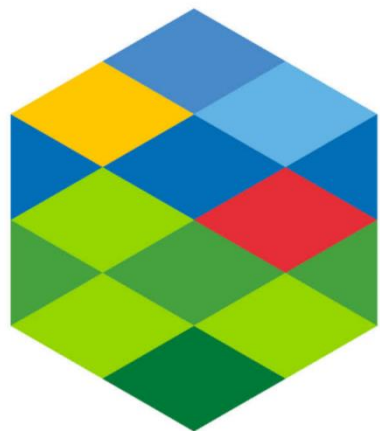


2017-18



The Meadows Primary
Academy

Pupil Premium Impact Evaluation

PUPIL PREMIUM IMPACT EVALUATION 2017-18

OBJECTIVES		
1	Improve attainment and progress of disadvantaged pupils at The Meadows Primary Academy	£78,000
2	Improve the health and wellbeing of disadvantaged pupils at The Meadows Primary Academy	£89,000
3	Improve the range of enrichment opportunities available to disadvantaged pupils at The Meadows Primary Academy	£37,920
4	Improve attendance and punctuality of disadvantaged pupils at The Meadows Primary Academy	£17,539
TOTAL PLANNED SPEND		£222,459
Overall Success Criteria		Overall impact
To close the gap between our disadvantaged pupils achieving greater depth at KS2 combined to be in line with non-disadvantaged children nationally (School 0%, national figures pending).		0% of our KS2 disadvantaged children achieved combined GD compared to _% of non-disadvantaged children nationally meaning the gap is now. (National figures still pending).
To close the gap between our disadvantaged children achieving KS1 greater depth in writing be in line with non-disadvantaged pupils nationally (School 4.2%, nationally 15.6% = 11.4% gap)		18.8% of KS1 disadvantaged children achieved greater depth in writing compared to _ nationally meaning the gap is now _ . (National figures still pending).
To close the gap between our disadvantaged pupils passing the Year 1 phonics test to be in line with non-disadvantaged pupils nationally (School 60%, nationally 84% = 24% gap).		79% of Year 1 disadvantaged children passed the Year 1 phonics test and _% of non-disadvantaged pupils passed nationally meaning the gap is now _ . (National figures still pending).







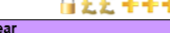

PUPIL PREMIUM FUNDING SUMMARY 2017/18			
	Number of Pupils	Amount per pupil	Total amount
NOR (Autumn 2017)	406		
Ever 6 children funding	159	£1320	£199,320
Service children funding	2	£300	£600
Adopted children funding	9	£1900	£17,100
Looked after children funding	0	£0	£0
Early Years FSM funding	18	£300	£5439
TOTAL PUPIL PREMIUM GRANT			£222,459

