helped to support our DHAP pupils. We feel investing in improving targeted support for our more able has had an impact on the progress and attainment of the majority of targeted GDS pupils.</p>

		Ks1 targeted DV children met GDS in- Reading, Writing and Maths Ks2 of targeted DV met GDS in Maths Further work around fine tuning challenge work for the more able and bespoke interventions will be a focus next year
PP Pupils show improved levels of emotional resilience, motivation and self-esteem	<ul style="list-style-type: none"> Weekly small group sessions with experienced TAs & teacher, in addition to standard lessons Resources used to support pupils purchased including books. Online resources including Espresso, education city Bug club Inclusion Assistant to spend specific time with PP children who require emotional support. Inclusion assistant purchased recourses and has funds to support parental engagement activities. DHT spends 1/2 day per week to coordinate support for PP children who are showing attributes that are not conducive to high quality learning Behaviour lead to provide further support to pupils Rewards including treats, certificates 	<p>Pupils and families in receipt of support through meetings, work with external agencies and Nurture. We have been successful in enabling these pupils to access their learning within the classroom more effectively. Internal monitoring shows majority of pupils achieving ARE expectations. Specific cases show a significant impact of DV pupils who are supported through the Early help process.</p> <p>Lessons learned- This approach has been most effective when an analysis of a child's need is carried out and evaluated, with intervention around specific needs with a clear outcome. This approach will continue to be refined next year.</p>
	Total cost	£56,200

3. Other approaches

Desired outcome	Actions	Review / Impact
Increase attendance rates for Disadvantaged pupils (particularly Persistent absentees)	<ul style="list-style-type: none"> Attendance lead monitors attendance and punctuality; Daily monitoring and contacting of parents where PP pupils are identified as having attendance issues. – Attendance Policy shared and procedures and its importance with all parents. (Induction, letters, texts) All pupils enter the classroom are greeted by TA/Teacher Computers / ipads available for children to access during the morning and lunchtimes. Work with parents to raise awareness of the benefits of good levels of attendance and reward children for good attendance. House treats and events organised to encourage children to attend school Attendance lead meets with parents on a morning to meet and greet Attendance flyer produced Letters sent to individual parents from HT praising attendance Coffee mornings planned half termly 	<p>See appendix for attendance data</p> <p>Families are targeted quickly if there is a trend in absences. Office staff report absences to attendance lead and Inclusion to arrange meetings with families and address attendance concerns. Referrals are made to welfare and inclusion team to follow up any persistent absentees.</p> <p>Attendance has been key in raising children's attainment alongside building positive relationships with parents and carers to ensure that children attend school and feel safe while they are here.</p> <p>Children receive an engaging and well-rounded curriculum whilst at school to ensure they want to attend and make progress therefore improving their attainment</p> <p>Lessons learned- specific year groups have been identified as requiring additional intervention to aid improvement in attendance. Further work around this to continue next year with a continued focus on working with parents</p>
	Total cost	£5650

Total expenditure- £169,050

Appendix

AGE RELATED EXPECTATIONS - AUTUMN 2018

	Reading			Writing			Maths			RWM		
	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap
YEAR 1	56%	73%	-16%	63%	73%	-10%	63%	80%	-17%	47%	81%	-34%
YEAR 2	17%	45%	-28%	8%	39%	-30%	25%	51%	-26%	8%	33%	-24%
YEAR 3	63%	72%	-10%	44%	62%	-18%	50%	53%	-3%	30%	79%	-49%
YEAR 4	40%	56%	-16%	45%	59%	-14%	40%	61%	-21%	24%	46%	-23%
YEAR 5	50%	51%	-1%	48%	45%	3%	53%	58%	-5%	34%	41%	-6%
YEAR 6	18%	41%	-23%	0%	29%	-29%	4%	31%	-28%	0%	19%	-19%

