

# What has been the impact of the 2017-2018 Pupil Premium?

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## Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	47
TOTAL PP received	£63, 675

## Key expenditure

Area of spend	Focus	Total allocation
Dedicated PP tutor x3 afternoons per week	English and Maths	£13,500
Additional TA support in classes and for focused interventions (to include funding for ELSA and FEIPS)	English and Maths	£27,000
Cover for weekly booster sessions (run by HT/DHT)	English and Maths	£15,000
Funding for extra-curricular music lessons/clubs	Personal and social	£3000
Additional learning resources (Kindles, spell-checkers, iPads)	English and Maths	£4000
Funding for school trips and residential trips	Personal and social	£3000
Funding for breakfast club/ELSA/FEIPS supervision	Personal and social	£3000

## Rationale for expenditure

As identified in the 2016-2017 impact statement, accelerated progress is required for PP pupils in two key areas: reading and writing. Allocated PP tutor time has been dedicated with particular focus on pupils not on target to achieve AREs in reading and writing (Years 4, 5 and 6) with a specific focus on phonics in Year 3. In addition, funding has been allocated to release the DHT to teach a specific writing group which includes a large proportion of PP pupils not at ARE at the start of the year. There is also a focus on Year 6 maths, with PP tutor time once a week to support PP pupils who are currently meeting AREs to achieve Greater Depth by the end of Year 6. TA hours have been allocated across all year groups to provide further support to PP pupils with specific reading and writing difficulties. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

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# Attainment: BWJS against National Y6 SATs (July 2018)

READING	Average scale score		% expected +		% greater depth	
	BWJS	NATIONAL	BWJS	NATIONAL	BWJS	NATIONAL
All pupils (61)	107	105	90%	75%	36%	28%
Disadvantaged (17)	107	103	94%	64%	18%	18%
Non disadvantaged (44)	107	106	89%	80%	43%	32%
School gap	0	-3	+5%	-16%	-25%	-14%

WRITING	% expected +		% greater depth	
	BWJS	NATIONAL	BWJS	NATIONAL
All pupils (61)	90%	78%	30%	20%
Disadvantaged (17)	94%	68%	6%	11%
Non disadvantaged (44)	89%	83%	39%	24%
School gap	+5%	-15%	-33%	-13%

MATHS	Average scale score		% expected +		% greater depth	
	BWJS	NATIONAL	BWJS	NATIONAL	BWJS	NATIONAL
All pupils (61)	107	104	92%	76%	33%	24%
Disadvantaged (17)	107	102	94%	64%	6%	14%
Non disadvantaged (44)	107	105	91%	80%	43%	28%
School gap	0	-3	-3%	-16%	-37%	-14%

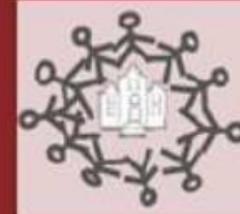
<b>READING, WRITING &amp; MATHS COMBINED</b>	% expected +		% greater depth	
	BWJS	NATIONAL	BWJS	NATIONAL
All pupils (61)	80%	64%	18%	10%
Disadvantaged (17)	82%	51%	6%	4%
Non disadvantaged (44)	80%	70%	23%	12%
School gap	-2%	-19%	-17%	-8%

<b>GPS (SPAG)</b>	Average scale score		% expected +		% greater depth	
	BWJS	NATIONAL	BWJS	NATIONAL	BWJS	NATIONAL
All pupils (61)	107	106	92%	78%	34%	34%
Disadvantaged (17)	107	104	88%	67%	24%	24%
Non disadvantaged (44)	107	107	93%	82%	37%	39%
School gap	0	-3	-5%	-15%	-13%	-15%

# Bishop's Waltham Junior School's Effective ways to support disadvantaged pupils' achievement 2017-18

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils attainment. Below outlines our approach at BWJS.

