

Discovery Primary School Pupil Premium
 Strategy September 2017- July 2018
 (revised and rewritten summer term 2018)



School	Discovery Primary School							
Academic Year	Sept 2017 To July 2018	Total PP budget	Pupil Premium £225,720 Service Children £1,500 LAC reported separately.	Date of most recent PP Review	July 2017 See School website			
Total number of pupils	608	Number of pupils eligible for PP	175	Date for next internal review of this strategy	July 2018			
Baseline on entry FS Autumn 2017								
Autumn term	<i>Pupils eligible for PP (Discovery) 15 Non Pupil Premium (Discovery) 72</i>			<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>
% currently achieving in reading				20%	20%	7%	53%	0%
Non PP % currently achieving in reading				4%	24%	19%	53%	0%
% making progress in writing				20%	20%	20%	40%	0%
Non PP % making progress in writing				3%	19%	31%	47%	0%
% making progress in number				13%	20%	20%	47%	0%
Non PP % making progress in number				6%	18%	13%	63%	0%
% making progress in shape				13%	33%	0%	53%	0%
Non PP % making progress in shape				6%	16%	13%	63%	2%
Attainment FS Summer 2018								

Summer term 2018	<i>Pupils eligible for PP (Discovery) 15 Non Pupil Premium (Discovery) 69</i>	<i>Below 30-50</i>	<i>30-50 beginning</i>	<i>30-50 con</i>	<i>40-60 beg</i>	<i>40-60 con</i>	<i>ELG</i>	<i>EXC</i>
% currently achieving in reading		0%	6.7%	0%	6.7%	13.3%	66.7	6.7%
Non PP % currently achieving in reading		0%	1.4%	1.4%	24.6 %	8.7%	49.3	14.5
% making progress in writing		0%	6.7%	0%	13.3 %	6.7%	66.7	6.7%
Non PP % making progress in writing		0%	2.9%	0%	24.6 %	10.1%	50.7	11.6
% making progress in number		6.7%	0%	0%	6.7%	0%	73.3	13.3
Non PP % making progress in number		0%	1.4%	0%	18.8 %	7.2%	44.9	27.5
% making progress in shape		6.7%	0%	0%	6.7%	6.7%	60%	20%
Non PP % making progress in shape		0%	1.4%	0%	18.8 %	7.2%	42%	30.4

Targets for end of year 2			
<i>Please note PP pupils increased to 28 by July 2018</i>	<i>Pupils eligible for PP (your school) 21 (Outcomes in blue)</i>	<i>Pupils not eligible for PP 67 School data (Outcomes in blue)</i>	<i>Pupils not eligible for PP (national average) 2017 data</i>
% achieving in reading, writing and maths	14/21(67%) Achieved 57%	41/67 (61%) Achieved 65%	61% Above national average 2017
% reaching expected or above in reading	76% Achieved 68%	62% Achieved 73%	76% Just below national average 2017
% reaching expected or above in writing	67% Achieved 61%	59% Achieved 70%	68% Above national average 2017
% reaching expected or above in maths	76% Achieved 68%	61% Achieved 73%	75% Just below national average 2017

Targets for end of year 6			
The number of PP pupils was still 30 in July 2018	<i>Pupils eligible for PP (your school)</i> 30	<i>Pupils not eligible for PP</i> 55 <i>School data</i>	<i>Pupils not eligible for PP</i> (national average) 2017 data
% achieving in reading, writing and maths	17/30(57%) Achieved 30%	34/55(62%) Achieved 44%	67% Below national average 2017
% reaching expected or above in reading	63% Achieved 47%	72% Achieved 50%	71% Below national average 2017
% reaching expected or above in writing	59% Achieved 50%	63% Achieved 75%	76% In line with national average 2017
% reaching expected or above in maths	61% Achieved 57%	74% Achieved 65%	75% Below national average 2017