AGE RELATED EXPECTATIONS - SUMMER 2019

	Reading			Writing			Maths			RWM		
	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap
YEAR 1	53%	88%	-35%	53%	84%	-30%	67%	81%	-15%	35%	80%	-44%
YEAR 2	56%	80%	-34%	44%	78%	-34%	44%	78%	-34%	33%	67%	-34%
YEAR 3	58%	72%	-14%	53%	68%	-15%	68%	79%	-10%	45%	64%	-19%
YEAR 4	71%	82%	-11%	67%	77%	-10%	76%	85%	-8%	62%	71%	-9%
YEAR 5	65%	76%	-11%	61%	69%	-7%	74%	80%	-5%	59%	67%	-7%
YEAR 6	44%	70%	-26%	70%	73%	-3%	74%	61%	13%	44%	58%	-14%

GREATER DEPTH - AUTUMN 2018

	Reading			Writing			Maths			RWM		
	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap
YEAR 1	0%	0%	0%	0%	2%	-2%	0%	0%	0%	0%	0%	0%
YEAR 2	8%	12%	-4%	0%	2%	-2%	8%	8%	0%	0%	2%	-2%
YEAR 3	0%	15%	-15%	0%	15%	-15%	6%	17%	-11%	0%	13%	-13%
YEAR 4	5%	5%	0%	10%	2%	8%	0%	2%	-2%	0%	0%	0%
YEAR 5	0%	6%	-6%	0%	4%	-4%	0%	6%	-6%	0%	2%	-2%
YEAR 6	0%	6%	-6%	0%	0%	0%	0%	3%	-3%	0%	0%	0%

GREATER DEPTH - SUMMER 2019

	Reading			Writing			Maths			RWM		
	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap	Dv	Non DV	Gap
YEAR 1	0%	28%	-28%	0%	16%	-16%	7%	19%	-12%	0%	14%	-14%
YEAR 2	8%	33%	-24%	8%	22%	-14%	17%	29%	-12%	8%	18%	-10%
YEAR 3	5%	23%	-18%	0%	11%	-11%	16%	45%	-29%	0%	11%	-11%
YEAR 4	19%	33%	-14%	14%	21%	-6%	14%	41%	-27%	10%	17%	-8%
YEAR 5	3%	33%	-30%	6%	26%	-19%	6%	35%	-29%	0%	24%	-24%
YEAR 6	4%	22%	-18%	0%	44%	-44%	4%	19%	-15%	0%	3%	-3%

