



## Pupil Premium Strategy 2016-2017

**Pupil Premium Champion Simon Holleron**

**Pupil Premium Governor Sharon Richards**

### Pupil Premium Funding

The school has received the following Pupil Premium fund allocations.

Academic Year	Allocation	No of Disadvantaged Pupils	Disadvantaged Pupils as % of school roll.
2015/16	£84,920*	74	32%
2016-17	£89,008	77	33%

\* = Including allocation for Children Looked after (C.L.A.)

	Nursery	Rec'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>N.O.R.</b>	41	25	27	27	30	30	23	30	233
<b>Disadvantaged</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>15</b>	<b>77</b>
<b>% Disadvantaged in year.</b>	27%	36%	30%	44%	20%	23%	39%	50%	33%
<b>% Disadvantaged of school.</b>	<b>14.3%</b>	<b>11.7%</b>	<b>10.4%</b>	<b>15.6%</b>	<b>7.8%</b>	<b>9.1%</b>	<b>11.7%</b>	<b>19.5%</b>	

### Barriers to Learning

**In school barriers.** The following barriers have been based upon evidence provided from the 2016 Ofsted data dashboard, Raise-online and the school's internal tracking system.

<b>A</b>	<b>Early Years Foundation Stage (E.Y.F.S.) Reading</b> There is a trend of <i>Free School Meals</i> (F.S.M.) children not attaining as well in Reading compared to national non- <i>Free School Meals</i> (non-F.S.M.) children. Also F.S.M. children moving from Nursery into Reception in September 2016 scored less well at Reading than Writing. <i>(Ref Unvalidated 2016 Raise-online p54-p55. Also school E.Y.F.S. tracking.)</i>
<b>B</b>	<b>Early Years Foundation Stage (E.Y.F.S.) Number</b> In E.Y.F.S. the gap between school F.S.M. children and national non-F.S.M. children in Number is increasing. Also F.S.M. children moving from Nursery into Reception in September 2016 scored less well in Number than Writing. <i>(Ref Unvalidated 2016 Raise-online p54-p55. Also school E.Y.F.S. tracking.)</i>
<b>C</b>	<b>Key Stage 1 Reading</b> At the end of Year 1 disadvantaged children in the current Year 2 were attaining lowest in Reading. The greatest gap to the national <i>other</i> (based on 2016 national averages) was in Reading at -23%. <i>(Ref School internal tracking data.)</i>
<b>D</b>	<b>Low prior attainers at the end of Key Stage 1</b> No disadvantaged children who were <i>emerging</i> leaving E.Y.F.S. converted to Age Related Expectations at the end of Key Stage 1 in Reading, Writing or Maths. <i>(Ref Unvalidated 2016 Raise-online p45-p47.)</i>
<b>E</b>	<b>Key Stage 2 Maths</b> Results for Key Stage 2 for 2016 show that Maths had the greatest gap to <i>national other</i> of -42%. At the end of Year 5 the current Year 6 disadvantaged cohort were also attaining most weakly in Maths. In both cohorts low prior attainers show poor performance. <i>(Ref Unvalidated 2016 Raise-online p15. Also school internal tracking data.)</i>
<b>F</b>	<b>Greater Depth of Study. (G.D.S.)</b> No disadvantaged children are achieving G.D.S in Maths at either the end of either Key Stages 1 or 2. <i>(Ref Unvalidated 2016 Raise-online p15-p42.)</i>
<b>External Barriers</b>	
<b>G</b>	<b>Absence rate and persistent absence rate</b> for F.S.M. is far higher than for non-F.S.M. pupils. In 2015-16 the school absence rate for F.S.M. children was 6.9% For non-F.S.M. children it was 2.8% compared to the national non-F.S.M. rate of 3.4% (Ref Ofsted Data dashboard) For persistent absenteeism for school F.S.M. children is 23%, school non-F.S.M. is 2.6% and the national non-F.S.M. rate of 6.2%. <i>(Ref Raise-online website report.)</i>

