

Owlsmoor Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Owlsmoor Primary School				
Academic Year	2019- 2020	Total PPG budget (based on census data October 2018)	£ 94248.00	Date of most recent PPG Review	September 2019
Total number of pupils (Numbers from the October 2019 census)	457	Number of pupils eligible for PPG for 2019 (Numbers from the October 2019 census)	64	Date for next internal review of this strategy	Jan 2020

2. Current attainment (2018 KS2 SATS result)			
	<i>% of PPG pupils attaining at or above ARE</i>	<i>School result (All children)</i>	<i>PP National</i>
% achieving expected or better in reading, writing and maths	47 (7/15 children)	67	51
% achieving expected or better in reading	60 (9/15 children)	78	65
% achieving expected or better in writing	53 (8/15 children)	83	64
% achieving expected or better in maths	73 (11/15 children)	86	68
% achieving expected or better in SPAG	67 (10/15 children)	83	67
% making progress in reading	-1.36	-0.10	-0.6
% making progress in writing	-2.48	-0.21	-0.4
% making progress in maths	0.43	0.27	-0.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low starting points on entry to school	
B.	Experiences for PPG children will be enhanced through a rich and varied curriculum.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Parental support	
D.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the effectiveness of interventions so that disadvantaged children make accelerated progress.	<ul style="list-style-type: none"> • Interventions have clearly defined intended outcomes • Impact of interventions is measured and this is detailed on the intervention tracker • Interventions support targeted children in making accelerated progress & this is evident through improved attainment. • The books of PPG children show good quality developmental marking from teachers, and that the 'check ins' are routinely taking place and are having a positive impact on their progress. • PP children are reading regularly at home and are completing their homework (or as daily readers/ in homework club if required) and this is having a positive impact on their progress/ attainment. PPG children who have no additional barriers to learning (i.e. SEND) are making progress in line with their non PP, non-SEND peers. • Our PPG children in Y2 and Y6 continue to perform above PPG children nationally. • Children are challenged accordingly and placed in interventions to accelerate learning.
B.	Experiences for PPG children will be enhanced through a rich and varied curriculum.	<ul style="list-style-type: none"> • Class teachers to deliver an ambitious and knowledge rich curriculum that is broad and balanced. • Develop pupils' character and culture capital • To provide pupils broader development and equip them for future success.
C.	Parents of PPG children support their child's learning at home to enhance their progress	<ul style="list-style-type: none"> • Class teachers are routinely monitoring the frequency of reading/ completion of homework and following up with parents where support at home is lacking. As a result of this dialogue, PPG children are reading regularly at home and are completing their homework and this is having a positive impact on their progress/ attainment. • Additional provision for this within school is offered where parental support remains a concern (e.g. through additional reading with teacher/TA, homework clubs etc) to ensure all children have fair access to this support and that their progress is not hindered. •
D.	Maintain and improve PPG attendance	<ul style="list-style-type: none"> • Attendance of PPG children is closely monitored by the school office, who routinely follow up on any absences and refer any concerns (e.g. prolonged absence, persistent absence) to SLT for additional follow up.

- PP attendance is in line with the attendance of non PPG pupils

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the effectiveness of interventions so that disadvantaged children make accelerated progress.	Quality first teaching. Early interventions for maths, reading, handwriting, phonics, SALT and social skills groups and ELSA groups.	Data shows that there is a gap between PPG and non PPG in certain subjects in specific cohorts. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/ appropriate steps to achieve them. 	<ul style="list-style-type: none"> • Quality teaching: Good to outstanding progress in lessons; developmental feedback/marking; PPG 'check in's' during learning time; enriched curriculum including school trips. • 1:1 support and small group support. • High impact interventions with robust monitoring and evaluations. • Ongoing teacher assessment of PPG children and their progress, as well as half-termly 'pupil progress meetings', to review interventions and their impact, and to adapt provision in light of progress data. • Staff meeting on quality interventions and tracking of interventions. • Feedback policy stipulates PPG books are marked first daily and PPG children are checked in in each lesson. This check in has a direct and immediate impact on the PPG progress in the lesson. • Class teachers to have intervention timetables in place. Through ongoing assessment and pupil progress meetings (led by SLT), the progress of this group of children will be closely monitored and 	PPG champion Staff Phase leaders Subject leaders	January 2020