		Present	Authorised Absence	Unauthorised Absence	PA	G	C	I	M	O	U
School	Disadv	93.8%	4.3%	2.0%	23%	0.2%	0.2%	3.9%	0.2%	1.0%	0.8%
	Non Disadv	95.7%	3.4%	0.9%	11%	0.3%	0.3%	3.0%	0.2%	0.3%	0.3%
	FSM	93.1%	4.9%	2.0%	25%	0.1%	0.2%	4.4%	0.3%	1.3%	0.6%
	Non FSM	95.6%	3.4%	1.0%	12%	0.3%	0.2%	3.0%	0.2%	0.3%	0.4%
Disadv	Year R	93.0%	4.9%	2.1%	30%	0.2%	0.6%	3.9%	0.4%	0.6%	1.4%
	Year 1	94.5%	3.6%	1.9%	12%	0.4%	0.2%	3.3%	0.1%	0.4%	1.1%
	Year 2	95.1%	3.2%	1.7%	17%	0.1%	0.1%	2.8%	0.3%	0.7%	0.9%
	Year 3	93.5%	5.1%	1.3%	24%	0.0%	0.0%	4.9%	0.2%	0.7%	0.6%
	Year 4	93.6%	2.9%	3.5%	14%	0.5%	0.2%	2.5%	0.2%	2.1%	1.0%
	Year 5	92.3%	5.7%	2.0%	31%	0.1%	0.2%	5.2%	0.2%	1.1%	0.8%
	Year 6	95.0%	3.8%	1.2%	14%	0.3%	0.1%	3.5%	0.1%	0.7%	0.2%
Non Disadv	Year R	93.3%	5.4%	1.3%	18%	0.3%	0.4%	4.8%	0.3%	0.6%	0.4%
	Year 1	96.1%	3.3%	0.6%	5%	0.3%	0.2%	2.8%	0.2%	0.1%	0.1%
	Year 2	96.0%	2.6%	1.4%	8%	0.4%	0.1%	2.4%	0.1%	0.4%	0.5%
	Year 3	96.1%	3.1%	0.8%	13%	0.4%	0.3%	2.7%	0.1%	0.2%	0.2%
	Year 4	96.7%	2.5%	0.9%	10%	0.4%	0.3%	2.1%	0.1%	0.2%	0.2%
	Year 5	95.8%	3.5%	0.7%	9%	0.2%	0.3%	3.1%	0.1%	0.3%	0.2%
	Year 6	97.0%	2.6%	0.4%	6%	0.1%	0.2%	2.5%	0.0%	0.1%	0.1%
FSM	Year R	94.1%	4.7%	1.2%	22%	0.0%	0.6%	3.7%	0.4%	0.3%	0.9%
	Year 1	93.2%	4.9%	1.9%	18%	0.6%	0.3%	4.6%	0.0%	0.6%	0.7%
	Year 2	95.8%	3.3%	0.8%	11%	0.0%	0.1%	2.8%	0.4%	0.5%	0.3%
	Year 3	92.4%	6.3%	1.4%	25%	0.0%	0.0%	6.0%	0.3%	0.9%	0.4%
	Year 4	93.4%	3.0%	3.6%	13%	0.2%	0.2%	2.5%	0.3%	2.8%	0.7%
	Year 5	91.4%	6.1%	2.5%	39%	0.0%	0.2%	5.6%	0.3%	1.5%	1.0%
	Year 6	93.8%	4.6%	1.6%	20%	0.0%	0.1%	4.3%	0.1%	1.3%	0.3%
Non FSM	Year R	93.1%	5.4%	1.5%	20%	0.3%	0.3%	4.8%	0.3%	0.7%	0.5%
	Year 1	96.2%	3.1%	0.7%	4%	0.3%	0.2%	2.6%	0.2%	0.1%	0.4%
	Year 2	95.8%	2.6%	1.5%	10%	0.5%	0.1%	2.4%	0.1%	0.4%	0.7%
	Year 3	96.1%	3.0%	0.9%	14%	0.4%	0.2%	2.6%	0.1%	0.2%	0.3%
	Year 4	96.3%	2.5%	1.2%	11%	0.5%	0.2%	2.1%	0.1%	0.3%	0.4%
	Year 5	95.6%	3.7%	0.7%	10%	0.2%	0.3%	3.3%	0.1%	0.3%	0.2%
	Year 6	96.9%	2.7%	0.5%	7%	0.2%	0.1%	2.5%	0.0%	0.1%	0.1%

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

School Leuven Averages - PP

	Well Being			Involvement		
	Autumn	Summer	Difference	Autumn	Summer	Difference
School	3.2	3.7	⬆️ 0.5	3.0	3.7	⬆️ 0.6
1	3.7	3.7	➡️ 0.0	3.4	3.8	➡️ 0.3
2	2.6	3.5	⬆️ 0.9	2.1	3.5	⬆️ 1.4
3	2.8	3.5	⬆️ 0.7	3.0	3.5	⬆️ 0.5
4	3.6	3.8	➡️ 0.2	3.5	4.2	⬆️ 0.6
5	3.2	3.5	➡️ 0.3	3.2	3.2	➡️ 0.1
6	3.2	4.2	⬆️ 1.0	3.2	4.2	⬆️ 1.0

School Leuven Averages - Non PP

	Well Being			Involvement		
	Autumn	Summer	Difference	Autumn	Summer	Difference
School	3.3	4.1	⬆️ 0.8	3.2	3.9	⬆️ 0.7
1	3.9	4.2	➡️ 0.3	3.6	4.0	➡️ 0.5
2	2.9	3.9	⬆️ 1.0	2.8	3.8	⬆️ 1.1
3	3.1	3.7	⬆️ 0.5	3.0	3.3	➡️ 0.3
4	3.7	4.0	➡️ 0.4	3.5	3.9	➡️ 0.4
5	3.4	3.8	➡️ 0.4	3.6	3.9	➡️ 0.3
6	3.3	4.4	⬆️ 1.1	3.3	4.4	⬆️ 1.1