

SUNSHINE INFANT AND NURSERY SCHOOL

Report on the impact of Pupil Premium in narrowing the attainment gap for disadvantaged pupils 2011-17

SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

Since its introduction in April 2011 the school has received the following funding from Pupil Premium.

2011-12	2012-13	2013-14	2014-15	2015-16 (65%)	2016-17
£51,728 (£488 per pupil)	£72,145 (£623 per pupil)	£101,700 (£900 per pupil)	£163,800 est. (£1,300 Per pupil)	£151,400 (£1,300 Per pupil)	£161,106 (including EYP)

Pupil Premium was introduced to help reduce the inequalities in attainment between FSM** pupils and non-Free School Meal pupils and to improve the educational opportunities of disadvantaged children. At Sunshine we have worked hard to reduce this gap by using the funding in a variety of ways.

2011/12 Pupil Premium Objectives
<p>1) To overcome the barriers facing children with speech, language and communication difficulties</p> <p>2) To raise the attainment of FSM pupils in Reception in Reading by employing an additional TA to give daily targeted support to pupils</p> <p>3) To increase the number of FSM pupils achieving L2C+ in Reading, Writing and Maths at the end of KS1 by employing an additional TA to reduce pupil numbers in RWI phonic lessons and increase targeted support in writing and maths lessons</p>
Initiative
<ul style="list-style-type: none"> • A Speech, Communication and Language Unit set up at school and an experienced TA employed to run it full time under the guidance of the SENCO. This was to help address the difficulties experienced by many pupils between the ages of 3-7 in this area and to overcome the long waiting times and non-attendance at appointments outside school • Additional TA employed in EYFS to improve the reading scores of FSM pupils and to increase classroom support across the unit • Additional TA employed in KS1 to reduce the size of phonic/literacy groups and accelerate progress in reading • Increase support in maths to raise attainment of FSM pupils
Impact
<ul style="list-style-type: none"> ✓ Improvement in self-confidence and self-esteem of pupils receiving SLC support ✓ Access to curriculum greatly improved ✓ End of KS1 results show accelerated progress for pupils.* Number of pupils achieving L2C+ increases from 80% to 92% in Reading, 68% to 88% in Writing and 83% to 92% in Maths ✓ Attainment gap between FSM pupils and NFSM pupils begins to be reduced at end of Reception* ✓ Attainment gap between FSM and NFSM pupils reduced further at end of Y1

SUNSHINE INFANT AND NURSERY SCHOOL

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2012/13 Pupil Premium Objectives
<p>1) Reduce attainment gap at Level 2B+ in Writing between FSM and NFSM pupils due to increased classroom support</p> <p>2) Increase attainment of FSM pupils at 2B+ in Reading, Writing and Maths at end of KS1</p> <p>3) To continue to overcome the barriers facing children with speech, language and communication difficulties</p> <p>4) To continue with additional targeted reading support in Reception to give children best possible start at school</p> <p>5) Increasing support for 'target' pupils and 'more able' in class by reducing group numbers in KS1</p> <p>6) To improve concentration, accelerate progress and raise attainment of pupils by providing a subsidised breakfast club for all children</p>
Initiative
<ul style="list-style-type: none"> • Speech, Communication and Language Unit continues • Additional TA continues to be employed in Reception to improve the reading scores of FSM pupils • Additional TA continues to be employed in KS1 to reduce the size of phonic/literacy groups and accelerate progress in reading. • Additional targeted support for lower attaining pupils in maths. • Subsidised breakfast club for all children begins • Pupil Premium monitored carefully on SDP, funding, spending and impact now on every Governing Body Agenda
Impact
<ul style="list-style-type: none"> ✓ Pupils attainment at end of Reception and Y1 higher than in previous years ✓ Increase in number of children achieving higher levels of attainment ✓ Pupils achieving in line with national expectations ✓ Increased attainment in RWM at end of KS1. Number of pupils achieving LB+ increases from 77% to 84% in Reading, 45% to 69% in Writing and 65% to 79% in Maths ✓ Attainment gap between FSM and NFSM AT L2B+ in Writing reduced from 23% difference to FSM pupils significantly outperforming other pupils by 15% ✓ Improved attendance and punctuality of pupils

SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

2013/14 Pupil Premium Objectives
<p>1) Ensure high numbers of PP pupils are achieving 2A+ at end of KS1 in reading, writing and maths</p> <p>2) Increase number of FSM pupils achieving L3 in Maths at end of KS1 in line with national expectations</p> <p>Accelerated progress of FSM pupils with SEN</p> <p>3) Continue to close gender attainment gap for FSM pupils</p> <p>4) Continue to improve attendance and punctuality of all pupils with a particular focus on FSM pupils with SEN</p> <p>5) To increase the attainment of pupils at the end of Reception by continuing to improve writing skills</p> <p>6) To maintain the high levels of attainment for FSM pupils at the end of KS1</p> <p>7) Continue to overcome the barriers facing children with speech, language and communication difficulties</p> <p>8) Continue to improve concentration, accelerate progress and raise attainment of pupils by providing a free breakfast club for FSM children and heavily subsidised breakfast for all other children</p>
Initiative
<ul style="list-style-type: none"> • Additional Y1/2 class created for pupils that require additional support. Teacher and TAs employed. Class sizes reduced for all KS1 pupils. Improved adult:pupil ratio for both children with SEN and those without. • Free breakfast club for all children receiving Pupil Premium, subsidised breakfast for all other children • Speech, Communication and Language Unit continues • Additional TA continues to be employed in Reception to improve the reading scores of FSM pupils • Additional TA continues to be employed in KS1 to reduce the size of phonic/literacy groups and accelerate progress in reading • Additional targeted support for lower attaining pupils in maths • Teacher Appraisal targets closely linked to Pupil Premium Attainment • The impact of Pupil Premium becomes a main priority on SDP • Staff development sessions to highlight importance of identification, tracking, analysis and intervention for FSM pupils
Impact
<ul style="list-style-type: none"> ✓ 53% PP achieved 2A+ in reading ✓ 40% PP achieved 2A+ in writing ✓ 46% PP achieved 2A+ in maths ✓ 16% PP achieved L3 in maths (13% NPP) ✓ Gender gap in writing and maths for PP is insignificant. Girls outperform boys at Level 2C+ in reading, but boys outperform girls at L3 ✓ Pupils in SLC groups make expected progress in RWM ✓ Results for Y1 Phonic test rise from 51% to 68% for PP

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<ul style="list-style-type: none"> ✓ Attendance increases to 95.4%, with a significant improvement in PP/SEN ✓ 47% of Reception pupils achieve Good Levels of Development compared to 33% of NPP ✓ 70% PP achieved ELG in Reading compared to 50% NPP ✓ 54% PP achieved ELG in Writing compared to 38% NPP ✓ 68% PP achieved ELG in Number compared to 75% NPP ✓ Children attending Breakfast Club achieve higher than predicted levels of achievement in RWM ✓ All staff aware of Pupil Premium and the initiatives used in school
2014/15 Pupil Premium Objectives
<ol style="list-style-type: none"> 1) <i>To improve attainment of disadvantaged (PP) boys in reading and writing at the end of KS1</i> 2) <i>To increase the number of disadvantaged (PP) pupils achieving L3 in reading at the end of KS1</i> 3) <i>To continue to reduce class numbers and increase adult support to ensure all pupils make good or better progress and intervention strategies are swift and purposeful</i> 4) <i>To continue to improve the speech, language and communication skills of pupils by continuing to provide full time SLC support</i> 5) <i>To continue to provide a free breakfast club to ensure all pupils have the opportunity to start the day with a good meal</i> 6) <i>To provide opportunities for pupils to attend Mad Science Club after school and further develop their scientific knowledge at no cost</i> 7) <i>To continue to increase the attainment of pupils at the end of Reception by improving writing skills</i> 8) <i>To continue to provide additional one to one reading support for Reception pupils</i> 9) <i>To continue to identify and provide additional one to one support for siblings of disadvantaged (PP) pupils in Nursery</i>
Initiative
<ul style="list-style-type: none"> • Additional Y1 class for pupils that require additional support on exit from Reception. Teacher and TA employed. Class sizes reduced for Y1 pupils. Improved adult: pupil ratio for both children with SEN and those without in Reception and Y2 • Mad Science after school club for one term at no cost • Free breakfast club for all children • Speech, Communication and Language Unit continues • Additional TA continues to be employed in Reception to improve the reading and writing scores of disadvantaged (PP) pupils • Additional TA continues to be employed in KS1 to reduce the size of phonic/literacy groups and accelerate progress in reading • Additional targeted support for lower attaining pupils in maths • Additional TA employed in Nursery to improve the basic skills of disadvantaged (PP) pupils
Impact
<ul style="list-style-type: none"> ✓ 100% of disadvantaged boys (PP) achieve 2C+ in reading at the end of KS1(increasing from 82% in 2014) ✓ 87% of disadvantaged boys (PP) achieve 2B+ in reading at the end of KS1(increasing from 76% in 2014) ✓ 26% of disadvantaged pupils (PP) achieve L3 in reading at the end of KS1 (increasing from 21% in 2014) ✓ 100% of disadvantaged pupils (PP) make expected progress in reading at end of KS1

SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

- ✓ 78% of disadvantaged pupils (PP) make above expected progress in reading at end of KS1
- ✓ 96% of disadvantaged boys (PP) achieve 2C+ in reading at the end of KS1(increasing from 83% in 2014)
- ✓ 65% of disadvantaged boys (PP) achieve 2B+ in reading at the end of KS1(increasing from 59% in 2014)
- ✓ 29% of disadvantaged pupils (PP) achieve L3 in Science at the end of KS1
- ✓ 100% of disadvantaged pupils (PP) achieve Level 2 or above in Speaking and Listening at the end of KS1

2015/16 Pupil Premium Objectives
<ol style="list-style-type: none"> 1. <i>To improve attainment of disadvantaged pupils in Phonics at the end of Y2</i> 2. <i>To narrow the attainment gap between disadvantaged pupils and others in phonics at the end of Y1</i> 3. <i>To improve the attainment of disadvantaged pupils in maths at the end of KS1</i> 4. <i>To continue to ensure the attainment gap between disadvantaged pupils and others does not increase</i> 5. <i>To continue to provide additional highly trained TA support in every class to increase adult support and ensure all pupils make good or better progress</i> 6. <i>To continue to improve the speech, language and communication skills of pupils by continuing to provide full time SLC support</i> 7. <i>To continue to provide a free breakfast club to ensure all pupils have the opportunity to start the day with a good meal</i> 8. <i>To continue to increase the attainment of pupils at the end of Reception by improving writing skills</i> 9. <i>To continue to provide additional one to one reading support for Reception pupils</i> 10. <i>To narrow the attainment gap between disadvantaged pupils and others in writing at the end of Reception</i> 11. <i>To narrow the attainment gap between disadvantaged pupils and others in maths at the end of Reception</i> 12. <i>To identify and provide additional one to one support for disadvantaged (PP) pupils in Nursery</i> 13. <i>Improve attendance of disadvantaged pupils in Y2</i>
Initiative
<ul style="list-style-type: none"> • Free breakfast club for all children • Additional daily focussed one to one phonic teaching for targeted pupils • Speech, Communication and Language Unit continues • Additional TAs continue to be employed in Reception to improve the reading, writing and maths scores of disadvantaged (PP) pupils • Additional TAs continues to be employed in each KS1 class to reduce the size of phonic/literacy groups and accelerate progress in reading and targeted support for disadvantaged pupils • Additional TA to be employed in Nursery to provide focussed intervention for disadvantaged pupils • Additional EWO support • Daily visits to non-notified absent pupils
Impact

SUNSHINE INFANT AND NURSERY SCHOOL

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<ul style="list-style-type: none"> ✓ Large number of pupils discharged from Speech and Language therapy due to progress made ✓ 88% of PP pupils achieve required standard in phonics at end of Y1 ✓ 100% of PP pupils achieve required standard in phonics at end of Y2 ✓ Attainment gap at the end of Reception significantly narrowed ✓ Attainment gap in writing reduced to 6% in Reception ✓ Attainment gap in reading reduced to 4% in Reception ✓ Attainment gap reduced in maths (number) with pupils performing the same in Reception ✓ Attainment gap in Maths at end of KS1 significantly reduced ✓ Attendance improved
2016/17 Pupil Premium Objectives
<ol style="list-style-type: none"> 1. <i>To improve self confidence and self-esteem of pupils through intervention by PPTSM</i> 2. <i>To ensure the narrowed attainment gap between disadvantaged pupils and others in phonics at the end of Y1 continues</i> 3. <i>To continue to narrow the attainment gap in Reading at the end of KS1</i> 4. <i>To continue to ensure the attainment gap between disadvantaged pupils and others does not increase in Writing and Maths</i> 5. <i>To continue to provide additional highly trained TA support in every class to increase adult support and ensure all pupils make good or better progress</i> 6. <i>To continue to improve the speech, language and communication skills of pupils by continuing to provide full time SLC support</i> 7. <i>To continue to provide a free breakfast club to ensure all pupils have the opportunity to start the day with a good meal</i> 8. <i>To continue to improve the GLD of PP pupils at the end of Reception</i> 9. <i>To continue to provide additional one to one reading, writing and maths support for Reception pupils</i> 10. <i>To identify and provide additional one to one support for disadvantaged (PP) pupils in Nursery to ensure readiness for Reception</i> 11. <i>Improve attendance of disadvantaged pupils in Y1</i>
Initiative
<ul style="list-style-type: none"> • Free breakfast club for all children • Additional daily focussed one to one phonic teaching for targeted pupils • Speech, Communication and Language Unit continues • Additional TAs continue to be employed in Reception to improve the reading, writing and maths scores of disadvantaged (PP) pupils • Additional TAs continues to be employed in each KS1 class to reduce the size of phonic/literacy groups and accelerate progress in reading and targeted support for disadvantaged pupils • Additional TA to be employed in Nursery to provide focussed intervention for disadvantaged pupils • Additional EWO support • Daily visits to non-notified absent pupils
Impact