			<p>the provision in place will be tailored as required to maximise progress.</p> <ul style="list-style-type: none"> • For PPG children with SEND, which hinders their progress in reading, class teachers should enlist the support of the SENCo as required. • Through specialist and robust phonic interventions in KS1. Year 2 PPG and targeted resits attend year 1 small focus groups 3 times a week. • Reading strategies Go APE and read with RIC are consistency used across the school • HLTA reading interventions take place weekly. KS1 and KS 2 PPG children make progress through regular guided sessions • SALT groups support in KS1 PPG champion to support PPG children in Yr3/5 TBC Gross motor skills group to KS1 and KS 2. DHT supporting interventions in KS2 TA led interventions in Yr 4 and Yr 5 		
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Experiences for PPG children will be enhanced through a rich and varied curriculum.	<ul style="list-style-type: none"> Class teachers to deliver an ambitious and knowledge rich curriculum that is broad and balanced. Curriculum promises 	<ul style="list-style-type: none"> Develop pupils' character and culture capital To provide pupils' broader development and equip them for future success. 	Review of current curriculum provision. Raise confidence of staff to deliver curriculum with confidence. Devise long term cross curricular plan. Finalise curriculum visions. Provide a broad and balance curriculum.	PPG champion Reading co-ordinators	January 2020

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Parents of PPG children support their child's learning at home to enhance their progress.</p>	<p>Ensure that all parents are aware of school expectations with regard to reading at home and completing homework. Class teacher to monitor and to follow up as necessary. School to also offer additional support (e.g. reading/ homework clubs, 1-1 reading time with teacher/TA) for children who do not have this support at home.</p> <p>Increase parental engagement with school FSA, as well as offering monthly parent forums and encouraging all parents to attend parents' evening and curriculum workshops.</p>	<p>The school's expectation is that children will read at least 4x weekly, and that they will complete weekly maths/ English/ spelling/ times table homework. This is to support in-school learning and to ensure children are making good progress through reinforcement at home. If this does not happen, then some children will be at a disadvantage and their progress may be hindered. Ensuring children are receiving this support, and following up/ offering additional provision where it is not, will help to ensure PPG children are making good progress.</p>	<ul style="list-style-type: none"> • Class teacher to monitor reading/ homework and follow-up with parents. • FSA involvement where required to encourage parental support. • School provision for homework / reading clubs to continue. • Parent forums • Parents will receive a short report at every parent consultation with clear targets and ways to support learning tailored to their individual child. • Class celebration assemblies. 	<p>Class teachers PPG champion FSA</p>	<p>January 2020</p>

Maintain and improve PPG attendance so that it is line with non PPG children	First day response provision. SLT follow up/ EWO referrals. Regular analysis of PPG attendance	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> Attendance of PPG children will be closely monitored by the school office, who will routinely follow up on any absences and refer any concerns (e.g. prolonged absence, persistent absence) to SLT for additional follow up. Headteacher will liaise with EWO as necessary. PPG attendance as a whole will be closely monitored to analyse how this compares to with the attendance of non PPG pupils. HT awards for high attendance records 	Pupil Premium Coordinator	January 2020
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FSM Subsidy	Improve nutrition and concentration levels.	Healthy balanced meals Healthy drink at snack time	Encourage PPG children to sign up to Cool Milk.	PPG champion Cool Milk	January 2020 Notification placed in Sept newsletter
Sundry	Breakfast club After school clubs with fees School trips	Additional learning opportunities, such as school trips and extra-curricular clubs, can benefit children's progress, encourage positive attitudes, nurture their interests/ talents and contribute towards their overall development. All children should have the opportunity to participate in these activities/ experiences.	Ensure parents/ children are aware of these opportunities and school to pay for them so that PPG chdn are able to participate.	PP champion	January 2020

