



## Pupil Premium Grant expenditure: Report 2013/14

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### All Saints Church of England Primary School Statement for the Pupil Premium

The 'Pupil Premium' is allocated to children from low-income families who are currently known to be eligible for FSM (Free School Meals) in both mainstream and non-mainstream settings and children who have been 'looked after' continuously for more than six months. From April 2012, the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces.

Schools are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

At All Saints Primary School, the Pupil Premium is used to ensure that all pupils reach their potential, and at least the national expectations for literacy and numeracy levels, regardless of their social situation. It is also used to ensure that pupils make at least expected progress, and increasing numbers of pupils make above expected progress. At All Saints the impact of the pupil premium grant funding has seen this percentage significantly rise year on year for both Pupil Premium Pupils and pupils who do not receive Pupil Premium funding. This shows that whilst all pupils are making consistently improving progress, gaps between disadvantaged pupils and their peers are rapidly closing. This is also found when comparing results nationally.

This has been achieved through using the premium to pay for strategies and interventions to remove pupils' barriers to learning, and to close progress and attainment gaps between groups of pupils. At All Saints the premium is used to pay for skilled teaching assistants who are trained to deliver quality intervention programmes, to pay for additional teaching time to provide consistently small group teaching group for maths and literacy, booster and tuition sessions for children who are at risk of not meeting or exceeding national expectations.

The funds are also used to pay for Nurture Provision, such as our Family Link workers and Nurture unit and enrichment activities to prepare, engage and inspire pupils in their learning. To achieve this some of the pupil premium is also used to support specific resources for pupils and training for staff to continue to develop expertise and build capacity and sustainability into staffing resources.

#### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to extend the benefit of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. However, priority always goes to children in receipt of FSM. This is monitored through our Nurture Panel which meets monthly to track intervention and impact of identified vulnerable pupils.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This will be through whole school monitoring of data and assessments and in discussion with class teachers. Children who are deemed to be at risk of underachieving will be

flagged up and interventions put in place as soon as possible. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, but will over the course of the year be targeted.

## **Monitoring of impact of provision.**

Head Teacher and members of the Nurture Panel monitor provision and review impact termly to adapt interventions to suit our needs based on knowledge of the progress made by our pupil premium groups. This is reported to the Governors through the named PPG Governors and the Teaching and Learning and Finance committees termly.

## **2013-2014 Report to Governors.**

This report includes

### **Section 1 Evaluation.**

- i) A summary of the monies received for PPG and number of pupils eligible and claiming for 2013-14
- ii) A summary of how money was spent to increase progress and attainment for 2013-14
- iii) A breakdown of data as pupil results to show impact of the spend. This looks at the average progress of PPG pupils and those not receiving PPG in each Year group, and the attainment of each of these groups for 2013-14
- iv) A summary of the % of PPG pupils from Year 1-5 making above expected progress during 2013-14

### **Section 2: Projection.**

- i) A summary of the monies received for PPG and number of pupils eligible and claiming for 2014-15
- ii) A summary of how money will be spent to increase progress and attainment for 2014-15

### **Section 3 Impact over time.**

- i) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, expected progress
- ii) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, above expected progress
- iii) A projection of the pupils 'on track' to continue to make expected and above expected progress by the end of Year 6, and comparison of this to National Year 6 averages.) This data is provided for primary schools with Yr 6. (The Raise on Line Transition Matrices for 2013) As we do not have Yr 6 at present, this enables us to gauge trends in progress, taking into account 'on track' is an indicator of future performance (validated and benchmarked by HMI July 2014)

## **Section 1 Evaluation.**

- 1.i) **A summary of the monies received for PPG and number of pupils eligible and claiming for 2013-14**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	204
Total number of pupils eligible for PPG	88
Amount of PPG received per pupil	£900
<b>Total amount of PPG received</b>	<b>£79,200</b>

1.ii) **A summary of how money was spent to increase progress and attainment for 2013-14**

