

Pupil premium strategy statement - Robert Browning

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Robert Browning Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	98 children 47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kate Wooder
Pupil premium lead	Anna Mulhern
Governor / Trustee lead	Ali McCulloch Lara Stacey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,585
Recovery premium funding allocation this academic year	£12,289
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 138,874

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas relative to their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low oracy and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language (Sept 2022 data: 21% in Reception and 6% in Nursery.) Across the school, of the children who are on the SEN register, 70% have speech, language and communication needs.
2	Low attainment in reading, writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for reading, writing and maths than their non disadvantaged peers. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers. 60% of children with an EHCP are disadvantaged.

3	Emotional wellbeing and resilience. Following the Covid 19 pandemic, all children's emotional wellbeing and resilience has been affected. More children have been referred by parents, teachers or support staff for learning mentor group or individual social emotional support both during and following the academic year 20-21. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Achieving Greater Depth. Fewer disadvantaged children achieve greater depth than their non disadvantaged peers. School time missed due to Covid 19 pandemic impacted the number of children who were able to reach greater depth due to lost learning.
5.	Catch up curriculum - all year groups (Nursery to Year 6.) Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures following Covid 19 to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. The curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Attendance of pupil premium children with an EHCP is 88.8% which is significantly lower than their non disadvantaged peers.
7	Parents not reading regularly with their children at home. We recognise that children who are supported with reading (for both learning and pleasure) at home achieve better in school. We have noted that many of the children who do not read regularly at home are disadvantaged.
8	Parental lack of engagement with school communications. Many parents, in particular those whose children are disadvantaged do not read school newsletters or communications but rely on staff reminding them in person. We want to develop their independence and use of school communications so that their children participate fully in school life and to prepare families for the systems they will need to access as their children move into secondary school.

Intended outcomes

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

Intended outcome	Success criteria
1. For targeted children to develop oracy and listening skills to access a broad and balanced curriculum.	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.
2. Targeted children make at least expected progress in reading, writing and maths.	Pupil premium children make progress in line with their non disadvantaged peers. Pupil premium children make at least the expected progress in reading, writing and maths.
3. Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case. Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.
4. Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.	More pupil premium children reach greater depth in reading, writing and maths. Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted

	intervention, both as part of whole class and small group teaching.
5. Targeted children are supported to catch up and close the gap (following school closures Covid 19)	<p>Target of 85% of children are at age related for reading, writing and maths</p> <p>Children who receive pupil premium are able to make expected progress and reach age related expectations July 2023.</p>
6. All children attend school at the nationally expected level of 97%.-families understand the importance of regular attendance and punctuality	<p>Whole school attendance improves - target of 97%</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children.</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term.</p>
7. To develop parents confidence to support their children with reading at home	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes'</p> <p>More children are entered into the reading Raffle each week for reading at home</p> <p>More children are able to talk to LT about the books they are reading at home</p>
8. To develop parents knowledge and access to school communication systems	<p>Increased numbers of parents have access to the Scholarpack App September 2021 - 64 parents have downloaded the app so far.</p> <p>More parents use the App to report their child's absence.</p> <p>Fewer parents ask questions about things on the gate/call the school office and access the information from the school newsletter.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,277.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5
SLT and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings More able and talented children identified across the curriculum	Support from curriculum leaders and specific subject leaders enables teachers to identify ways to support children achieve greater depth across a range of subjects. Book looks, learning walks and lesson observations show children being challenged across the curriculum. Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve greater depth.	4
Speech and language therapist in school weekly - trains staff in EYFS, KS1 and KS2 to run intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills. SLT to develop and monitor progression of vocabulary alongside progression of skills across all curriculum areas on unit posters and knowledge organisers. Class working walls include key vocabulary. TAs in every classroom running targeted groups and also questioning, clarifying, remodeling and explaining	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (education endowment foundation.org.uk) A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context. Progress data for children in early years whose communication and language skills are specifically assessed show that the majority of children make good progress in this area due to targeted intervention groups (88% in Nursery and 96% in Reception.) TAs enable children to develop their vocabulary and access the learning through targeted support during whole class teaching. This enables children to develop their language skills preventing paucity of language becoming a barrier.	1

