

Pupil Premium Strategy Statement



Adswood Primary School

1. Summary information					
School	Adswood Primary School				
Academic Year	2018/19	Total PP budget	£205,580	Date of most recent PP Review	1.09.18
Total number of pupils	301 (Exc Nurs)	Number of pupils eligible for PP	148 49% (Academic Year Sep'18-Jul'19) 162 54% (Financial Year Apr'18-Mar'19)	Date for next internal review of this strategy	Sept '19

2. Current attainment (End of Year Data for KS1 2017/18 SATs – 47% PP - 20/43 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	35%	-
% EXS+ in reading	60%	79%
% EXS+ in writing	40%	74%
% EXS+ in maths	50%	80%
Current attainment (End of Year Data for KS2 2017/18 SATs – 71% PP 20/28 pupils)		
	<i>Pupils eligible for PP</i>	<i>National Non-Disadvantaged</i>
% achieving EXS+ in reading, writing and maths	60%	70%
% EXS+ in reading	75%	80%
% EXS+ in writing	60%	83%
% EXS+ in maths	75%	80%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills of PP pupils – EYFS profile data shows that 65% of PP pupils met the ELG for Speaking compared to 86% of National pupils. This trend continues into Y1 where 60% of PP pupils achieved the expected standard in Spoken Language by Summer 2. Although the review of last year's PP strategy shows that we have diminished the difference in attainment between PP and Non-PP we feel this is still an area for development.
B.	Below average literacy skills in Y2 <ul style="list-style-type: none"> Limited vocabulary in speaking requires addressing through a taught programme 2017 Data Pack shows relative starting points as 56.5% GLD compared to National 71%

C.	Writing attainment in UKS2 - Exit data from 2017/18 shows Writing attainment for PP pupils at 46% ARE+ (Y5) and 43% ARE+ (Y6) This has dipped significantly for Y6 who achieved 71% 2B+ at KS1. Y5 have shown an increase from 33% at KS1, however this is still well below national.																							
D.	Maths Attainment in Upper Key Stage 2 – Table shows percentage of pupils working at or above Age related expectations as of Summer 2 2018 <table><tr><td colspan="2"></td><td>Year 4 17/18</td><td>Year 5 17/18</td></tr><tr><td rowspan="2">Maths</td><td>PP</td><td>50%</td><td>57%</td></tr><tr><td>Non-PP</td><td>50%</td><td>69%</td></tr></table> Although there is no gap between attainment of PP and Non-PP in the current Y5, attainment is still below national average. There is a 12% gap between PP and Non-PP in the current Y6 Cohort.					Year 4 17/18	Year 5 17/18	Maths	PP	50%	57%	Non-PP	50%	69%										
		Year 4 17/18	Year 5 17/18																					
Maths	PP	50%	57%																					
	Non-PP	50%	69%																					
E.	Foundation Subjects (Specifically Art and Design Technology) Across school, 24% of pupil premium pupils achieved the expected standard in Design and Technology 44% of current pupils achieved the expected standard in Art and Design.																							
F.	Number of PP children identified with SEN – 2018 / 19 67% of SEND pupils are Pupil Premium. 16% of Y1-6 pupils are PP/SEND An average of 44% of our current PP/SEND pupils made less than expected progress in R/W/M - 2017/18 28% of Pupil Premium pupils in school are SEND Registered compared to 18% of Non-PP Pupils.																							
G.	Emotional Health and Wellbeing of PP Pupils. (Evidenced from TAS/TAC/CP meetings, consultation with Pastoral and Care Team)																							
H.	Large Class sizes / high pupil to staff Ratio Current Y5 class has 36 pupils 68% of which are Pupil Premium, of which 43% made expected progress last year.																							
External barriers																								
I.	Attendance and Punctuality– Year 2017/18 Attendance last year for PP Pupils is more in line with that of Non-PP pupils due to the provision and support provided by the pastoral team. The intention this year is to continue this high level of support for our PP Families in order to maintain or increase the attendance of our PP pupils. <table><tr><td>Year Group</td><td>PP Attendance</td><td>Non-PP Attendance</td></tr><tr><td>Year 1</td><td>95%</td><td>89%</td></tr><tr><td>Year 2</td><td>93%</td><td>96%</td></tr><tr><td>Year 3</td><td>97%</td><td>96%</td></tr><tr><td>Year 4</td><td>95%</td><td>96%</td></tr><tr><td>Year 5</td><td>95%</td><td>95%</td></tr><tr><td>Year 6</td><td>96%</td><td>97%</td></tr></table>			Year Group	PP Attendance	Non-PP Attendance	Year 1	95%	89%	Year 2	93%	96%	Year 3	97%	96%	Year 4	95%	96%	Year 5	95%	95%	Year 6	96%	97%
Year Group	PP Attendance	Non-PP Attendance																						
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Year 5	95%	95%																						
Year 6	96%	97%																						

