

# Pupil Premium Strategy

Ivy Road Primary School



2017 – 2018

# Pupil premium strategy statement Ivy Road Primary School

| 1. Summary information |                         |                                  |         |  |       |
|------------------------|-------------------------|----------------------------------|---------|--|-------|
| School                 | Ivy Road Primary School |                                  |         |  |       |
| Academic Year          | 2017-18                 | Total PP budget                  | £69,960 | Date of most recent PP Review                  | 01/17 |
| Total number of pupils | 145                     | Number of pupils eligible for PP | 53      | Date for next internal review of this strategy | 07/18 |

| 2. Current attainment   |  |  |
|---|--|--|
| Based on 2017 results at end of Key Stage 2                                       | <u>Pupils eligible for PP</u><br>- Ivy Rd<br><i>(national average)</i> | <u>Pupils not eligible</u><br>for PP – Ivy Rd<br><i>(national average)</i> |
| % achieving expected standard or above in Reading, Writing & Maths (RWM Combined) | <u>40%</u> (47%)   | <u>67%</u> (74%)   |
| % achieving expected standard or above in Reading                                 | <u>80%</u> (59%)   | <u>67%</u> (77%)   |
| % achieving expected standard or above in Writing                                 | <u>80%</u> (65%)   | <u>89%</u> (81%)   |
| % achieving expected standard or above in Grammar, Punctuation & Spelling         | <u>60%</u> (66%)   | <u>89%</u> (81%)   |
| % achieving expected standard or above in Maths                                   | <u>40%</u> (63%)   | <u>89%</u> (80%)   |
|   |  |  |
| Based on 2017 Teacher Assessment at end of Key Stage 1                            |  |  |
| % achieving expected standard or above in Reading, Writing & Maths (RWM Combined) | <u>14%</u> (49%)   | <u>71%</u> (67%)   |
| % achieving expected standard or above in Reading                                 | <u>57%</u> (63%)   | <u>57%</u> (63%)   |
| % achieving expected standard or above in Writing                                 | <u>29%</u> (54%)   | <u>29%</u> (54%)   |
| % achieving expected standard or above in Maths                                   | <u>43%</u> (62%)   | <u>43%</u> (62%)   |
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| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |  |
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| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | <b>School Context of Deprivation:</b> Our school context of deprivation means there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.27 (Decile 3). We have an IMD of is 25.5 (Decile 4).  |
| <b>B.</b>   | <b>Social Care Needs:</b> Many of our pupils come from chaotic and vulnerable homes. Our school has a large number of families supported historically or currently by outside agencies including Safeguarding, Troubled Families and Family Partners. Many of our families need support from school to help them address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, spelling, homework and school activities. |
| <b>C.</b>   | <b>Attainment on Entry:</b> Around 3/4 of our children enter FS1 with knowledge and skills that are below those expected for their age. A small proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current FS1 is below in Making Relationships, Managing Feelings and Behaviour, Moving and Handling, Understanding and Speaking. We also have a large number of SALT referrals.        |
| <b>D.</b>   | <b>SEND:</b> Raise Online 2016 identified 22.6% receiving SEN support against national average of 12.1%. A further 1.4% of pupils had a SEN statement or EHC plan against the national average of 1.3%. In July 2017 from Early Years to Yr6 30 pupils (23.1%) had SEN support and 2 pupils (1.5%) had an EHC plan. SEN cohorts vary across the classes.   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>E.</b>   | <b>Education not valued in the local community:</b> Many of our families do not see school as something they want to be involved with due to their own difficult experiences at school. As an area of deprivation there is a culture of low expectations and aspirations which is passed on to children.   |
| <b>F.</b>   | <b>Attendance:</b> Overall attendance half terms 1-4 in 2015-2016 at 5.1%. FSM absence half terms 1-4 in 2015-2016 showed FSM6 at 6.1% which is 0.3% above National Average. 23.4% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2015-2016. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment.   |

