

• Pupil Premium Review of expenditure 2018-19

Previous Academic Year		2018-19		
1. *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
<p>The large majority of PP pupils in R-Y6 make expected or accelerated progress in core subjects.</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. PP pupils to be identified on planning formats to form the basis of Quality First Teach All lessons will be differentiated to provide appropriate challenge for all pupils. PP pupils will be targeted in lessons with questioning and support from teachers/teaching assistants. Provide a 4th teacher and additional teaching assistant in Y6 to support learning across the year group Introduce teacher assessment grids to assess pupils learning in reading. Identify gaps in learning for PP pupils and address. DC Pro to produce bespoke reports for assessment & EYFS</p>	<p>Summer progress data shows PP children progressing more than non-pp in 8 areas which is comparable with last year. As it was last year, reading and writing are split across the school with half the year groups showing accelerated PP progress however they are different than last year both in terms of cohorts and year groups. Where PP children have made less progress than non-PP the difference is negligible in all but 2 areas compared to 6 areas last year which is a significant improvement. If this trend continues the gaps between PP and non-pp attainment will continue to decrease. Year 5 writing and maths is a concern as they have a large gap in attainment and progress so not only are the PP children achieving less but the gap will increase if they don't start to make accelerated progress. Maths in general is also an area for further investigation as there is no year group where PP are making accelerated progress. (see Data sheet attached)</p>	<p>We will continue to focus on our good/outstanding teaching strategy including support/coaching from subject leaders/T & L consultant video coaching/INSET.</p> <p>Continue with MNP interventions on the day and ensure that mainly PP pupils are targeted.</p> <p>Provide a writing and maths intervention for Y5 (now Y6 pupils) 4th teacher in Y6</p> <p>Re-visit PP First strategy in staff meeting (Spring Term) and for new staff.</p> <p>PP pupil meetings with staff/DH/HT twice a year (Autumn and Summer).</p>	<p>£76,249</p>