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Oral language skills of PP pupils is developed.	Pupils will begin to use and spell age appropriate vocabulary in a variety of subjects and contexts. These will be highlighted off in pupils books when they have secure knowledge and understanding of the subject specific vocabulary.
B.	KS1 SATs results are more in line with the National Average than the previous year.	Reading and Writing attainment for PP pupils at the end of KS1 will be more in line or above national average. (including the % of pupils that achieve GDS)
C.	KS2 value added in Reading and Writing will be 0 or above.	KS2 SATs results for 2017/18 will show that more than 75% of PP pupils achieved \geq Exp in Reading and Writing. (based on pupils making expected or better progress from their relative starting points)
D.	Maths Attainment in Upper Key Stage 2 is in line with National Average.	Reduction in the gap between UKS2 PP and Non-PP pupils achieving Age Related Expectation in Maths.
E.	Attainment for pupil premium pupils achieving ARE in Art and Design Technology will increase.	The % of PP pupils achieving ARE in D&T and Art will be more in line with attainment in the core subjects.
F.	PP children identified with SEN will make expected progress.	Number of PP/SEN pupils making less than expected progress will be reduced.
G.	Emotional Health and Wellbeing of PP Pupils improves.	Pupils feel happy and safe in school (monitored through Pupil Voice and SEMH incidents recorded on CPOMS)
H.	Reduce the number of pupils in the Y5 classroom in order to accelerate progress for all.	Progress for the Y5 cohort accelerates. All pupils make expected or better progress.
I.	Rates of attendance for PP pupils increased from previous year.	Attendance for PP pupils will be 97%+

4. Planned expenditure					
Academic year	2018/19				
The three headings below 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. Reduction in the gap between PP and Non-PP pupils achieving the ELG for Communication and Language by the end of Reception</p> <p>Reduction in the gap between PP and Non-PP pupils achieving the ARE for Spoken Language in years 1 and 2.</p>	<p>Wellcom</p> <p>ItKit</p> <p>Tales Toolkit</p> <p>Tapestry</p> <p>Quality First Teaching</p> <p>Use of Target Tracker to assess and monitor pupils' progress within the area of 'Spoken Language'</p> <p>£344</p>	<p>Based on the research done by the EEF, Early Years intervention can provide an impact of +5 months onto pupils' achievement. Historic baseline data in Nursery shows that pupils are performing at well below ARE on entry. 51% below ARE on Entry Data Nursery 2018</p> <p>Use of Target Tracker to monitor progress, including speaking.</p>	<p>Monitored through RAP meetings. Impact on PP children shown on SIMs FS assessment tracker.</p> <p>Monitored through RAP meetings. Impact on PP children shown on SIMs FS assessment tracker.</p> <p>Monitored through RAP meetings.</p> <p>Ongoing assessments made against statements and half termly summative assessments made on the steps tracker.</p>	<p>BB</p> <p>RS</p> <p>RS to lead</p> <p>JG</p>	<p>Half Termly RAP meetings</p>
<p>ALL</p>	<p>Deploy a full time Teaching Assistant in each class in order to reduce the pupil to adult ratio. TA to work with small focus groups. And deliver pre teach activities.</p> <p>£168,008</p> <p>Embedding of new personalised curriculum to engage learners better.</p>	<p>Research conducted by the EEF suggests that teaching in 'small tuition groups' can have an impact of up to +4 months on pupils' achievement.</p> <p>Provide more relevant oral and written feedback which pupils will action, giving evidence by responding to feedback with 'Purple polishing pens.'</p>	<p>Monitored through impact on pupil progress half termly. Scrutiny of planning files to ensure TAs are being planned for effectively. Book scrutiny to monitor outcomes of focused group work when TA led.</p> <p>Monitor through lesson observations, book scrutiny, Subject leader reports, RAP Meetings, Work Watch.</p>	<p>SLT</p> <p>Subject leaders.</p> <p>ML</p> <p>SLT</p>	<p>Half Termly RAP meetings</p>