**Summary of PPG spending 2013/14 Objectives in spending PPG, Evaluation:**

**Target: School Improvement Plan 2013-14**

92% of Pupils in receipt of PPG to make above expected progress across the year in all Reading, Writing and Mathematics' (4.5pts in KS1 and 3.5 pts in KS2) **TARGET MET:** Broadly in line with change in calibration of expected . Progress. (5pts, Yr1, 6pts Yr2 and 4pts in Yrs 3,3&5)

Strategic focus for PPG: To date we have made impact in the achievement of pupils in receipt of PPG. For the year 2013-14 we supported 88 pupils and, planned to ensure PPG is targeted in a sustainable manner. Along with social and nurture intervention and support (including improved attendance and punctuality) and specific targeted support for learning needs, we focussed on increasing QTS support for pupils, especially in maths and literacy. This was be done by lowering adult : child ration across the school to maintain continuity of primary provision for pupils, whilst ever linking and strengthening learning capacity, and so not opting for a sequential string of interventions based on class work. We worked to an optimum ration of 1:9 at KS2, and in addition continued specialist literacy provision through Reading Recovery at KS1. There remained a focus on removing barriers to learning, particularly through nurturing support alongside highly targeted teaching and learning to ensure the social, emotional and academic needs were met of pupils with behavioural needs. This has built capacity for continued focussed support for FSM children in the future, and has expanded the skill base within the school to reach all pupils' needs.

**Summary of spending and actions taken:**

**Interventions and support:**

**2x QTS class teachers to lead literacy and mathematics in additional morning classes 4**

<i>days per week. (0.8fte) (contribution 7/12)</i>	<b>£20,000</b>
• <b>Reading Recovery Teacher working with 28 pupils (0.5 fte) (contribution )</b>	<b>£18,800</b>
• <b>Additional Learning Mentor Support for pupils with Behavioural and Emotional Needs, and for LAC Pupils. (Nurture Unit)</b>	<b>£8,340. 00</b>
<i>Skilled LSA briefed to specifically support anger management strategies of pupils with challenging behaviour needs which act as a barrier to learning Contribution to funding for 2x Family Link Workers, specifically facilitating 'Bright and Early' early morning nurture and learning support</i>	
<b>Support and development of self-esteem through alternative curriculum provision:</b>	<b>£4,000.00</b>
<i>Enriching and experiential learning designed to enhance self-esteem, problem solving and communication skills, team work and emotional literacy through Forest School specialist provision across the school.</i>	
• <b>Tuition for keys skills in Mathematics, Reading and Writing:</b>	<b>£2,500.00</b>
<i>Bespoke sessions for pupils through tuition provision.</i>	
• <b>Acceleration support for Literacy:</b>	<b>£1,500.00</b>
<i>Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1.</i>	
• <b>Study group acceleration for G&amp;T pupils (led by QTS)</b>	<b>£2,950.00</b>
• <b>Funding for additional nurturing lunch time support:</b>	<b>£4,270.00</b>
• <b>1:1 Counselling support for 13 children throughout the year.</b>	<b>£2,200</b>
<b><u>Resources, experiences and CPD to build capacity</u></b>	
• <b>Enriched experiential learning opportunities:</b>	<b>£3,500.00</b>
<i>Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation, and contribution to swimming lessons.</i>	
• <b>Training for Behaviour support strategies</b>	<b>£2,500.00</b>
<i>Team teach training, Consultation and support for specific pupils, backfill and training costs</i>	
• <b>Specific diagnostic testing for SEN literacy needs for 2 pupils</b>	<b>£900.00</b>
<i>Leicestershire Specialist teaching Service Highlight assessment</i>	
• <i>Walking bus to ensure children are able to attend school punctually everyday</i>	<b>£2,500</b>
• <i>Contribution to funding for extracurricular activity (after school clubs, educational visits, music lessons)</i>	<b>£1,800</b>
• <i>Additional Reading Books to support phonic development</i>	<b>£3,000</b>
• <i>Contribution to additional playground fixed equipment</i>	<b>£1,700</b>

<b>Total PPG received</b>	£79,760	<b>Total PPG expenditure</b>	£80,460
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**1.iii) Progress and Attainment of Pupil Premium Group against Non –Pupil Premium and then by sub group (eg PPG and SEN) showing impact on double disadvantage.**

APS= Average Point Score, PPts+ Points Progress, ARE+ Age related Expectation as a Point score.