Total Budgeted Cost		Teachers and sport coach	£45210
PPG grant predicated	£94380	Support Staff	£22960
PP grant received to Sept 19	£93248	School Trips	£4773
		FSA	£ 6026
		FSM	£ 13240
		Free milk	£ 1040

6. Review of expenditure																																																	
Previous Academic Year		2018/19																																															
i. Quality of teaching for all																																																	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																													
Quality First teaching to ensure PPG chdn make good progress	Quality first teaching included: Good to outstanding lessons; PPG books marked first; PPG children checked in on during lessons; PPG intervention groups which were tracked and monitored; PPG booster groups; Sports Coach to develop gross and fine motor skills; Enrichment of the curriculum; 1:1 support and small group support in lessons; reading, writing, phonics intervention delivered to clearly identified small groups or individual children throughout the school; close monitoring of the quality of teaching from SLT.	<p>Quality first teaching does impact all children's learning.</p> <p>PP champion and class teachers monitored intervention groups – they had a positive impact on progress.</p> <p>PP books were marked first and children were checked in on during lesson time. Books showed that this had an immediate impact on the children's learning as misconceptions/ errors were corrected early and/or the children were provided with next steps to move their learning forwards.</p> <p>Sports Coach intervention group develops fine/gross motor skills and had a positive impact on pupils' physical control and handwriting etc.</p> <p>Small group teaching of phonics, plus additional interventions, for PPG children saw an improvement in results.</p>	<p>Will continue with all the approaches listed as they had a direct impact on progress and attainment for PPG children.</p> <p>PP children without SEN make significantly more progress than PPG children with SEN - provision for PPG SEN children will form a focus for the forthcoming yea, as they have additional barriers to learning which may require additional provision.</p> <p>Last year's data shows % of children achieving the expected standard:</p> <table border="1"> <tbody> <tr> <td>KS1</td> <td>2016</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>Reading</td> <td>63</td> <td>70</td> <td>57</td> <td>78</td> </tr> <tr> <td>Writing</td> <td>50</td> <td>50</td> <td>43</td> <td>78</td> </tr> <tr> <td>Maths</td> <td>50</td> <td>70</td> <td>43</td> <td>78</td> </tr> <tr> <td colspan="5">KS2</td> </tr> <tr> <td>Reading</td> <td>33</td> <td>75</td> <td>69</td> <td>60</td> </tr> <tr> <td>Writing</td> <td>50</td> <td>92</td> <td>61</td> <td>53</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>73</td> </tr> <tr> <td>Maths</td> <td>42</td> <td>92</td> <td>80</td> <td></td> </tr> </tbody> </table>	KS1	2016	17	18	19	Reading	63	70	57	78	Writing	50	50	43	78	Maths	50	70	43	78	KS2					Reading	33	75	69	60	Writing	50	92	61	53					73	Maths	42	92	80		<p>Teachers: £32883.17</p> <p>Sport Coach: £3900</p> <p>Support Staff: £34226</p>
KS1	2016	17	18	19																																													
Reading	63	70	57	78																																													
Writing	50	50	43	78																																													
Maths	50	70	43	78																																													
KS2																																																	
Reading	33	75	69	60																																													
Writing	50	92	61	53																																													
				73																																													
Maths	42	92	80																																														

