



Pupil Premium Strategy 2017-2018

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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.
2016-17	*£89,008	77	33%
2017-18	**£94,900	72	41%

* = Including allocation for Children Looked After (C.L.A.) ** (Excluding Early Years Pupil Premium)

	Nursey	Rec'	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
N.O.R.	23	27	27	29	27	30	30	22	215
Disadvantaged	9	12	9	8	12	6	7	9	72
% Disadvantaged in year.	39%	44%	33%	28%	44%	20%	23%	41%	0
% Disadvantaged of school.	12.5%	16.6%	12.5%	11.1%	16.6%	8.3%	9.7%	12.5%	33%

Barriers to Learning

In school barriers. The following barriers have been based upon evidence provided from the 2016 Ofsted data dashboard, Raise-online, the new A.S.P. (Analysing School Performance.) site and the school's internal tracking system. *Currently there is no official breakdowns for 2016-2017 for groups such as *Disadvantaged* and *F.S.M.*

A	<p>Early Years Foundation Stage (E.Y.F.S.) Reading There has been a diminishing of the difference by 10%, between the percentage of <i>Free School Meals</i> (F.S.M.) children not attaining age related expectations in Reading compared to national non-<i>Free School Meals</i> (non-F.S.M.) children. However there is still a gap of 14%. Also F.S.M. children moving from Nursery into Reception in September 2017 scored less well at Reading than Writing. (The area with the least gap to National) <i>(Ref Assessing School Performance (A.S.P.) & school E.Y.F.S. tracking.)</i></p>
B	<p>Early Years Foundation Stage (E.Y.F.S.) Number There has been a diminishing of the difference by 22% between the percentage of <i>Free School Meals</i> (F.S.M.) children not attaining age related expectations in Number compared to national non-<i>Free School Meals</i> (non-F.S.M.) children. However there is still a gap of 15%. Also F.S.M. children moving from Nursery into Reception in September 2017 scored less well at Number than Writing. (The area with the least gap to National) <i>(Ref Assessing School Performance A.S.P. & school E.Y.F.S. tracking.)</i></p>
C	<p>Early Years Foundation Stage (E.Y.F.S.) Good Level of Development (G.L.D.) To improve the amount of children working at G.L.D. Pupils will be closely monitored and have appropriate interventions to ensure that all pupils make as much progress as possible even if they do not achieve G.L.D. <i>(Ref School internal tracking data.)</i></p>
D	<p>Key Stage 1 Writing. At the end of Year 1 disadvantaged children in the current Year 2 (Leavers 2021) were attaining lowest in Writing. The greatest gap to the national <i>other</i> (based on 2016 national averages) for this cohort is also in Writing at -45%. Furthermore it is in Writing that there is there is the greatest gap between in school disadvantaged children and non-disadvantaged children. <i>(Ref School internal tracking data.)</i></p>
E	<p>Low prior attainers Whilst the number of Prior Lower Attainers (P.L.A.) achieving Age Related Expectations (A.R.E.) is now broadly in line with national other for each subject internal data indicates that this is still an area of concern as several year groups have percentages of P.L.A. who are at A.R.E. for their age group. <i>(Ref Unvalidated data A.S.P.)</i></p>
F	<p>Key Stage 2 Writing Results for Key Stage 2 for 2017 show that Writing had the greatest gap to <i>national other</i> of -36%. The current Year 6 (Leavers 2018) disadvantaged cohort have the largest in difference to <i>national other</i> in Writing. <i>(Ref Unvalidated data A.S.P. Also school internal tracking data.)</i></p>

External Barriers	
G	Absence rate and persistent absence rate for F.S.M is far higher than for non-F.S.M. pupils.
	In 2016- 17 the school absence rate for F.S.M. children was 6.62% (previously 6.9%) 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 18.% (previously 23%), and the national non-F.S.M. rate of 6.2%. (Ref Unvalidated data A.S.P. Also school internal tracking data.)