<p>Most PP pupils attain in line with non pp pupils in reading, writing and spelling in each year group</p> <p>Most PP pupils attain in line with non pp pupils in reading, writing and spelling at the end of KS1 and KS2</p> <p>PP pupils attain in line with non pp pupils in maths</p>	<p>Provide a clear structure for the teaching of reading lessons and group reading. Coaching sessions for NQTs/identified staff</p> <p>Weekly group reading sessions for all pupils in addition to the daily reading lesson/personal reading. Vocabulary sessions included across the curriculum where children learn about words</p> <p>Spelling lessons 4 times a week aimed at age related expectations. Identified pupils use a spelling app during GR to improve spelling</p> <p>Booster session for Y6 targeted PP pupils pre SATs</p> <p>Introduce a Maths Mastery programme (MNP) to ensure that pupils develop fluency, reasoning and problem solving through a CPA approach.</p> <p>PP pupils receive MNP intervention 3 times a week where appropriate. Y5/Y6 targeted PP pupils 1:1 online maths tuition once a week.</p> <p>Maths booster session for Y6 PP pupils twice week (pre SATs)</p> <p>Times table lessons and rewards</p>	<p>Summer attainment data shows PP children achieving better than non-PP in 3 areas: Year 1 Reading, Writing and Maths. This is an improvement on this point last year where PP were only achieving better in one area. Where PP children are achieving less than non-PP the gap is negligible in 7/21 (light blue) areas and small in a further 6 areas (light orange) which is similar to this point last year. There are 7 areas with a larger gap (dark orange) but the highest number of children in the gap is 6 which is a huge improvement from last year where there were 10 areas with a large gap, half of which had more than 8 children in the gap.</p> <p>The largest gaps remain at the top end of the school, which is to be expected due to older year groups having more PP children and more time for gaps to form. However, the lack of gap in Year 5 PP are underperforming in all subjects so careful consideration will need to be given in Year 6 next year to try to rectify this and close the gap.</p> <p>Year 6 maths and the small gap in Year 6 writing is a huge positive and should mean the IDSR is more favourable about the school's impact on PP performance</p>	<p><u>Reading</u></p> <p>Unfortunately, the budget does not allow us to retain the additional staff to continue with the whole school intervention for Group reading. Therefore we have reviewed our reading strategy to focus on teaching both reading and writing skills during combined English lessons in Y2,4,6 (English team leaders year groups)</p> <p>CPd will focus on vocab and re-visit the previous training on inference and deduction.</p> <p>We also have purchased 20 high quality recommended books for each year groups from a range of genres/cultures to encourage pupils to read more. We have introduced a reading journal as opposed to a reading diary for KS2 to enable them to apply reading skills at home.</p> <p>We will look at intervention for targeted PP/BA/dyslexic pupils and provide appropriate support including high interest/low level reading books.</p> <p>We have also subscribed Oxford Online Reading Buddy which provides assessment, coaching and e-books which can be accessed from home/school.</p> <p><u>Writing</u></p> <p>We provided additional teaching support to Year 5 in the Summer Term with the writing subject leader taking a Y5 writing group. This group made progress and will need to make accelerated progress in Y6. The Y6 writing leader is monitoring writing closely.</p> <p>Vocabulary sessions were successful and these will be incorporated across the curriculum rather than discrete lessons due to timetabling a broader curriculum.</p> <p><u>Maths</u></p> <p>The Maths No Problem initiative including the interventions has proved very successful in reducing the PP gaps.</p> <p>1:1 online tuition has also impacted on attainment.</p>	<p>£84,720</p>
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<p>Close the gap for PP pupils who are working significantly below their peers</p> <p>Improved self-esteem, resilience and confidence for PP pupils</p>	<p>Provide an enhanced support class with low pupils staff ratios and specialised/targeted provision for SEND pupils</p> <p>Whole school Growth Mindset approach</p> <p>Buddy/mentor system introduced</p> <p>Continue access to school counsellor</p> <p>Introduce 'Skills Academy' so pupils have some choice in their learning linked to rewards system.</p>	<p>During the Autumn Term, 3 pupils returned to Y5 classes. (1 of 3 pp) Jan. 19 2 further pupils returned to Y5 classes. (1 of 2 pp) 2 pupils are awaiting ECHP and places at special schools. 3 pupils entered the ESC class with high level needs. (2 of 3 are PP) Need feedback from pupil survey to report on impact for this area.</p> <p>See Buddy/mentor below</p> <p>Skills Academy feedback has been very positive from pupils and parents.</p>	<p>We continue to review this provision half termly. Currently 5/9 pupils in the provision are Pupil Premium.</p> <p>Continue with Growth Mindset but also develop our other values through assemblies, Junior Leadership Team</p> <p>Continue with buddies and mentors</p> <p>Develop Skills Academy to include KS1 and a broader range of clubs.</p>	<p>£50,000</p> <p>£9275</p>
<p>2. Targeted support</p>				
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
<p>Improved attendance and for PP pupils</p>	<p>Increase capacity in attendance team by employing an EWO one day a week Family Liaison team to work closely with vulnerable families where attendance and punctuality are an issue. Early identification to draw the services of the Early Help team to be involved with the family.</p> <p>Raise the profile of attendance in the classroom by ensuring attendance posters are visible and are kept up to date. Rewards minutes are accumulated weekly.</p> <p>Increase the amount of Home visits Minibus pickups for vulnerable pupils</p> <p>EWO to implement Family contracts where necessary.</p>	<p>Attendance for PP 2018/19 was 93.94 (Nat. 94.3) compared to 94.01 end of 2017/18) From the 32 targeted pupils for attendance, 9 were PP and all pupils attendance improved and 3 exceeded their 90% target. LAAO (Local Authority Attendance Officer) – was useful but still little impact on PP pupils attendance. LAAO implemented a Parent Contract for one of our pupils. This did not go through due to issues at the Local Authority which was out of schools control – timescales were missed. Home visits increased due to shared responsibility between AM and LC. LAAO also completed some home visits. Often no answer at the door. Calling cards left for parents to contact school – which generally prompted parents to contact school. This enabled staff to have conversations around attendance/punctuality issues. There were no Safeguarding concerns that needed to be referred to social care for any of the home visits.</p>	<p>New ways to approach parents around attendance issues. How to handle difficult parents when discussing attendance and punctuality. School no longer use the LAAO but will use strategies and information that she has shared with the attendance team. Home Visits will continue. Minibus discontinued.</p>	<p>£21700</p>