## Desired Outcomes

In School Barriers		
	Desired Outcomes	Success Criteria
<b>A</b>	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. children in <b>Reading</b> will close.	Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of pupils meeting A.R.E. in <b>Reading</b> is in line with <i>other</i> children in school and national <i>other</i> children.
<b>B</b>	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. children in <b>Number</b> will close.	Pupil eligible for Pupil Premium in Early Years will make accelerated progress so the number of pupils meeting A.R.E. in <b>Number</b> is in line with other children in school and nationally.
<b>C</b>	At the end of Key Stage 1. The gap between the number of disadvantaged children achieving A.R.E. in <b>Reading</b> and <i>national other</i> children at the end of Year 2 will diminish.	Disadvantaged children will make accelerated progress in <b>Reading</b> in order to achieve as well as <i>other</i> children in school and the gap to <i>national other</i> will close.
<b>D</b>	At the end of Key Stage 1. There will be an improved number of low prior attainers who achieve national expectations in <b>Reading, Writing</b> and <b>Maths</b> .	Prior <i>emerging</i> children will meet Age Related Expectations (A.R.E.) in <b>Reading, Writing</b> and <b>Maths</b> , to bring the school in line with the national rate for <i>other</i> prior emerging attainers, who meet national expectations by making accelerated progress.
<b>E</b>	At the end of <b>Key Stage 2</b> attainment in <b>Maths</b> for disadvantaged pupils will rise and so that an improved number of pupils are achieving national expectations. Low prior attainers will show an improved performance and be in line with national expectations for prior low attainers.	The gap between school disadvantaged children's attainment and national <i>other</i> in <b>Maths</b> at the end of Key Stage 2 will close. The number low prior attainers who meet national expectations will be in line with national <i>other</i> .
<b>F</b>	<b>Maths</b> ; Disadvantaged children at the end of Key Stages 1 & 2 will achieve <b>G.D.S.</b>	Accelerated progress for disadvantaged children in <b>Maths</b> will mean that the number of pupils achieving G.D.S. will be in line with national other expectations at the end of Key Stage 1 and Key Stage 2.
<b>External Barriers</b>		
<b>G</b>	The gap between school disadvantaged rates of absence and P.A. and those for national <i>other</i> will close.	Overall disadvantaged attendance is in line with national <i>other</i> pupils. The persistence absence rate for disadvantaged pupils drops below 10%

## Links to School Development Plan.

The desired outcomes have each been linked to a priority in the school development plan.(S.D.P.)

Targets for disadvantaged children

- A. **E.Y.F.S.** Close the gap between Disadvantaged and national other children in Reading at the end of E.Y.F.S. (Priority 5)
- B. **E.Y.F.S.** Close the gap between Disadvantaged and national other children in Maths at the end of E.Y.F.S. (Priority 5)
- C. **Key Stage 1** Close the gap between the number of disadvantaged children achieving A.R.E. and non-disadvantaged in Reading at the end of Year 2. (Priority 1)
- D. **Key Stage 1** Improve the number of low prior attaining disadvantaged children who achieve national expectations in Reading, Writing and Maths. (Priority 1)
- E. **Key Stage 2** Improve the number of disadvantaged pupils achieving national expectations in Maths with a focus on lower and middle prior attainers. (Priority 1)
- F. **G.D.S.** Accelerate progress of children in Maths across the school so that the number disadvantaged children achieving G.D.S. at the end of Key Stages 1 & 2 is in line with National expectations. (Priority 3)
- G. **Attendance** Close the gap between school rates of absence and P.A. for disadvantaged children and those for national other children. (Priority 3)

**1. Planned expenditure**

<b>Academic year</b>	<b>2016-17</b>		
<b>Area of Spend</b>	<b>Barrier / Focus</b>	<b>Total allocation</b>	<b>% of allocation</b>
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1 & E.Y.F.S.	A.B.C.D.F.	£47,496	53.36
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2 & E.Y.F.S.	E.F.	£34,887	39.20
Extra teacher to support Year 6 2 days a week for 1.5 terms term	E.F.	£2,550	2.86
Contribution to Learning mentor funding. Social support for children.	G. / Personal & social	£2,350	2.64
Funding for school trips and residential visits.	Personal & Social	£1,156	1.30
Alarm clocks to support attendance & punctuality.	G.	£50	0.06
Role play and dressing up materials	Personal & Social	£269	0.30
After school sports club participation	Personal & Social	£250	0.28

