

Pupil Premium Strategy Statement for 2024 - 2027

This statement outlines how Belleville Wix Academy used its Pupil Premium funding during the 2025–26 academic year, the impact of this investment on our disadvantaged pupils, and our planned use of funding for the current academic year. It forms part of our three-year Pupil Premium Strategy, which is focused on removing barriers to learning, raising attainment, improving attendance and wellbeing, and ensuring that every disadvantaged pupil has the opportunity to thrive both academically and personally.

School Overview for 2025 - 26

Detail	Data
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	48 pupils – 16.9%
Academic year/years that our current pupil premium strategy plan covers (a 3 year plan is recommended by the DfE)	2024 - 2027
Date this statement was first published	December 2024
Date this reviewed statement was published	September 2026, following a review in July '26
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher
Pupil Premium Lead	AHT

Funding overview

Detail for 2025-26	Amount
Pupil Premium funding allocation for the academic year 25-26	£72,720 48 pupils – 16.9% 284 pupils
Pupil Premium funding carried forward from previous year	£ 0
Total funding received for the academic year 2025-26	£72,720
Detail for 2026-27	Amount
Pupil Premium funding allocation for the academic year 26-27	£63,550 41 pupils – 14.5% 283 pupils
Pupil Premium funding carried forward from previous year	£ 0
Total funding received for the academic year 2026-27	£63,550

Pupil Premium Strategy Plan

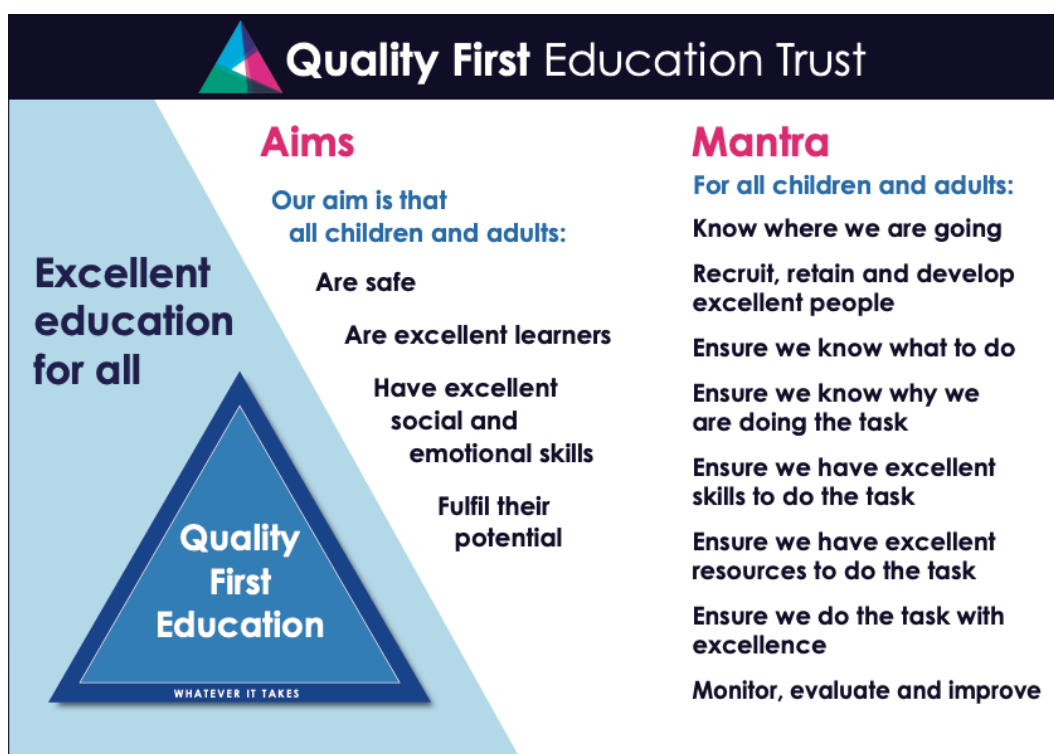
Statement of intent

Our Pupil Premium strategy is designed to:

- secure consistently high-quality teaching for every pupil, recognising this as the greatest driver of improved outcomes for disadvantaged pupils;
- identify and remove barriers to learning, attendance, wellbeing and engagement through early identification and timely, evidence-informed support;
- enable disadvantaged pupils to achieve strong outcomes across the curriculum and to be exceptionally well prepared for the next stage of their education;
- ensure disadvantaged pupils have equal access to the wider curriculum, enrichment opportunities and cultural capital that broaden aspirations and support personal development;
- work in close partnership with parents and carers to promote high attendance, positive wellbeing and successful learning both in school and at home.