language to target children during lessons. Communicate in print is used to support vocabulary development.		
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 76,157.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching every day.</p> <p>Small phonics groups daily in year ½ and resource base (1 x SLT), half termly assessments</p> <p>Reading groups daily in year 1 (SLT)</p> <p>SEN reading group 3 x weekly in Y5/6 (additional teacher-SLT)</p> <p>Targeted support in year 5 (additional teacher)</p> <p>Targeted support in year 6 (additional teacher)</p> <p>LT reading with individual children in go to classes once a week</p> <p>Year 6 booster classes x 1 weekly (1 day LT)</p>	<p>The best available evidence indicates that quality first, everyday teaching has the greatest impact on pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, including in small groups</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 5
Phonics baseline in EYFS, y1 and y2	<p>Accurate assessment of the children's current levels informs teaching and gaps to be filled.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	5

<p>Tests once children have settled in KS2 to establish baseline and Gaps</p> <p>Teachers plan and target support to close the gaps and make links to prior learning.</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Booster/small group support from LT for greater depth children</p>	<p>School data shows that children targeted for greater depth are more likely to achieve it. Covid and school closures have impacted on this. Resources have been focused on closing the gap for children.</p>	4
<p>Class working walls include key vocabulary.</p> <p>A teaching assistant in every class to run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>TAs run interventions and provide in class support for targeted children which improves children's outcomes (evidence from class tracking and progress notes)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,128.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality</p> <p>Attendance and punctuality cups and medals shared in assembly and also in the school newsletter</p> <p>Termly TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office)</p> <p>No term time leave authorised unless exceptional circumstances</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attending school regularly supports better outcomes for children. Children are highly motivated by the wristband system, parents request resources to use at home to support attendance and punctuality at school.</p>	8

Weekly tracking of children who are persistent absentees (below 90%) and warning letters home		
Attendance phone calls/letters home to parents whose children are persistently absent to identify reasons and offer support		
Parents encouraged to use the Scholapak App at pupil review meetings	Research shows that parental engagement has a positive impact on children's learning and progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Support available for parents struggling to use the App (technical)		
Parents encouraged to read the newsletter by LT on the gate		
Phonics books sent home with questions in for parents to ask their children	Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.	7
Children to have one reading for pleasure book and one book at the correct phonic level to take home	Children are motivated by the reading raffle - opportunities to win a storybook of their choice.	
LT reading with children in each class weekly to ensure correct books are going home	Children who are supported with reading at home, including those who are read to regularly by their families, achieve better than those who do not.	
Weekly reading raffle for children who read regularly at home	Guidance from Ofsted and the DfE states that children in Rec, Year 1 and Year 2 should read books that are matched to their phonic ability which will enable them to achieve and make progress.	
Reading cafes for each year group to support parents	Evidence shows that children who are read to or are able to read at home become committed and enthusiastic readers which in turn will enable them to make good progress in reading. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf	
Children who are not reading regularly at home are identified and supported with reading intervention in school		
Learning mentor/EYE support for targeted children with emotional well being and resilience	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 3