	<p>Prompt identification of family issues that will impact on attendance or performance and achievement at school.</p> <p>Family Liaison team liaising with families and appropriate outside agencies to put in place required support.</p> <p>Provision of resources needed to over come barriers eg. head lice, mini bus pick-ups, clothing, travel expenditure.</p> <p>Family Liaison officer outside in the playground/in the main office in the mornings to improve communication and signposting.</p>	<p>Minibus: very useful for pupils who used it. However; although some of these pupils had attendance issues, the majority using the minibus were because of family circumstances E.g. parent illness (cancer). This was to be a short intervention for these pupils but some had been using the minibus for a long time.</p> <p>Safeguarding, Attendance & Welfare team worked closely with vulnerable families to support them around attendance and punctuality. Improvement was seen in the majority of cases. Vulnerable Families meetings are held at school with our Early Help Coordinator (half termly) – for pupils who have been identified by social care. Inclusion Meetings are held weekly to discuss and support our vulnerable pupils identified by school</p> <p>Early Help: the Safeguarding, Attendance & Welfare team work very closely with their Early Help Co-coordinator to discuss and identify families in need of support. This is offered E.g. EH Plans (previously CAF) held by school or EHS held by the HUBs</p> <p>School can and do contact the EH Coordinator at any time if needed before there meetings. School staff work are very good at raising concerns for families and they know the process to raise these concerns with the Safeguarding, Attendance & Welfare team so that they can offer/signpost appropriate support for the family.</p> <p>Majority of Attendance posters are visible in classrooms. Generally working well. One or two staff members need to be reminded to update their posters. Staff are informed on a weekly basis about their class's 'Extra Minutes Earned'. This has proved a popular reward with pupils.</p>	<p>Vulnerable Families and Early Help working well and school will continue with this approach.</p> <p>The use of the attendance posters will continue. Random checks are now to be carried out by the Attendance Admin Officer to check they are still visible and updated.</p>	
<p>Improve outcomes for targeted PP pupils with SEMH</p>	<p>To provide specialist external support to PP pupils with SEMH</p> <p>Inclusion Team to meet regularly to identify support needed for vulnerable pupils</p>	<p>Buddy/Mentor Program: this has been a very useful intervention for pupils and has helped them to address their worries and any issues that they have with a trusted staff member. In the majority of cases there has been very positive impact on the pupil's wellbeing and behavior. Some pupils have needed further interventions E.g. RISE referrals, school counsellor referrals. Staff do find it difficult to meet with their pupils</p>	<p>School to continue with this program. The Head Teacher and DDSO have reviewed which staff members are to be buddies this term; to ensure that pupils are seen regularly.</p>	<p>£4000</p>