Desired Outcomes

In School Barriers		
	Desired Outcomes	Success Criteria
A	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. children in Reading will close.	Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of pupils meeting A.R.E. in Reading is in line with <i>other</i> children in school and national <i>other</i> children.
B	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. children in Number will close.	Pupil eligible for Pupil Premium in Early Years will make accelerated progress so the number of pupils meeting A.R.E. in Number is in line with other children in school and nationally.
C	At the end of E.Y.F.S. all F.S.M. children will have made accelerated progress towards achieving G.L.D. closing the diminishing the difference to <i>national other</i> .	All children will have made progress and be no more than one age band behind A.R.E.
D	At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Writing and <i>national other</i> children at the end of Year 2 will diminish. 71% of disadvantaged children will meet. A.R.E	Disadvantaged children will make accelerated progress in Reading in order to achieve as well as <i>national other</i> children.
E	At the end of Key Stage 1 there will be an improved number of low prior attainers who achieve <i>national other</i> expectations in Reading, Writing and Maths . In Key Stage 1 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 33% in Reading, 40% in Writing and 33% in Maths. In Key Stage 2 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 20% in Reading, 28% in Writing and 16% in Maths.	Prior <i>emerging</i> children will meet Age Related Expectations (A.R.E.) in Reading, Writing and Maths , to bring the school in line with the <i>national other</i> rate for <i>other</i> prior emerging attainers, who meet national expectations by making accelerated progress.
F	At the end of Key Stage 2 attainment in Writing for disadvantaged pupils will rise and so that an improved number of pupils are achieving <i>national other</i> expectations.	The gap between school disadvantaged children's attainment and <i>national other</i> in Writing at the end of Key Stage 2 will close. Provisional Target 66%
External Barriers		
G	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 or priorities in the school development plan.(S.D.P.)

Targets for disadvantaged children

- A. **E.Y.F.S.** Diminish the difference between F.S.M. children and national non-F.S.M. children in Reading at the end of E.Y.F.S.
(KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*& *EFFECTIVENESS OF EARLY YEARS PROVISION.*)

- B. **E.Y.F.S.** Diminish the difference between F.S.M. children and national non-F.S.M children in Number at the end of E.Y.F.S.
(KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*& *EFFECTIVENESS OF EARLY YEARS PROVISION.*)

- C. **E.Y.F.S.** Diminish the difference between F.S.M. children and national non-F.S.M. children achieving G.L.D.
(KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*& *EFFECTIVENESS OF EARLY YEARS PROVISION.*)

- D. **Key Stage 1** Close the gap between the number of disadvantaged children achieving A.R.E. and non-disadvantaged in Writing at the end of Year 2.
KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*

- E. **Key Stage 1** Improve the number of low prior attaining disadvantaged children who achieve national expectations in Reading, Writing and Maths at the end of Year 2.
KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*

- F. **Key Stage 2** Improve the number of disadvantaged pupils achieving national expectations in Writing with a focus on lower and middle prior attainers at the end of Year 6.
KEY PRIORITY: IMPROVING OUTCOMES *(Progress and Attainment)*

- G. **Attendance** Close the gap between school rates of absence and P.A. for disadvantaged children and those for national other children.
KEY PRIORITY: PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE *(Attendance/punctuality/behaviour strategies)*

1. Planned expenditure

Academic year	2016-17		
Area of Spend	Barrier / Focus	Total allocation	% of allocation
Funding for Resources specifically targeted at E.Y.F.S	A.B.C.	£10,,000	10.5%
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in E.Y.F.S.	A.B.C.D.E.F.	£17,047	17.9%
Funding for Teaching assistants (T.A.'s) targeted interventions and 1:1 targeted support in Key Stage 1	A.B.C.D.E.F.	£14,166	14.9%
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2.	D.E.F.	£25,743	27.1%
Extra teacher to support Year 6 2 days a week for 2 terms term		£4,000	4.2%
Release time for Deputy Head to monitor Pupil Premium 1 hour a week.		£4,000	4.2%
Contribution to Learning mentor funding. Social support for children.	G. / Personal & social	£5,000	5.3%
Funding for school trips and residential visits.	Personal & Social	£2,000	2.1%
P.E. Apprentice; Dedicated time with Pupil Premium children.	Personal & Social	£2,565	2.7%
Play therapist (J.G.H.) + one other	Personal & Social	£2,660	2.8%
ELKLAN training for K.Mc speech & language	Personal & Social	£269	0.2%
ELKLAN training for K.B. speech & language	Personal & Social	£350	0.4%
Talk Boost for Key Stage 2 Training & Resources (£750 & £400)	D.E.F	£1,100	1.1%
After school sports club participation	Personal & Social	£1,000	1.0%
Enrichment Wilder Things to support Writing (Provisional)	D.E.F	£1,000	1.0%
Attendance Service Level Agreement Contribution	G.	£1,000	1.0%
Solihull Parenting course (3 children's families)	Personal & Social	£1,500	1.5%
Family Learning Support	Personal & Social	£1,500	1.5%

