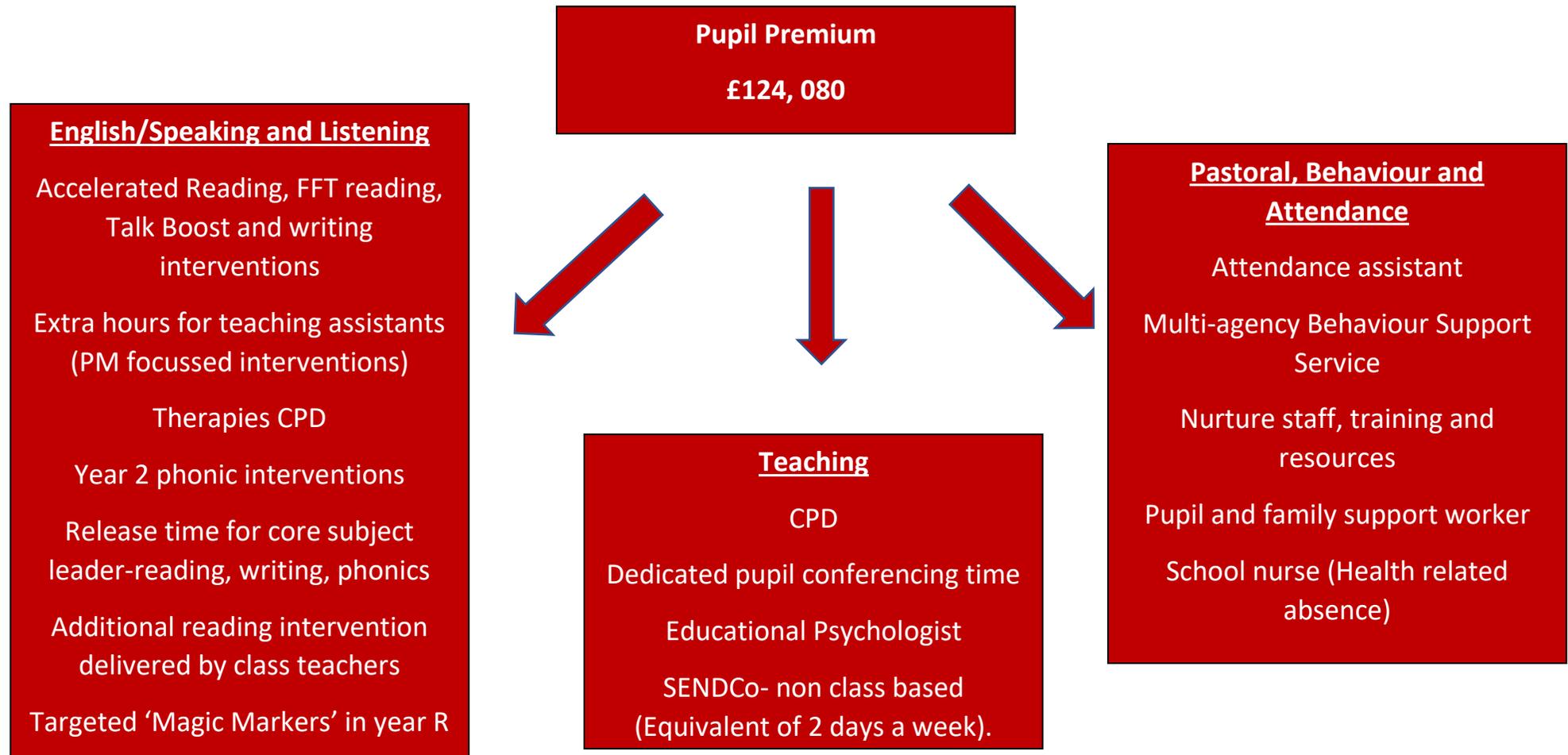


## Pupil premium Strategy

‘Valued as Individuals, Inspired and Nurtured as Learners’



### The main barriers faced by eligible pupils:

Our aim is to minimise barriers to learning and achievement for all children, including those eligible for the Pupil Premium (PP).