Attainment data indicates that PP pupils targets are below national attainment for Non Pupil Premium Pupils however, the progress our PP pupils make is good from their various starting points. At Discovery Primary School other factors affecting PP pupils include mobility, attendance, SEND, EAL and social factors. This is not an excuse but a fact and we expect a conversation around these complex factors.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- | | |
|-----------|--|
| A. | Oral language skills in Reception are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years. |
| B. | Oral language skills and a basic use of a wide vocabulary in key stage 1 and 2 are lower for most pupils including pupils eligible for PP. This slows reading and writing progress in subsequent years. |
| C. | Pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1 due to attendance, mobility and issues out of school. This prevents sustained high achievement in Key Stage 1 and 2. |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|-----------|--|
| D. | Poor home learning and attitudes to education such as low adult literacy and confidence to support their child/children result in lower aspirations and less opportunities for PP children |
| E. | Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average. |
| F. | Diagnosed and especially undiagnosed social and emotional mental health issues in parents |

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher oral language skills in Reception are increased for most pupils including pupils eligible for PP This increases the reading and writing progress in subsequent years.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations. PP pupils maintain this progress throughout KS1 and KS2.
B.	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Pupils eligible for PP in KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP meet national proportions or higher for age related expectations at end of KS1 and KS2. PP pupils maintain this progress throughout KS1 and KS2.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in all years in KS2 by class teacher assessments and successful moderation practices. PP pupils identified for accelerated progress who were Low Attainers and Middle Attainers.
D.	Better home attitudes to home learning and to education resulting in higher aspirations and greater opportunities for PP children	Pupils eligible for PP meet their challenging targets therefore are able to successfully access KS3 curriculum
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below. Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.
F.	To support parents with SEMH to contribute to their child's education	Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required. Clear evidenced support for school attendance by collecting children when parents unable to bring them to school. Clear evidenced support for families we believe to be undiagnosed with mental health issues. Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments. Supporting children of these families with counselling/mentoring sessions, referrals to young carers.

3.	4. Planned expenditure					
academic year 2017-2018						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.	ii. 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?
A	Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.	All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils. Sentence stems will encourage different forms and different types of rich vocabulary in context Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.	We want to implement the SFA program throughout the school with particular emphasis on Foundation Stage and KS1. The SFA program is based on 40 years research, existing research into what works in education then further research into how this can work in schools. It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.	Use INSET days to deliver training. SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities. Lessons from training embedded in school feedback policy. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.	Assista nt Head Deputy Head	summer 2018
B	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils. Sentence stems will encourage different forms and different types of	We want implement the SFA program throughout the school with particular emphasis on Foundation Stage and KS1/2. The SFA program is based on 40 years research, existing research into what works in education then further research into how	Use INSET days to deliver training. SFA learning walks focusing on the implementation of SFA but also the use of sentence stems orally and in any writing opportunities.	Assista nt Head Deputy Head	summer 2018

Yrs	Reading PP NPP		Writing PP NPP	
FS				
1	75	68	75	66
2	68	73	61	70
3	52	58	39	50
4	53	54	42	48
5	60	63	52	54
6	47	50	50	75