High-quality teaching sits at the heart of our strategy and underpins all aspects of our Trust School Improvement Plan. At Belleville Wix Academy, we know our pupils well. Through robust assessment, careful analysis of achievement, attendance and wider barriers, alongside a strong understanding of each child's individual circumstances, we identify where additional support is needed and respond swiftly.

We place great value on strong partnerships with parents and carers, recognising that working together is fundamental to pupils' success. Our approach is evidence-informed, regularly evaluated and adapted to ensure that resources are targeted where they will have the greatest impact. This enables every pupil to develop the knowledge, skills and character to achieve highly and reflects our commitment to the principles of our WIT Triangle.



Challenges(updated for the 2026-27)

Details of the key challenges to achievement that we have identified for our disadvantaged pupils are set out in the table below. Disadvantaged refers to pupils eligible for the PP funding.

Challenge number	Detail of challenge
1	Assessment on entry and ongoing diagnostic assessment show that a proportion of disadvantaged pupils join the school with knowledge, skills and language development below those typically expected for their age. This includes pupils who join throughout the academic year. Some disadvantaged pupils also have more limited vocabulary and fewer opportunities to develop rich oral language, which can affect their confidence, reading comprehension, writing and access to the wider curriculum.
2	A proportion of disadvantaged pupils also have identified special educational needs and/or disabilities (SEND). These pupils can require carefully planned, personalised provision to overcome additional barriers to learning and enable them to access the curriculum successfully and make strong progress.
3	Assessments indicate that reading attainment among disadvantaged pupils is lower than that of their peers. Limited reading fluency, vocabulary and comprehension can affect pupils' ability to access learning across the wider curriculum.
4	Writing outcomes for some disadvantaged pupils are lower than expected. Some pupils require additional support to develop vocabulary, transcription skills, writing fluency and confidence to write effectively for a range of purposes and audiences.
5	Assessment indicates that some disadvantaged pupils require further support to develop secure mathematical fluency, reasoning and problem-solving skills. Addressing these barriers will improve confidence and enable pupils to achieve well in mathematics.
6	Some disadvantaged pupils and their families experience complex social, emotional or financial circumstances that can affect pupils' wellbeing, attendance, engagement with learning and readiness to achieve their best. Building strong, trusting relationships with families and providing timely pastoral and emotional support enables us to remove barriers, improve engagement and ensure pupils are able to participate fully in school life and achieve well.
7	Attendance for disadvantaged pupils is lower than that of other pupils, with disadvantaged pupils disproportionately represented within the persistently absent cohort. Improving attendance remains a key priority to maximise learning time, promote wellbeing and improve educational outcomes.

Intended Outcomes and Success Criteria (updated for the 2026-27)

The table below sets out the intended outcomes of our three-year Pupil Premium Strategy and the success criteria that will be used to evaluate its impact.