Pupil Premium Coordinator: R. Argyle

Link Governor: D. Swift

Next Pupil Premium review: Summer term 2019

PUPIL PREMIUM IMPACT EVALUATION 2017-18

Objective 1: Improve attainment and progress of disadvantaged pupils at The Meadows Primary Academy.																																																																																								
Item/ Project	Cost	Success Criteria	Intervention	Impact																																																																																				
What are we spending money on?		What impact are we aiming for?	Which interventions will we use ?	Has it worked - what impact did it have? Impact measured in Average points score progress. 3APS is the expected impact across the year for each intervention.																																																																																				
Contribution to employment of TA's including cost of training, and CPD. TA's will support in class am and deliver research evidenced interventions 1:1 or in small groups during the afternoon to maximise their impact on learning outcomes.	£50,000	<ul style="list-style-type: none"> Specific interventions have a measurable impact on progress in the targeted area. E.g. inference for reading 1:1 teaching for all subjects, attendance interventions for attendance figures (shown objective 4 of action plan). Learning walks evidence TAs providing effective support in small groups and 1-to-1. TAs are more confident in delivering interventions as a result of training. 	A – 1:1 tuition before school B– 1:1 tuition during school C– 1:1 tuition after school J – Peer mentoring L – Inference M – Speech and language Q – Basic skills R – Reading buddies	<p>A – 1:1 Tuition after school </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.2</td> <td>3.6</td> <td>3.7</td> </tr> </tbody> </table> <p>Intervention B has not been utilised for the second year running and will therefore be taken off the menu for interventions next year.</p> <p>C – 1:1 Tuition during school </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.0</td> <td>2.7</td> <td>3.0</td> </tr> </tbody> </table> <p>J – Peer mentoring </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.2</td> <td>3.0</td> <td>3.1</td> </tr> </tbody> </table> <p>L – Inference </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.1</td> <td>3.2</td> <td>3.4</td> </tr> </tbody> </table> <p>M – Speech and Language delivered in house </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.0</td> <td>2.8</td> <td>3.1</td> </tr> </tbody> </table> <p>Q – Basic skills </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.4</td> <td>2.7</td> <td>3.3</td> </tr> </tbody> </table> <p>R – Reading buddies </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.1</td> <td>3.5</td> <td>3.0</td> </tr> </tbody> </table>	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.2	3.6	3.7	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.0	2.7	3.0	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.2	3.0	3.1	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.1	3.2	3.4	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.0	2.8	3.1	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.4	2.7	3.3	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.1	3.5	3.0
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Contribution to the employment of an additional teacher to support in Year 6 for one year.	£20,000	<ul style="list-style-type: none"> The gap between disadvantaged pupils and non-disadvantaged at age related expectation at the end of Year 6 narrows. 	D - Teacher directed 1:1 time in school	<p>D – Teacher Directed time </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.0</td> <td>3.0</td> <td>3.3</td> </tr> </tbody> </table> <p>PP children have made accelerated progress and we have not only closed the gap in Yr 6 with the addition of a third teacher, but the % of PP children at ARE now exceeds non-PP. At the end of 16-17 42% of PP and 52% of non-PP were at ARE. At the end of 17-18 Pupil premium 74% of PP and 71% of non-PP are at ARE.</p>	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.0	3.0	3.3																																																																								
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PUPIL PREMIUM IMPACT EVALUATION 2017-18