		<p>sometimes due to other work commitments E.g. TAs need to be in their classrooms to support targeted pupils in the mornings, staff taking a pupil to the KEY, Safeguarding team called to deal with a SG concern.</p> <p>Feedback from parents has been positive.</p> <p>Meetings are held with the headteacher, DDSO and staff Buddies to review progress for each pupil.</p>		
Improved parental engagement and support	<p>Continue parent education course run by Family Education Service to increase parents' knowledge and confidence to support pupils at home.</p> <p>Parent partnership group to work in partnership and take parent voice into account at school,</p> <p>Coffee mornings targeted at 'harder to reach' parents who may not find it easy to engage with school. The aim is to increase their confidence to participate/engage positively in other meetings/workshops</p> <p>.</p> <p>School to part fund SATs revision booklets to improve home-school links and improve outcomes for PP pupils in national tests</p>	<p>This service has been very well received by parents.</p> <p>Positive feedback (see evaluation from Kate Stevenson)</p> <p>This has been very successful (see end of year evaluation) Improved communication, children are avid readers.</p> <p>A general coffee morning has been started but not specifically targeted at harder to reach</p> <p>Improved Key Stage 2 results both attainment and progress. The gap has narrowed. (See Data)</p>	<p>This approach will continue. We have 16 parents signed up for the course started 25.9.19 and 6 creche places. (Reading and writing in Nursery, Reception and Year 1)</p> <p>This approach will continue</p> <p>This needs to be more targeted. We will raise the profile of the Community leader by ensuring that all community events are planned and publicised well in advance and communicated to parents at the beginning of each term via the newsletter and the website. We will develop the website to include videos/blogs/vlogs. Videos of celebrations and teaching methods (our parent group told us this is something that they want as many are busy working parents and are not always available to attend parent workshops etc.</p> <p>Continue to fund Y6 SATs revision books</p>	<p>£6100</p> <p>£300.00</p>

• 3 Other approaches

Desired outcome	Chosen action/approach	<i>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
Ensure PP pupils have access to wider experiences across the curriculum.	<p>Introduce 'Whole school charter' which will ensure a range of enrichment experiences across the school</p> <p>Develop the whole school curriculum to ensure that it is broad and balanced and meets the needs of our pupils and includes trips/experiences which cannot be offered within school.</p>	<p>This area is ongoing and developments are being implemented. This impact should be evident at the end of this academic year.</p> <p><i>The Humanities leader has introduced launch mornings at the beginning of each topic (half term) This is to start with a wow and engage/hook pupils into the topic.</i></p> <p><i>We have not had to cancel trips due to parents not paying this year.</i></p> <p><i>During the strategic day, leaders identified the need for more experiences across the whole of the curriculum. This is a priority on the SIP this year and for all middle leaders</i></p>	<p>Involve middle leaders driving the work on the charter and curriculum enrichment such as trips/visitors.</p>	£6100
Improve the learning aspirations of PP pupils within school.	<p>Work towards the Artsmark Gold Award to ensure that pupils experience the arts in its fullest sense including STEAM.</p> <p>Raising Aspirations Day linked to PSHE curriculum to ensure that pupils are aware of future careers and ambitions.</p>	<p><i>Our Statement of Curriculum has been written and submitted. We have audited the arts across the curriculum and extra-curricular including skills academy.</i></p> <p><i>We held a cross-curricular week for the 'Lost Words' (English, Art, Drama, Sp+ I, Science)</i></p> <p><i>The children were able to get outside and make the most of the school grounds to observe nature. Recite poems, produce wonderful art work and write poems. The week ended with a whole school assembly with children sharing what they had learnt. (see video and display in the hall)</i></p> <p><i>This has been successful – see feedback from School Council and evaluation from STEAM week</i></p>	<p>Next steps: case studies to be submitted in February 2019. Need a named governor for Artsmark. <i>This year we will introduce more Arts clubs and have an Arts Week which will involve the local community. We will review the format of our performance assemblies.</i></p>	

Analysis of Pupil Premium Attainment and progress: Summer 18/19

Note: Year 6 figures are different to official figures due to disapplied children being included in these figures.