Expected Progress (average): Yr 1 =4.5pts, Yr 2=5.5pts, KS2 3.5pts

Coding: **Red below expected, amber, expected, green: above expected**

MA; More able, SEN: Special Educational Needs, SB: Summer Born,

Year	Group	Pupil Number	Reading		Writing		Mathematics	
			APS	PPTs	APS	PPTs	APS	PPTs
<b>1</b> <b>ARE:</b> <b>11</b>	PPG	11	<b>9.5</b>	6.1	<b>9</b>	5.6	<b>9.5</b>	5.6
	Non PPG	25	<b>11.0</b>	6.7	<b>9.8</b>	5.6	<b>10.8</b>	6.1
	PPG & SEN	3	<b>5</b>	1.7	<b>6</b>	3.3	<b>7</b>	3
	PPG & MA	2	<b>14</b>	6	<b>12</b>	4	<b>12</b>	4
	PPG & SB	3	<b>7.7</b>	<b>4.3</b>	<b>8.3</b>	5	<b>8.3</b>	<b>4.3</b>
	PPG & Boys	5	<b>5.8</b>	2.4	<b>6.6</b>	3.4	<b>7.4</b>	2.8
<b>2</b> <b>ARE:</b> <b>15</b>	PPG	13	<b>15.5</b>	5.7	<b>14.7</b>	5.7	<b>15.9</b>	6.8
	Non PPG	18	<b>16.9</b>	6.1	<b>15.2</b>	5.5	<b>16.6</b>	5.9
	PPG & SEN	3	<b>14</b>	6.5	<b>7</b>	6	<b>14</b>	6.5
	PPG & MA	1	<b>19</b>	8	<b>17</b>	4	<b>19</b>	8
	PPG & SB	7	<b>14.7</b>	<b>4.9</b>	<b>13.9</b>	5.8	<b>15.3</b>	6.4
	PPG & Boys	5	<b>16.2</b>	6.4	<b>15.4</b>	6.8	<b>16.2</b>	6.8
<b>3</b> <b>ARE:</b> <b>18</b>	PPG	20	<b>18.4</b>	3.7	<b>17.5</b>	<b>3.5</b>	<b>18.2</b>	<b>3.2</b>
	Non PPG	11	<b>19.2</b>	3.5	<b>18.5</b>	<b>3.1</b>	<b>18.6</b>	<b>2.5</b>
	PPG & SEN	7	<b>17</b>	4.6	<b>15.6</b>	4.6	<b>17.6</b>	<b>3.5</b>
	PPG & MA	4	<b>20.5</b>	3	<b>20.5</b>	3	<b>20</b>	3
	PPG & SB	7	<b>17.9</b>	<b>3.7</b>	16.4	<b>3.4</b>	<b>17</b>	2.6
	PPG& Boys	11	<b>18.1</b>	4	16.4	3.8	<b>18.6</b>	3.6
<b>4</b> <b>ARE:</b> <b>21</b>	PPG	15	<b>22.2</b>	5.2	<b>21.4</b>	4.9	<b>21.1</b>	4.7
	Non PPG	14	<b>20.6</b>	4.4	<b>19.7</b>	4.1	<b>19.6</b>	4.0
	PPG & SEN	2	<b>18.3</b>	5.3	<b>16.3</b>	6.3	<b>17.7</b>	6
	PPG & MA	7	<b>24.7</b>	5.4	<b>24.1</b>	5.1	<b>23.6</b>	4.9
	PPG & SB	3	<b>19</b>	4.7	<b>19</b>	5.3	<b>19.7</b>	6.7
	PPG & Boys	8	<b>21.3</b>	5.5	<b>20.3</b>	4.8	<b>20.5</b>	5
<b>5</b> <b>ARE:</b> <b>24</b>	PPG	19	<b>25.0</b>	4.7	<b>23.7</b>	3.7	<b>24.7</b>	4.0
	Non PPG	18	<b>24.4</b>	4.3	<b>22.7</b>	3.9	<b>24.2</b>	4.0
	PPG & SEN	2	<b>20.3</b>	<b>8.6</b>	17.7	4.7	<b>18.3</b>	<b>5.3</b>
	PPG & MA	7	<b>26.6</b>	<b>4.2</b>	<b>25.6</b>	<b>3.8</b>	<b>26.6</b>	<b>3.8</b>
	PPG & SB	3	<b>25.7</b>	4	<b>24.7</b>	<b>3.7</b>	<b>25.3</b>	<b>5.2</b>
	PPG& Boys	8	<b>25.4</b>	<b>5.3</b>	<b>23.9</b>	4.2	<b>25.2</b>	4.4
PPG & Girls	11	<b>24.8</b>	<b>4.4</b>	<b>23.6</b>	<b>3.6</b>	<b>24.2</b>	<b>4.2</b>	