The three headings below; **Quality of teaching for all**; **Targeted support** and **Other approaches** enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i Quality of teaching for all.**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. In E.Y.F.S. The gap between disadvantaged children and national other children in Reading at the end of E.Y.F.S. will close.</p> <p>B. In E.Y.F.S. the gap between disadvantaged children and national other children in Maths at the end of E.Y.F.S. will close.</p> <p>C. At the end of Key Stage 1. The gap between the number of disadvantaged children achieving A.R.E. in Reading at the end of Year 2 will diminish.</p> <p>D. At the end of Key Stage 1. There will an improved number of low prior attainers who achieve national expectations in Reading, Writing and Maths.</p> <p>E. At the end of Key Stage 2 attainment in Maths for disadvantaged pupils will rise so that an improved number of pupils are achieving national expectations. Low prior attainers will show an improved performance.</p> <p>F. Maths; Disadvantaged children at the end of Key Stages 1 &amp; 2 will achieve G.D.S.</p>	<p><b>1</b> <b>Staff training on effective use of Teaching assistants in the class room to support Quality First Teaching in 100% of lessons.</b></p> <p>Staff provided with training and completed self assessments of T.A.'s deployed in classroom. (09.01.2017)</p> <p>Training for T.A.'s on their role within the classroom to develop children's independence through strategic support and by developing the use of open questioning skills. (12.01.2017)</p>	<p>Evidence from Sutton Trust / EEF toolkit research indicates that impact of Teaching Assistants can be limited unless strategic approaches taken. Recommendations show suggest Teaching Assistants can have more effective impact when they are deployed to supplement a teacher's input rather than as a substitute for it. Effective management of T.A.'s should ensure that no group of children should be perceived as separated from the class because of the balance of time that they spend with a T.A. as opposed to a teacher.</p> <p>Evidence from Sutton Trust / EEF toolkit research indicates that impact of Teaching Assistants can be enhanced when they are trained and supported with questioning skills which will develop children's independence and ownership of their work rather than becoming too reliant on being supported.</p> <p>Our robust monitoring of teaching is a rigorous part of the school's cycle of self evaluation.</p>	<p>Pupil Premium Champion to monitor classroom deployment of T.A.'S and to monitor interventions provided by T.A.'s . T.A.'s to buddy up with a class teacher to observe each other's use of open questioning. Mr Holleron will regularly visit classes and intervention groups to check that interventions are happening and to see how T.As are being deployed. Mr Holleron will also ensure that all staff are aware of who their Disadvantaged Pupils are.</p>	<p>Mr Holleron</p>	<p>Staff meeting to review practice 13<sup>th</sup> March.</p>

<p>D. At the end of Key Stage 1. There will an improved number of low prior attainers who achieve national expectations in Reading, Writing and Maths.</p> <p>E. At the end of Key Stage 2 attainment in Maths for disadvantaged pupils will rise so that an improved number of pupils are achieving national expectations. Low prior attainers will show an improved performance.</p> <p>F. Maths; Disadvantaged children at the end of Key Stages 1 &amp; 2 will achieve G.D.S.</p>	<p><b>2</b> <b>Strategy to improve standards and progress in Maths across the school.</b></p> <p>Implementation of <i>Five Part</i> lesson. Teaching staff have all had access to <i>Five Part</i> lesson training. INSET for support staff.</p> <p>Targeted support sessions in each class every afternoon for children who have not grasped the lesson objective. <i>Disadvantaged</i> children are <i>prioritised</i> for support.</p> <p>Strategy also provides children opportunities to attain G.D.S. through opportunities to develop reasoning.</p> <p>All classes to implement G.D.S. extension cards to develop children's opportunities to develop reasoning. Maths co-ord has also provided mid term review of methods.</p>	<p>The school made the decision to implement the <i>Five Part</i> lesson strategy to improve Maths performance across the school. We were aware of evidence of the success of <i>Shanghai Maths</i> and have been involved in the Knowsley Maths Hub strategy. We believe that the philosophy of learning involved is in keeping with the ethos of our school of removing barriers to learning such as those caused by hard differentiation.</p> <p>Maths monitoring has shown children are being provided with plenty of opportunity to develop fluency. However more opportunities are needed to develop Mastery / G.D.S.</p>	<p>Maths Co-ordinator carries out regular monitoring of lesson observations and calculation sessions and books to support staff with the implementation and execution of a five part lesson.</p> <p>Mr Holleron will regularly track the progress of Pupil Premium children in Maths.</p>	<p>Mrs Dobson (Maths &amp; Assessment Co-ordinator) / Mr Holleron</p>	<p>Regularly throughout each term and via termly Pupil Progress Meetings.</p>
<p>F. Maths; Disadvantaged children at the end of Key Stages 1 &amp; 2 will achieve G.D.S.</p>	<p><b>3</b> <b>Performance management</b> targets for Year 2 include targets for GDS.</p>	<p>Focus on G.D.S. as part of performance management supports teachers in ensuring that opportunities are available to allow children to work above A.R.E.</p>	<p>Lesson observations which focus on performance management targets. Mr Holleron is the P.M. lead for Year 2.</p>	<p>Mr Crist (Head) / Mr Holleron (Deputy &amp; P.P.C.) Mrs Dobson (Assessment / Maths) Miss Heneghan &amp; Mrs Andrews (S.M.T.)</p>	<p>Termly Pupil Progress Meetings.</p>