SUNSHINE INFANT AND NURSERY SCHOOL

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Impact/Outcome at end of Reception

EYFSP Exp+ %	2013			2014			2015				2016			
	62% - PP / 38% - NPP			85% - PP / 15% - NPP			50% - PP / 50% - NPP				55% - PP / 45% - NPP			
	Reading	Reading APS	Writing APS	Reading	Writing	Number	Reading	Writing	Number	GLD	Reading	Writing	Number	GLD
Disadvantaged pupils	69	1.95	1.59	70	47	68	63	43	66	38	70	61	70	61
other	81	2.05	1.81	50	62	75	76	73	73	65	74	67	70	63
Attainment Gap % (School)	-12			+20	-15	-7	-13	-30	-7	-27	-4	-6	0	-2

SUNSHINE INFANT AND NURSERY SCHOOL

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Impact/Outcome at end of KS1 for all pupils 2011-2015

	2011			2012			2013			2014			2015		
L2C+ %	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Disadvantaged pupils (School)	80	68	83	92	88	92	89	89	93	86	83	93	100	96	96
Other pupils (School)	93	93	100	88	76	82	92	85	100	93	86	100	100	100	100
Attainment Gap %(School)	-13	-25	-17	-4	-12	+10	-3	+4	-7	-7	-3	-7	0	-4	-4

	2011				2012				2013				2014				2015			
APS scores	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
Disadvantaged	14.7	12.7	14.0	13.8	15.2	13.9	14.4	14.5	17.5	14.8	16.4	16.2	15.9	15.0	15.7	15.5	16.6	15.7	16.1	16.1

SUNSHINE INFANT AND NURSERY SCHOOL

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(School)																				
Other (Non-disadvantaged) (School)	15.8	14.5	15.8	15.4	17.5	15.8	15.5	16.2	16.6	13.9	16.6	15.7	17.1	15.0	16.0	16.0	17.4	17.0	17.8	17.4
Attainment Gap (School)	-1.1	-1.8	-1.8	-1.6	-2.3	-1.9	-1.1	-1.7	+0.9	+0.9	-0.2	+0.5	-1.1	0	-0.3	-0.5	-0.8	-1.3	1.7	-1.3
Attainment Gap (National)	-2.3	-2.3	-2.0	-2.2	-2.2	-2.0	-1.8	-2.0	-2.0	-2.0	-1.7	-2.0	-2.0	-1.9	-1.7	-1.8	AWAITING DATA			

Impact/Outcome at end of KS1 for Boys/Girls (2011-2015)

BOYS	2011			2012			2013			2014			2015			
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
L2C+ %																
Disadvantaged Boys (School)	68	54	77	85	80	90	80	80	95	82	82	93	100	95	100	
Other Boys (School)	83	83	100	90	72	90	90	80	100	100	100	100	100	100	100	
Attainment Gap %(School)	-15	-29	-23	-5	+8	0	-10	0	-5	-18	-18	-7	0	-5	0	

GIRLS	2011			2012			2013			2014			2015		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
L2C+ %															
Disadvantaged Girls	95	85	90	100	100	92	94	94	94	92	85	92	100	100	93

SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

(School)															
Other Girls (School)	100	100	100	100	100	80	100	100	100	83	66	100	100	100	100
Attainment Gap %(School)	-5	-15	-10	0	0	+12	-6	-6	-6	+9	+19	-8	0	0	7

GIRLS/BOYS	2011			2012			2013			2014			2015		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
L2C+ %															
Disadvantaged Girls (School)	95	85	90	100	100	92	94	94	94	92	85	92	100	100	93
Disadvantaged Boys (School)	68	54	77	85	80	90	80	80	95	82	82	93	100	95	100
Attainment Gap %(School)	-27	-31	-23	-15	-20	-2	-14	-14	-1	-10	-3	-1	0	-5	-7

