

# High View Primary Learning Centre – Pupil Premium Strategy Statement

Head Teacher	Theresa Smith	Chair of Governor	William Ward	Business Manager	Deb Barker
Deputy Head	Nicola Simpson				
Pupil Premium Lead	Catherine Gallagher				
<b>Information Summary:</b>					
Number of pupils on roll:	458 (410 based on census)				
Number of eligible pupils	151 (115 based on census)	Date of most recent review	September 2021		
Total pupil premium budget	189,540 (173,960) allocated funding	Date of next review	January 2022		
<b>Funding Overview</b>					
<b>Detail</b>			<b>Amount</b>		
Pupil premium funding allocation this academic year			154,675		
Recovery premium funding allocation this academic year			(19,285) Academic Mentor and Training.		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)			17,000		
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			£171,675		
Agreed and signed: Chair of governors: _____ Date: _____			Agreed and signed: Head Teacher: _____ Date: _____		

<b>KS2 Attainment 2019 last published data.</b>		
<b>Key Stage 2</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP 2019</b>
% achieving EXPECTED + in Reading writing and maths	45%	81%
% achieving EXPECTED + in Reading	55%	86%
% achieving EXPECTED + writing	60%	89%
% achieving EXPECTED + in maths	75%	94%
% achieving at Greater depth in Reading	20%	34%
% achieving at Greater depth in writing	0%	22%
% achieving at Greater depth in maths	25%	28%
<b>Key Stage 1</b>		
% achieving EXPECTED + in Reading writing and maths	71%	70%
% achieving EXPECTED + in Reading	65%	77%
% achieving EXPECTED + writing	59%	70%
% achieving EXPECTED + in maths	71%	81%
% achieving at Greater depth in Reading	6%	35%
% achieving at Greater depth in writing	0	18%
% achieving at Greater depth in maths	12%	23%
<b>EYFS Attainment 2019</b>		
% achieving EXPECTED GLD	46%	66%
% achieving EXPECTED in reading	46%	66%
% achieving EXPECTED in writing	46%	66%
% achieving EXPECTED in maths number	46%	66%
% achieving EXPECTED in maths SSM	46%	66%
<b>Attendance for 2019</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>Persistent absence % for PP pupils.</b>		

### **Statement of intent:**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, this alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

### **Demography and School Context**

High View Primary Learning Centre is a larger than the average-sized primary school (465 pupils including FS1). We are two formed. The school is a National Support School. It is a converter academy, converting in 2015, sponsoring a school in special measures working within

Every Child Matters Multi-Academy Trust. The current leadership worked within the school when it opened in 2005. The school serves an area of significant deprivation with 32% (with nursery) of pupils being disadvantaged and currently entitled to FSM (national 20.8%) and 34% are Pupil Premium. In some classes this percentage is as high as 52%. In addition 23% of the disadvantaged pupils have SEND.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To narrow the vocabulary gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

The range of provision the Governors consider making for this group include, and would not be limited to:

- Full time non-teaching deputy to support the delivery of phonics to ensure foundations of reading are embedded
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support for bottom 20% of pupils in KS1 and those still accessing RWI.
- Full time non-teaching SENDCO to support appropriate interventions and support in class
- Additional teaching and learning opportunities provided through trained SLEs or external agencies
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support through Incredible Me programme for emotional development support
- Art therapy for pupils in need of intensive specialist support
- Contribution for residential, ensuring children have first-hand experiences to use in their learning in the classroom.

- Support the funding of specialist learning software
- To extend PE provision by providing before/after-school clubs, inter-school competitions so that all pupils access sporting events and physical activity
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote High View values and thus enhance learning through sport leaders.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenge number	Detail of challenge
1	Pupils enter school with a limited range of vocabulary and lack of language knowledge to support the curriculum delivery.
2	Delivery of phonics needs to be robust and consistent to ensure that all pupils are readers by 7 through the delivery of RWI.
3	There is a gap between Pupil Premium and non-Pupil Premium in writing at EXS and GDS.
4	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
5	Attendance of PP pupils is lower than non-PP.