**1.iv) Percentage of PPG pupils making above expected progress in comparison to non-disadvantaged peers, for the Year 2013-14, and over time .**

<b>Performance of disadvantaged pupils and their peers (Non-disadvantaged) *(pupils eligible for free school meals or in local authority care for at least six months -PPG)</b> (Based on nationally expected progress of 3pts in KS 2 and Ofsted expectation of at least 10 points across KS1)					
% of pupils in Yrs. 1-5 making above expected progress through the year 2013-14 (KS1: 5pts Yr1, 6 pts Yr2 and KS2 4pts in each Yr 3,4 &5))	2011	2012	2013	2014	4 yr trend
<b>Reading % of PPG</b>	41%	46%	89%	89%	47% inc
Reading % of Non-PPG	46%	57%	68%	88%	47% inc
<b>Writing % of PPG</b>	32%	42%	88%	90%	58% inc
Writing % of Non-PPG	53%	22%	73%	75%	22% inc
<b>Maths % of PPG</b>	52%	60%	93%	88.5%	36.5% inc
Maths % of Non-PPG	61%	42%	77%	81%	20% inc

**Section 2: Projection.**

2.i) **A summary of the monies projected for PPG and number of pupils eligible and claiming for 2014-15**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	184
Total number of pupils eligible for PPG	77
Amount of PPG received per pupil	£1300
<b>Total amount of PPG received</b>	£102,250

2.ii) **A summary of projected spend to increase progress and attainment for 2014-15**

*(Continues over)*

<b>Priorities of PPG spending 2014/15</b>
<p><b>91% of Pupils in receipt of PPG to make above expected progress across the year in all Reading, Writing and Mathematics' (School Priorities Improvement Plan 2014-15)</b></p> <p><b>Strategic Focus for PPG spend:</b>            Continued support for emotional and behavioural needs to secure conditions for learning            Continued development of quality first teaching            Reduced ratio for teaching key skills in Literacy and Mathematics (KS2)            Additional support for reading across the school, including development of reading for pleasure.            Additional CPD to support writing across the school, and especially in KS2.</p> <p><b>Specific focus for sub-groups:</b>            KS1 Physical literacy and additional outdoor provision(especially Yr2 boys, PPG and SEN)            KS2 Tuition and booster groups in maths and literacy for pupils at L2b at KS1 (especially PPG and Summer born)            KS2 Specific assessment of needs from Specialist Teaching Service (PPG and SEN)            Yr2-Yr5 More able pupils targeted study groups. (PPG and More able)            Individually identified need of 1:2 mentored support to support wellbeing, emotional and physical readiness for learning. (PPG and SEN and LAC)</p>