		<p>rich vocabulary in context</p> <p>Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.</p>	<p>this can work in schools.</p> <p>It was also a program that Peterborough City Council brought in to certain Peterborough Primary Schools, Discovery Primary School being one of those schools.</p>	<p>Lessons from training embedded in school feedback policy.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading and Writing.</p> <table border="1" data-bbox="1518 328 1850 588"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading PP NPP</th> <th colspan="2">Writing PP NPP</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>75</td> <td>68</td> <td>75</td> <td>66</td> </tr> <tr> <td>2</td> <td>68</td> <td>73</td> <td>61</td> <td>70</td> </tr> <tr> <td>3</td> <td>52</td> <td>58</td> <td>39</td> <td>50</td> </tr> <tr> <td>4</td> <td>53</td> <td>54</td> <td>42</td> <td>48</td> </tr> <tr> <td>5</td> <td>60</td> <td>63</td> <td>52</td> <td>54</td> </tr> <tr> <td>6</td> <td>47</td> <td>50</td> <td>50</td> <td>75</td> </tr> </tbody> </table>	Yrs	Reading PP NPP		Writing PP NPP		FS					1	75	68	75	66	2	68	73	61	70	3	52	58	39	50	4	53	54	42	48	5	60	63	52	54	6	47	50	50	75		
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C	<p>PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and other pupils.</p>	<p>Staff training and identification of pupils who are PP in SFA, maths and class groups.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>All staff aware of the challenging targets set for all PP pupils but also PP pupils who can move from Low attainer's to Middle attainer's. Middle attainer's to High attainer's by July 2018.</p> <p>Targeted CPD for all staff including TAs to develop their awareness of targeted teaching for all pupils but specifically PP pupils</p> <p>Professional development for subject progression with Maths becoming a focus in the summer term</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting their expected standards'.</p> <p>Phase leaders action plans are targeting PP pupils to monitor their progress half termly and on a termly basis. Individual issues will be picked up and the individuals supported.</p> <p>Pupil Progress meetings will focus on PP pupils and also those targeted to move from low to middle, middle to higher and those predicted higher to achieve those targets.</p>	<p>Use Phase leaders meetings to discuss progress of PP pupils and also to identify the barriers to their progress. Such as attendance, mobility and issues at out of school.</p> <p>Phase Leaders to meet with PP pupils in their phase to discuss progress, achievements and next steps.</p> <p>PP pupils discussed at Pupil progress meetings every half term.</p> <p>PP pupils will achieve at or above Non Pupil Premium in Reading ,Writing and Maths.</p> <table border="1" data-bbox="1518 1161 1850 1422"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading PP NPP</th> <th colspan="2">Writing PP NPP</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>75</td> <td>68</td> <td>75</td> <td>66</td> </tr> <tr> <td>2</td> <td>68</td> <td>73</td> <td>61</td> <td>70</td> </tr> <tr> <td>3</td> <td>52</td> <td>58</td> <td>39</td> <td>50</td> </tr> <tr> <td>4</td> <td>53</td> <td>54</td> <td>42</td> <td>48</td> </tr> <tr> <td>5</td> <td>60</td> <td>63</td> <td>52</td> <td>54</td> </tr> <tr> <td>6</td> <td>47</td> <td>50</td> <td>50</td> <td>75</td> </tr> </tbody> </table>	Yrs	Reading PP NPP		Writing PP NPP		FS					1	75	68	75	66	2	68	73	61	70	3	52	58	39	50	4	53	54	42	48	5	60	63	52	54	6	47	50	50	75	<p>Phase Leaders</p> <p>Headteacher</p> <p>School Inclusion Manager</p>	<p>Summer 2018</p>
Yrs	Reading PP NPP		Writing PP NPP																																											
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	Total budgeted cost					£23,900
iii.	iv. 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	Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.	Language rich activities in Foundation Stage. Pre -planned intervention between adult and pupil in supporting/modelling language through play. Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results	Assistant Headteacher	Summer 2018

B	Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.	Small ability grouped SFA groups for pupils in KS1 which immerses them in spoken language, reading and writing through real books. This continues in Key stage 2. Vocabulary enriched activities in KS1 and KS2 as part of SFA program.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Employ Reading Recovery Class teacher to work with identified pupils at KS1 BRP reading intervention occurs termly with individual identified children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult SFA consultant and other schools which have used the programme to identify any potential barriers to good implementation. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results	Assistant Headteacher	Summer 2018
C	PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and Non PP pupils,	Weekly small group sessions for identified pupils led by class teachers, in addition to standard lessons.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. These will be recorded on Podcasts and placed on the school website. Introduction of Pixl in year 6 and ensure qualified class teachers deliver the interventions to the pupils.	Impact overseen by Phase Leaders, Subject leaders, Senior Staff and Class teachers. Teaching assistant (TA) CPD for TAs supporting the sessions if required. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. PP pupils will achieve at or above Non Pupil Premium in Reading and Writing. See above results	Phase Leaders Subject Leaders Senior Staff Class teachers	Summer 2018
Total budgeted cost						£117,432
v.	Approaches and strategies for external barriers					