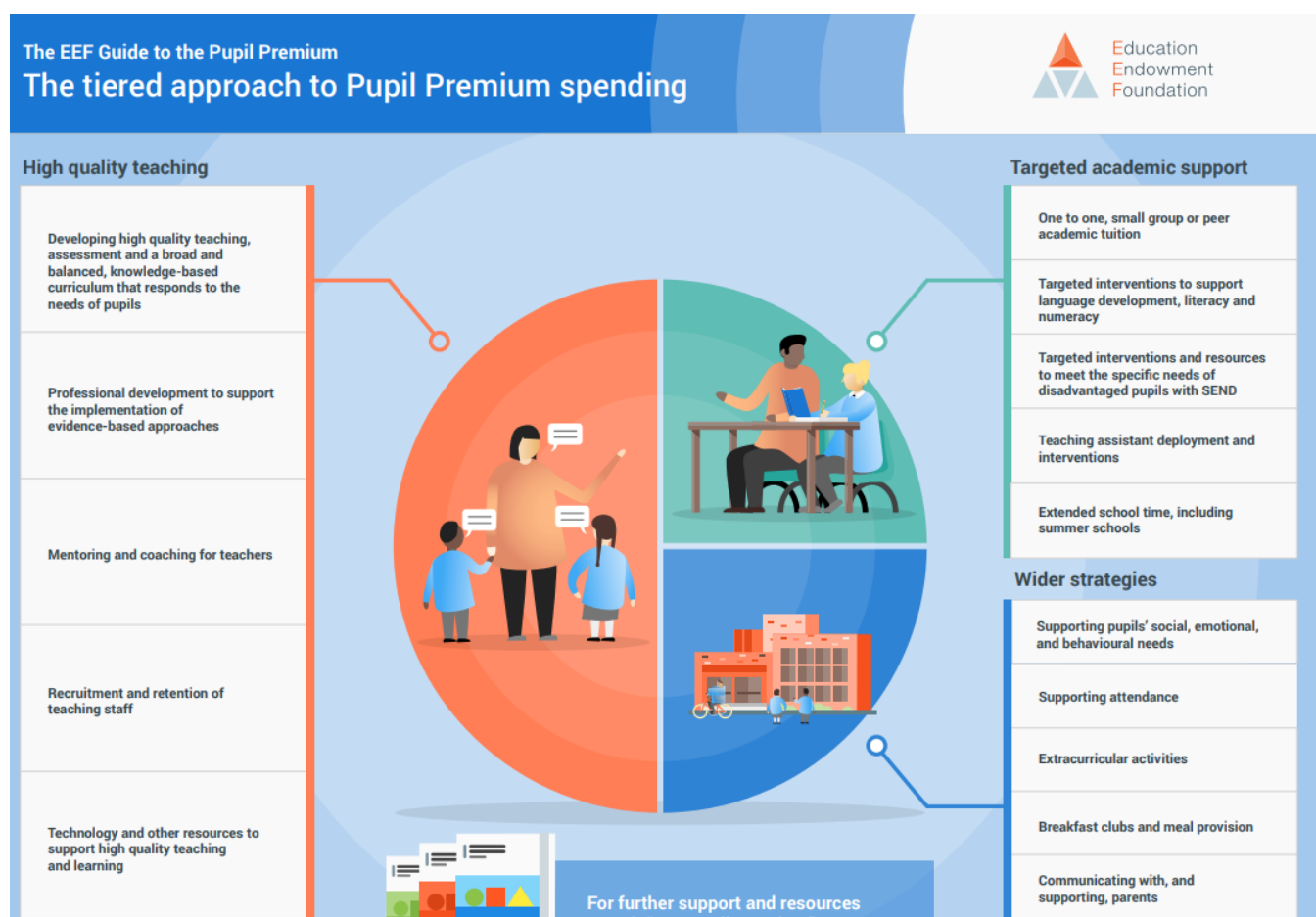
Intended outcome	Success criteria
High-quality teaching consistently enables all pupils, particularly disadvantaged pupils, to achieve highly across the curriculum.	• Teaching is consistently good or better across the school. • Monitoring demonstrates that disadvantaged pupils receive consistently high-quality teaching in every classroom. • Teachers use assessment effectively to identify misconceptions and adapt teaching. • Disadvantaged pupils make strong progress from their starting points.
Children in the Early Years, particularly those who are disadvantaged, make strong progress from their starting points and are well prepared for Year 1.	• Disadvantaged children make at least good progress. • GLD continues to above national. • Gaps diminish over time. • Early language, communication and literacy improve.
Disadvantaged pupils with SEND receive effective, personalised support which enables them to access the curriculum successfully and achieve well.	• SEND provision is consistently effective. • Pupils with SEND make good progress. • Parents report they feel supported. • Appropriate adaptations are consistently implemented.
Disadvantaged pupils achieve good outcomes in reading.	• Fluency, vocabulary and comprehension improve. • Outcomes reflect the school's high expectations and compare favourably with national outcomes for all pupils while pupils make at least expected progress from their starting points.
Disadvantaged pupils achieve good outcomes in writing.	• Pupils write confidently across the curriculum. • Outcomes reflect the school's high expectations and compare favourably with national outcomes for all pupils while pupils make at least expected progress from their starting points.
Disadvantaged pupils achieve good outcomes in mathematics.	• Fluency, reasoning and problem solving are more secure. • Outcomes reflect the school's high expectations and compare favourably with national outcomes for all pupils while pupils make at least expected progress from their starting points.
Attendance for disadvantaged pupils improves and persistent absence is reduced.	• Attendance improves. • Persistent absence reduces year on year. • Leaders can demonstrate the impact of attendance strategies.
Strong partnerships with parents and carers support disadvantaged pupils to achieve well.	• Parents feel well supported. • Attendance at meetings and workshops increases. • Barriers to engagement are identified and removed. • Home-school communication is positive and effective.
Disadvantaged pupils benefit fully from the wider life of the school.	• Participation in clubs, trips and enrichment is comparable with peers. • Financial barriers are removed wherever possible. • Pupil voice demonstrates pupils feel included and valued.
Disadvantaged pupils develop the knowledge, confidence and resilience to support their wellbeing and personal development.	• Pupils feel safe, valued and listened to. • Behaviour and attitudes improve. • Resilience and readiness to learn improve. • Pastoral support enables positive engagement.