C.  
At the end of KeyStage 1. The gap between the number of children achieving A.R.E. in Reading at the end of Year 2 will diminish.

D.  
At the end of KeyStage 1. There will an improved number of low prior attainers who achieve national expectations in Reading, Writing and Maths.

E.  
At the end of KeyStage 2 attainment in Maths for disadvantaged pupils will rise so that an improved number of pupils are achieving national expectations. Low prior attainers will show an improved performance.

F.  
Maths; Disadvantaged children at the end of KeyStages 1 & 2 will achieve G.D.S.

**4**  
**Staff training on metacognition strategies.**

Teachers provided with a range of strategies to support them with developing children's metacognition skills.

Staff to each focus on a method which they believe will be appropriate for their class to trial.  
(Led by P.P.C. 09&12.01.2017)

Evidence from Sutton Trust / EEF toolkit research indicates that meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

Staff will feed back to a staff meeting on 13<sup>th</sup> February about how successful or not their chosen strategy has been to share good practice and look for ways forward.

This will be followed up by Mr Holleron speaking to children to find out how they are using metacognition in their work and whether they are finding it of benefit.

Mr Holleron

Staff meeting 6<sup>th</sup> February

<b>ii Targeted support.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.  The gap between F.S.M. children and national non-F.S.M. children in Reading at the end of E.Y.F.S. will close.	Read Write Inc (R.W.I.) a <i>phonics literacy programme</i> ; extra input provided to support reading  BLAST 2, Communications and language skills and social skills	There is a trend of F.S.M. children not attaining as much in Reading as in Writing compared to non-F.S.M. children. Also disadvantaged children moving from Nursery into Reception in September 2016 scored less well at Reading than Writing.	The Pupil Premium Champion will monitor the impact of interventions in consultation with the class teachers and the SENCo who is an experienced E.Y.F.S. specialist.	Mr Holleron is consultation with Mrs Andrews (SENCo) & Mrs Dobson (Nur) & Mrs Hayes. (Rec)	Half termly
B.  The gap between F.S.M. children and national non-F.S.M. children in Maths at the end of E.Y.F.S. will close.	Targeted intervention focused on Number with children who are off track to improve their opportunities to be successful. These are based upon in school assessments.	In E.Y.F.S. the gap between school F.S.M. children and national non-F.S.M. other children in Number is increasing.	The Pupil Premium Champion will monitor the impact of interventions in consultation with the class teachers and the SENCo who is an experienced E.Y.F.S. specialist.	Mr Holleron is consultation with Mrs Andrews (SENCo) & Mrs Dobson (Nur) & Mrs Hayes. (Rec)	Half termly
C. At the end of Key Stage 1. The gap between the number of children achieving A.R.E. in Reading at the end of Year 2 will diminish	Targeted intervention groups.  Teachers deliver intervention groups whilst T.As are supervise the main class.  Teaching assistants to work with small groups who will receive regular sessions.  Timetabled Interventions are recorded by the PPC.	Evidence from Sutton Trust / EEF toolkit research indicates that impact of Teaching Assistants can be enhanced when they are trained and supported with questioning skills which will develop children's independence and ownership of their work rather than becoming too reliant on being supported.  Our robust monitoring of teaching is a rigorous part of the school's cycle of self evaluation.	Teachers provided detailed timetables of interventions to the pupil premium co-ordinator.  Mr Holleron will monitor the interventions' timetable to ensure that they are happening and visit classrooms to see than interventions are happening as stated.  Monitoring of the performance of the school's internal tracking data will occur in line with Pupil Progress Meetings.  Mr Holleron will also liaise with class teachers about progress of disadvantaged children in between formal assessment points.	Mr Holleron	Intervention timetables will be updated at least half termly.  Mr Holleron will monitor that interventions are happening on a weekly basis as part of his management time.  Formal assessment monitoring termly.