	Additional support for deputy to carry out role of PP champion.	In depth monitoring of this strategy statement to ensure the spending of the PP funding is efficient, effective and achieves the desired outcomes.	Regular reports to HT and governors. Monitor through feedback and next steps	JG MS/JG	
Total budgeted cost					
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. Oral language skills of PP pupils is developed.	<p>Talk Boost Intervention Training materials £350</p> <p>SG to lead Intervention Strategy / Provision Mapping (previously costed)</p> <p>In house SALT (1 day per wk) £12386</p> <p>Quality First Teaching</p>	<p>Assessments show that verbal reasoning and limited vocabulary are the primary barriers to achievement in EY and KS1. Research conducted by 'I Can' suggests that 'Talk Boost' raises children's progress in language and communication by an average of 18 months after a ten week intervention.</p> <p>Extensive research conducted by the EEF suggests that oral language interventions (Talk Boost / SALT) have an impact of +5 Months for a low cost.</p>	<p>Regular reviews conducted by EE. Baselines and outcomes analysed following each 10 week intervention to monitor impact.</p> <p>Sp + L Therapist to work with targeted pupils with a specific language barrier in consultation with the SENDCo</p>	<p>EE</p> <p>TH/CW to deliver.</p> <p>SENDCo to work closely with SALT</p>	<p>Reviewed following each 10 week intervention.</p> <p>Ongoing. SEND review meetings.</p>
B. KS1 SATs results are more in line with the National Average than the previous year.	<p>Stockport Early Reading Intervention. – CS / TH £2,082</p> <p>Phonics Boost – KD £3513</p> <p>Quality First Teaching</p>	<p>Continued from the success seen in the previous year.</p> <p>Booster opportunities for PP leading up to SATs</p> <p>Phonics to be delivered to targeted pupils each afternoon</p>	<p>Impact monitored by comparing baselines and outcomes and impact on application within the classroom. Tracking pupils receiving SERI on target tracker.</p> <p>Monitor through attendance and tracking of progress through the year.</p> <p>Through intervention tracking meetings and RAPs.</p>	<p>JG SG</p> <p>KD</p>	<p>Reviewed following each 10 week intervention.</p> <p>Ongoing throughout the year following Phonics Assessments.</p>

C. KS2 value added in Reading and Writing will be 0 or above.	<p>Year 6 Booster –AB to lead</p> <p>SATS for 6! -ML to lead</p> <p>Early Birds Booster – ML to lead</p> <p>Year 6 Writing Wizards delivered by English lead</p> <p>Quality First Teaching</p>	<p>Research provided by the EEF suggests that small group tuition can increase achievement by up to 4 months progress.</p>	<p>Ongoing monitoring of progress by members of SLT, including lead for English and assessment.</p> <p>Termly reports on PP progress to GB</p>	<p>AB</p> <p>NR</p> <p>JS</p> <p>ML</p>	<p>Half Termly RAP meetings</p>
D. Maths Attainment in Upper Key Stage 2 is in line with National Average.	<p>Motivational Maths –KS2 £410</p> <p>Participation in the NCETM Maths Mastery Programme</p> <p>GD Maths day for Y5/6 @ Alex Park Primary. (£30 per pupil) £270</p> <p>White Rose Curriculum (free)</p>	<p>The Teaching and learning toolkit provides research that states one to one tuition of this frequency and length ‘accelerates learning by approximately 5 additional months progress’</p>	<p>Monitoring of pupils receiving intervention on TT.</p> <p>Monitoring impact of new curriculum based on book scrutiny and cohort attainment.</p>	<p>JG</p> <p>NG</p>	<p>December 2017, February 2018, May 2018 – pupil progress / RAP meetings</p>
E. Attainment for pupil premium pupils achieving ARE in Art and Design Technology will increase.	<p>DHT to take on the role of D&T Subject lead. D&T Timetable to be reorganised ensuring complete coverage of the curriculum. Resources purchased to enable skills to be developed.</p> <p>Fix-It Friday – Provided each week for 1hr for 7 PP Pupils. £2889</p> <p>Specialist Arts teacher to deliver CPD 1 day per wk. £2620</p> <p>Art week in school. £1450</p>	<p>Evidence from the EEF suggests that Arts Participation can increase pupil attainment by +2 months (in all areas not just the arts) ‘with greater effects on young learners and disadvantaged pupils’</p>	<p>Subject leader action plan for D&T to be reviewed termly.</p> <p>Monitoring of impact through pupil voice and monitoring of outcomes.</p>	<p>JG</p> <p>JSpencer</p>	<p>Ongoing</p> <p>Termly Action plan reviews.</p>