Desired outcomes		
	Desired outcomes and how they will be measured	
1	To improve outcomes for pupil premium children achieving an overall Good Level of Development by the end of EYFS. This will be measured by the EYFS outcomes for pupil premium children.	PP children make accelerated progress from low starting points to achieve an overall Good level of development. PP children make accelerated progress in reading in order to improve their writing. Improve the % difference in reading, writing and mathematics for PP children compared to other pupils (in our school and nationally).
2	To improve outcomes for pupil premium children in reading, writing and mathematics by the end of KS1. This will be measured by the KS1 outcomes for pupil premium children.	PP children make accelerated progress in reading in order to improve their writing. Maintain or improve the % difference in reading, writing and mathematics for PP children compared to other pupils (in our school and nationally).
3	To improve outcomes for pupil premium children in reading and mathematics by the end of KS2. This will be measured by the KS2 outcomes for pupil premium children.	PP children make accelerated progress in reading and mathematics. Improve the % difference in reading and mathematics for PP children compared to other pupils (in our school and nationally).
3	To improve learning, emotional and behavioural issues of identified pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	Focussed intervention improves pupils' resilience and attitudes to learning. These children make good progress in line with their peers.
4	To improve the attendance and punctuality of pupil premium children.	The number of persistent absentees (PP children) continue to reduce. Attendance is in line with or above National figures.
5	To continue to develop parents as partners by increasing parental engagement with the school through targeted events.	Increase in parental/carer engagement. Greater attendance in school events with a specific target on learning.

For 2019-2020 Highbury Primary School received £124,080 for Pupil Premium. Some strategies used across the whole school benefit more than just our disadvantaged pupils. To address these barriers, spending of the pupil premium grant is divided between;

#### **targeted teaching and teaching assistant support in class/learning interventions- English, communication and speech and language.**

Assessment for Learning through planning in the moment in year R. Teaching assistants are well trained in supporting pupils' learning as well as in specific learning interventions so that teaching assistants can provide effective support to individual pupils or small groups. Early Years teaching assistants trained to deliver Early Talk Boost interventions to small groups of children. The English leader and SENDCo works alongside teaching assistants and trains them in

effective delivery of reading interventions. Reviewing the effectiveness of these groups is carried out on a continued cycle of improvement. Year R class teachers deliver targeted 'Magic Markers' writing groups after school.

**Behaviour, attendance and pastoral support-development of personal, social, emotional skills.**

Pupils have to be in school and able to pay attention before they can access learning. Rapid response systems in place to address poor attendance including the attendance officer contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school. Ensure behaviour strategies are in place and are effective: communicating simple, clear rules and training all staff in behaviour management. Strong social and emotional support strategies help pupils in need of additional support, including through work with their families. The school will use this funding to access external services such as the educational psychologist for identified pupils and provide a health professional (school nurse) to support the school's challenge of health related absence.

Impact of the spend is measured in terms of comparison between achievement of eligible and non-eligible pupils, as well as successful access to enhancement opportunities for eligible pupils. The pupil premium strategy is reviewed by the governing board each Autumn Term.

In planning the allocation of funds the following criteria have been considered:

- Research from the Sutton Trust –Toolkit of strategies to improve learning
- Children's progress in their previous year group and setting
- The target setting for pupils in Reading, Writing and Maths
- What worked well last year
- Previous work with the Teaching School's Alliance in a 'Challenge the Gap' project.
- Arrangements for children with special educational needs and for more able children
- Additional support already provided by the school