<p>D. At the end of Key Stage 1. There will be an improved number of low prior attainers who achieve national expectations in Reading, Writing and Maths.</p> <p>E. At the end of Key Stage 2 attainment in Maths for disadvantaged pupils will rise and so that an improved number of pupils are achieving national expectations. Low prior attainers will show an improved performance.</p> <p>F. Maths; Disadvantaged children at the end of Key Stages 1 &amp; 2 will achieve G.D.S.</p>	<p>Targeted intervention groups.</p> <p>Extra Teacher employed on a part time basis. Disadvantaged group will be part of the targeted children. Teacher to work with different targeted groups including children who need support to achieve Greater Depth.</p> <p>Teachers deliver intervention groups whilst T.A.s are supervise the main class.</p> <p>Teaching assistants to work with small groups who will receive regular sessions.</p> <p>Timetabled Interventions are recorded by the PPC.</p>	<p>Progress for too many Disadvantaged children in Maths has been less than expected. Therefore Disadvantaged children who require gaps in their basic Maths skills. Extra opportunities will also be provided for children to achieve GDS through targeted support.</p> <p>Evidence from Sutton Trust / EEF toolkit research indicates that overall, the pattern is that small group tuition is effective particularly when it is closely matched to learners' needs.</p>	<p>Teachers provided detailed timetables of interventions to the pupil premium co-ordinator.</p> <p>Mr Holleron will monitor the interventions' timetable to ensure that they are happening and visit classrooms to see that interventions are happening as stated.</p> <p>Monitoring of the performance of the school's internal tracking data will occur in line with Pupil Progress Meetings.</p> <p>Mr Holleron will also liaise with class teachers about progress of disadvantaged children in between formal assessment points.</p>	<p>Mr Holleron</p>	<p>Intervention timetables will be updated at least half termly.</p> <p>Mr Holleron will monitor that interventions are happening on a weekly basis as part of his management time.</p> <p>Formal assessment monitoring termly.</p>
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<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>G</p> <p>The gap between school rates of absence and P.A. and the rates for national other will close.</p>	<p>In addition to whole school attendance initiatives such as half termly raffles for prizes, the school is closely monitoring attendance data for disadvantaged pupils.</p> <p>The Learning Mentor has been trained to use SIMs so that she can more readily monitor all aspects of attendance and report to Senior Management</p> <p>The learning mentor is working with disadvantaged children who are P.A. in small groups, to mentor them about improving their attendance and investigating any underlying issues which are causing adverse effects.</p> <p>Individual family support is offered to families encountering problems.</p> <p>The Governing body has approved changes to school policies to allow it to fine the parents of children who are persistently absent.</p>	<p>Attendance figures for disadvantaged children improved last year from 7.2 to 6.9% (0.2) (Non-disadvantaged children improved from 3.4 to 2.8 (0.6)) However the disadvantaged absence rate is still twice the national rate for non-disadvantaged children.</p> <p>Persistent absenteeism remains an issue with disadvantaged children. P.A. rates remain significantly higher than for non-disadvantaged children.</p>	<p>Monitored primarily by the Learning Mentor who will liaise with the Head Teacher and Deputy Head</p>	<p>Miss Riley (L.M.) reporting to Mr Crist &amp; Mr Holleron.</p>	<p>Monthly meetings between L.M. and Head which are shared with the P.P.C.</p>

## **How our school will spend Pupil Premium Funding**

The school will support the learning of disadvantaged children, through a range of teaching and pastoral initiatives.

### **Teaching Assistants (T.A.s)**

We will continue to spend a proportion of our Pupil Premium funding on the strategic use of T.A.s to provide targeted work for identified groups and individuals. For example our T.A.s work with disadvantaged children providing “catch up” time for children who may not have fully grasped the learning during lessons. We also utilise them to provide targeted learning support across the curriculum. Interventions include *Project X*, *Success@Arithmetic* and *Accelerated Reading*. In class they particularly target support to specific groups of children during lessons supplementing teachers’ input to ensure that all children have access to a teacher.