<p>Training courses for teachers to improve the quality of teaching and learning.</p>	<p>£5000</p>	<ul style="list-style-type: none"> All teaching to be judged at least a strength over the course of the year during our Year group review meetings (RI for NQT's). Year group review meetings will be made up of a triangulation of evidence from classroom observations, learning walks, planning scans, book scans, pupil progress meetings, etc. 	<p>N/A</p>	<p>98% of judgements on teaching on Perspective angel solutions were a strength or major strength over the course of the year.</p>																																																																																								
<p>Contribution to training costs for collaborative working in maths as well as contribution to monitoring and evaluating its impact over time.</p>	<p>£3000</p>	<ul style="list-style-type: none"> The collaborative working in maths reduces the gap between non-disadvantaged children and disadvantaged children in our school achieving age related expectations at the end of each year. 	<p>N/A</p>	<p>% of children at ARE at the end of 16-17</p> <table border="1" data-bbox="1310 550 2161 893"> <thead> <tr> <th></th> <th colspan="2">Subjects Combined</th> <th colspan="5">Mathematics</th> </tr> </thead> <tbody> <tr> <td>Group: Pupil Premium and Service Children [203 children]</td> <td rowspan="3">45.7% 90/197</td> <td rowspan="3">54.3% 107/197</td> <td colspan="2">45.7% 90/197</td> <td colspan="3">54.3% 107/197</td> </tr> <tr> <td colspan="2">45.7% 90/197</td> <td>41.6% 82/197</td> <td colspan="2">12.7% 25/197</td> </tr> <tr> <td>5.6% 11/197</td> <td>40.1% 79/197</td> <td>41.6% 82/197</td> <td>12.2% 24/197</td> <td>0.5% 1/197</td> </tr> <tr> <td>Group: NOT Pupil Premium and Service Children [211 children]</td> <td rowspan="3">33.0% 88/200</td> <td rowspan="3">67.0% 134/200</td> <td colspan="2">33.0% 88/200</td> <td colspan="3">67.0% 134/200</td> </tr> <tr> <td colspan="2">33.0% 88/200</td> <td>37.0% 74/200</td> <td colspan="2">30.0% 80/200</td> </tr> <tr> <td>2.5% 5/200</td> <td>30.5% 61/200</td> <td>37.0% 74/200</td> <td>29.0% 58/200</td> <td>1.0% 2/200</td> </tr> </tbody> </table> <p>% of children at ARE at the end of 17-18</p> <table border="1" data-bbox="1310 933 2161 1276"> <thead> <tr> <th></th> <th colspan="2">Subjects Combined</th> <th colspan="5">Mathematics</th> </tr> </thead> <tbody> <tr> <td>Group: Pupil Premium and Service Children [203 children]</td> <td rowspan="3">36.5% 82/170</td> <td rowspan="3">63.5% 108/170</td> <td colspan="2">36.5% 82/170</td> <td colspan="3">63.5% 108/170</td> </tr> <tr> <td colspan="2">36.5% 82/170</td> <td>40.6% 89/170</td> <td colspan="2">22.9% 39/170</td> </tr> <tr> <td>6.5% 11/170</td> <td>30.0% 51/170</td> <td>40.6% 89/170</td> <td>21.8% 37/170</td> <td>1.2% 2/170</td> </tr> <tr> <td>Group: NOT Pupil Premium and Service Children [211 children]</td> <td rowspan="3">24.0% 40/167</td> <td rowspan="3">76.0% 127/167</td> <td colspan="2">24.0% 40/167</td> <td colspan="3">76.0% 127/167</td> </tr> <tr> <td colspan="2">24.0% 40/167</td> <td>41.3% 89/167</td> <td colspan="2">34.7% 58/167</td> </tr> <tr> <td>4.8% 8/167</td> <td>19.2% 32/167</td> <td>41.3% 89/167</td> <td>31.1% 52/167</td> <td>3.6% 6/167</td> </tr> </tbody> </table> <p>The % of children at ARE has increased for both PP and non-PP children at the same rate meaning that the 13% gap remains.</p>		Subjects Combined		Mathematics					Group: Pupil Premium and Service Children [203 children]	45.7% 90/197	54.3% 107/197	45.7% 90/197		54.3% 107/197			45.7% 90/197		41.6% 82/197	12.7% 25/197		5.6% 11/197	40.1% 79/197	41.6% 82/197	12.2% 24/197	0.5% 1/197	Group: NOT Pupil Premium and Service Children [211 children]	33.0% 88/200	67.0% 134/200	33.0% 88/200		67.0% 134/200			33.0% 88/200		37.0% 74/200	30.0% 80/200		2.5% 5/200	30.5% 61/200	37.0% 74/200	29.0% 58/200	1.0% 2/200		Subjects Combined		Mathematics					Group: Pupil Premium and Service Children [203 children]	36.5% 82/170	63.5% 108/170	36.5% 82/170		63.5% 108/170			36.5% 82/170		40.6% 89/170	22.9% 39/170		6.5% 11/170	30.0% 51/170	40.6% 89/170	21.8% 37/170	1.2% 2/170	Group: NOT Pupil Premium and Service Children [211 children]	24.0% 40/167	76.0% 127/167	24.0% 40/167		76.0% 127/167			24.0% 40/167		41.3% 89/167	34.7% 58/167		4.8% 8/167	19.2% 32/167	41.3% 89/167	31.1% 52/167	3.6% 6/167
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<p>Role of the Link Governor</p>	<p>0</p>	<ul style="list-style-type: none"> Governors understanding of the role of Pupil Premium is increased. 	<p>N/A</p>	<p>There is an increased emphasis on opportunities for governors to ask questions about PP and sports funding as it is now a standing agenda item within the Head teachers report. We have a more</p>																																																																																								

PUPIL PREMIUM IMPACT EVALUATION 2017-18

				stringent schedule for link governor to meet regularly with school staff.
Objective 1 total: £78,000				