Overview of Pupil Premium Grant Spending for 2018-2019			
Total number of pupils eligible;	94 (395 NOR)	% of school population	24%
Total amount of pupil premium grant received;	£124,080		
Date for next internal review of this strategy;	February 2020		
Current attainment (2018/2019)			
	Pupil's eligible for pupil premium (our school)	Pupil's not eligible for pupil premium (our school)	
% achieving a Good level of development at the end of EYFS	45%	88%	
% achieving the expected standard in phonics (Year 1)	50%	85% (National 2017/18)	
% achieving the expected standard in phonics (Year 2 retakes)	50%		
% achieving in reading, writing and maths at the end of KS1	55%	72%	
Attainment in reading (expected standard +)	60%	82%	
Attainment in writing (expected standard +)	65%	74%	
Attainment in mathematics (expected standard +)	75%	79%	
Progress in reading			
Progress in writing			
Progress in mathematics			
% achieving in reading, writing and maths at the end of KS2	39%	59%	
Attainment in reading (expected standard +)	50%	74%	
Attainment in writing (expected standard +)	89%	87%	
Attainment in GPS (expected +)	78%	77%	
Attainment in mathematics (expected standard +)	67%	79%	
Progress in reading	-2.8%	-2%	
Progress in writing	0%	-0.9%	
Progress in mathematics	-2.6%	-3.9%	

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>In-school barriers (issues to be addressed in school)</b>
<ul style="list-style-type: none"> <li>Emerging prior attaining pupils, who are eligible for PP, are making less progress in writing and reading than other pupils at the same starting point across Key Stage 1.</li> </ul>
<ul style="list-style-type: none"> <li>Oral language skills on entry to EYFS/ Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.</li> </ul>
<ul style="list-style-type: none"> <li>Breadth and opportunity of life experiences which impact on learning as well as lack of experience and exposure to books and other forms of literature. Many pupils do not have easy access to high quality books and reading environments. Therefore, most are not supported at home with positive reading cultures. This impacts greatly on their writing ability.</li> </ul>
<ul style="list-style-type: none"> <li>Behaviour, social and emotional development issues for pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils (those eligible for PP) who have had little/no boundaries and lack of routine due to parental low expectations of achievement and behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils eligible for PP, need to sustain and build on their development in year 3, year 4, year 5 and year 6.</li> </ul>
<ul style="list-style-type: none"> <li>Middle prior attaining pupils, who are eligible for PP, need to make accelerated progress in order to achieve above the expected standard at the end of Key stage 2 in reading, writing and mathematics.</li> </ul>
<b>External barriers (issues which also require action outside school)</b>
<ul style="list-style-type: none"> <li>The school has an above average social housing need. The deprivation indicator is 0.2, however 47% of families receive working tax credit and there are a significant number of one parent families.</li> </ul>
<ul style="list-style-type: none"> <li>Family support through early help, parental confidence, their own level of education and experience of school. A greater majority of parents (eligible for pupil premium) do not value education. The impact of this is that children become less engaged in their learning at home and at school, particularly reading.</li> </ul>
<ul style="list-style-type: none"> <li>Children's confidence in their own ability and closed mindset to challenge and achievement</li> </ul>
<ul style="list-style-type: none"> <li>Attendance –. Despite improvements over time, absence rates for pupils eligible for PP have been higher than other children. Attendance rates are improving. The pupils who are attending less regularly means that they have reduced school hours and this can cause them to fall behind on average.</li> </ul>

<b>English/speaking and listening</b>					
<b>Planned actions/project and target year group</b>	<b>Chosen action/approach</b>	<b>Aim What is the evidence and rationale for this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Cost and Impact</b>
To improve phonics provision so that children's achievements are at	Release time for English leader. Teacher will focus staff CPD on developing	High quality training for the delivery of phonics in year 2 and in year 1.	This will be; regularly monitored half termly/termly by the Inclusion leader.	This will be reviewed during; *Weekly monitoring	<b>£5410</b>