	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?
D	Raise aspirations for All children and families, including for 5 nights a week	<p>Pupil Premium pupils to access after school enrichment activities and booster classes for year 6 pupils.</p> <p>All PP pupils are funded free or subsidized places for pupils at breakfast club, after school clubs and on school trips.</p> <p>Opportunities for greater involvement of parents in school through assemblies, reading cafes, visiting to see their child involved in the curriculum.</p> <p>Opportunities for children to access subsidized music tuition</p> <p>Reading cafes and family value sessions completed in partnership with the families</p>	Whilst the above actions will impact on raising attainment it is also important to raise aspirations by directly exposing children to new opportunities or opportunities that develop general self-esteem, motivation or self-efficacy.	<p>Senior Staff to ensure that these opportunities are planned for.</p> <p>PE subject Leader to oversee clubs, access to clubs.</p> <p>On the school's list of opportunities, increase the number accessed by disadvantaged learners from numbers 2016-17.</p> <p>Curriculum to provide trip opportunities for each PP pupil. School fund cost of trip.</p> <p>Breakfast club subsidized for PP pupils.</p> <p>Peripatetic Music teachers available to deliver music lessons. School fund teachers if pupils wish for additional lessons.</p> <p>Case Studies demonstrating the impact of activities on PP pupils.</p>	<p>Senior Staff</p> <p>Assistant Headteacher</p>	Summer 2018
E	Increased attendance rates for pupils eligible for PP.	Full time attendance officer and parent support workers employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Thorough briefing of attendance officer, parent support workers, EAL team about existing absence issues. Briefings led by Assistant Headteacher.</p> <p>Assistant Headteacher to support, guide team to ensure new provision and standard school</p>	Assistant Headteacher	Summer 2018

				<p>processes work smoothly together.</p> <p>Continue to reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</p> <p>Attendance rates for pupils eligible for PP are 95%. 1% below the target for all children of 96% or above. This reduces their school hours and causes them to fall behind on average.</p> <p>Case Studies stories relating to increased attendance</p>		
F	To support parents with SEMH to contribute to their child's education	<p>Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues.</p> <p>Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>	Difficult to improve attainment for children if their family concerns, care or general home situation is turbulent.	<p>Continuous briefings led by Assistant Headteacher. Whole school awareness of our families so all signs are picked up and dealt with accordingly.</p> <p>Assistant Headteacher to support, guide team to ensure that the process works well and the help is targeted to the right families.</p>	Assistant Head teacher	Summer 2018
Total budgeted cost						£85,888

5. Review of expenditure

Previous Academic Year

Academic Year 2017/18

i. Quality of teaching for all/desired support

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																																													
<p>A Higher oral language skills in Reception are increased for most pupils including pupil's eligible for PP This increases the reading and writing progress in subsequent years.</p>	<p>All staff use sentence stems (as modelled through SFA) throughout the day and expect full sentence responses from all pupils.</p> <p>Sentence stems will encourage different forms and different types of rich vocabulary in context</p> <p>Continue to implement the SFA approach which immerses the pupils in a language rich curriculum.</p>	<p>FS. Greater progress in speaking; with more children making more than expected progress compared to last year. This includes PP pupils. Positive outcome for a low entry cohort and it will have an impact going forward.</p> <table border="1" data-bbox="658 549 987 810"> <thead> <tr> <th>Yrs</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>FS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>75</td> <td>68</td> <td>75</td> <td>66</td> </tr> <tr> <td>2</td> <td>68</td> <td>73</td> <td>61</td> <td>70</td> </tr> <tr> <td>3</td> <td>52</td> <td>58</td> <td>39</td> <td>50</td> </tr> <tr> <td>4</td> <td>53</td> <td>54</td> <td>42</td> <td>48</td> </tr> <tr> <td>5</td> <td>60</td> <td>63</td> <td>52</td> <td>54</td> </tr> <tr> <td>6</td> <td>47</td> <td>50</td> <td>50</td> <td>75</td> </tr> </tbody> </table> <p>As can be seen from the table above the gap in Key stage 1 is very positive in year 1 and year 2 in reading. The gap in writing in year 2 next year needs to close.</p> <p>In year 3 and 4 the picture is similar with writing needing to be addressed, especially in year 3.</p>	Yrs	Reading		Writing			PP	NPP	PP	NPP	FS					1	75	68	75	66	2	68	73	61	70	3	52	58	39	50	4	53	54	42	48	5	60	63	52	54	6	47	50	50	75	<p>Year 3 requiring the gap closing between PP and Non PP. In year 5 the PP pupils are in line with the NPP pupils. In year 6, who did not do SFA the outcomes are not as good As the rest of the school.</p> <p>Conclusion Continue with this program and the approach to oral speaking. Use this year's data to compare to a full year's program next year. SFA must start in year 6 in September. Added impact of the Oracy project by the SFA lead which starts in September.</p>	
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Higher oral language skills and a wide basic use of vocabulary in key stage 1 and 2 are greater for most pupils including pupils eligible for PP. This makes more rapid progress in reading and writing in subsequent years.