<p>School Trips (including year 6 residential)</p> <p>School trips Brass Clubs</p>	<p>Clubs and school trips paid by PPG funding.</p>	<p>Children have been able to make the most of out-of-school learning opportunities through attending trips. They have also had the opportunity to nurture their own interests and talents through participating in extra-curricular activities such as clubs and music lessons.</p> <p>Pupil conferencing revealed that children were positive about the clubs and school trips. Staff also believe it has positively affected the attitudes of students – e.g. more engagement in lessons, raised confidence and self-esteem, and felt this strategy is having a positive impact on children’s progress. Many parents were also positive about this approach.</p>	<p>We will continue implementing the approach and monitoring pupil response.</p>	<p>£7051</p>
<p>Breakfast club</p>	<p>PP children were invited to attend breakfast club</p>	<p>Calmer start to the day.</p> <p>Children have time to connect with different age groups, thus developing their social skills.</p> <p>Children have a healthy breakfast and are ready for lessons at the start the day.</p> <p>Children are coming into school more ready to learn and we are seeing positive impacts in classroom behaviour and self-esteem.</p> <p>Enabling early drop off for working parents.</p> <p>Attendance and punctuality have improved.</p> <p>Children were positive about the club and staff believe it has positively affected attitudes of students.</p>	<p>We will continue implementing the approach and monitoring pupil response.</p>	<p>n/a</p>

FSM Subsidy	FSM	Children are provided with a Healthy meal during the day. This improves concentration and nutrition.	To continue.	£13122
Milk	Milk supplied to all PPG children who want it. Orders made through Cool Milk.	Improve nutrition and encouraged healthy diets. Boost concentration levels and children are ready to start learning straight from playtimes.	Children were positive about the milk and staff believe it has affected positively attitudes of students. We will continue implementing the approach and monitoring pupil response. We will continue to use Cool Milk	£892
FSA	Counselling sessions Play groups	This opportunity supported children with specific or emotional support with the Family Support Adviser. Children were offered counselling sessions to boost self-esteem. Play group sessions were planned during playtimes and were led by FSA and TAs.	Many children with social/ emotional difficulties received support from the FSA that had a positive impact on their self-esteem and well-being, and this meant that they were more ready to learn. Some children made improvements with their social skills as a result of the play group; however, due to issues with building work, the play group was not able to run consistently and this will be a priority for next year in order for this intervention to have more impact.	£5835
Pupil progress meetings	Enables impact of interventions to be evaluated Use the whole school tracking grids	Staff have participated in regular pupil progress meetings, led by SLT. This has helped to track children, monitor their progress and adapt provision to support children in making good progress. See data below for diminishing the difference.	Approach to continue.	None

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference between pupil premium children and non-pupil premium children in the Phonics screening assessments.	<p>Class teachers to closely monitor the progress of this group (PP) within their class and tailor provision/ interventions as required to maximise progress.</p> <p>Booster groups for PPG in Y1 and Y2, particular focus on Phonics.</p>	Year 1 data from 2016 – 2017 show that 33% of PPG passed the Phonics screening.	<p>Class teachers to have intervention timetables in place. Through ongoing assessment and pupil progress meetings (led by SLT), the progress of this group of children will be closely monitored and the provision in place will be tailored as required to maximise progress.</p> <p>For PPG children with SEND, which hinders their progress in phonics, class teachers should enlist the support of the SENCO as required.</p> <p>Specialist and robust phonic interventions in KS1. Year 2 PPG and targeted resits attend year 1 small focus groups 3 times a week.</p>	PPG champion	<p>July 2018</p> <p>Year 1: 67% passed</p>

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents of PPG children support their child's learning at home to enhance their progress.	<p>Ensure that all parents are aware of school expectations with regard to reading at home and completing homework. Class teacher to monitor and to follow up as necessary. School to also offer additional support (e.g. reading/ homework clubs, 1-1 reading time with teacher/TA) for children who do not have this support at home.</p> <p>Increase parental engagement with school FSA, as well as offering monthly parent forums and encouraging all parents to attend parents' evening and curriculum workshops.</p>	The school's expectation is that children will read at least 4x weekly, and that they will complete weekly maths/ English/ spelling/ times table homework. This is to support in-school learning and to ensure children are making good progress through reinforcement at home. If this does not happen, then some children will be at a disadvantage and their progress may be hindered. Ensuring children are receiving this support, and following up/ offering additional provision where it is not, will help to ensure PPG children are making good progress.	Class teacher to monitor reading/ homework and follow-up with parents. FSA involvement where required to encourage parental support. School provision for homework / reading clubs to continue.	Class teachers PP champion FSA	<p>January 2018</p> <p>Homework is reviewed weekly. Concerns are raised with parents and children attend homework club when necessary.</p> <p>SALT groups have started to take place targeting children's needs.</p> <p>Autumn term parent consultations will take place.</p> <p>Spring set for March.</p> <p>See table below</p>