<p>least in line with National standards. (Year 1 and year 2 retake).</p> <p>Intensive phonics programme is targeted at pupils working below age expectation in their phonics.</p>	<p>phonic provision so that more children pass the phonic screening check, particularly the year 2 phonics retake (Focus on disadvantaged pupils). KS2 children who did not pass the phonics screening check and/or still need support in phonics.</p>	<p>English and KS1 leader to have dedicated release time for monitoring and support. Children who are not on track to meet their end of year targets (year 1 phonics/year 2 phonics retake) and KS2 children who still need support, will receive tailored support from interventions and targeted quality first teaching.</p>	<p>As well as; *Pupil progress meetings *Half termly data analysis *Teaching and learning monitoring *Weekly SLT meetings *Appraisal cycle</p>	<p>*Half termly pupil progress meetings *Pupil Premium spend Annual review</p>	<p><b>£725</b></p>
<p>To improve outcomes for pupil premium children in reading and writing by the end of EYFS/KS1. This will be measured by the EYFS/KS1 outcomes for pupil premium children.</p>	<p>Development of reading provision. Release time for English leader. English leader to work alongside external lead reviewer during Reading review. English leader to work alongside English specialist.</p>	<p>In order to improve reading standards and therefore writing standards, the school have decided to focus the English leader role on Reading/ phonics. This will ensure that the profile of reading across the school is high. The English leader will focus staff CPD on developing reading provision across the school so that more children achieve the expected standard or above in reading across each year group.</p>	<p>This will be; regularly monitored half termly/termly by SLT. As well as; *Pupil progress meetings *Half termly data analysis *Teaching and learning monitoring *Weekly SLT meetings *Appraisal cycle</p>	<p>This will be reviewed during; *Weekly monitoring * half termly pupil progress meetings *Pupil Premium spend Annual review</p>	<p><b>£5000</b></p>
	<p>Additional targeted individual reading intervention delivered by class teachers.</p>	<p>Increased opportunities to read 1:1 with the class teacher.</p>			
	<p>Tailored writing programme in order to accelerate progress of prior middle attainers TAs to lead spelling/handwriting</p>	<p>To accelerate progress of the prior middle attainers in order to maintain a higher proportion of pupils to achieve above the expected standard.</p>	<p>This will be; regularly monitored half termly by the year 2 leader with the deputy</p>	<p>This will be reviewed during; *Half termly pupil progress meetings</p>	<p><b>£6780</b></p>

	interventions (precision spellings/fine and gross motor skills/handwriting) for Pupil premium children with a focus on more able writers.		headteacher/Assistant headteacher. As well as; *Pupil progress meetings *Writing moderation *KS1 outcomes	*Half termly writing moderation (in and across schools)	
	Targeted 'Magic Markers' in year R led by 2 EYFS class teachers. Planned programme.	To accelerate progress of the prior middle attainers in order to maintain a higher proportion of pupils to achieve the ELG or exceed the ELG in writing.	This will be; regularly monitored half termly by the year R leader with the headteacher/Assistant headteacher. As well as; *Pupil progress meetings *Writing moderation *KS1 outcomes	This will be reviewed during; *Half termly pupil progress meetings *Half termly writing moderation (in and across schools)	<b>£2408</b>
To address pupils' individualised and specific learning needs in reading in addition to quality first teaching.  To continue to develop and accelerate the quality of the children's oral language and range of vocabulary from a low starting point.	Maintain the increase of TA hours so that they can continue to deliver the intensive one to one accelerated reading programme/ talk boost/ FFT focussing on pupil premium children who are not on track to make expected/better than expected progress.  Maintain high quality training for TA staff in accelerated reading interventions, phonic	Due to its previous impact and low cost, we will continue to use this as an intervention across the school. High quality training for all TA staff. Children who are not on track to make expected/better than expected progress will gain support from interventions as well as targeted quality first teaching.	This will be; regularly monitored half termly by the English leader and/or Inclusion leader As well as; *Pupil progress meetings *EYFS/KS1 moderation outcomes *EYFS/KS1/KS2 outcomes *end of KS1/KS2 outcomes *Half termly review of interventions *Monitoring of interventions	This will be reviewed during; *Half termly pupil progress meetings *Half termly data analysis *Half termly review of interventions *Monitoring of interventions	<b>£3615</b>