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| <b>G.</b>  | <b>Pupil Stability:</b> Due to many of our pupils living in smaller Local Authority housing, larger families move out of the area due to the lack of suitable larger homes. Family issues also cause a number of our families to leave the area. We also have a number of pupils joining the school mid-term from other areas of deprivation and increasingly immigrants placed in local council housing. |   |
| <b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) |   | <b>Success Criteria</b>   |
| <b>A.</b>  | Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 73% FSM6 entitlement).   | Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.   |
| <b>B.</b>  | Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense.   | Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.   |
| <b>C.</b>  | Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes  | Teaching, learning and assessment across the school will ensure that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.  |
| <b>D.</b>  | Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance.   | Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups |
| <b>E.</b>  | Improve PP and other children's attitude to learning. Encourage parents and carers into school with class assemblies, curriculum days, themed days and sports activities to ensure a positive attitude to school is embraced by all.  | To encourage PP children to use Growth Mindset strategies embedded throughout the school to improve resilience and positive attitudes towards learning. Feedback from parents published on website.   |

| <b>5. Planned expenditure</b>   |   |   |   |                   |   |
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| <b>Academic year</b>  | <b>2017 – 2018 Allocated Funds £69,960 (subject to change)</b>                              |   |   |                   |   |
| 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                               |   |   |   |                   |   |
| <b>i. Quality of teaching for all</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. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 73% FSM6 entitlement). | Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium). | <p>PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing. GPS score was in line with National and Maths was below. In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>73% of the current Y6 cohort are entitled to PP. Implementing pure classes keeps class sizes small to enable more intensive teaching.</p> | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> | Management Team   | <p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2018 final review</p> |

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|  |   |  | Half termly pupil progress meetings with the class teacher.  |                 |   |
| B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense. | Continue to implement pure year group classes across the school (part funded by Pupil Premium). | <p>All end of Key Stage 1 results for 2017 were below the national average and our Y1 phonics was inline.</p> <p>KS 2 PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing. GPS score was in line with National and Maths was below. In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>Disadvantaged pupils attained results at the Expected Standard in line with their national counterparts in Reading &amp; Science and below in Writing &amp; Maths. At Greater Depth the gap between FSM6 and Non FSM6</p> | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p> | Management Team | <p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2018 final review</p> |

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|  |   | <p>has closed. There is still a gap in RWM at expected level.</p> <p>By maintaining pure classes across the school this enables smaller class sizes ensuring that pupils make progress from their starting points and ensures that we close the gaps in attainment and progress.<br/>(see intervention case studies)</p>   |  |                        |  |
| <p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes</p> | <p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning for example Talk 4 Writing training.</p> | <p>Teaching overtime is as evidenced in pupils' books and the school's assessment information.</p> <p>In 2016-2017 all of the lessons observed were graded good or better. Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews.</p> <p>98% of parents/carers in our 2017 questionnaire agreed that</p> | <p>Focused Leadership and DHT, EYFS Lead and Literacy Lead Management time to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> | <p>Management Team</p> | <p>Half Termly monitoring calendar and T&amp;L Impact summary</p> <p>Performance Management midterm reviews (March 2018)</p> <p>July 2018 final review</p> |

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|                            |  | <p>teaching is good. (64% strongly agreed).</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p> | <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p> |  |         |
| <b>Total budgeted cost</b> |  |  |  |  | £62,029 |

## 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?  |
|--|---|---|--|---|---|
| <p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 73% FSM6 entitlement).</p> | <p>Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).</p> <p>Continue to implement Fresh Start, Inference, BRP</p> | <p>PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing. GPS score was in line with National and Maths was below. In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes, booster sessions and targeted intervention including specific programs.</p> | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p> | <p>Management Team</p> <p>S. Clinch (PP Lead)</p> | <p>Half termly pupil progress meetings with Headteacher</p> <p>Half Termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2018 final review</p> |