### **Intended Outcomes:**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<b>Intended outcome</b>	<b>Success criteria</b>
Language is the driver for teaching the curriculum; key vocabulary is utilised in all subjects to narrow the gap of disadvantaged pupils through the specific teaching of content to ensure it is embedded into long-term memory.	Language is evident in all environments; pupils are able to use the vocabulary confidently verbally and in their written work. Parents are aware of the key vocabulary they can use to support at home.
RWI is embedded in EYFS and KS1. Pupils are at least in line with ARE at all stages.	Outcomes through phonics screening test is above national consistently with the aim of 100% passing (unless significant SEND needs).
Disadvantaged pupils' attainment in writing has narrowed between non-disadvantaged.	Analysis of disadvantaged pupils in writing shows progress is rapid and the gap has narrowed in all years through the intervention and quality wave one teaching.
Staff, pupils and parents have support for mental health and well-being. Pilot scheme has met its outcomes and needs of stakeholders.	All stakeholders are aware of the support available for well-being and mental health. Staff illness will reduce based on stress/anxiety. Pupils are able to explain emotions and have solutions to support.
Disadvantaged pupils attend school regularly and parents value the education the pupils need and the number falling into persistent absentees is reduced.	Percentage of pupils who are persistent absentees has reduced and is below national.

### **Activity in this academic year**

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### **Teaching:**

<b>Action</b>	<b>Costings</b>
Teacher Training costs	£7000
Read Write Inc	£10000
TA interventions, 1:1, SALT, small group interventions 15% of TAs + 50% of PSA and Incredible Me time:	£111,750
Reading Leader Time	£6000
Class/library quality texts	£2000
<b>Budgeted cost:</b>	<b>£136,750</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
All subject leaders support the quality wave one teaching for the whole curriculum to improve the language associated with the NC and learning is focused on knowing more and remembering more.	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET as well as phase meetings and leadership time to support the planning, delivery, monitoring and evaluation of all subjects.	1, 2, 3, 4 and 5

<p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</p> <p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>Trips, visitors, links in the community to widen experiences and support of what the community has to offer to widen knowledge and understanding of their world and the wider world through the curriculum offer. Staff to have appropriate CPD as support to deliver the high quality learning of all subjects.</p> <p>Clear progression maps and assessment criteria through Eazmag ensures that the whole curriculum is taught with the same rigour and emphasis of core subjects. Pupils experience and knowledge is varied based on their life experiences and through the delivery, learning experiences widen their opportunities.</p>	
<p>High quality and effective RWI to be delivered to EYFS, KS 1 pupils and intervention for KS2 pupils who still need the intensive programme.</p> <p>Reading Leader daily coaching, CPD weekly meetings and development days to support the delivery to ensure quality and consistent approach in all groups.</p>	<p>EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Pupils enter school significantly below ARE with a specific gap in language and understanding. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Gap between disadvantaged and non-disadvantaged is wide. Reading is the key to learning and school focus on reading as soon as pupils enter school to ensure by 7 every child is a reader.</p> <p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have access to the correct level of support to ensure the rigour. Assessment enables rapid progress movement and drive for all pupils to reach their potential.</p>	<p>2, 3 and 4</p>



<p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to widen their literature to link to the writing.</p>	<p>EEF: It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p>	
<p>Support for writing for Key Stage 2 to narrow the gap of disadvantaged and non-disadvantaged. Focus on sequence, feedback and writing pilot with a clear focus on the project.</p>	<p>EEF: Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes.</p> <p>The EPIC writing sequence is taught across school as this provides the seven components: planning; drafting; sharing; evaluating; revising; editing and publishing.</p> <p>Staff are to have effective CPD through the project school it is a part of and will share practice and evidence.</p> <p>The gap between disadvantaged and non-disadvantaged is wide in some areas of school and pupils need to have the correct level of support through diagnostic assessment and 1:1 intervention of support.</p>	<p>1, 2, 3 and 5</p>

All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.	Due to staff mobility and change of year and the extensive need of the pupils, staff need to be confident in identifying support/intervention and have the knowledge of what intensive intervention will close and narrow their learning gap.	
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**Targeted Academic Support (tutoring, one-to-one support structured interventions):**

<b>Action</b>	<b>Costings</b>
5 TAs complete 1:1 groups for just RWI	£3739
SLT to support Y2 and Y6	£3090
SENDCo working with SEND who are PP	£4175
<b><u>Budgeted costs:</u></b>	<b><u>£11,004</u></b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
1:1 TAs to support RWI bottom 20% across school.	<p>EEF: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p>	1, 2, and 3