Activity in this academic year of 2026-27

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

We used the [EEF Guides to the Pupil Premium](#) to help us.

This diagram summarises our overall approach.



High Quality Teaching

Investing in high-quality teaching through

- training and professional development for all teachers
- timely recruitment and a focus on retention
- effective support for teachers early in their careers

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge addressed
Effective CPD for all teaching staff to ensure the quality of teaching is good or better for all pupils, through effective CPD for staff	Bob Schwartz, professor of practice in the Harvard Graduate School of Education, stated in an OECD essay, “What is the most important school-related factor in pupil learning: the answer is teaching”. EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Guidance Reports https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	1,2,3,4,5,6 & 7
Active retention of good teachers, robust recruitment and careful deployment of experienced teachers (with a track record of improving attainment) to ensure quality first teaching	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF Guidance Reports https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	1,2,3,4,5,6
Mentoring and coaching for teachers	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377 https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	1,2,3,4,5,6
NELI – purchased, training and implementation	EEF Guidance Reports	1, 2,3,4,5

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	
Use technology and other resources to support high quality teaching	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1,2,3,4,5,6, 7
Continue to review and improve our reading provision through effective CPD and high quality texts	Using the DfE and EEF guidance as well as other research that we find during our improvement journey. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3
Continue to review and improve our writing provision through effective CPD	Using the DfE and EEF guidance as well as other research that we find during our improvement journey. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/the-writing-framework	1,2,4
Continue to review and improve our maths provision through effective CPD	Using the DfE and EEF guidance as well as other research that we find during our improvement journey. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	1,2,5
Effective CPD for our TA's	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course	1,2,3,4,5,6,7

Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge addressed
Experienced teachers support pupils in small groups or 1:1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	1,2,3,4,5,6,7
Effectively deploy TAs to support first quality teaching and support in class	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,5,6,7
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1718103411	1,2,3,4,5,6,7
Support pupils to improve learning behaviours, when required	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	1,2,3,4,5,6,7
Use gap analysis to target gaps (e.g. phonics tracker, termly test analysis, as well as long & short term memory recall activities)	Targeted tuition for specific needs and knowledge gaps can be effective to support low attaining pupils, those who are falling behind or those with gaps. We use Century in KS2 and Doodle in KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,5,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Secure the services of other professionals to ensure we have the knowledge and skills to support pupils with additional barriers to learning	https://www.gov.uk/government/publications/supporting-send/supporting-send	1,2,3,4,5,6,8

Wider strategies

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge addressed
Improve the quality of social and emotional learning. Zones of Regulation will be embedded through effective CPD.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/research--evidence-base.html	6, 8
Support pupils to improve learning behaviours, when required.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	6, 8
Remove barriers for pupils who are not having a regular a breakfast before the school day starts.	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children	6, 7, 8
Remove barriers for pupils who are not accessing extra-curricular clubs	https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils	6, 7, 8
Work with difficult to reach families.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf	6, 7