**Summary of spending and proposed actions:**

**Interventions and support:**

- **2x QTS class teachers** to lead literacy and mathematics in additional morning classes 3 days per week. (0.8fte) (contribution 7/12) **£20,300**
- **Additional Learning Mentor Support for pupils with Behavioural and Emotional Needs, and for LAC Pupils. (Nurture Unit)** **£19,165.00**
- **Skilled LSA briefed to specifically support anger management strategies of pupils with challenging behaviour needs which act as a barrier to learning** **£5,000.00**
- **Specific funding to support 2xGirls' groups to build self-esteem and confidence in learning, Especially More able girls in Year 4.** **£1,000.00**
- **Contribution to funding for 2x Family Link Workers, specifically facilitating 'Bright and Early' early morning nurture and learning support** **£5,000.00**
- **Support and development of self-esteem through alternative curriculum provision:** **£4,000.00**
- **Enriching and experiential learning designed to enhance self-esteem, problem solving and communication skills, team work and emotional literacy through Forest School specialist provision across the school.** **£2,800**
- **KS1 Summer born boys :Small group support to help build physical and core strength and Gross Motor Skills** **£2,800**
- **Tuition for keys skills in Mathematics, Reading and Writing:** **£2,570.00**
- **Bespoke sessions for pupils through tuition provision.**
- **Acceleration support for Literacy:** **£3,550.00**
- **Specialist Literacy support for focus pupils in Year 2, including phonics in Year 1, Year 2 and Year 3. Additional reading acceleration support in KS1**
- **Study group acceleration for G&T pupils (led by QTS)** **£3150.00**
- **Funding for additional nurturing lunch time support:** **£4,290.00**
- **1:1 Counselling support for 21 children throughout the year.** **£3,000.00**
- **Resources, experiences and CPD to build capacity** **£3,520.00**
- **Enriched experiential learning opportunities:** **£3,520.00**
- **Programme of varied creative learning opportunities to engage, motivate and inspire Learning, language development and participation.**
- **Training for Behaviour support strategies** **£2,530.00**
- **Team teach training, Consultation and support for specific pupils, backfill and training costs**
- **Specific diagnostic testing for SEN literacy needs for 2 pupils** **£950.00**
- **Leicestershire Specialist teaching Service Highlight assessment**
- **Walking bus to ensure children are able to attend school punctually everyday** **£2,500**
- **Contribution to funding for extracurricular activity (after school clubs, educational visits)** **£1,800**
- **Contribution to funding for swimming and music lessons.** **£1,500**
- **Additional Reading Books to support phonic development** **£3,000**
- **Contribution to additional playground fixed equipment** **£1,700**
- **Contribution to developing reading resources and library support** **£2,000**
- **School Uniform and milk funding for PPG pupils** **£2,765**
- **Specific ELSA training to support LAC** **£560**
- **Specific TA training to focus and support mentoring learning in basic skills** **£1,050**
- **Contribution to tracking materials to enhance impact of PPG funding on outcomes** **£750**
- **Additional QTS training to develop inspirational strategies to raise engagement and self-esteem of PPG pupils.** **£1,000**

**Total expenditure**

**£102,250**

### **Section 3 Impact over time.**

#### **3i) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, expected progress**

FSM= Free School Meals – before Ever 6 measure added in

<b>Expected Progress: Performance of disadvantaged pupils and their peers (Non-disadvantaged)</b>					
*(pupils eligible for free school meals or in local authority care for at least six months -PPG)					
% of pupils making expected progress (9pts) Yr 2-Yr5	2011 (FSM)	2012 (FSM)	2013	2014	4 yr trend
<b>Reading % of PPG</b>	<b>50% FSM</b>	<b>66% FSM</b>	<b>96%</b>	<b>94%</b>	<b>44% inc</b>
Reading % of Non-PPG	57% Non FSM	71% Non FSM	90%	93%	36% inc
<b>Writing % of PPG</b>	<b>0% FSM</b>	<b>77% FSM</b>	<b>96%</b>	<b>82%</b>	<b>82% inc</b>
Writing % of Non-PPG	29% Non FSM	60% Non FSM	92%	75%	26% inc
<b>Maths % of PPG</b>	<b>30% FSM</b>	<b>11% FSM</b>	<b>96%</b>	<b>75%</b>	<b>45% inc</b>
Maths % of Non-PPG	42% Non FSM	67% Non FSM	75%	81%	39% inc