F. PP children identified with SEN will make expected progress.	See 'SEND and Inclusion Development Plan' for further details.	<p>PP pupils will be targeted as priority to receive intervention in areas in which they require additional support or are seen to be not making expected progress. SEND Support Plans ensure that teaching for SEND pupils is targeted and there is an appropriate level of challenge and support in order for each pupil to make sufficient progress.</p> <p>Research from the EEF suggests that 'individualised instruction' can improve pupils' achievement by up to +3 months.</p>	<p>Ongoing monitoring of progress by members of SLT, including lead for English, maths, assessment and SENDCO.</p> <p>Termly reports on PP progress to GB</p> <p>SEND Reviews</p>	<p>SLT</p> <p>Subject Leads</p> <p>Class Teachers</p> <p>JG</p> <p>SENDCo</p>	SEND Review Meetings held November
G. Emotional Health and Wellbeing of PP Pupils improves.	<p>Mindful Masters Intervention.</p> <p>Pastoral Intervention</p>	<p>The Teaching and learning toolkit provides research that states behaviour interventions can accelerate learning by approximately 3 additional months progress. This intervention is to be specifically targeted at pupils who have SEMH as a barrier to learning.</p> <p>Pupils identified at TAS will receive additional support specific to their needs. Additional interventions from the pastoral team and support staff to improve resilience and emotional health and well-being</p>	<p>SG to provide feedback of sessions to SLT evidencing impact. Monitor pupils through case studies analysing the frequency of incidents / 'think sheets' and dojo points in order to track progress with their behaviour. Also monitor impact this has had on their academic achievements by tracking progress using TT</p>	<p>SG</p> <p>RC</p>	<p>Half termly RAP meetings</p> <p>Case Studies</p>
H. Reduce the number of pupils in the Y5 classroom in order to accelerate progress for all.	<p>A group of pupils moved into Y6 classes.</p> <p>The Hive – A classroom set up for 7 Y5 SEND pupils. To be taught as a job share by SENDCo and DHT. The Hive is also to be used as CPD for staff with high levels of SEND in their classes to model good practice.</p> <p>£9,703 - SG</p>	<p>EEF Research suggests that 'Reducing class size appears to result in around three months' additional progress for pupils, on average'</p> <p>The research suggests that the benefits on attainment can be identified within class sizes of 20 or less.</p> <p>We aim to see this impact on the remaining 20 pupils in Y5 and the small group in The Hive.</p> <p>The Hive will be used as a CPD resource for other staff in School to observe good practice when working with SEND pupils, in order to filter strategies and resources into all classrooms.</p>	<p>Close monitoring of progress for all Y5 pupils through half termly RAP meetings.</p>	<p>JS</p> <p>JG/SG</p> <p>ML/NR</p>	<p>Half Termly RAP Meetings</p> <p>The Hive to be implemented in OCT '18</p> <p>Reviewed half termly based on impact, progress, pupil voice.</p>