Objective 2: Improve the health and wellbeing of disadvantaged pupils at The Meadows Primary Academy																												
Item/ Project	Cost	Success Criteria	Intervention	Impact																								
What are we spending money on?		What impact are we aiming for?	Which interventions will we use ?	Has it worked - hat impact did it have?																								
Contribution towards employment of safeguarding officer and additional hours from Vice principal for safeguarding.	£20,000	<ul style="list-style-type: none"> Any indicators of abuse are quickly identified and acted upon by all school staff. Children and families are well supported and feel well supported by the school. Outcomes for disadvantaged children involved in any incidents of safeguarding are not detrimentally affected. 	E – Early Help H – CIN or CP support	<p>E – Early Help 👍👍👍👍++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.0</td> <td>2.7</td> <td>3.2</td> </tr> </tbody> </table> <p>H – CIN or CP support 👍👍👍👍+++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.5</td> <td>3.3</td> <td>3.3</td> </tr> </tbody> </table> <p>There is some evidence in the data to suggest that younger children's outcomes in particular can be detrimentally affected by family involvement in the Early Help process.</p>		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.0	2.7	3.2		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.5	3.3	3.3
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Contribution towards employment of service coordinator seconded from social care	£24,000		F – Family support from service Coordinator W - Family support	<p>F – Family support from Service Coordinator 👍👍👍👍+++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.3</td> <td>3.1</td> <td>3.1</td> </tr> </tbody> </table> <p>W – Family support 👍👍👍👍+++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.1</td> <td>3.1</td> <td>3.3</td> </tr> </tbody> </table> <p>The data here shows that children are still making good progress when their families access support services both from within school and externally.</p>		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.3	3.1	3.1		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.1	3.1	3.3
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Contribution of employment of learning mentors, SEMH coordinator and families team office manager. Running costs of SPARKLES course for parents and children.	£40,000	<ul style="list-style-type: none"> Learning mentors are able to give examples of support providing positive impact on emotions and behaviour of targeted children, including those in receipt of Pupil Premium. Parents are engaging well with school. 	K – Direct work P – Homework club run by year 6. S – Peer Mediation – No cost U - Children group session with Families team	<p>K – Direct work 👍👍👍👍+++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.0</td> <td>2.9</td> <td>3.1</td> </tr> </tbody> </table> <p>P – Homework club. This intervention has not been set up this year. Priority to set it up for next year to provide opportunities for PP children to have good access to the internet and support with completing homework tasks.</p> <p>S – Peer mediation 👍👍++</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.3</td> <td>3.3</td> <td>2.9</td> </tr> </tbody> </table>		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.0	2.9	3.1		Average APS progress over the year				Reading	Writing	Maths	Overall progress for the intervention	3.3	3.3	2.9
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PUPIL PREMIUM IMPACT EVALUATION 2017-18

		<ul style="list-style-type: none"> Children social and emotional health needs are well met. Outcomes for disadvantaged children with SEMH needs are not detrimentally affected. 	<p>V – Sparkles Parent Health and Well-being course X – SEMH Y – Learning mentor</p>	<p>U – Children's group session with families team </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>3.3</td> <td>3.2</td> <td>3.1</td> </tr> </tbody> </table> <p>V – Sparkles parenting course </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for the intervention</td> <td>2.9</td> <td>2.7</td> <td>3.3</td> </tr> </tbody> </table> <p>X – SEMH support </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for all pupil premium children.</td> <td>3.1</td> <td>2.9</td> <td>2.9</td> </tr> </tbody> </table> <p>Y – learning mentor </p> <table border="1"> <thead> <tr> <th colspan="4">Average APS progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Overall progress for all pupil premium children.</td> <td>2.8</td> <td>2.5</td> <td>3.2</td> </tr> </tbody> </table>	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	3.3	3.2	3.1	Average APS progress over the year					Reading	Writing	Maths	Overall progress for the intervention	2.9	2.7	3.3	Average APS progress over the year					Reading	Writing	Maths	Overall progress for all pupil premium children.	3.1	2.9	2.9	Average APS progress over the year					Reading	Writing	Maths	Overall progress for all pupil premium children.	2.8	2.5	3.2
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Staff training on Emotion Coaching (metacognition and self-regulation strategies).	£5,000	<ul style="list-style-type: none"> Children are able to self-regulate their own feelings. Behaviour management systems are effective in ensuring all children can engage in their learning effectively. The number of exclusions remains low (There were no permanent exclusions and a total of ten fixed term exclusions given to two children In 2016/17). 	<ul style="list-style-type: none"> N/A 	<p>This academic year we have 0 permanent exclusions. Our number of fixed term exclusions has increased disproportionately as we have excluded 12 children for a total of 45 days. 10 of these children were PP for a total of 39.5 days.</p> <p>We had a particularly challenging year with a number of children displaying extreme behaviour for a variety of very complex reasons. This resulted in the use of fixed term exclusions as a last resort in the interests of safety of staff and children.</p>																																																
Objective 2 total: £89,0000																																																				

Objective 3: Improve the range of enrichment opportunities available to disadvantaged pupils at The Meadows Primary Academy

Item/ Project	Cost	Success Criteria	Intervention	Impact
What are we spending money on?		What impact are we aiming for?	Which interventions will we use ?	Has it worked - what impact did it have?