#### **3ii) A comparison of pupil progress from KS1 to end of Yr 5 for PPG and non PPG pupils, above expected progress**

<b>Above Expected Progress: Performance of *disadvantaged pupils and their peers (Non-disadvantaged)*</b> (pupils eligible for free school meals or in local authority care for at least six months -PPG)						
% of pupils making above expected progress (10pts+) Year 2-Year 5.	2013 PPG	2013 Not PPG	Difference between PPG pupils and NOT PPG pupils 2013	2014 PPG	2014 Not PPG	Difference between PPG pupils and NOT PPG pupils 2014
% of pupils making above expected progress in Reading	<b>89%</b>	<b>75%</b>	<b>14% more PPG pupils</b>	<b>94%</b>	<b>93%</b>	<b>1% more PPG pupils</b>
% of pupils making above expected progress in Writing	<b>88%</b>	<b>81%</b>	<b>7% more PPG pupils</b>	<b>82%</b>	<b>75%</b>	<b>7% more PPG pupils</b>
% of pupils making above expected progress in Maths	<b>93%</b>	<b>90%</b>	<b>3% more PPG pupils</b>	<b>75%</b>	<b>81%</b>	<b>6% less PPG Pupils</b>



3iii) A projection of the pupils 'on track' to continue to make expected and above expected progress by the end of Year 6, and comparison of this to National Year 6 averages.) This data is provided for primary schools with Yr 6. (The Raise on Line Transition Matrices for 2013) As we do not have Yr 6 at present, this enables us to gauge trends in progress, taking into account 'on track' is an indicator of future performance (validated and benchmarked by HMI July 2014)

Note: small cohorts can skew percentage results

RAG against National results

Code: Red-below, Amber-inline, Green-above

Subject: Reading								
KS1 Level	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	NP	NP	NP	3%	NP	NP		NP
W	100%	100%	100%	67%	100%	100%	100%	31%
1	100%	100%	100%	81%	67%	50%	33%	54%
2c	86%	67%	100%	78%	43%	33%	100%	15%
2b	93%	100%	40%	92%	20%	29%	20%	29%
2a	100%	100%	100%	98%	50%	100%	0%	56%
3	100%	100%	100%	87%	0	0	0%	1%
4	0	0	0	12%	NP	NP	NP	NP

Subject: Writing								
KS1 Level	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	NP	NP	NP	10%	NP	NP	NP	0%
W	100%	NP	100%	72%	100%	NP	100%	42%
1	100%	100%	100%	93%	50%	0	33%	48%
2c	100%	100%	100%	84%	40%	100%	100%	75%
2b	71%	80%	40%	97%	40%	40%	20%	25%
2a	100%	NP	100%	99%	0%	NP	0%	58%
3	100%	100%	100%	89%	0%	25%	0%	9%
4	NP	NP	NP	61%	NP	NP	NP	0

Subject: Maths								
KS1 Level	School % On track			National % on track	School % On track for above expected progress at end of Yr 6			National % actual end of Y6
	All	PPG	Not PPG		All	PPG	Not PPG	
No prior	NP	NP	NP	48%	0	NP	NP	0%
W	NP	NP	NP	58%	0	NP	NP	25%
1	100%	100%	100%	81%	25%	0	33%	38%
2c	86%	100%	100%	70%	43%	100%	0%	7%
2b	79%	78%	40%	91%	29%	33%	20%	24%
2a	100%	NP	100%	99%	0	NP	0%	56%
3	100%	100%	100%	90%	33%	25%	50%	26%
4	NP	0%	NP	89%	NP	NP	NP	0