Total budgeted cost					£64,793
iii. 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?
I. Rates of attendance for PP pupils increased from previous year.	<p>Pastoral Team monitor attendance records of persistently low attenders.</p> <p>Attendance first day calling for all pupils. Additional support with Team around the School to improve attendance – focussed support for PP pupils.</p> <p>Incentives for pupils achieving 100% attendance.</p> <p>Previously costed)</p>	Monitoring of attendance will allow us to identify pupils who are low attenders and assess the cause. We will then be able to put strategies in place for those pupils tailored to their specific needs.	2 weekly monitoring checks of individual attendance, with follow up meetings for pupils where attendance is a concern	RC/NS	<p>Reviewed half termly based on each terms attendance figures.</p> <p>Attendance Case Studies.</p>
Pupil Premium Cost Centre.	No budget Set. Amended as and when used.	Money to be used when necessary to subsidise clubs, fund extra-curricular activities, uniform, wellbeing essentials, etc	Monitor spending and review in March to ensure we are running within budget.	DS / JG	March.
Free School Milk	<p>Paid for out of PP</p> <p>£4000</p>	Requirement.		DS	
Communication with parents.	<p>SeeSaw</p> <p>£1312</p>	Raise levels of parental engagement. Communicate effectively with parents / carers ensuring parents are kept well informed of events, routines and the children's learning.	Monitored by JG. Seesaw provides engagement charts showing parent responses, posts, engagement, etc at various points.	JG	Ongoing.
Total budgeted cost of PP Strategy					£209,327

Previous Academic Year																		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)															
A. Reduction in the gap between PP and Non-PP pupils achieving the ELG for areas within Communication and Language by the end of Reception	Wellcom ItKit Tales Toolkit	2016/17 Exit Data showed that across the 3 prime areas of Communication and Language 78% of PP pupils met the expected standard for Listening and Attention, 65% met the expected standard for Understanding and 65% met the expected standard for Speaking compared with 77%, 68% and 70% of all pupils in the same 3 areas.	The data shows that the gap has been reduced to 1%, 3% and 5% in the 3 areas of C+L which tells us that the current provision in place to support PP pupils in our Early Years setting is having a positive impact on pupil outcomes. We will continue to implement these approaches next year.															
B. Reduction in the gap between PP and Non-PP pupils achieving the ARE for Spoken Language in years 1 and 2.	Use of Target Tracker to assess and monitor pupils' progress within the area of 'Spoken Language'	<table><tr><td>2017/18</td><td>PP EXP+</td><td>Non-PP EXP+</td></tr><tr><td>Year 1</td><td>64%</td><td>63%</td></tr><tr><td>Year 2</td><td>41%</td><td>37%</td></tr></table>	2017/18	PP EXP+	Non-PP EXP+	Year 1	64%	63%	Year 2	41%	37%	The gap between PP and Non-PP has been diminished. 2018 Exit data in Y1 and Y2 show that a higher % of PP pupils achieved ARE in Spoken Language than Non-PP. Data also shows that pupils attainment was higher in Year 1 than in Y2, showing the impact of early identification with intervention.						
2017/18	PP EXP+	Non-PP EXP+																
Year 1	64%	63%																
Year 2	41%	37%																
	Deploy a full time Teaching Assistant in each class in order to reduce the pupil to adult ratio. TA to work with small focus groups. And deliver pre teach activities. Introduction of new personalised curriculum to engage learners better. Additional support for deputy to carry out role of PP champion. PP Strategy Audit	Having Class based TA's has enabled focus groups to make more progress, follow up work from LSS to be completed and interventions / pre teaching to be delivered. The impact of this is evident in the progress made by the PP pupils and their overall increase in attainment across the school (evidence that accelerated progress has been made) This table shows the percentage of PP Pupils achieving ARE+ <table><tr><td></td><td>2016/17</td><td>2017/18</td></tr><tr><td>Reading</td><td>64.4%</td><td>70.3%</td></tr><tr><td>Writing</td><td>54.2%</td><td>55.1%</td></tr><tr><td>Maths</td><td>61.9%</td><td>62.7%</td></tr><tr><td>Science</td><td>62.7%</td><td>66.9%</td></tr></table> This shows an increase in PP pupils across school achieving age related expectations in each of the core subjects.		2016/17	2017/18	Reading	64.4%	70.3%	Writing	54.2%	55.1%	Maths	61.9%	62.7%	Science	62.7%	66.9%	Assign TAs a 'specialism' in 2018/19 so that instead of being class based in the afternoons, they work across school delivering their intervention to targeted pupils. Targeted pupils to be decided upon through collaboration of PP Champion, Assessment Co-ordinator, SENDCo and Class teachers. Thorough intervention timetable to be produced and monitored throughout the year.
	2016/17	2017/18																
Reading	64.4%	70.3%																
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Science	62.7%	66.9%																