**1. Whole-school ethos of attainment for all:**  
 Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



Action	Intended outcomes	Impact
<b>Dedicated PP tutor x4 afternoons per week</b>	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>Pupils have time to complete homework tasks if unable to do at home</li> </ul>	<ul style="list-style-type: none"> <li>Pupils receiving PP tuition have improved learning outcomes – teachers report that pupils are more able to tackle work within the classroom as a result of pre-learning and consolidation work</li> <li>Confidence within these pupils has grown which can be seen in the work produced in variety of lessons.</li> <li>Good communication between PP tutor and class teachers to ensure the PP sessions feed into the learning taking place in class – evidence in books shows this</li> <li>Homework club proved popular with regular children attending to complete year group homework with support from DHT</li> </ul>
<b>Cover for weekly booster sessions (run by HT/DHT)</b>	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>Pupils gain in confidence with key concepts</li> <li>Pupils feel equipped to tackle higher-level work</li> </ul>	<ul style="list-style-type: none"> <li>82% of disadvantaged pupils achieved AREs in reading, writing and maths at the end of Year 6 – this was 31% higher than the disadvantaged national percentage.</li> <li>Confidence increased within pupils and pupils were able to use their skills to answers questions and tackle higher-level work</li> </ul>

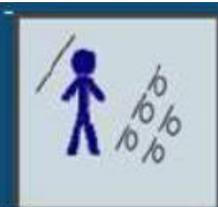
<p><b>Continue to embed flexible groupings in class</b></p>	<ul style="list-style-type: none"> <li>• Strong AFL links,</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for the higher achieving pupils</li> <li>• targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are better equipped at grouping pupils based on AFL and will set work appropriate to the need of the pupils</li> <li>• ‘Focused Groups’ and ‘Cut away’ groups allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge</li> <li>• Support staff are aware of their roles within the class and how best to support pupils within these groups</li> </ul>
<p><b>Maths planning and CPD focusing on CPA and problem solving/reasoning</b></p>	<ul style="list-style-type: none"> <li>• Concrete, pictorial resources to support all children</li> <li>• Pupils demonstrating greater reasoning and understanding working at greater depth</li> <li>• Increasing the percentage of children achieving beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and support staff have a greater knowledge of how to use CPA within a unit of work to help support learning – evidence of this can be seen in pupils’ books and on year group planning</li> <li>• Pupils’ confidence with arithmetic has increased due to embedded CPA</li> <li>• Pupils resilience in problem solving is beginning to increase due to embedded CPA</li> </ul>
<p><b>Develop ‘3 layers of questioning’ approach Guided Reading</b></p>	<ul style="list-style-type: none"> <li>• Specific reading skills being targeted</li> <li>• Pupils inspired to read</li> <li>• Reading is being applied to their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are planning texts based on their learning in their English units of work making reading and writing more meaningful</li> <li>• Planning is showing literal, inference and evaluative questions to target specific reading skills, to help achieve greater depth in reading</li> <li>• Pupils’ enjoyment of reading has increased because of the meaningful links that have been made between reading and writing</li> <li>• 94% of disadvantaged pupils achieved ‘expected’ at end of Key Stage 2 (30% higher than national) and 18% achieved ‘greater depth’ (in line with national)</li> </ul>
<p><b>Review and development of marking and feedback policy</b></p>	<ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated Early Morning time to allow children to respond to marking, allowing teachers time to work with specific groups of children to address misconceptions straight away – this allows for a greater understanding by the pupils within lesson time</li> <li>• Pupils progress is shown during the completion of Early Morning work and as a result, their confidence increases within lessons, better equipping them with skills to complete the tasks set</li> </ul>

**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



Action	Intended outcomes	Impact
<b>Embedding Core Values across the school</b>	<ul style="list-style-type: none"> <li>• Defined expectation for all children within the school</li> <li>• They are used to celebrate success</li> <li>• Used to support learning</li> <li>• Used to support how children learn</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to talk about the Values within their lessons and can identify suitable Values to support their learning in individual lessons</li> <li>• Children strive to show these Values around the school and are nominated for Value awards in assembly – this in turn increases their confidence and enjoyment for learning</li> </ul>
<b>Team merits – whole school reward system based in the Core Values</b>	<ul style="list-style-type: none"> <li>• Pupils demonstrating core values in all lessons</li> <li>• Positive behaviour in class towards learning</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is very good across all classes and year groups</li> <li>• A consistent whole school approach ensures all children are following the same Core Values and are rewarded for showing these, thus increasing their confidence levels</li> </ul>