	TAs are part of development days, have individualised coaching sessions and training based on the pupils they teach. Intensive CPD and support provides TAs with appropriate skills to provide specific intervention.	
Additional staff members in Year 2 and Year 6 to support the pupils reaching ARE milestones ready for transition to their next key phase.	Based on the need of pupils and school pledge to ensure disadvantaged pupils met ARE and are ready for their next transitional phase, additional staff are utilised to support small groups in class to narrow the gap, explicit learning based on assessments and effective intervention.	1, 2 and 3
Non-teaching SENDCO to support the interventions needed for the PP that are displaying SEND needs and further support.	EEF: Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach. SENDCO will allocate time to observe SEND pupils to address any additional support/resources needed to access their learning. Disadvantaged pupils are also a focal point as a means to highlight any additional needs and interventions in place.	1, 2, 3, 4, and 5

**Wider Strategies (e.g. attendance, behaviour, well-being):**

<b>Action</b>	<b>Costings</b>
Art Therapist:	£17472
Magic Breakfast:	£3318
Attendance:	£3150
Residential:	£2000
PSA already included above	
Incredible Me costings calculated above	
<b>Budgeted Cost:</b>	<b>£23,622</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-teaching TA mentor for delivery of 1:1 Incredible Me and small groups for Incredible Me.</p> <p>Well-being actions from PHSCE and Curriculum Leads to support pupils.</p>	<p>As part of the well-being of our pupils and the high level of need based around safeguarding, grief, family splits and increase of domestic violence, school has funded a full time TA to support the emotional regulation and well-being of pupils. This is completed through 1:1 and small group work.</p>	<p>1 and 3</p>
<p>Art therapist twice a week to support pupils with specialist needs.</p>	<p>High View has a vast number of pupils who have experienced trauma and need specialist intervention. The art therapist works closely with the families to offer guidance and support.</p>	<p>1, 4 and 5</p>
<p>Magic Breakfast (£1000) provides a free breakfast for all children to start their day.</p>	<p>Food deprivation is high at High View. Families have been supported through food banks, food vouchers and donations. Research shows hungry children do not perform as well.</p>	<p>4 and 5</p>
<p>Attendance Officer, Parent Support Advisor and EWO to support the reintegration into pre-Covid expectations of attendance.</p>	<p>EEF: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>Attendance and punctuality issues: attendance figures historically have been higher than national especially for</p>	<p>4 and 5</p>

	Pupil Premium pupils and we would like to narrow the gap and be below national.	
Residential costs reductions to enable all pupils to attend the residential in Year 6.	High percentage of our pupils' only time away from home during the year is school trips. It is essential for their own wellbeing that they experience different settings before writing about them. Year 6 residential is built around communication, problem-solving, challenge and resilience.	1, 3, 4 and 5

**Total budgeted costs pp:**

<b>Recovery Funding:</b>	<b>£19,285</b>
SLT teaching support	6,275
Additional teacher (Summer 2)	£5750
Curriculum Lead support 10% each week	£2767
Maths Lead support 10% each week	£2861
Writing Lead support 10% each week	£2748
Academic Mentor	£1756
Total expenditure	<b>£22157</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional staff members in Year 2 and Year 6 to support the pupils reaching ARE milestones ready for transition to their next key phase.	Based on the need of pupils and school pledge to ensure disadvantaged pupils met ARE and are ready for their next transitional phase, additional staff are utilised to support small groups in class to narrow the gap, explicit learning based on assessments and effective intervention.	1, 2 and 3

<p>Maths recovery, NCETM training, time out for CPD. KS1 teachers.</p>	<p>Focus on number to consolidate the basics, understanding, representation of the number system to become competent and confident in using and applying.</p>	<p>1, 2 and 3</p>
<p>Additional capacity for Summer 2 to ensure all pupils are prepared for their next phase in RWM.</p>	<p>Evidence suggests quality teaching in smaller classes supports progress. Member of staff will support the delivery of the curriculum for those who may not have yet fully caught up reading for next year.</p>	<p>1, 2 and 3</p>
<p>Curriculum, Maths and Literacy Leads to support the progress, learning and delivery to ensure rapid progress. Team teach, model lessons, pupil intervention and support. Deliver CPD to all staff to ensure quality, consistent approach.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the English Hub, DELTA Teaching School Hub and Tykes CPD offer. All staff to lead effectively are released termly to support their subject delivery and outcomes and SLT weekly.</p>	<p>1, 2 and 3</p>

## Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

Action	Objective	Target Group	Cost	Evaluation
CPD to teachers	Teachers/governors to receive training and CPD that ensures wave 1 teaching is effective. This is based on the needs from the SIP – through the delivery of the core subjects and foundation subjects for all leaders/staff to be effectively trained on the knowledge and understanding of teaching the curriculum post-pandemic. Governors to access new Ofsted training and training for effective governance. Catch-up curriculum to be supported through CPD.	All	£8,900	Number sense Introduction to Rekenrek Writing team plan and teach Guided reading – catch up Well-being INSET CPD key curriculum coverage Ofsted training Recovery curriculum and teacher toolkit 7 part lesson Language and Vocabulary Teams training CPD from Tykes Y1-Y6 writing moderation twilights
Highly-qualified TAs across school	Ensure that additional capacity of TAs impacts on the outcomes for all pupils, especially those with additional needs.	All	£135,000	All staff were in school continuously due to the number of pupils in school. They provided support for those in school and online remote interventions for those at home. Pupils were able to have 1:1 for SALT, RWI, support for SFP targets, EHCP targets. Staff continued to be trained and utilised resources to support and catch up the pupils when school was fully open and when lockdown took place in the Spring term.

Proportion of PSA time working with parents and pupils in school	To support parents to meet the needs of the pupils with clear boundaries to support school and enable the pupils to be fit for learning.  Pupils are ready to learn. They have time to talk, share and have positive interaction so they feel valued.	All targeted children and families	£18,000	PSA worked constantly offering support for parents throughout the year. Food vouchers were delivered and food parcels. As well as this, support for home schooling, parenting, finance and well-being continued. Home visits for welfare checks during the Spring term continued, for those isolating.
After-school booster sessions/after-school clubs if able so to ensure children achieve national – all children to attend several rewards/awards events.	To increase the % of pupils achieving higher levels in reading, writing and maths.	Year 6	£14,000	Boosters were organised to be delivered in summer; however, due to large number of cases in school and Y6 bubbles down, these did not take place. To be carried forward for Y6 2021-2022 for earlier start and more access to support.
Funding for an Attendance Officer  Attendance prizes, awards, certificates, end of term and end of year prizes for 100% attendance	To improve attendance across the school and reduce the instances of those children who are persistently late.	All	£8,000  £1,000	Due to significant number of pupils isolating, bubble closures and welfare checks, phone calls and virtual meetings took place.
Additional support/intervention for behaviour of targeted pupils (Incredible Me through TA specific)	To improve the confidence, social skills and self-esteem of those selected.	Targeted children throughout school FS2 – Year 6	£1,500 JH full time out of class offering 1:1 incredible Me therapy. What is JH costs?	47 Pupils had intensive 1:1 intervention for emotional well-being in school.
Specialist behaviour/counselling therapist, Art Therapy.	To ensure the safety and well-being of pupils.	Targeted children	£8,000 check for actual cost from Jan to March	Therapy continued in autumn and summer for the pupils in need; focus was on Y6 pupils in need due to their transition.



Speech and language TAs across the school to accelerate outcomes for pupils with known difficulties	To improve speech and language acquisition at an early age and to support pupils with specific language difficulties with targeted support.	Pupils with limited and / or immature early language  Children with specific language difficulties	£8,000	Continued through Zoom/Teams to support pupils in school and at home. TAs supported in both.
Pupil Progress Meetings utilised with PP children as a focus	For all staff to understand the needs of our pupils and ensure that they are receiving support to meet the pupils needs. During termly PPM, every individual PP child attainment and progress to be discussed and actions/interventions are set accordingly.	All	£1,500	These took place early September to address the need for intervention and need of pupils. They were repeated in March when all pupils returned and July for transition. Staff had allocated time with SLT to discuss and provision map the needs of pupils. Quality cover enabled quality teaching.
Whole school theme weeks and days to engage and excite children in their learning including anti-bullying week, visitors, family fun sessions, theatre visits and workshops etc.	To improve pupil and parent engagement. To provide opportunities to enrich the curriculum and experiences for pupils.	All	£1,000	This did not take place due to Covid.
INCO (Pupil Premium Lead)	To support all staff to ensure quality first wave teaching and learning for PP pupils  School is narrowing the gap to national	All	£5,100	Based on additional teacher supporting teaching and learning from summer, team teach for writing took place and team teach for curriculum; adaptation of curriculum time out enabled the curriculum offer to meet the needs of pupils, time to evaluate and support teaching in all classes.