C. PP attainment in Reading and Writing at the end of KS2 will be more in line with National Average.	<p>Year 6 Booster –AB to lead</p> <p>SATS for 6! -ML to lead</p> <p>Early Birds Booster – ML to lead</p> <p>Year 6 writing booster delivered by English lead</p> <p>JS support teacher to increase GD for PP pupils</p>	<table><tr><td>KS2 SATs ‘16/17</td><td>PP</td><td colspan="2">National</td></tr><tr><td>% ≥Exp in reading</td><td>62.5%</td><td colspan="2">71.4%</td></tr><tr><td>% ≥Exp in writing</td><td>62.5%</td><td colspan="2">76.2%</td></tr></table> <table><tr><td>KS2 SATs ‘17/18</td><td>PP</td><td>Nat - Disadv</td><td>Nat Non-Disadv</td></tr><tr><td>% ≥Exp in reading</td><td>75%</td><td>63%</td><td>80%</td></tr><tr><td>% ≥Exp in writing</td><td>60%</td><td>67%</td><td>83%</td></tr></table>	KS2 SATs ‘16/17	PP	National		% ≥Exp in reading	62.5%	71.4%		% ≥Exp in writing	62.5%	76.2%		KS2 SATs ‘17/18	PP	Nat - Disadv	Nat Non-Disadv	% ≥Exp in reading	75%	63%	80%	% ≥Exp in writing	60%	67%	83%	<p>Data shows that the gap between PP and National Non-Disadvantaged is still significant in Writing. However we have reduced the VA progress gap from -2.4 in 2017 to -0.5 in 2018</p> <p>Continue to monitor pupils progress and scrutinise KS1 outcomes for Y6 18/19 to ensure pupils who are at risk of making less than expected progress are targeted with Booster sessions and invited to Early Birds.</p>																																
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D. Reduce the gap between PP and Non-PP pupils achieving Age Related Expectation in Maths.	<p>Motivational Maths –KS2</p> <p>White Rose Curriculum (free)</p>	<p>% of pupils Achieving ARE+ in Maths</p> <table><tr><td>Year</td><td colspan="3">2016/17</td><td colspan="3">2017/18</td></tr><tr><td></td><td>PP</td><td>Non</td><td>GAP</td><td>PP</td><td>Non</td><td>GAP</td></tr><tr><td>1</td><td>76%</td><td>48%</td><td>+28</td><td>64%</td><td>80%</td><td>-16</td></tr><tr><td>2</td><td>75%</td><td>65%</td><td>+10</td><td>65%</td><td>60%</td><td>+5</td></tr><tr><td>3</td><td>68%</td><td>47%</td><td>+21</td><td>65%</td><td>61%</td><td>+4</td></tr><tr><td>4</td><td>54%</td><td>61%</td><td>-7</td><td>50%</td><td>53%</td><td>-3</td></tr><tr><td>5</td><td>37%</td><td>56%</td><td>-19</td><td>58%</td><td>67%</td><td>-9</td></tr><tr><td>6</td><td>71%</td><td>80%</td><td>-9</td><td>79%</td><td>100%</td><td>-21</td></tr></table>	Year	2016/17			2017/18				PP	Non	GAP	PP	Non	GAP	1	76%	48%	+28	64%	80%	-16	2	75%	65%	+10	65%	60%	+5	3	68%	47%	+21	65%	61%	+4	4	54%	61%	-7	50%	53%	-3	5	37%	56%	-19	58%	67%	-9	6	71%	80%	-9	79%	100%	-21	<p>Data shows that the introduction of white Rose maths appears to have lowered the % of PP pupils achieving ARE in each Year group when compared to the previous year with the exception of Y5 and Y6. Cohort Tracking also shows that the % of PP pupils achieving ARE is lower than at the end of the previous year for KS1 classes and Y3.</p> <p>White Rose has however, appeared to have made a significant impact on Non-PP pupils increasing the percentage attaining ARE+ significantly in some year groups.</p> <p>Maths Lead to investigate this further and closely monitor the impact of White Rose.</p>
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5	37%	56%	-19	58%	67%	-9																																																					
6	71%	80%	-9	79%	100%	-21																																																					
E. More PP pupils identified as having SEN will make expected progress.	<p>The above interventions will aim to reduce the current percentage of PP/SEN pupils making less than expected progress.</p> <p>IEPs for Pupils on SEN Register.</p> <p>LSS sessions and follow up work.</p>	<p>Expected+ progress measures.</p> <table><tr><td></td><td>2016/17</td><td>2017/18</td></tr><tr><td>PP + SEN (41 pupils)</td><td>55%</td><td>50%</td></tr><tr><td>Non PP + SEN (26 pupils)</td><td>27%</td><td>39%</td></tr></table>		2016/17	2017/18	PP + SEN (41 pupils)	55%	50%	Non PP + SEN (26 pupils)	27%	39%	<p>Data shows no significant difference for expected progress of PP/SEN pupils in comparison to the previous year (5% = 2 children)</p> <p>Targeted pupils to be decided upon through collaboration of PP Champion, Assessment Co-ordinator, SENDCo and Class teachers.</p> <p>Thorough intervention timetable to be produced and monitored throughout the year.</p>																																															
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<p>F. Pupils identified with Emotional Health and Wellbeing needs receive the support required to enable them to access the curriculum and make expected progress.</p>	<p>Stone Tracks-Pastoral Drama Intervention.</p> <p>Pastoral Intervention</p> <p>‘Grow With Me’ area developed. Utilise the Quad area of school as an allotment area, giving responsibility to targeted pupils to maintain, through lunch time, planned lesson time and after school activities. Chickens will be kept in this area.</p>	<p>Due to pupils who access this support also receiving other additional provision it is not possible to quantify the direct impact in terms of progress or attainment, however speaking to the pupils, it is evident that this provision is highly valued.</p> <p>Due to the developments of the new build, the planned Grow With Me area has been postponed until completion of the new classrooms.</p> <p>The budgeted money has instead been spent on an in-house Speech and Language therapist, one day a week.</p>	<p>Pastoral intervention continues to have a significant positive impact on our PP pupils emotional wellbeing, evidenced in Case Studies, Pupil Voice and children's attitudes to school.</p> <p>We will continue to provide this high level of support to all pupils.</p>
<p>G. Increase the Percentage of PP pupils achieving ≥97% attendance.</p>	<p>Pastoral Team monitor attendance records of persistently low attenders.</p> <p>Attendance first day calling for all pupils. Additional support with Team around the School to improve attendance – focussed support for PP pupils.</p> <p>Incentives for pupils achieving 100% attendance.</p>	<p>Combined attendance for PP pupils has increased from 94.3% in 2016/17 to 94.7% in 2017/18. This is still below the Non-PP which is 95.8%</p> <p>Due to the hard work of the Pastoral Team, parents are now more engaged with school than ever and they have a better understanding of the impact of absence on their child's education.</p> <p>Case studies show one pupils attendance increase from 69% in Y4 to 83% in Year 5.</p>	<p>The inclusion team have worked hard to increase the schools attendance.</p> <p>Persistent absence of a small number of pupils remains the priority as this has such an impact on the schools overall attendance. However, the case studies and fortnightly monitoring demonstrate that attendance rates for these pupils are improving.</p> <p>See Pastoral Team for more case study successes.</p>