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 E.Y.F.S. all F.S.M. children will have made accelerated progress towards achieving G.L.D. closing the diminishing the difference to <i>national other</i>.</p> <p>D. At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Writing and <i>national other</i> children at the end of Year 2 will diminish. 71% of disadvantaged children will meet. A.R.E</p> <p>E. 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. In Key Stage 1 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 33% in Reading, 40% in Writing and 33% in Maths. In Key Stage 2 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 20% in Reading, 28% in Writing and 16% in Maths.</p>	<p>1 Staff training on effective use of Teaching assistants in the class room to support Quality First Teaching in 100% of lessons.</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 13th March.</p>

F. At the end of **Key Stage 2** attainment in **Writing** for disadvantaged pupils will rise and so that an improved number of pupils are achieving *national other* expectations.

<p>E</p> <p>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. In Key Stage 1 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 33% in Reading, 40% in Writing and 33% in Maths. In Key Stage 2 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 20% in Reading, 28% in Writing and 16% in Maths.</p> <p>F.</p> <p>At the end of Key Stage 2 attainment in Writing for disadvantaged pupils will rise so that an improved number of pupils are achieving national expectations. Provisional Target 66%</p>	<p>2</p> <p>Strategy to improve standards and progress in Writing across the school.</p>	<p>Data from the end of end of the last academic year showed that Writing was the weakest area across Key Stages 1 & 2 including for Disadvantaged children. The school is undertaking a whole school focus on Writing across the curriculum. Strategies have been put in place to improve the quality of spelling</p>	<p>English Co-ordinator carries out regular monitoring of lesson observations and spelling strategies and books.</p> <p>Mr Holleron will regularly track the progress of Pupil Premium children in Writing.</p>	<p>Miss Heneghan (English Co-ordinator) / Mr Holleron</p>	<p>Regularly throughout each term and via termly Pupil Progress Meetings.</p>
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D.
At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in **Writing** and *national other* children at the end of Year 2 will diminish. 71% of disadvantaged children will meet. A.R.E

E.
At the end of Key Stage 1 the number of low prior attainers who achieve national expectations in Reading, Writing and Maths will be in line with that of national other at 33%, 40% and 33% respectively. In Key Stage 2 classes the percentage of P.L.A. disadvantaged children achieving A.R.E. will be at least 20% in Reading, 28% in Writing and 16% in Maths.

E.
At the end of **Key Stage 2** attainment in **Writing** for disadvantaged pupils will rise so that an improved number of pupils are achieving national expectations. Provisional Target 66%

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.

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 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

ii Targeted support.					
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?
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.) <i>a 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 Carson (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 Carson (Nur) & Mrs Hayes. (Rec)	Half termly
D. At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Writing and <i>national other</i> children at the end of Year 2 will diminish. 71% of disadvantaged children will meet A.R.E (Provisional Target)	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</p> <p>At the end of Key Stage 1 the gap between the number of disadvantaged children achieving A.R.E. in Writing and <i>national other</i> children at the end of Year 2 will diminish. 71% of disadvantaged children will meet A.R.E (Provisional Target)</p> <p>E.</p> <p>At the end of Key Stage 1. The number of low prior attainers who achieve national expectations in Reading, Writing and Maths will be in line with that of national other at 33%, 40% and 33% respectively.</p>	<p>Targeted intervention groups.</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 Writing has been less than expected. Therefore Disadvantaged children who require gaps in their basic Writing and GPS skills.</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 than 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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i. Other approaches					
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>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 6.9% to 6.6% (0.3%) 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. School non-F.S.M. = 5% and National non-F.S.M. IS 6.2%</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 & 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.

Pupil Premium Impact Report July 2017

Below is a commentary on the successes for improving the impact of Pupil Premium funding 2016-2017.