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Yrs	Reading		Writing	
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1	75	68	75	66
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6	47	50	50	75

As can be seen from the table above the gap in Key stage 1 is very positive in year 1 and year 2 in reading. The gap in writing in year 2 next year needs to close.

In year 3 and 4 the picture is similar with writing in Year 3 requiring the gap closing between PP and Non PP.

In year 5 the PP pupils are in line with the NPP pupils.

In year 6, who did not do SFA the outcomes are not as good

As the rest of the school.

Conclusion

Continue with this program and the approach to oral speaking. Use this year's data to compare to a full year's program next year.

SFA must start in year 6 in September.

Added impact of the Oracy project by the SFA lead which starts in September.

C

PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and Non PP pupils,

PP pupils across KS1 and KS2 achieve their targets, accelerated if appropriate, in order to close the gap between PP pupils and other pupils.

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	PP	NPP	PP	NPP
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In year 5 the PP pupils are in line with the NPP pupils.

In year 6, who did not do SFA the outcomes are not as good

As the rest of the school.

Yrs	Reading PP targ met	Writing PP targ met
FS		
1	4/4	4/4
2	23/28	23/28
3	12/21	7/21
4	16/19	13/19
5	11/25	11/25
6	27/30	22/30

**Positive picture in KS1.
Year 3 and Yr 5 PP need
to be a focus next year to
ensure accelerated
targets achieved.**

Conclusion

Continue with this program and the approach to oral speaking. Use this year's data to compare to a full year's program next year.

SFA must start in year 6 in September.

Added impact of the Oracy project by the SFA lead which starts in September. This will further develop class teachers use of sentence stems in all lessons.

Focus will need to be on the PP pupils particularly in year 3 and 5 next year. Main issue for current picture is staff on maternity leave/ new teaching positions gained mid- year and temporary staff covered.

ii. Other approaches / external barriers

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
D	Raise aspirations for All children and families, including for 5 nights a week	<p>Pupil Premium pupils to access after school enrichment activities and booster classes for year 6 pupils.</p> <p>All PP pupils are funded free or subsidized places for pupils at breakfast club, after school clubs and on school trips.</p> <p>Opportunities for greater involvement of parents in school through assemblies, reading cafes, visiting to see their child involved in the curriculum.</p> <p>Opportunities for children to access subsidized music tuition</p> <p>Reading cafes and family value sessions completed in partnership with the families</p>	<p>Conclusion <u>Not enough evidence available as this report was written in the summer term 2018. This evidence will be gathered over the next academic year to see the impact</u> <u>The following is the evidence required.</u></p> <p>Evidence of Pupil Premium pupils attending clubs Evidence of Pupil Premium attending breakfast club Evidence of reading 5 times a week Evidence of new curriculum trips Evidence of parents attending organised sessions in school Evidence of PP music tuition</p>	

E	Increased attendance rates for pupils eligible for PP.	Full time attendance officer and parent support workers employed to monitor pupils and follow up quickly on absences. First day response provision.	See attendance report Summer 2018	
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F	To support parents with SEMH to contribute to their child's education	<p>Clear evidenced support for parents/families with known diagnosed mental health issues through working with outside agencies, TAC meetings when required.</p> <p>Clear evidenced support for school attendance by collecting children when parents unable to bring them to school.</p> <p>Clear evidenced support for families we believe to be undiagnosed with mental health issues. Open door policy, forming relationships with all parents, home visits if required. Supporting them in medical appointments.</p> <p>Supporting children of these families with counselling/mentoring sessions, referrals to young carers.</p>	<p>Conclusion <u>Not enough evidence available as this report was written in the summer term. This evidence will be gather over the next academic year to see the impact</u></p> <p>See Inclusion report to Governors. Autumn,2017, Spring 2018 and Summer 2018. See evidence from TAC meetings See evidence from Inclusion Team Case Studies required for 2018-19</p>	Total cost of project £225,720
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.