<p>H. Engagement with extra-curricular activities increased. Number of pupils returning homework books and reading journals increased.</p> <p>H. Increase in the number of PP pupils that participate in breakfast club, after school clubs, enrichment activities, school trips and the residential to Kingswood where financial hardship would otherwise be a barrier</p>	<p>To monitor the amount of Pupil Premium allocated for after school clubs, enrichment activities, school trips and the Kingswood residential and ensure that this funding is used to subsidise these activities for every Pupil Premium child, not every pupil in the school. To provide direct support to parents so that they are aware of how school can help with financial assistance to allow their children to access these opportunities.</p>	<p>2017/18 has seen a huge increase of PP pupils accessing extra-curricular activities and after school clubs. For example</p> <p>78% of pupils attending Lego Club were Pupil Premium 90% of pupils attending Gymnastics Club were Pupil Premium 83% of KS1 Digital Leaders Club were Pupil Premium 74% of pupils attending Christmas Crafts were Pupil Premium 55% of pupils in the Choir were Pupil Premium</p>	<p>This information shows that providing this afterschool provision is enabling PP pupils to access a broader and richer curriculum.</p> <p>We will continue to provide Extra Curricular Clubs throughout next year as it is proving to be a valuable resource which is accessed by many of our PP pupils.</p>
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