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
All pupils are able to access essential learning experiences.	Equality objectives.	6, 7, 8
Monitor attendance and take steps to address concerns with parents and other agencies, if necessary.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6, 7, 8
Work with partners to access counselling to support emotional health and wellbeing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 7, 8

Total budgeted cost: £ 79,000

Externally provided programmes

The DfE asked that schools include the names of any non-DfE programmes that we purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Century	https://www.century.tech/explore-century/primary-schools/
Phonics tracker	https://www.phonicstracker.com/
Maths No Problem	https://mathsnoproblem.com/
Doodle Maths and English	https://www.doodlelearning.com/
Times Tables Rock Stars	https://trockstars.com/
Ready, Steady, Spell	https://www.literacycounts.co.uk/ready-steady-spell?srsId=AfmBOorwdSGfde6NyNvBGEajft5gVpVXZvrVOEw3x-G2drNgkse-Dv9
Programmes being considered	Provider
Reading Plus	Hybrid Learning https://www.readingplus.com/solutions/hybrid-learning/
SATs Bootcamp	https://www.yearsix.co.uk/sats-boot-camp/

Further information

We do our best to maximise the impact of our Pupil Premium spending.

School Culture

We aim to provide a culture where:

- staff believe in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support pupils to develop “growth” mind sets towards learning

Analysing Data

We

- ensure all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- analyse data regularly to support us in determining the strategies that will be most effective to improve pupil outcomes

Identifying Pupils

We ensure that:

- all teaching staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable pupils are
- all pupil premium pupils benefit from the funding, not just those who are underperforming as underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that our teachers are supported effectively so that all pupils receive good or better teaching by

- providing high quality CPD
- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- sharing good practice within the school, trust and draw on external expertise
- improving assessment through joint levelling and moderation

Individual Support

There should be no stigma attached to being in an intervention at BWA. Everyone needs something, whatever that might be, and it is our job to provide WIT – Whatever It Takes.

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each pupil and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- leaders delivering high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing workshops for parents – in small groups or 1:1
- tailoring interventions to the needs of the pupil (e.g. trigger and build maths sessions)

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- feedback is given to pupils and parents regularly
- interventions are adapted or changed if they are not working
- SLT hold termly Pupil Progress meetings to evaluate the impact of these strategies, with class teachers
- Phase Leaders are accountable for narrowing the attainment gaps of the PP pupils and their peers

Part B: Review of outcomes

Pupil Premium Strategy Outcomes 2025-2026

This details the impact that our pupil premium strategies have had on pupils in the 2025 to 2026 academic year against the intended outcomes.

Intended outcome	Impact 2025-26
The quality of teaching for all pupils is good or better.	The quality of teaching was good or better across the school. Staff received ongoing professional development, coaching and support to ensure they were equipped to meet the needs of all pupils, including those who were disadvantaged and those with SEND. Regular monitoring took place to ensure teaching remained ambitious, inclusive and responsive to pupils' needs.
Provide high quality provision in the EYFS so that pupils who need to make accelerated progress to catch up with their peers do.	Reception outcomes remained exceptionally strong and above national averages. Of the 44 pupils in the cohort, one pupil was eligible for Pupil Premium funding and did not achieve a Good Level of Development. Overall, 86% of pupils achieved a Good Level of Development. Pupils with additional barriers received personalised support through effective partnership working with parents and external professionals, enabling them to make strong progress from their individual starting points.
Ensure pupils with a SEND are supported effectively.	SEND provision was good. Provision was carefully matched to pupils' individual needs, enabling pupils to access learning successfully and make good progress. Pupil voice and parent feedback demonstrated that pupils felt well supported, and families continued to report high levels of confidence in the school's provision.
Pupils will attain at least in line with national averages.	Outcomes remained strong across the school, with attainment in line with or above national averages. Phonics 100% of Year 1 pupils met the expected standard in the Phonics Screening Check, including all seven disadvantaged pupils (100%). In KS2, there were ten pupils eligible for PP funding. 7 of the 10 pupils achieved the expected standard in Reading. 7 of the 10 pupils achieved the expected standard in Writing. 7 of the 10 pupils achieved the expected standard in Maths. 3 pupils secured GD in Reading - 30% 3 pupils secured GD in Maths - 30% 6 pupils achieved combined age-related expectations.