**3. High quality teaching for all:**  
 Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



Action	Intended outcomes	Impact
<b>Setting aspirational targets for specific groups of pupils based on ARE</b>	<ul style="list-style-type: none"> <li>Teachers ensure tasks set allow for pupils to achieve ARE</li> <li>Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve</li> <li>A greater proportion of pupils achieve ARE by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>The data shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantaged pupils</li> <li>Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve</li> </ul>
<b>Continue to embed flexible groupings in class</b>	<ul style="list-style-type: none"> <li>Strong AFL links,</li> <li>misconceptions being addressed straight away</li> <li>greater challenge for the higher achieving pupils</li> <li>targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are better equipped at grouping pupils based on AFL and will set work appropriate to the need of the pupils</li> <li>'Focused Groups' and 'Cut away' groups allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge</li> <li>Support staff are aware of their roles within the class and how best to support pupils within these groups</li> </ul>
<b>Maths planning and CPD focusing on CPA and problem solving/reasoning</b>	<ul style="list-style-type: none"> <li>Concrete, pictorial resources to support all children</li> <li>Pupils demonstrating greater reasoning and understanding working at greater depth</li> <li>Increasing the percentage of children achieving beyond</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and support staff have a greater knowledge of how to use CPA within a unit of work to help support learning – evidence of this can be seen in pupils books and on year group planning</li> <li>Pupils confidence with arithmetic has increased due to embedded CPA</li> <li>Pupils resilience in problem solving is beginning to increase due to embedded CPA</li> </ul>

<p><b>Develop '3 layers of questioning' approach</b> <b>Guided Reading</b></p>	<ul style="list-style-type: none"> <li>• Specific reading skills being targeted</li> <li>• Pupils inspired to read</li> <li>• Reading is being applied to their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are planning texts based on their learning in their English units of work making reading and writing more meaningful</li> <li>• Planning is showing literal, inference and evaluative questions to target specific reading skills, to help achieve greater depth in reading</li> <li>• Pupils' enjoyment of reading has increased because of the meaningful links that have been made between reading and writing</li> <li>• Across all year groups, at least 50% of disadvantaged pupils are meeting expectations in reading</li> <li>• In all year groups, the gap between disadvantaged and non-disadvantaged pupils achieving expected in reading has narrowed over the course of the year</li> </ul>
<p><b>Review and development of marking and feedback policy</b></p>	<ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated Early Morning time to allow children to respond to marking, allowing teachers time to work with specific groups of children to address misconceptions straight away – this allows for a greater understanding by the pupils within lesson time</li> <li>• Pupils' progress is shown during the completion of Early Morning work and as a result, their confidence increases within lessons, better equipping them with skills to complete the tasks set</li> </ul>

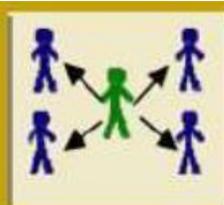
**4. Meeting individual learning needs:**  
 Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



Action	Intended outcomes	Impact
<b>SENDCo accreditation to develop SENDCo support</b>	<ul style="list-style-type: none"> <li>• Clear assessment strategy and tracking of progress for SEND</li> <li>• SEND children making progress in line with group and individual targets</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo is able to provide support for SEND children by using relevant and up-to-date strategies</li> <li>• Knowledge from SENDCo is disseminated to all members of staff, thus increasing teacher's confidence and knowledge in how best to support SEND children</li> <li>• Progress made by pupils on SEN register is carefully tracked using granular tracking system within each class – this is shared with parents regularly</li> </ul>
<b>TA support in classes and focused interventions</b>	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Careful tracking of homework to include reading journals – ensure regular reading takes place</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> <li>• Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</li> <li>• Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions have increased pupils' confidence through consolidation of skills taught in the classroom</li> <li>• Regular reading has increased the skills and confidence of pupils, allowing them to enjoy reading tasks within the classroom</li> <li>• Teachers and TAs aware of specific targets for pupils and support in classes are tailored towards this</li> <li>• Targets reviewed with SENDCo – discussions about progress and further support to put in place to allow these groups of pupils to achieve</li> </ul>
<b>Funding for dedicated ELSA and FEIPS support for vulnerable pupils</b>	<ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional needs of pupils understood and addressed with individual strategies put into place to support pupils</li> <li>• Regular discussions between the class teacher and ELSA/FEIPS to ensure consistent approach to understanding pupils needs, which leads to increased confidence within the classroom</li> </ul>