Headlines

- Based up on teacher assessment, there is a positive picture across the school when compared to the end of year 2015-2016, regarding diminishing the difference.
- **Successes**
- At the end of Key Stage 1 the gap to *National Other* has diminished in Reading, Writing and Maths, most significantly in Writing (improved by 36.2% pts).
- **G.P.S.** is an area of strength in Key Stage 2.
- **Phonics** remains an area of strength at Year 1.
- At the end of Key Stage 2, external results show that the gap to *National Other* has diminished in Reading (improved by 10 %pts) and Maths (improved by 24 % pts)
- In Early Years there has been a narrowing . of the gap between school results and *National Other* in Reading, Writing and Number as well for a Good Level of Development. (66% in each case.)

Areas for Development

- **Writing** as it is here that there are the largest gaps to *National Other* at the end of Key Stages 1 & 2.
- In E.Y.F.S. **Reading** and **Number** further continued improvement is required to diminish the gap further.
- **R.W.M. at the end of Key Stage 2** further continued improvement is required to diminish the gap further.
- **Low Prior attaining groups.**

Reading

- At the end of Key Stage 1 the gap to National other is closing from -22% to -14.3%.
- At the end of Key Stage 2 the gap to National other is closing from -24% to -14%.
- There has been good increase in the number of Disadvantaged who are working at A.R.E. in Reading.
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Writing

- At the end of Key Stage 1 the gap to National other is closing from -48% to -15%.
- Writing is a wholeschool priority embedded in our school development plan.
- Pupil Premium children are more on track than Non-pupil Premium children.
- There has been good increase in the number of Disadvantaged who are working at A.R.E. in Writing.

Maths

- At the end of Key Stage 1 the gap to National Other is closing from -21% to -4.3%.
- The most significant improvement is in Year 4 from 0 - 42.9% (3 children)
- At the end of Key Stage 2 there has been a 26.8 % points improvement and the gap to National Other is closing from -42% to -10%
- There has been good increase in the number of Disadvantaged who are working at A.R.E. in Maths.

Prior Attainment Groups.

- At the end of Key Stages 1 & 2 prior high attainers are all achieving A.R.E. However there is still a gap to *National Other* for GDS in Reading, Writing, Maths and G.P.S.

In School Barriers	Desired Outcomes	Success Criteria	Outcomes
A	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. children in Reading will close.	Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of pupils meeting A.R.E. in Reading is in line with <i>other</i> children in school and national <i>other</i> children.	In Reading the gap to National non-FSM has closed from -24% points to -14% points. The in school gap has closed from has closed from -23% points to -9% points.
B	At the end of E.Y.F.S. the gap between F.S.M. and national non- F.S.M. r children in Number will close.	Pupil eligible for Pupil Premium in Early Years will make accelerated progress so the number of pupils meeting A.R.E. in Number is in line with other children in school and nationally.	In Number the gap to National non-FSM has closed from -37% points to -15% points. The in school gap has closed from has closed from -35% points to -15% points.
C	At the end of Key Stage 1. The gap between the number of disadvantaged children achieving A.R.E. in Reading and <i>national other</i> children at the end of Year 2 will diminish.	Disadvantaged children will make accelerated progress in Reading in order to achieve as well as <i>other</i> children in school and the gap to <i>national other</i> will close.	At the end of Key Stage 1 the gap to National Other in Reading has closed from -22% points in 2015-2016 to -14.3% points in 2016-2017.
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 .	Prior <i>emerging</i> children will meet Age Related Expectations (A.R.E.) in Reading, Writing and Maths , 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.	The percentage disadvantaged children who were low prior attainers has improved in all three subjects. In Reading and Maths this is now above National other..
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 and be inline with national expectations for prior low attainers.	The gap between school disadvantaged children's attainment and national <i>other</i> in Maths 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> .	The gap to National Other has diminished from -42% points to -18% points. The percentage of Prior Low Attainers at K.S.1(P.L.A.'s) achieving A.R.E. at the end of Key Stage 2 has risen from 0% to 44%
F	Maths ; Disadvantaged children at the end of Key Stages 1 & 2 will achieve G.D.S.	Accelerated progress for disadvantaged children in Maths 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.	At the end of Key Stage 2 the number of children achieving G.D.S. at the end of Key Stage 2 was 14.3% which is an improvement from 0%. At the end of Key Stage 1 achieving G.D.S. was 9% which is an increase from 0% (2015-16) This exceeds National Other of 2%.
External Barriers			
G	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%	The absence rate for F.S.M. children has improved from 6.9 % in 15/16 to 6.62% (16/17) The rate of P.A. for F.S.M. has improved from 23% in 15/16 to 18.1.% (16/17)