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| <p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense.</p> | <p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fund part time HLTAs to continue to deliver targeted intervention programs across KS2 such as Success@Arithmetic, Fresh Start, Inference &amp; BRP.</p> | <p>All end of Key Stage 1 results for 2017 were below the national average and our Y1 phonics was inline.</p> <p>KS 2 PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing.</p> <p>GPS score was in line with National and Maths was below. In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>Teachers and Teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and interventions/catch up sessions.</p> | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p> | <p>Management Team</p> <p>ECAR Teacher</p> <p>All teaching &amp; support staff</p> | <p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2018 final review</p> |
| <b>Total budgeted cost</b>  |   |   |   |  | £62,029   |

| <b>iii. 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>D. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance.</p> | <p>Maintain and fully fund our free Breakfast Club.</p> <p>Provide free milk for PP children who want it.</p> | <p>We operate a free Breakfast Club from 8.15am every morning for Reception to Yr 6 pupils. We have a high attendance at Breakfast Club – approx.40% of attendees are Pupil Premium. As a result Attendance and punctuality have significantly improved.</p> <p>PP persistent absence over the last 3 years has declined:<br/>2015-2016 - 3 children<br/>2016 – 2017 – 2 children.</p> <p>76% of PP on statutory FSM opt to have free milk. This ensures they are nourished and ready to learn.</p> | <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Monitoring of children accessing Breakfast Club for impact on PP achievement and attendance.</p> <p>Weekly review of attendance.</p> <p>Regular review of attendance data e.g. termly, disadvantaged pupils, PA.</p> | <p>Management Team</p> | <p>July 2018 final review</p>               |

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| <p>E. Improve PP and other children's attitude to learning.</p> | <p>To encourage PP children to use Growth Mindset strategies embedded throughout the school to improve resilience and positive attitudes towards learning.</p> <p>Nurture Club</p> <p>Encourage parents and carers into school with class assemblies, curriculum days, themed days and sports activities to ensure a positive attitude to school is embraced by all.</p> | <p>Children now know where to go to get help and feel that it is alright to make mistakes as we learn from our mistakes.</p> <p>Teachers' evaluation was very positive about being resilience, responsibility, resourcefulness, reasoning and reflectivity.</p> <p>Governors' Learning walk supported that the children knew where to go for help.</p> <p>Vulnerable children to know they are supported by a safe member of staff in times of need.</p> <p>Parent and carer turn out for events at school has been very good and improved over time. Feedback forms have been completed by many of those who attend the events and has been consistently good. Feedback from parents published on website along with write up and photographs. Local Press coverage</p> | <p>Parental and Pupil questionnaires.</p> <p>Parental feedback forms.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> | <p>Management Team</p> <p>Governors</p> <p>Nurture Club Leader</p> | <p>July 2018 final review</p> |
| <p><b>Total budgeted cost</b></p>                               |  |  |   |  | <p><b>£7,931</b></p>          |

| 3. Review of expenditure  |  |  |  |         |
|---|--|--|--|---------|
| Previous Academic Year  |  | 2016 – 2017 Allocated Funds £69,960  |  |         |
| i. Quality of teaching for all  |  |  |  |         |
| 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)   | Cost    |
| A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Y6 class had a 43% FSM6 entitlement). | Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).<br><br>Continue to implement Fresh Start, Inference, BRP | PP pupils' attainment significantly higher than National expectations at the expected standard in Reading & Writing.<br>GPS score was in line with National and Maths was below.<br>In RWM combined the performance of disadvantaged children was in line with pupils nationally.<br>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes, booster sessions and targeted intervention including specific programs.<br><br>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes, booster sessions and | The success criteria was mostly met for this cohort of pupils. Focus for 2017-21018 on Maths to bring in line.<br><br>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.<br><br>We will continue to use PP funding to supporting the implementation of pure classes across the school. | £52,349 |

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|  |   | targeted intervention including specific programs.   |  |  |
| B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense. | Continue to implement pure year group classes across the school (part funded by Pupil Premium). | <p>All end of Key Stage 1 results for 2017 were below the national average and our Y1 phonics was inline.</p> <p>KS 2 PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing. GPS score was in line with National and Maths was below. In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>Teachers and Teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and interventions/catch up sessions.</p> <p>By maintaining pure classes across the school this enables smaller class sizes ensuring that pupils make progress from their starting points and</p> | <p>Focus on results at end of KS1 to bring in line with National by Intervention activities.</p> <p>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes across the school.</p> |  |