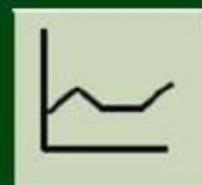
<b>Targeted individual and group support through flexible groupings</b>	<ul style="list-style-type: none"> <li>• Misconceptions being addressed quickly</li> <li>• Progress being made quickly</li> <li>• Children catching up and keeping up</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers aware of the pupils needing extra support – support given during focused morning work and within lessons to address misconceptions and ensure children are ‘keeping up’ with the curriculum and expectations for the year group</li> </ul>
<b>Continue to embed flexible groupings in class</b>	<ul style="list-style-type: none"> <li>• Strong AFL links,</li> <li>• misconceptions being addressed straight away</li> <li>• greater challenge for the higher achieving pupils</li> <li>• targeted use of support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are better equipped at grouping pupils based on AfL and will set work appropriate to the need of the pupils</li> <li>• ‘Focused Groups’ and ‘Cut away’ groups allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge</li> <li>• Support staff are aware of their roles within the class and how best to support pupils within these groups</li> </ul>
<b>Cover for weekly booster sessions (run by HT/DHT)</b>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> </ul>	<ul style="list-style-type: none"> <li>• 82% of disadvantaged pupils achieved AREs in reading, writing and maths at the end of Year 6 – this was 31% higher than the disadvantaged national percentage.</li> <li>• Confidence increased within pupils and pupils were able to use their skills to answers questions and tackle higher-level work</li> </ul>
<b>Funding for extra-curricular music lessons/clubs</b>	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• No child eligible for PP missed out on participating in extra-curricular activities or receiving extra music tuition</li> </ul>
<b>Additional learning resources (Kindles, spell-checkers, iPads)</b>	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Resources were purchased to enable all pupils to access support materials to aid in their learning</li> </ul>
<b>Funding for school trips and residential</b>	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• No child eligible for PP missed out on participating in school trips or residential</li> </ul>
<b>Funding for before school ‘early bird club’</b>	<ul style="list-style-type: none"> <li>• Early Bird Club – to promote good attendance and punctuality</li> <li>• Pupils have time to complete homework tasks if unable to do at home</li> <li>• Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP were able to attend ‘early bird club’ at no cost to the parents</li> <li>• This improved the punctuality of a number of these pupils and allowed them to complete the majority of their homework</li> </ul>

**5. Deploying staff effectively:**  
 Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



Action	Intended outcomes	Impact
<b>Train TAs in use of CPA and questioning for maths</b>	<ul style="list-style-type: none"> <li>TAs supporting groups/individuals to move learning</li> <li>Improved outcomes for different groups of pupils</li> </ul>	<ul style="list-style-type: none"> <li>TAs knowledge of how to use concrete resources within maths to support pupils has increased – thus, having a positive impact on pupils confidence and skills within maths</li> </ul>
<b>Regular ELSA/FEIPS Circles</b>	<ul style="list-style-type: none"> <li>Up-to-date strategies to support individuals emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils receive targeted support to address their emotional needs</li> <li>ELSA and FEIPS have a support network to discuss strategies for children and gain support if needed</li> </ul>

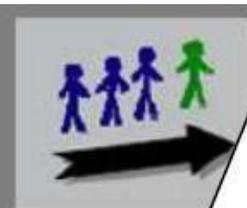
**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



Action	Intended outcomes	Impact
<b>Setting aspirational targets for specific groups of pupils based on ARE</b>	<ul style="list-style-type: none"> <li>Teachers ensure tasks set allow for pupils to achieve ARE</li> <li>Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve</li> <li>A greater proportion of pupils achieve ARE by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>The data shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantaged pupils</li> <li>Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve</li> </ul>