	• 4 pupils did not achieve combined age-related expectations. • There were no KS1 SATs to measure progress. • 9 of the 10 pupils made expected progress in R, W & M from KS1 TA. • 3 pupils made more than expected progress in R & W from KS1 TA. • Attainment in Writing, maths and combined improved from last year which affects gaps. • The overall attainment for disadvantaged pupils improved in writing and maths and declined slightly in Reading. Three disadvantaged pupils did not achieve the expected standard in Reading. • Reading attainment in 2025 was very high. • The gap between attainment for disadvantaged pupils and their peers narrowed in Maths compared with 2025 results. • The average score for disadvantaged pupils increased for GPS and Maths.
Basic skills gaps in learning have been identified and are being addressed.	Teachers and leaders continued to reflect on what worked to narrow gaps for groups and individuals, what we needed to develop and took steps to make improvements, without delay. Effective AFL is ensuring any amendments needed in our provision are made without delay, gap analysis informs additional support which can be 1:1 tuition or small group support, both during and after school. Working effectively with parents on home support continues to have a positive impact. Century continues to support KS2 pupils narrow individual gaps and Doodle in KS1. Pupils are given a device for home use if required.
Reduce the no. of PP pupils who are PA's.	We continued to work with families and outside agencies, as necessary, to improve attendance. The number of PA's reduced across the year. • Five pupils are PA compared with 10 (2024-25), 11 (2023-24) and 21(2022-23). • Three pupils have improved attendance • Two pupils have had a decline in their attendance at school.
Improved engagement of parents and carers of PP pupils.	Relationships are a key focus for us at BWA. Many of our PP families report they are well supported. We continued to work with families to remove barriers to attend workshops by offering another time, or a 1:1 session. Barriers are removed to support parents and carers attend workshops. Teachers spoke to all parents of pupils in their class throughout the school year, to ensure we did all we could to meet the needs of every pupil.
PP pupils participate in extra-curricular activities – barriers are removed so a pupil attends a club	Ensuring equitable access to enrichment remained a priority. Free clubs continued to be available to all pupils, with disadvantaged pupils entitled to double the number of free clubs available to their peers.

they would like to attend.	Many external providers also offered reduced fees for disadvantaged families. Teachers worked closely with families to identify and remove barriers to participation, ensuring pupils could access activities that reflected both their interests and developmental needs.
Ensure we support every pupil so they have the skills and knowledge to know how to look after their wellbeing, particularly those who are disadvantaged.	Pupils' wellbeing remained a key priority throughout the year. Through our curriculum, pastoral provision and targeted support, pupils developed the knowledge, confidence and resilience needed to look after their wellbeing. The vast majority of pupils demonstrated positive attitudes to learning and were ready to learn throughout the school day. Where required, additional pastoral and social skills support enabled pupils to develop positive relationships, regulate their emotions and engage successfully during playtimes and learning.

KS2 Results 2025-26

Cohort	No. of Pupils	Reading			Writing			Maths			RWM		
		All	Dis.	Non-dis.	All	Dis.	Non-dis.	All	Dis.	Non-dis.	All	Dis.	Non-dis.
KS2 Year 6	41	90.2% 37/41	70% 7/10	96.8% 30/31	87.8% 36/41	70% 7/10	93.5% 29/31	92.6% 38/41	70% 7/10	100% 31/31	85.3% 35/41	60% 6/10	93.5% 29/31
	Average Scaled Score (R, GPS & M) BWA										R 110.4	GPS 107.3	M 106.5
	Average Scaled Score (R, GPS & M) National										106	105	105
	Average Scaled Score (R, GPS & M) BWA – Disadvantaged										104.9	106.9	105.1
	Average Scaled Score (R, GPS & M) BWA – Other										112.2	112.2	110.6
	Average Progress Score – all pupils n/a These pupils didn't sit KS1 SATs .										R	W	M
	Average Progress Score – Disadvantaged pupils n/a These pupils didn't sit KS1 SATs .												
	Average Progress Score – Non-disadvantaged pupils n/a These pupils didn't sit KS1 SATs.												
	Made expected progress from KS1 TA										90% 9/10	90% 9/10	90% 9/10
	Made more than expected progress from KS1 TA										30% 3/10	30% 3/10	10% 1/10