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Subsidies of enrichment opportunities such as residential visits and trips.	£24,000	<ul style="list-style-type: none"> Disadvantaged children have an equal opportunity to take part in enrichment opportunities. Every disadvantaged child goes on at least one educational visit per term. Disadvantaged children have the opportunity to take part in free extra-curricular activities. Every disadvantaged child from Yr 3 – 6 has the opportunity to take part in residential visits. Pre and Post engagement questionnaire to show increase in positive attitudes towards enrichment opportunities. 	<p>N – Wider opportunities O – SMCD opportunities (trips)</p>	<p>N – Wider opportunities. Staff are not using this intervention option. To be removed from the menu of interventions next year.</p> <p>O – Opportunities (trips) 🔒 ££+++</p> <table border="1" data-bbox="1317 327 2175 395"> <thead> <tr> <th rowspan="2">Overall progress for the intervention</th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td>3.3</td> <td>3.0</td> <td>3.3</td> </tr> </tbody> </table> <p>100% of disadvantaged children have attended a trip per term.</p>	Overall progress for the intervention	Average APS progress over the year			Reading	Writing	Maths		3.3	3.0	3.3
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	Reading			Writing	Maths										
	3.3			3.0	3.3										
Contribution to the upkeep and maintenance of 2 school minibuses which are used for school trips and sporting events.	£5,000			<p>(See PE spending plan online)</p>	<p>(See PE spending plan online)</p>										
Contribution to employment of PE specialist to provide enrichment opportunities.	£5,000														
The cost of specific after school clubs targeting disadvantaged children	£3,420	<p>I – Forest schools club</p>	<p>I - Forest schools club 🔒 £+++</p> <table border="1" data-bbox="1317 861 2175 930"> <thead> <tr> <th rowspan="2">Overall progress for the intervention</th> <th colspan="3">Average APS progress over the year</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td>3.8</td> <td>3.2</td> <td>3.3</td> </tr> </tbody> </table>	Overall progress for the intervention	Average APS progress over the year			Reading	Writing	Maths		3.8	3.2	3.3	
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Contribution towards the oPEn network to provide enrichment activities	£500	<p>(See PE spending plan online)</p>	<p>(See PE spending plan online)</p>												
<p>Objective 3 total: 37,920</p>															

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Objective 4: Improve attendance and punctuality of disadvantaged pupils at The Meadows Primary Academy				
Item/ Project	Cost	Success Criteria	Intervention	Impact
What are we spending money on?		What impact are we aiming for?	Which interventions will we use ?	Has it worked - what impact did it have?
Contribution towards employment of Deputy Principal whose role will include raising the attendance and punctuality and reducing persistent absentees.	£10,000	<ul style="list-style-type: none"> Improvement of attendance of disadvantaged children to close the gap between disadvantaged and non-disadvantaged children for the academic year 2017/18. To reduce the number of disadvantaged children who are persistent absentees for the academic year 2017/18. To improve punctuality of disadvantaged children to close the gap between disadvantaged and non-disadvantaged children for the academic year 2017/18. 	Z - Attendance support	<ul style="list-style-type: none"> In 2016-17 the attendance of disadvantaged children was 94.3% with non-disadvantaged children's attendance being 95.9% (a gap of 1.6%). In 2017-18 the attendance of disadvantaged children was 94.2% with non-disadvantaged children's attendance being 95.5% (a gap of 1.3%). As this data shows, although the gap has reduced this is not due to an improvement in attendance of disadvantaged children, it is due to a decrease in attendance of non-disadvantaged children. Of our 30 PA children in 2016-17, 23 of them were disadvantaged children (77%). In 2017-18 we had 33 PA children with 24 of them being disadvantaged (73%). Again, this data shows that although the percentage of disadvantaged children has decreased, this is due to a higher number of non-disadvantaged children becoming PA's.
Contribution to employment of families' team office manager,	£5,000			
Contribution to families team budget	£800			
Contribution to phase budgets	£1000			
Contribution to rewards and awards	£439			
Cost of butter to provide free toast in the mornings	£300			
Objective 4 total: £17,539				