	interventions, FFT reading and talk boost interventions. Children who are not on track to make expected/better than expected progress will gain support from interventions as well as targeted quality first teaching.				
To improve the children's language skills/speaking and listening.  Provide specialist CPD/ support in working with children in order to deliver effective therapy support.	Therapies CPD delivered to all staff during INSET. As a result, one to one speech and language assessment/ therapy delivered. Targeted groups.	Based on an increased proportion of children who enter school with poor language acquisition/oracy and the impact speech therapy interventions over the last 2 years.	This will be; regularly monitored half termly by the Inclusion leader/SENCo As well as; *Pupil progress meetings *EYFS moderation *EYFS outcomes  The progress from starting point will be measured at the end of the year using the Renfrew screening test.	This will be reviewed during; *Half termly pupil progress meetings *Pupil Premium spend Annual review *The completion of speech and language intervention.	<b>Free Therapies training</b>
Total budgeted cost for English/speaking and listening					£ 23,938
<b>Teaching</b>					
<b>Planned actions/project and target year group</b>	<b>Chosen action/approach</b>	<b>Aim What is the evidence and rationale for this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Cost and Impact</b>
To improve outcomes for pupil premium children in reading and writing by the end	Continue to improve quality first teaching across the school through increased	High quality training for all staff.	This will be regularly monitored by SLT during;	This will be reviewed during; *Half termly pupil progress meetings.	CPD costs

<p>of KS1. This will be measured by the KS1 outcomes for pupil premium children.</p> <p>To improve outcomes for pupil premium children in reading and maths by end of KS2.</p>	<p>CPD, specifically targeted teaching, dedicated reflection time and focussed marking and feedback.</p>	<p>Subject/ phase leaders to have dedicated release time for monitoring and support. Children who are not on track to meet their end of year targets will receive tailored support from interventions and targeted quality first teaching.</p>	<p>*Dedicated subject/phase leader time for monitoring and support *Half termly pupil progress meetings and *termly data analysis. As well as; *CPL (Continued professional learning meetings</p>	<p>*Annual review of pupil premium spend.</p>	
	<p>Teaching assistants employed in the afternoons to deliver targeted interventions, with a specific focus on children eligible for pupil premium who need support to achieve their targets.</p>	<p>To diminish the difference between children eligible for pupil premium and those not in reading, writing and mathematics (with a particular focus on reading).</p>	<p>This will be; regularly monitored half termly by the Inclusion leader/SENDCo and SLT. As well as; *Pupil progress meetings * moderation *Monitoring of interventions *KS1/KS2 outcomes</p>	<p>This will be reviewed during; *Half termly pupil progress meetings. *Half termly data analysis *Intervention analysis</p>	<p><b>£520</b></p>
	<p>Teacher to lead writing interventions (pupil conferencing) for KS2 pupil premium children targeting the more able writers in order to achieve greater depth (From January).</p>	<p>To improve outcomes in writing for pupil premium children, especially with the potential to achieve greater depth.</p>	<p>This will be regularly monitored by SLT during; *Half termly pupil progress meetings and *termly data analysis. As well as; *teacher and learning monitoring. *CPL –moderation *Regular book scrutiny</p>	<p>This will be reviewed during; *Half termly pupil progress meetings. *Annual review of pupil premium spend.</p>	<p><b>£7493</b></p>

To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	Employing an Educational Psychologist to provide 5 days EP time throughout the year	Some children eligible for pupil premium are presenting with complex learning needs. The EP runs assessments and ensures that the correct provision is put in place by advising SENCO, and class teacher by providing a comprehensive report and ongoing support.	This will be; Regularly monitored during half termly Pupil progress meetings As well as *Ongoing monitoring	This will be reviewed during; *Annual review of EP contract *SEND data	<b>£2000</b>
	SENCo (Equivalent of 2 days a week) non class based to provide CPD for teaching assistants and class teachers for quality teaching of groups and delivery of interventions and provision for SEND. Support staff in implementing Individual behaviour plans, EHCPs etc.	Children who are not currently on track to meet their end of year targets will gain support from interventions and targeted quality first teaching. Staff will continue to be supported with supporting children with challenging behaviours, ensuring that they stay in class, access high quality learning and make at least good progress.	This will be; Regularly monitored during termly analyses of the behaviour log (CPOMS). As well as; *Ongoing monitoring of behaviour *Weekly SLT meetings *Regular TA training *Monitoring of IBP's, EHCPs etc	This will be; Reviewed during half termly pupil progress meetings. As well as: In appraisal cycle	<b>£20,842</b>
To raise pupils' awareness of their local culture and the wider world (Cultural capital)	Increase the experiences/opportunities available for the children, particularly pupil premium children. Develop and launch a Highbury passport linked to the citizenship Award. Access to after school clubs and residential.	In order to develop a range of skills, promote and encourage positive attitudes to learning and in turn make at least good progress. Children are excited to attend school.	This will be; Regularly monitored during termly analyses of events/wider curriculum opportunities. As well as; *Ongoing monitoring of attendance *Weekly SLT meetings *Review of Highbury passport.	This will be; Reviewed half termly pupil progress meetings. As well as: In appraisal cycle	<b>£4777</b>
Total budgeted cost for teaching					<b>£ 35,632</b>