<p>P4C sessions</p> <p>PSHE lessons</p> <p>Groundwork CAMHS support for children and families</p> <p>Drawing and Talking</p> <p>1:1 sessions</p> <p>Daily mile</p> <p>Emotions boards/zones of regulation in classes</p> <p>Life skills groups</p> <p>Social skills groups</p> <p>Two TAs trained and delivering ELSA.</p> <p>One further Learning Mentor being trained as an ELSA Autumn Term 2023</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mental Health Support Teams (Groundwork) are part of a governmental initiative to transform children and young people's mental health, which is being rolled out to 400 localities nationwide by 2023, with the aim of promoting access to mental health services and improving children and young people's wellbeing.</p> <p>Groundwork MHST will achieve this by developing and implementing trauma-informed whole-school approaches alongside the selected schools. Schools will be selected based upon the most recent IDACI data available, focusing particularly on rate of permanent exclusions. Schools will be distributed amongst the four localities in Southwark, and will be accepted as partners if willing to embed trauma-informed whole-school approaches to mental health and wellbeing. Groundwork offer 1:1 parenting support for families where children are displaying either challenging behaviour or anxiety. Groundwork provide the school with termly assemblies based on looking after our mental health. They also work with our Year 4 cohort every year on Brain Buddies.</p> <p>P4C provides structure to children's speaking, listening and thinking skills.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.</p> <p>Young carers/siblings of children with additional needs are a vulnerable group and children are able to share how valuable they find the young carers group.</p> <p>The Daily Mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.</p>	3
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Total budgeted cost: £ 159,563.45

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Review
1 For targeted children to develop oracy and listening skills to access a broad and balanced curriculum.	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils (CLL in Nursery and Reception). This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.	<p>The team focused on early identification of SEND particularly around social communication. The SALT and EYFS advisor from the LA were involved in developing SALT provision across EYFS in order to address the impact of COVID on the children's development.</p> <p>Nursery children entered with 6% at ARE for C&L by July this had increased to 47%. Some progress was impacted by poor attendance (due to COVID and chickenpox related absences)</p> <p>2022-2023 The reception children entered with 21% on track for C&L and ended the year with 59% on track. 100% of children within this cohort made expected progress or better. This cohort had a high percentage of children identified as having SEND 50%</p> <p>Our speech and language therapist supported 29 pupil premium children across the year.</p>
2 Targeted children make at least expected progress in reading, writing and maths.	<p>Pupil premium children make progress in line with their non disadvantaged peers.</p> <p>Pupil premium children make at least the expected progress in reading, writing and maths.</p>	<p><u>See Disadvantaged Grid Below:</u></p> <p>The number of children entitled to Pupil Premium increased by 6% across the school year. High numbers of our pupil premium children also have an EHCP or SEN which impacts whether they are working at age related expectations. 12/21 (57%) of our EHCP children are in receipt of pupil premium funding. (45%) of our children with SEND are also pupil premium. In Year 6, pupil premium pupils achieve better results in both maths and reading than their non-pupil premium peers. In Year 1, 8 pupils are both PP and SEND yet results do not differ greatly between pupil premium and non-pupil premium children, particularly in maths. Year 3 has the highest number of children who have both SEND needs and who are in receipt of pupil premium funding (9) and yet non-pupil premium children and pupil premium children achieve broadly in line with one another. There are 8 children in Year 4 who are pupil premium and SEND. It is important to add that some of these children</p>