Teachers using effective feedback to children to ensure progress, support and challenge delivered.	Feedback related to learners' performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.	All	Phase meetings and CPD around effective feedback	CPD for staff to research feedback, effective strategies for engagement, working triads collaborated to improve outcomes for pupils.
HV curriculum to ensure collaborative opportunities are used to support PP children	Collaborative or cooperative learning to promote interaction between group members and accelerate learning.	All	£2,000	
PP attainment in phonics	Support staff and children who are PP but not SEN to ensure that they have all opportunities to pass the phonic screen in Year 1. Introduction of RWI programme for KS1. Staff will be having training and development days to support the delivery of the programme to increase % and ensure every child a reader by 7 years.	FS/KS1	Resources as needed £13,000	Development days On-going resources Subscription/videos Coaching and training from Reading Lead. Reading across school is a strength and the pupils have maintained their attainment throughout lockdowns. Year 2 achieved 88% in autumn for PSC.
Mastery learning to be utilised throughout reading, writing and maths	Ensuring that PP children have a curriculum taught towards mastery learning - breaking down subject matter and learning content into units with clearly specified objectives, which are pursued until they are achieved. Deepening thinking and independence throughout.	All	Training implications for staff and resources	CPD ensured that pupils had recovery curriculum to meet needs and ensure they were ready for next phase of learning, Maths CPD ensured key objectives were secure, number for KS1 was a focus. Interventions supported those who needed extensive support.
Subsidising the cost of school visits – residential	To ensure all pupils have access to school visits to enrich their	Year 6	£1450+ 345 for PP.	Trip had to be moved to the summer with an additional cost of £800. This was covered by school so no additional costs to parents.

	curriculum, British values and experiences.			
Celebration and achievement events - Year 6 end of year celebrations	Recognise and reward outstanding effort and attitude of pupils – focusing on resilience and determination.	Subsidising	£300	Year 6 had their rewards for the end of the year: awards, disco, celebrations, hoodies.
<b>Total</b>		Expected Expenditure	£255150	
		Actual Expenditure	238,150	
		Carry forward	17000	

**Externally provided programmes:**

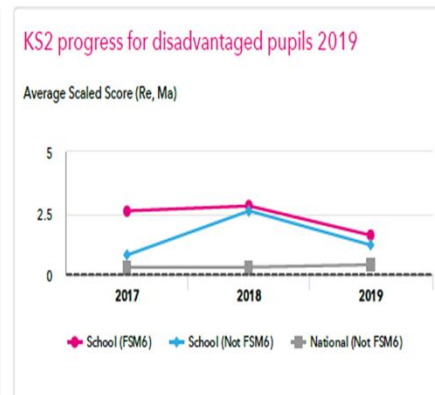
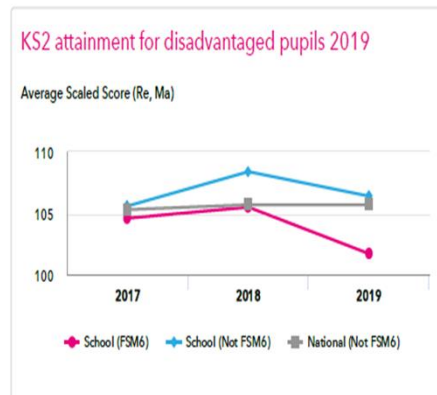
<b>Programme</b>	<b>Provider</b>
X Tables Rockstars	TT Rockstars
RWI	Ruth Miskin
Speech Therapists	BMBC
Number Sense	Number Sense

### Further Information:

Our progress figures over several years demonstrate the excellent progress that has historically been achieved at High View PLC and which has been continued over the last two years despite the challenges of the COVID-19 pandemic.

In terms of attainment the gap between FSM and non-FSM in school is widening. In terms of progress FSM are above national and non-FSM.

### Disadvantaged pupils



All pupils FSM are making more progress than non-FSM in average scaled score R and M.