Whitmore Park PP Attainment Summer 2018-9

	Grammar						Reading						Writing						Maths						Combined					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
All Pupils	61.9%	75.6%	81.5%	70.1%	73.9%	82.6%	73.8%	75.6%	79.3%	70.1%	69.6%	69.6%	70.2%	74.4%	73.9%	64.4%	63.1%	80.4%	88.1%	81.1%	75.1%	66.7%	62.1%	78.3%	64.3%	68.9%	66.3%	57.5%	52.2%	66.3%
PP	57.1%	64.3%	73.1%	57.1%	64.7%	74.4%	85.7%	64.3%	69.2%	64.3%	58.8%	61.5%	71.4%	71.4%	65.4%	53.6%	52.9%	74.4%	92.9%	71.4%	69.2%	57.1%	50.1%	76.9%	64.3%	64.3%	61.5%	50.1%	41.2%	59.1%
Non-PP	62.9%	77.6%	84.8%	76.3%	79.3%	88.7%	71.4%	77.6%	83.3%	72.9%	75.9%	75.5%	70.1%	75.1%	77.3%	69.5%	69.1%	84.9%	87.1%	82.9%	77.3%	71.2%	69.1%	79.2%	64.3%	69.7%	68.2%	61.1%	58.6%	71.7%
Difference PP	1	2	3	5	5	6	10	2	4	2	6	5	1	0	3	4	5	4	4	2	2	4	6	1	0	1	2	3	6	5
	5.7%	13.3%	11.8%	19.1%	14.6%	14.3%	14.3%	13.3%	14.1%	8.6%	17.1%	13.9%	1.4%	3.6%	11.9%	15.9%	16.1%	10.5%	5.7%	11.5%	8.1%	14.1%	19.1%	2.3%	0.1%	5.5%	6.6%	11.1%	17.4%	12.7%

Summer attainment data shows PP children achieving better than non-PP in 3 areas: Year 1 Reading, Writing and Maths. This is an improvement on this point last year where PP were only achieving better in one area. Where PP children are achieving less than non-PP the gap is negligible in 7/21 (light blue) areas and small in a further 6 areas (light orange) which is similar to this point last year. There are 7 areas with a larger gap (dark orange) but the highest number of children in the gap is 6 which is a huge improvement from last year where there were 10 areas with a large gap, half of which had more than 8 children in the gap.

The largest gaps remain at the top end of the school, which is to be expected due to older year groups having more PP children and more time for gaps to form. However, the lack of gap in Year 6 maths and the small gap in Year 6 writing is a huge positive and should mean the IDSR is more favourable about the school's impact on PP performance.

Year 5 PP are underperforming in all subjects so careful consideration will need to be given in Year 6 next year to try to rectify this and close the gap.

Whitmore Park PP Progress Summer 2018-9

	Grammar						Reading						Writing						Maths					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
All Pupils Expected (4+) (Y1=2+)	32.1%	64.4%	81.5%	66.7%	75.1%	91.3%	67.9%	77.8%	81.5%	71.3%	46.7%	64.1%	76.2%	81.1%	78.3%	65.5%	60.9%	78.3%	85.7%	78.9%	71.7%	71.3%	70.7%	75.1%
PP	35.7%	50.1%	80.8%	64.3%	70.6%	92.3%	85.7%	85.7%	80.8%	67.9%	44.1%	66.7%	71.4%	85.7%	80.8%	60.7%	47.1%	84.6%	85.7%	71.4%	65.4%	67.9%	61.8%	74.4%
Non-PP	31.4%	67.1%	81.8%	67.8%	77.6%	90.6%	64.3%	76.3%	81.8%	72.9%	48.3%	62.3%	77.1%	80.3%	77.3%	67.8%	69.1%	73.6%	85.7%	80.3%	74.2%	72.9%	75.9%	75.5%
Difference PP	3	2	0	1	2	1	15	7	0	1	1	2	1	4	2	2	7	6	0	1	2	1	5	0
	4.3%	17.1%	1.1%	3.5%	7.1%	1.7%	21.4%	9.4%	1.1%	5.1%	4.2%	4.4%	5.7%	5.5%	3.5%	7.1%	21.9%	11.1%	0.1%	8.8%	8.9%	5.1%	14.1%	1.1%

Summer progress data shows PP children progressing more than non-pp in 8 areas which is comparable with last year. As it was last year, reading and writing are split across the school with half the year groups showing accelerated PP progress however they are different than last year both in terms of cohorts and year groups.

Where PP children have made less progress than non-PP the difference is negligible in all but 2 areas compared to 6 areas last year which is a significant improvement. If this trend continues the gaps between PP and non-pp attainment will continue to decrease.