Parent consultation attendance 2019 2020

Year group	Target	Aut	Spring	Notes
Nursery	100%	100%		
Reception	100%	100%		
Year 1	100%	100%		
Year 2	100%	100%		
Year 3	100%	100%		
Year 4	100%	75 %		2 children need to be followed up
Year 5	100%	86%		3 chd need to be followed up
Year 6	100%	88%		1 chd need to be followed up

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain and improve PPG attendance so that it is line with non PPG children	First day response provision. SLT follow up/ EWO referrals. Regular analysis of PPG attendance	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance of PPG children will be closely monitored by the school office, who will routinely follow up on any absences and refer any concerns (e.g. prolonged absence, persistent absence) to SLT for additional follow up. Headteacher will liaise with EWO as necessary. PPG attendance as a whole will be closely monitored to analyse how this compares to with the attendance of non PPG pupils	Pupil Premium Coordinator	January 2018

Term PPG	Presents %	AEA %	Authorised absences%	Unauthorised absences %	Attend %	Target
Aut 1	95.7	0.2	2.8	1.3	96%	96%
Aut 2						96%
Spring 1						96%
Spring 2						96%
Sum1						96%
Sum 2						96%
Term NON PPG	Presents %	AEA %	Authorised absences%	Unauthorised absences %	Attend %	Target
Aut 1	96.8	0.2	2.2	0.8	97%	96%
Aut 2						96%
Spring 1						96%
Spring 2						96%
Sum1						96%
Sum 2						96%

Summer 2 data 2018

Progress tracking in:

READING						
		Total	PP	PP + SEN	SEN	
		90	16	8	21	
Year 6: No. in cohort 90 (16 PP) (8 PPG with SEN) (21 SEN)						
KS1 2015	No of Pupils	No of pupils working at:				
		WELL BELOW	BELOW	AT	EXCEEDING	
No Data	2	0	0	1	0	
D	0	0	0	0	0	
W	0	0	0	0	0	
L1	6	0	1	2	0	
2c	7	0	0	3	1	
2b	17	0	1	1	2	
2a	19	0	1	3	3	
3	38	0	2	3	8	
Total	90	0 (0)	14 (16)	48 (53)	28 (31)	
F	15 (17)	0 (0)	3 (20)	5 (33)	7 (47)	
M	18 (20)	0 (0)	2 (11)	9 (50)	7 (39)	
Non PPG (%)	85 (94)	0 (0)	12 (14)	47 (55)	26 (31)	
PPG (%)	5 (6)	0 (0)	2 (40)	1 (20)	2 (40)	
Non PPG (no SEN) (%)	78 (99)	0 (0)	3 (5)	9 (15)	9 (15)	
PPG (no SEN) (%)	1 (1)	0 (0)	0 (0)	0 (0)	1 (13)	
Non PPG (with SEN) (%)	7 (64)	0 (0)	0 (0)	4 (31)	3 (23)	
PPG (with SEN) (%)	4 (36)	0 (0)	2 (25)	1 (13)	1 (13)	