		were also late joiners to the school. This is reflected in the data for Year 4.
3 Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<p>Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case.</p> <p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>	<p>The children's surveys dated Feb 22 show that 89% of children felt safe at school. 93% of children said that staff were friendly and that they could talk to them. 94% of children know what to do if someone is being unkind.</p> <p>Over 20 children regularly attended the lunch club run by the learning mentor on a daily basis.</p> <p><i>"The office staff, teaching staff and head teacher are all wonderful and have always supported our children. A loves Miss Shanaz's lunch time group. "</i></p>
4 Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.	<p>More pupil premium children reach greater depth in reading, writing and maths.</p> <p>Targeted pupil premium children (identified during termly progress meetings - see progress notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.</p> <p>Pupil premium children have access to clubs that enables them to build confidence in all areas of the curriculum.</p>	<p>This year children entitled to pupil premium have accessed the following clubs for free: Resilience building Yoga (29 children), Jewellery(10 children), Rounders(8 children), Grammar (8 children), Athletics(15 children), Dance (7 children), Book club (7 children), Football (16 children), Tennis (7 children) Beach Tennis at Marlborough Sports Gardens (6 children)</p> <p>This year we made links with Marlborough Sports Garden that enabled pupil premium families to access holiday clubs for free. 2 families have used this provision during the Easter break.</p>
5 Targeted children are supported to catch up and close the gap (following school closures Covid 19)	<p>Target of 85% of children are at age related for reading, writing and maths</p> <p>Children who receive pupil premium are able to make expected progress and reach age related expectations July 2022.</p>	Please see the data from the Head's report below (Disadvantaged groups)
6 All children attend school at the nationally expected level of 97%.families understand the importance of regular attendance and punctuality	<p>Whole school attendance improves - target of 97%</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children.</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term.</p>	<p>Attendance has improved for all children and groups from 21-22 to 22-23. We have had a number of families moved out of borough due to being rehoused which has impacted on both attendance and punctuality. We have worked with the school nursing team to support 2 families who were on the persistent absence list to ensure that their children attend school regularly. We have worked closely with FEH for 2 families. We have regularly met with the families of children with attendance below 90% and have also sent warning letters to families of children with attendance that is below 95%. We have discussed families for whom attendance is a concern in the termly TAF meetings.</p>
7 To develop parents confidence to support their children with reading at home	<p>Parents are informed and able to ask for help with their children's reading at home</p> <p>Parents attend 'Reading cafes'</p>	<p>Parent surveys Feb 2022-100% of the 41 parents who returned their surveys agreed with the following statements:</p>

	<p>More children are entered into the reading Raffle each week for reading at home</p> <p>More children are able to talk to LT about the books they are reading at home</p>	<ul style="list-style-type: none"> • <i>The school helps me to support my child's learning</i> • <i>The office staff are approachable and make me feel welcome</i> • <i>The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them</i> • <i>Teachers and Teaching Assistants are approachable and make me feel welcome</i> <p><i>Please see table below for responses from the parent/carer questionnaires February 2023</i></p> <p>Reading cafes were well attended and were the first opportunity that families had to come into school in person (post covid). Every reading cafe was well attended.</p> <p>Children who were not reading regularly at home were recorded on the provision map each term. This showed an improvement. 5 children who were not reading regularly at the beginning of the year were doing this by the summer term. The children were enthused by the reading raffle and this was a regular item in the weekly celebration assembly.</p>
8 To develop parents knowledge and access to school communication systems	<p>Increased numbers of parents have access to the Scholarpack App September 2021 - 64 parents have downloaded the app so far.</p> <p>More parents use the App to report their child's absence.</p> <p>Fewer parents ask questions about things on the gate/call the school office and access the information from the school newsletter.</p>	95 families are now accessing the scholarpack app and absences are regularly being reported through the app.

Parents (108 returned)		Yes
The office staff are approachable and make me feel welcome		100%
Teachers and Teaching Assistants are approachable and make me feel welcome		99%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them		99%
My child enjoys coming to school		96%
My child is safe at school		100%
I think that behaviour in the school is good		99%
My child is learning and making progress		99%
The school helps me to support my child's learning		98%
I would recommend this school to another parent		98%

July 2023	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1	12/16 75%	12/14 85%	11/16 69%	12/14 86%	13/16 81%	12/14 86%
Year 2	5/10 50%	6/10 60%	4/10 40%	5/10 50%	7/10 70%	5/10 50%
Year 3	9/18 50%	6/11 55%	8/18 44%	6/11 55%	11/18 61%	7/11 64%
Year 4	3/10 30%	10/17 59%	1/10 10%	9/17 53%	3/10 30%	10/17 59%
Year 5	6/15 40%	7/8 88%	6/15 40%	6/8 75%	7/15 47%	8/8 100%
Year 6	14/15 93%	10/15 67%	9/15 60%	11/15 73%	12/15 80%	9/15 60%