### **Learning Mentor**

The school’s Learning Mentor will support and work with pupils in and out of the classroom in overcoming specific barriers to learning. These include helping pupils with improving their emotional and social skills as well as their general wellbeing. We will review the children the learning mentor works with on a regular basis.

### **School Trips**

Financial assistance is given to support eligible pupils with the cost of participating in the Year 5 & 6 activity holiday, school trips and for equipment to allow participation in extra-curricular clubs.

### **Other uses**

Funding is also used to allow access to extra-curricular activities with professional coaches such as for gymnastics or judo. We also have provided funding for role play and dressing up materials for some of our younger disadvantaged pupils. Additionally alarm clocks have been purchased to successfully support disadvantaged Pupils with persistent punctuality issues.

### **Measuring Impact**

Regular Pupil Progress meetings with each class teacher enable in depth discussions about the progress of individuals and groups. At each round of Pupil Progress meetings the Pupil Premium Champion will also meet with class teachers to discuss in detail the progress of each disadvantaged child and associated changes to interventions. In between Pupil Progress Meetings the Pupil Premium Champion will regularly monitor progress and impact by using the school’s tracking system and speaking to class teachers.

### **Pupil Premium Strategy Review**

The Pupil Premium strategy will be reviewed termly following Pupil Progress Meetings. It will be evaluated at the end of the academic year.

## **Impact of Pupil Premium Spending - Academic year 2015-16**

Below follows data for children eligible for Pupil Premium funding. This will then be followed by an evaluation of the impact of that funding in the light of these results.

### **Early Years**

The Early Years Foundation Stage covers the time children spend in the Nursery and Reception classes.

The children’s development in “months since birth” is assessed over seven main areas of development which are also assessed in sub-categories. At the end of the Early Years these are assessments are used to say whether a

child has an overall Good Level of Development. (G.L.D.) In the Early Years Foundation Stage children eligible for Free School Meals (F.S.M.) qualify for Pupil Premium Funding.

**Children achieving Good Level of Development (G.L.D.)**

St Luke's			NATIONAL AVERAGE	Difference to National Average non-F.S.M. +/-
Children Achieving G.L.D.	Whole Class (27 Children)	67.90%	69.30	-1.40%
	Non-F.S.M. (19 children)	78.90%		+9.6%
	F.S.M. (8 children)	50.00%		-19.3%

Whilst the overall percentage of children achieving G.L.D. was in line with national average there was still a gap of 19.3% for F.S.M. children.

**End of Key Stage 1**

**Reading**

Attainment	DISADVANTAGED (9 Children)			NON DISADVANTAGED (21 Children)		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Reading	56%	78%	-22%	76%	78%	-2%

**Writing**

Attainment	DISADVANTAGED (9 Children)			NON DISADVANTAGED (21 Children)		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Writing	22%	70%	-48%	76	70%	+6%

**Maths**

Attainment	DISADVANTAGED (9 Children)			NON DISADVANTAGED (21 Children)		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Maths	56%	77%	-21%	67%	77%	-10%

**End of Key Stage 2**

**Reading**

Attainment	DISADVANTAGED 15 children			NON DISADVANTAGED 15 Children		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
KS 2						
Reading	47%	71%	-24%	60%	71%	-11%

## Writing

Attainment	DISADVANTAGED 15 children			NON DISADVANTAGED 15 Children		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
KS 2	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Writing	60%	79%	-19%	80%	79%	+1%

## Maths

Attainment	DISADVANTAGED 15 children			NON DISADVANTAGED 15 Children		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
KS 2	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Maths	33%	75%	-42%	53%	75%	-22%

Attainment	DISADVANTAGED 15 children			NON DISADVANTAGED 15 Children		
	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
KS 2	School	National non-disadvantaged average.	NA +/-	School	National non-disadvantaged average.	NA +/-
Reading, Writing & Maths	20%	60%	-40%	53%	60%	-7%