## Pastoral, behaviour and attendance

Planned actions/project and target year group	Chosen action/approach	Aim What is the evidence and rationale for this approach?	How will you ensure it is implemented well?	When will you review implementation?	Cost and Impact
Sustain improvement of attendance and reduce late arrivals year after year, particularly in narrowing the gap between pupils eligible for pupil premium funding. Work closely with families to further improve attendance.	Attendance assistant to closely monitor attendance daily with a specific focus on attendance rates of those children eligible for pupil premium. Rewards for good/improved attendance –half termly.	To sustain the improvements in attendance. Due to the high proportion of pupils who would potentially be poor attendees. Year on year, children understand the importance of attendance, enjoy the rewards they get and are motivated by the rewards others get.	This will be; Regularly monitored during fortnightly attendance meetings with the Headteacher as well as monthly supervision meetings. As well as; *Attendance data analysis *Attendance updates/reports to governors.	This will be reviewed Half-Termly	£11,293
	Free breakfast club for PP children who are persistently absent or late to school or rarely have breakfast. Free after school clubs as an incentive to be in school for PP children who are persistently absent. (link to sports premium)	In order to promote and encourage positive attitudes to learning and in turn make at least good progress. Reduce pupil premium persistent absenteeism Increase PP attendance percentage. Reduce the total lates for PP children.	This will be; Regularly monitored during fortnightly attendance meetings with the Headteacher as well as monthly supervision meetings. As well as; *Attendance data analysis *Attendance updates/reports to governors.	This will be reviewed Half-Termly	After school club provision? Free spaces?
To identify the unmet health need or the challenges to having the child in school due to health reasons.	Employ a school nurse for half a day a week	Targeted Health Interviews with a School Nurse, parent/young person and school staff if needed. These are targeted at children who are on track to being	This will be; Regular monitored during liaison with the Headteacher As well as:	This will be reviewed half termly As well as; at the end of the academic year 2019/2020	£2359

		persistent absentees for health reasons. The aim is to identify the unmet health need or the challenges to having the child in school due to health reasons.	Monthly supervision meetings		
To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early and appropriate support is put in place.	SLA with the multi-agency behaviour support service to support school staff in the implementation of pastoral support plans. Identified individuals will have access to specialist provision due to behaviour.	As behaviour across the school significantly improves, a minority of Pupil premium pupils still present with challenging behaviours which require additional specialist intervention. Multi-agency behaviour support service support with pastoral support plans and give advice and ongoing support to school staff.	This will be; Regularly monitored during termly analyses of the behaviour log (CPOMS). As well as; Half termly support from Multi-agency behaviour support service. Pastoral support plans and pastoral support plan reviews	This will be; Reviewed during annual review of SLAs. As well as; *Half termly review meetings with lead teacher advisor from MABSS *SLT meetings	<b>£4270</b>
Nurture provision carefully planned to meet the individual needs of the children.	Nurture staffing x 2, training and resources	We will implement a nurture provision and build on our bespoke ELSA support.  A team of ELSAs who work with identified children who find it difficult to manage their emotional behaviour.  Improve the nurture provision further by incorporating phonic interventions and regular opportunities to read.	This will be; Monitored during Regular half termly supervision with the Inclusion leader/SENCo and the headteacher As well as; *Boxall profile data analyses *Pupil progress meetings	This will be reviewed half termly	Nurture staffing (50%)  SF and AM x 5 mornings  <b>£19,383</b>  SF and AM x 3 pms  <b>£6124</b> <b>(50% = £12,753)</b>
To improve learning, emotional and behavioural issues of specific pupils. To ensure that children with complex needs are identified early	3 Emotional Literacy Support assistants available to work with pupils - 1 to 1 pastoral support.		This will be; Monitored during Regular supervision As well as; *class teacher feedback *Pupil progress meetings	This will be reviewed half termly	<b>£4274</b>  <b>£2137 =(50% of cost)</b>