Impact/Outcome at end of KS1 for Pupils with SEN Support

School Action	2011	2012	2013	2014	2015
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SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

L2C+ %	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Disadvantaged pupils (School)	10.1 0%	8.1 0%	10.7 43%	13.6 88%	12.5 77%	14.1 100%	14.0 50%	10.5 50%	14.0 100%	12.1 56%	10.7 44%	12.7 78%	14.1 100%	12.7 88%	15.0 100%
Other pupils (School)	15.0 100%	13.0 100%	15.0 100%	14.0 100%	9.0 0%	13.0 100%	13.0 66%	12.3 66%	15.0 100%	12.3 66%	10.3 33%	13.6 100%	NA	NA	NA
Attainment Gap %(School)	-4.9	-4.9	-0.3	-0.4	+3.5	+1.1	+1.0	-1.8	-1.0	-0.2	+0.4	-1.1	NA	NA	NA

Impact/Outcome at end of KS1 for Pupils from Ethnic Minorities

	2011			2012			2013			2014			2015		
L2C+ %	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Disadvantaged pupils (School)	17.0	17.0	15.6	13.0 100%	13.0 100%	15.0 100%	15.0 100%	13.0 100%	15.0 100%	NA	NA	NA	15.0 100%	14.0 100%	15.0 100%
Other pupils (School)	NA	NA	NA	18.0 100%	17.0 100%	15.0 100%	17.0 100%	17.0 100%	15.0 100%	18.0 100%	17.0 100%	18.0 100%	16.5 100%	16.5 100%	17.5 100%
Attainment Gap %(School)	NA	NA	NA	-5.0	-4.0	0	-2.0	-4.0	0	NA	NA	NA	-1.5	-2.5	-2.5

Impact/Outcome at end of KS1 for White British Pupils

SUNSHINE INFANT AND NURSERY SCHOOL

REPORT ON THE IMPACT OF PUPIL PREMIUM IN NARROWING THE ATTAINMENT GAP FOR DISADVANTAGED PUPILS 2011-16

Summary of the impact of Pupil Premium

	2011			2012			2013			2014			2015		
L2C+ %	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Disadvantaged (School)	14.4 100%	12.4 100%	13.9 100%	15.4 96%	14.0 93%	14.5 96%	16.7 88%	15.0 88%	15.3 88%	16.0 85%	15.0 83%	15.7 92%	16.9 100%	15.8 97%	16.3 97%
Other pupils (School)	16.1 92%	15.0 92%	16.3 92%	16.8 92%	15.4 84%	15.2 92%	15.7 100%	14.3 100%	15.7 100%	17.0 92%	14.8 84%	15.7 100%	17.6 100%	17.1 100%	17.8 100%
Attainment Gap %(School)	-1.7	-2.6	-2.4	-1.4	-1.4	-0.7	+1.0	+0.7	-0.4	-1.0	+0.2	-0	-0.7	-1.3	-1.5

SUNSHINE INFANT AND NURSERY SCHOOL

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Measure	2012			2013			2014			2015			National 2013		
	FSM/CLA	NON FSM/CLA	GAP	FSM/CLA	NON FSM/CLA	GAP	FSM/CLA	NON FSM/CLA	GAP	FSM/CLA	NON FSM/CLA	GAP	FSM/CLA	NON FSM/CLA	GAP
Key Stage 1															
Phonic screening check	45	38	+7	51	53	-2	68	73	-5	36%	55%	-19	57	73	-16.0
Phonics Y2	NA	NA	NA	50	78	-28	68	83	-15	100%	100%	0	61	72	-11.0
APS for all subjects	14.5	16.2	-1.7	16.2	15.7	+0.5	15.5	16.0	-0.5	16.1	17.4	-1.3	14.3	16.3	-2.0
APS in Reading	15.2	17.5	-2.3	17.5	16.6	+0.9	15.9	17.1	-1.2	16.8	17.4	-0.6	14.8	16.8	-2.0
APS in Writing	13.9	15.8	-1.9	14.8	13.9	+0.9	15.0	15.0	0	15.7	17.0	-1.3	13.5	15.5	-2.0
APS in Maths	14.4	15.5	-1.1	16.4	16.2	-0.2	15.7	16.0	-0.3	16.2	17.8	-1.6	14.7	16.5	-1.8

	RWM		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
Disadvantaged	16.1	14.8	16.7	15.2	15.7	14.0	16.1	15.1

	RWM		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
Other	17.4	16.6	17.4	17.1	17.0	15.8	17.8	16.9

National 2014/15