## Evaluation of the Impact of previous spending

### Key Stage 1 Reading

A positive impact was that the percentage of school disadvantaged children who attained the **expected** level in Reading leaving E.Y.F.S. who went on to achieve *Age Related Expectations at the end of Key Stage 1* was 83%. This is in line with the national average for non-disadvantaged children leaving E.Y.F.S. attaining the **expected** level and then going on to achieve *age Related Expectations at the end of Key Stage 1*. (87%.) (Ref p8 Ofsted Inspection Dashboard 2016)

A further positive impact was that 17% of disadvantaged children who attained the **expected** level leaving E.Y.F.S. achieved a *Greater Depth of Study (G.D.S.)* is in line with national average for non-disadvantaged children who achieving *G.D.S.* who left E.Y.F.S. at the expected level. (21%) (Ref p8 Ofsted Inspection Dashboard 2016)

### Maths

A positive impact was that the percentage of school disadvantaged children who attained the **expected** level in Number when leaving E.Y.F.S. who went on to achieve *Age Related Expectations* in Maths at the end of Key Stage 1 was 100%. This exceeded the national average for non-disadvantaged children leaving E.Y.F.S. attaining the **expected** level in Number and then going on to achieve *age Related Expectations* in Maths at the end of Key Stage 1. (87%.) (Ref p10 Ofsted Inspection Dashboard 2016)

## Key Stage 2

### Reading

Children who were **prior high attainers in Reading** at the end of Key Stage 1 achieved in line with national expectations for A.R.E. for non-disadvantaged prior higher attainers (100% & 97% respectively) and were also in line for children achieving G.D.S. (50% & 52% respectively) Progress for this group was greater than expected progress for national other. (Ref p2 Ofsted Inspection Dashboard 2016)

Disadvantaged **prior middle attainers** in Reading at the end of Key Stage 1 achieved broadly in line with national expectations for non-disadvantaged children who were prior middle attainers. (63% & 68% respectively) (Difference to national other = 0 pupils) They outperformed **in school other prior middle attaining children**. (Cohort sizes 8:9) (Ref p2 Ofsted Inspection Dashboard 2016)

### Writing

A positive impact is that at the end of Key Stage 2 is for disadvantaged children who were **middle attainers** at the end of Key Stage 1 in Writing, achieved broadly in line with national expectations for *national other prior middle attaining children* at the end of Key Stage 2. (75% in school and 83% national other. The school prior middle attainer cohort was 8 children.) (Ref p3 Ofsted Inspection Dashboard 2016)

Disadvantaged **prior low attainers** achieved exceeded national expectations for other children who were prior low attainers in Writing at the end of Key Stage 1. (Difference to national other = +1 pupils) This was ahead of *in school other* children. (Ref p3 Ofsted Inspection Dashboard 2016)

### Maths

Attainment at the end of Key Stage 2 for disadvantaged **prior high attainers** in Maths at the end of Key stage was in line with national expectations for *other children* who were prior high attainers in Maths. (Ref p4 Ofsted Inspection Dashboard 2016)

## Evaluation of Strategy and Impact of previous spending

We have undertaken a clear analysis of the barriers to learning and the impact of Pupil Premium funding and spending. We are clear what those priorities are for our school. This has involved a close analysis of the 2015-2016 results but also using internal data to consider whether the issues facing this year's cohort are different. This has led to decisions about the focus for interventions.

We are using both internal and published data to support a detailed analysis of the barriers impacting upon the effectiveness of our Pupil Premium spending. For example, in Early Years as well as looking at the overall scores

for G.L.D we analyse individually the Reading, Writing and Number elements of the Early Learning goals. This provides a long term view to supporting our future end of Key Stage 1 scores in Reading, Writing and Maths.

We have changed the way that we deliver Maths from September 2016 with a view reducing differentiation as a barrier to children accessing the next level of learning. We have also introduced Greater Depth cards in Maths which are accessible to all pupils to enable them to develop their reasoning skills. Interventions are focused on allowing children to access elements of the curriculum which lead to G.D.S. A separate Calculation session is also included each day on the school timetable.

From September 2016 the school introduced a fixed morning timetable to ensure that core subjects were being given the priority time that is needed. Alongside this the school reviewed the schemes of work used to deliver English and phonics and made radical changes. This will ensure greater first quality teaching.

The school has considered how teaching assistants are deployed to ensure that lower achieving children are not isolated from the rest of the class and that they have as much access to support from a class teacher as all other children.