<b>Pupil Progress Cycle</b>	<ul style="list-style-type: none"> <li>• Create a manageable system for teachers to identify learning needs of individuals and groups of pupils within their class</li> <li>• Plan appropriate learning activities and effective support to be able to cater for the individual needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent meetings has allowed teachers to use data accurately to identify pupils' learning needs, review progress and address underperformance quickly</li> </ul>
<b>CPD into using HAM and SIMS as an assessment and tracking tool</b>	<ul style="list-style-type: none"> <li>• Strong analysis of data and groups</li> <li>• Teachers using data to identify pupils needs</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are aware of the attainment of pupils within their class to include their attainment at the end of KS1</li> <li>• This allows teachers to target specific groups of pupils within their classes to ensure they make the expected progress – targeted and individual support is put in place to achieve this</li> </ul>
<b>Review and development of marking and feedback policy</b>	<ul style="list-style-type: none"> <li>• Pupils responding to marking to improve their work</li> <li>• Misconceptions being addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated Early Morning time to allow children to respond to marking, allowing teachers time to work with specific groups of children to address misconceptions straight away – this allows for a greater understanding by the pupils within lesson time</li> <li>• Pupils progress is shown during the completion of Early Morning work and as a result, their confidence increases within lessons, better equipping them with skills to complete the tasks set</li> </ul>

**7. Clear, responsive leadership:**  
 Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Action	Intended outcomes	Impact
<b>Setting aspirational targets for specific groups of pupils based on ARE</b>	<ul style="list-style-type: none"> <li>Teachers ensure tasks set allow for pupils to achieve ARE</li> <li>Teachers are aware of specific groups of pupils in their classes and their starting points (especially disadvantaged) and plan tasks to allow these pupils to achieve</li> <li>A greater proportion of pupils achieve ARE by the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>The data shows that in most subjects across all year groups, the gap is narrowing between progress of disadvantaged pupils and non-disadvantaged pupils</li> <li>Teachers feel confident when discussing the progress of these pupils and the provisions in place to help these pupils achieve</li> </ul>
<b>Pupil Progress Cycle</b>	<ul style="list-style-type: none"> <li>Create a manageable system for teachers to identify learning needs of individuals and groups of pupils within their class</li> <li>Plan appropriate learning activities and effective support to be able to cater for the individual needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Frequent meetings has allowed teachers to use data accurately to identify pupils' learning needs, review progress and address underperformance quickly</li> </ul>
<b>Performance Management Cycle</b>	<ul style="list-style-type: none"> <li>Hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are aware of aspirational targets for pupils and planning across the curriculum takes account of this</li> </ul>
<b>Governors having a dedicated Pupil Premium link and being proactive in ensuring development and progress of these pupils</b>	<ul style="list-style-type: none"> <li>Governors have an accurate understanding of the quality of provision and outcomes of PP pupils</li> <li>Governors hold leaders to account and challenge underperformance regarding provision and progress of PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>Governors hold staff accountable for low attainment rather than accepting low aspirations and variable performance</li> </ul>

# Years 3, 4 and 5 pupil attainment – teacher assessment

## YEAR 3 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
All pupils (55)	82%	49%	75%	33%	82%	33%
Disadvantaged (8)	50%	0%	50%	0%	25%	0%
Non disadvantaged (47)	87%	57%	79%	38%	91%	38%
In-school gap	-37%	-57%	-29%	-38%	-66%	-38%

## YEAR 4 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
All pupils (57)	89%	51%	88%	25%	86%	30%
Disadvantaged (10)	70%	20%	50%	10%	70%	10%
Non disadvantaged (47)	94%	57%	96%	28%	89%	34%
In-school gap	-24%	-37%	-46%	-18%	-19%	-24%

## YEAR 5 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
All pupils (58)	84%	24%	79%	24%	83%	29%
Disadvantaged (8)	88%	0%	75%	0%	62%	12%
Non disadvantaged (50)	84%	28%	80%	28%	86%	32%
In-school gap	+4%	-28%	-5%	-28%	-24%	-20%