Year 5 writing and maths is a concern as they have a large gap in attainment and progress so not only are the PP children achieving less but the gap will increase if they don't start to make accelerated progress.

Maths in general is also an area for further investigation as there is no year group where PP are making accelerated progress where as there was at this point last year and throughout this year.

Key:

Indicates which percentage is higher in each comparison
Indicates a positive gap of less than 3 children
Indicates a positive gap of 3-4 children (3-4% of the year group)
Indicates a positive gap of 5- 8 children (5-9% of the year group)
Indicates a positive gap of 9 or more children (10% of the year group)
Indicates a gap of less than 3 children
Indicates a gap of 3-4 children (3-4% of the year group)
Indicates a gap of 5- 8 children (5-9% of the year group)
Indicates a gap of 9 or more children (10% of the year group)

Context Summer 2018/19		
Year	No of PP	% of year group
1	14	17%
2	14	16%
3	26	28%
4	28	32%
5	34	37%
6	39	42%

P Data

Below national

within 1% national

in line/above national

PP better/same than non PP

Sch PP comp with Nat PP instead of Nat other as in previous years

EYFS: % achieving GLD

Year	All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat
2016	73	69	80	72	72	72
2017	74	71	38	73	78	73
2018	78	72	78	57	78	74
2019	74	72	50	57	76	74

Phonics: % achieving standard Year 1

Year	Year 1						Year 2					
	All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	83	81	94	83	81	83	94	91	97	93	93	93
2017	89	81	83	84	90	84	57	62	50	56	56	64
2018	87	83	86	85	87	85	78	61	100	55	60	64
2019	82	82	77	71	83	84	27	56	0	50	33	59

Nb/ Different measure used for Y2 phonics between 2016 and 2017 onwards

KS1: % achieving expected

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	67	74	55	78	73	78	69	65	52	70	78	70	59	73	39	77	69	77
2017	75	76	70	79	77	79	75	68	80	72	74	72	76	75	80	79	75	79
2018	83	75	73	79	87	79	82	70	73	74	85	74	85	76	77	80	88	80
2019	74	75	64	62	78	78	73	69	71	55	75	73	81	76	71	63	83	79

KS2: % achieving expected

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	54	66	46	72	60	72	67	74	60	79	72	79	67	70	63	76	70	76
2017	63	72	43	77	77	77	74	76	54	81	88	81	65	75	41	80	83	80
2018	63	75	50	80	71	80	81	78	69	83	89	83	73	76	64	81	78	81
2019	72	73	59	62	80	78	83	78	77	68	87	83	81	79	77	68	84	84

Year	Grammar						RWM comb					
	All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	69	72	60	78	77	78	42	53	34	60	49	60
2017	76	77	57	82	90	82	54	61	30	67	71	67
2018	82	78	72	82	89	82	58	64	47	70	65	70
2019	84	78	74	67	91	83	69	65	59	52	75	71

KS2: Progress from KS1

Year	Reading						Writing						Maths					
	All		PP		Non PP		All		PP		Non PP		All		PP		Non PP	
	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat	WP	Nat
2016	0.5	0	-0.3	0.4	1.2	0.4	0.2	0	0.8	0.2	-0.3	0.2	1.1	0	1.0	0.3	1.2	0.3
2017	-0.8	0	-2.0	0.3	0.3	0.3	0.9	0	-0.1	0.2	1.6	0.2	-0.9	0	-2.1	0.3	0.0	0.3
2018	-3.0	0	-4.1	0.3	-2.3	0.3	-1.1	0	-1.7	0.2	-0.7	0.2	-2.2	0	-3.3	0.3	-1.4	0.3
2019	-1.0	0	-0.7	-1.1	-1.2	0.3	0.0	0	0.8	-1.0	-0.5	0.3	0.2	0	0.4	-0.8	0.0	0.4

Nb/ All 2019 national figures obtained from Perspective on 16/7/19 and are provisional until confirmed by DfE