and appropriate support is put in place. Tailored individual support improves the self-esteem and confidence of pupils.					
Continue to develop parents as partners to support their child/ren. Support learner's parents to resolve a range of issues that are creating barriers to their child's learning. Tailored individual support improves the self-esteem and confidence of pupils.	Employ a pupil and a family support worker with a specific role in safeguarding. (Deputy DSL)	Due to the impact of the early help work and meeting parents to discuss issues and problems and running friendship group sessions for children we aim to continue this work. This will also include developing the links with family learning.	This will be; Monitored during monthly supervision meetings with the Headteacher As well as; *Ongoing monitoring	This will be reviewed Termly. As well as; Annual PP review	<b>£29,326</b>
To continue to develop parents as partners by increasing parental engagement with the school through targeted events.	Invitation to parents/carers throughout the year, across all year groups, to engage with their children's learning in school. For example, sharing outcomes at the end of a topic, phonic workshops, working with their children and activities based on a whole school theme.	This continues to work well with an increasing number of parents attending events/activities where they get to work with their children or see the 'share our learning' sessions. This is less successful when parents/carers are asked to attend information events such as 'How the children learn phonics or maths' for example. The focus will be to incorporate information learning workshops with the opportunity to work alongside their children, targeting children eligible for pupil premium.	This will be; monitored by sending out termly questionnaires to parents which will evidence that parents and carers believe they have a better knowledge about their child's learning and how to support at home. As well as; *Short evaluations about the events (to be completed during the event). * List of parents/carers attending with the children eligible for	This will be reviewed during; * SLT meetings *Annual parent's survey *Year leader topic overview outcomes *subject leader annual subject reviews.	

			pupil premium identified. (Comparison between previous events).		
Tailored individual support improves the self-esteem and confidence of pupils.	Teaching assistants/ELSA employed for lunchtime period to build on work of Pupil and a family support worker (see above). Lunchtime club	To support children who find unstructured times challenging by developing self-esteem and confidence leading to improved personal and social skills.	This will be; Monitored daily.	This will be reviewed half termly. As well as; Annual PP review	<b>£1627</b>
Total budgeted cost for Pastoral, behaviour and attendance					<b>£63,765</b>
Total budgeted cost					<b>£123,335</b>

Progress from end of EYFS to end of Keystage 1 (July 2020)	Pupils eligible for Pupil Premium
% of pupils with low prior attainment achieving the expected standard or above in reading	
% of pupils with middle prior attainment achieving the expected standard or above in reading	
% of pupils with high prior attainment achieving the expected standard or above in reading	
% of pupils with low prior attainment achieving the expected standard or above in writing	
% of pupils with middle prior attainment achieving the expected standard or above in writing	
% of pupils with high prior attainment achieving the expected standard or above in writing	
% of pupils with low prior attainment achieving the expected standard or above in mathematics	
% of pupils with middle prior attainment achieving the expected standard or above in mathematics	
% of pupils with high prior attainment achieving the expected standard or above in mathematics	

Attainment as at July 2020:	Pupils eligible for Pupil Premium	Pupils not eligible for PP (national average 2018/2019)
% of pupils achieving a Good Level of Development at the end of EYFS		
% of pupils passing year 1 phonics screening check		
% of pupils passing year 2 phonics screening retakes		
% of pupils achieving the expected standard in reading at the end of key stage 1		
% of pupils achieving the expected standard in writing at the end of key stage 1		
% of pupils achieving the expected standard in mathematics at the end of key stage 1		
% of pupils achieving the expected standard in reading at the end of key stage 2		
% of pupils achieving the expected standard in writing at the end of key stage 2		
% of pupils achieving the expected standard in mathematics at the end of key stage 2		