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|   |   | ensures that we close the gaps in attainment and progress. (see intervention case studies)   |  |  |
| C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes | <p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning for example Talk 4 Writing training.</p> | <p>Teaching overtime is as evidenced in pupils' books and the school's assessment information.</p> <p>In 2016-2017 all of the lessons observed were graded good or better. Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews.</p> <p>98% of parents/carers in our 2017 questionnaire agreed that teaching is good. (64% strongly agreed).</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p> | <p>Senior leaders are driving standards across the school and are targeting their leadership and management time to impact on standards of achievement.</p> <p>We will continue to use PP funding to support the implementation of leadership and management time and targeted CPD training.</p> |  |

| <b>ii. Targeted support</b>   |  |   |   |             |
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| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Y6 class had a 43% FSM6 entitlement). | <p>Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).</p> <p>Continue to implement Fresh Start, Inference, BRP.</p> | <p>PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing.</p> <p>GPS score was in line with National and Maths was below.</p> <p>In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes, booster sessions and targeted intervention including specific programs.</p> | <p>The success criteria was mostly met for this cohort of pupils. Focus for 2017-21018 on Maths to bring in line.</p> <p>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes across the school.</p> | £52,349     |

|   |   |   |  |  |
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| <p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense.</p> | <p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fund part time HLTAs to continue to deliver targeted intervention programs across KS2 such as Success@Arithmetic, Fresh Start, Inference &amp; BRP.</p> | <p>All end of Key Stage 1 results for 2017 were below the national average and our Y1 phonics was inline.</p> <p>KS 2 PP pupils' attainment significantly higher than National expectations at the expected standard in Reading &amp; Writing. GPS score was in line with National and Maths was below.</p> <p>In RWM combined the performance of disadvantaged children was in line with pupils nationally.</p> <p>Teachers and Teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and interventions/catch up sessions.</p> | <p>Focus on results at end of KS1 to bring in line with National by Intervention activities.</p> <p>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes across the school.</p> |  |
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| <b>iii. Other approaches</b>   |  |  |   |             |
|--|--|--|---|-------------|
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| D. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance. | Maintain and fully fund our free Breakfast Club.<br><br>Provide free milk for PP children who want it. | We operate a free Breakfast Club from 8.15am every morning for Reception to Yr 6 pupils. We have a high attendance at Breakfast Club – approx.40% of attendees are Pupil Premium. As a result Attendance and punctuality have significantly improved.<br><br>PP persistent absence over the last 3 years has declined:<br>2015-2016 - 3 children<br>2016 – 2017 – 2 children.<br><br>76% of PP on statutory FSM opt to have free milk. This ensures they are nourished and ready to learn. | This approach will continue. We receive a grant and free bread from the Greggs foundation<br><br>Children enjoy the club as a there are many activities<br><br>Children enter class settled and ready to learn for the day<br><br>Free milk to continue. Children are nourished which helps concentration in class. | £6,856      |

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| <p>E. Improve PP and other children's attitude to learning.</p> | <p>To encourage PP children to use Growth Mindset strategies embedded throughout the school to improve resilience and positive attitudes towards learning.</p> <p>Nurture Club</p> <p>Encourage parents and carers into school with class assemblies, curriculum days, themed days and sports activities to ensure a positive attitude to school is embraced by all.</p> | <p>Children now know where to go to get help and feel that it is alright to make mistakes as we learn from our mistakes.</p> <p>Teachers' evaluation was very positive about being resilience, responsibility, resourcefulness, reasoning and reflectivity.</p> <p>Governors' Learning walk supported that the children knew where to go for help.</p> <p>Vulnerable children to know they are supported by a safe member of staff in times of need.</p> <p>Parent and carer turn out for events at school has been very good and improved over time.</p> <p>Feedback forms have been completed by many of those who attend the events and has been consistently good.</p> <p>Feedback from parents published on website along with write up and photographs.</p> <p>Local Press coverage</p> | <p>All approaches to continue. The strong sense of community within our school is enhanced by the various activities linked to this approach.</p> <p>Nurture club to be developed further. Focus of 2017 to be improve the Nurture club area and having dedicated member of staff to help vulnerable children.</p> | <p>£600</p> |
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