WRITING						
		Total	PP	PP + SEN	SEN	
		90	16	8	21	
Year 6: No. in cohort 90 (16 PP) (8 PPG with SEN) (21 SEN)						
KS1 2015	No of Pupils	No of pupils working at:				
		WELL BELOW	BELOW	AT	EXCEEDING	
No Data	2	0	1	0	0	
D	0	0	0	0	0	
W	0	0	0	0	0	
L1	10	0	1	3	0	
2c	12	0	1	3	1	
2b	25	0	2	4	1	
2a	24	0	0	5	3	
3	16	0	1	3	3	
Total	90	0 (0)	15 (17)	56 (62)	19 (21)	
F	15 (17)	0 (0)	3 (20)	8 (53)	4 (27)	
M	18 (20)	0 (0)	3 (17)	11 (61)	4 (22)	
Non PPG (%)	85 (94)	0 (0)	12 (14)	55 (65)	18 (21)	
PPG (%)	5 (6)	0 (0)	3 (60)	1 (20)	1 (20)	
Non PPG (no SEN) (%)	78 (99)	0 (0)	3 (5)	13 (21)	5 (8)	
PPG (no SEN) (%)	1 (1)	0 (0)	0 (0)	1 (13)	0 (0)	
Non PPG (with SEN) (%)	7 (64)	0 (0)	0 (0)	5 (38)	2 (15)	
PPG (with SEN) (%)	4 (36)	0 (0)	3 (38)	0 (0)	1 (13)	

MATHS						
	Total	PP	PP + SEN	SEN		
	90	16	8	21		
Year 6: No. in cohort 90 (16 PP) (8 PPG with SEN) (21 SEN)						
KS1 2015	No of Pupils	No of pupils working at:				
		WELL BELOW	BELOW	AT	EXCEEDING	
No Data	2	0	0	1	0	
D	0	0	0	0	0	
W	0	0	0	0	0	
L1	4	0	0	0	1	
2c	9	0	1	4	0	
2b	25	0	1	7	0	
2a	21	0	1	6	2	
3	28	0	1	2	5	
Total	90	0 (0)	14 (16)	54 (60)	22 (24)	
F	15 (17)	0 (0)	2 (13)	8 (53)	5 (33)	
M	18 (20)	0 (0)	2 (11)	12 (67)	4 (22)	
Non PPG (%)	85 (94)	0 (0)	13 (15)	52 (61)	20 (24)	
PPG (%)	5 (6)	0 (0)	1 (20)	2 (40)	2 (40)	
Non PPG (no SEN) (%)	78 (99)	0 (0)	3 (5)	13 (21)	5 (8)	
PPG (no SEN) (%)	1 (1)	0 (0)	0 (0)	0 (0)	1 (13)	
Non PPG (with SEN) (%)	7 (64)	0 (0)	0 (0)	5 (38)	2 (15)	
PPG (with SEN) (%)	4 (36)	0 (0)	1 (13)	2 (25)	1 (13)	

SCIENCE						
	Total	PP	PP + SEN	SEN		
	90	16	8	21		
Year 6: No. in cohort 90 (16 PP) (8 PPG with SEN) (21 SEN)						
KS1 2015	No of Pupils	No of pupils working at:				
		WELL BELOW	BELOW	AT	EXCEEDING	
No Data	3	0	0	2	1	
1	5	2	2	1	0	
2	59	0	6	46	7	
3	22	0	0	7	15	
Total	90	2 (2)	8 (9)	56 (62)	24 (27)	
F	41 (46)	1 (2)	3 (7)	26 (63)	11 (27)	
M	49 (54)	1 (2)	5 (10)	30 (61)	13 (27)	
Non PPG (%)	74 (82)	1 (1)	3 (4)	48 (65)	22 (30)	
PPG (%)	16 (18)	1 (6)	5 (31)	8 (50)	2 (13)	
Non PPG (no SEN) (%)	61 (88)	0 (0)	2 (3)	37 (61)	22 (36)	
PPG (no SEN) (%)	8 (12)	1 (13)	2 (25)	3 (38)	2 (25)	
Non PPG (with SEN) (%)	13 (62)	1 (8)	1 (8)	11 (85)	0 (0)	
PPG (with SEN) (%)	8 (38)	0 (0)	3 (38)	5 (63)	0 (0)	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk