SMAWTHORNE HENRY MOORE

PRIMARY SCHOOL

Pupil Premium Funding Report

"If you believe, you can achieve!"

If you believe,
You can achieve.
#TheSmawthorneExperience

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Pupil premium strategy statement 2018-2019

1. Summary information					
School	Smawthorne Henry Moore Primary School				
Academic Year	2018-2019	**Total PP budget**	£120,460	**Date of most recent PP Review**	April 2018
Total no of pupils	487 (408 FT)	**Number of pupils eligible for PP**	93	**Date for next internal review of this strategy**	Jan 2019

2. Current attainment Outcomes 2017-2018

	School				National			
	All pupils	PP	Non PP	PP diff (2017 diff)	All pupils	PP	Non PP	PP diff
EYFS - % reaching good level of development (GLD)	72%		72%		72%			
Year 1 Phonics - % that achieved WA standard (32+)	73%	58%	77%	-19% -26%	83%			
KS1 - % reaching expected standard + Reading	67%	64%	67%	-3% -24%	76%	79%	79%	=
Writing	62%	55%	63%	-8% -31%	70%	74%	74%	=
Maths	67%	55%	69%	-14% -11%	76%	80%	80%	=
RWM combined	53%	55%	53%	+2% -28%				
KS2 - % reaching expected standard + Reading	75%	75%	76%	-1% -18%	75%	80%	80%	=
Writing	72%	71%	73%	-2% -21%	78%	83%	83%	=
Maths	86%	79%	91%	-12% -36%	76%	81%	81%	=
GPS	82%	88%	79%	+9% -18%	78%			
RWM combined	65%	58%	67%	-9% -23%	64%	70%	70%	=
KS2 – Average scaled score Reading	105.2	103.8	106.2	-2.4 -3.6	105	106.1	106.1	=
Maths	104.9	103.4	106	-2.6 -5.7	104	105.4	105.4	=
GPS	106.3	105	107.2	-2.2 -4.4	106			
KS2 – Average progress score Reading	-0.1	-1.0	+0.5	-1.5 +1.3	0			
Writing	-1.9	-1.9	-1.9	= -0.1	0			
Maths	+0.4	-0.6	+1.1	-1.7 -1.9	0			

	3. Barriers to future attainment (likely characteristics of pupils eligible for PP including high ability)

	In-school barriers *(issues to be addressed in school)*
A.	On entry to preschool and nursery, pupils speech and language skills are below age-related leading to potential delay across school.
B.	Disadvantaged children require more pastoral support and intervention to access the curriculum in order to achieve. (36% of disadvantaged children have been highlighted in safeguarding concerns, compared to 21% of all other children. 31% of disadvantaged children are SEN)
C.	Some pupils that are eligible for Pupil premium funding, also have specific SEND needs. Some pupils are identified has having a number of factors impacting on their attainment and progress including, EAL, SEN, CP, Mental health etc.
D.	Social, emotional and mental health needs often lead to poorer behaviour within school.

	External barriers *(issues which also require action outside school)*
E.	Reduced attendance and punctuality. Attendance of children eligible for PP is lower than the rest of pupils (93% v 95%) – 10% of disadvantaged children have attendance below 90% (PA) in comparison to only 7% of other children in school.
F.	Lack of access to wider experience and enriching learning opportunities
G.	Parents of pupils eligible for PP funding sometimes have low academic expectations and do not always engage with school events.

	4. Desired Outcomes	
	Desired outcomes	*Success criteria and how it will be measured*
A.	Accelerated language development in EYFS and KS1 leading to at least expected attainment. Outcome differences between disadvantaged and non-disadvantaged pupils diminishing for all groups within each key stage.	Preschool and nursery CLD outcomes rise rapidly for Early Years pupil premium children, continuing into reception. Pupils eligible for PP make better progress than their peers across EYFS and KS1. Data will be tracked and success measured by teacher assessments and progress meetings.
B.	All pupils identified on CP register receive additional support, intervention and nurture groups leading to increased confidence and self-esteem. Disadvantaged and/or vulnerable pupils feel happier at school and at home, and are therefore more able to access learning.	Tracking data shows that specific group of pupils make at least expected progress. Strong communication/partnership with parents, to support teaching and learning. Termly tracking data and KS results used to measure impact.
C.	All SEND pupils who are also eligible for pupil premium funding make at least expected progress based on their starting points and perform well in comparison to their SEND non-PP peers in school. All EAL pupil premium pupils make similar progress and reach similar levels of progress in comparison to their EAL non-PP peers in school.	Progress data for SEND pupils shows that SEND PP pupils make at least expected progress. Data from school profile and ASP used to measure impact. Progress data for SEND pupils shows that EAL PP pupils is inline with their EAL non-PP peers. Data from school profile and ASP used to measure impact.
D.	All PP pupils with emotional and/or behavioural needs receive targeted intervention to ensure they make at least expected progress, based on their starting points. These targeted support ensures that barriers to learning are overcome to support progress and attainment.	Tracking data shows that specific group of pupils make at least expected progress. Parents attend courses, as advised and follow suggested strategies. Strong communication/partnership with parents.

	The number of fixed term exclusions for such pupils are reduced and remain low.		Number of fixed term exclusions has decreased. Internal data and tracking used to measure impact.
E.	Pupils and families with low attendance/PA and/or poor punctuality are effectively supported and challenged to improve attendance outcomes. PP pupils with low attendance (less than 90%) are tracked closely and case studies implemented to improve attendance.		Improved levels of attendance and punctuality across school. A decrease in persistent absence. The gap between PP pupils and non-PP pupils is diminishing. School profile and ASP used to measure impact.
F.	All pupils across school take part in extra-curriculum activities and enrichment opportunities within school. This includes after school clubs, educational visits and residential visits, visitors and workshops irrespective of family income.		Increased attendance of PP pupils at extra curricular clubs. Financial factors are not a barrier to attending visits and/or taking part in enrichment opportunities. Academic outcomes in all key stages increase as a result. Termly tracking data and KS results used to measure impact.
G.	All families, including those entitled to PP funding, engage thoroughly with school. Parental engagement is tracked and monitored including attendance at parents evening, curriculum events, inspire mornings, concerts etc.		Increased number of parents attending events and parent meetings. Parents of PP children engage in school life, supporting academic attainment and progress. Termly tracking data and KS results used to measure impact.

5. Planned expenditure

Academic year	**2018-2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A-G	Release of Deputy Headteacher x 2 days to focus on monitoring of teaching and learning and progress of PP pupils. £30,835	The quality of teaching and learning remains a priority at school. The DHT must work alongside the HT to ensure quality first teaching in every lesson and that planning meets the needs of all ability groups and specific groups of pupils.	Leadership and management agenda in place, in liaison with senior leaders. Notes from monitoring activities kept. Monitoring log updated following each activity. Strengths/weaknesses shared with relevant staff – follow up activities planned. Historic/current data used to inform monitoring activities.	JG - DHT	Half termly
D, E, F	Additional support assistants within lessons – 10% of time focussed on pupil premium pupils. 'Focus child' initiative. £13,693	Varying ability groups and individual needs within the classroom requires additional support. High number of SEN and emotional needs in classrooms. Many pupils require additional support and nurturing, which impacts positively on teaching and learning.	Senior leaders monitoring activities review the role of support assistants in classrooms. Strengths and weaknesses identified and fed back. Senior HLTA meetings with support staff and HLTAs. Data analysed to assess impact of the 'focus child' initiative.	SD – HT JG – DHT LA – Senior HLTA	Half Termly

		Research shows that high quality feedback supports rapid progress (+8 months, EEF toolkit)			
A-G	Use of cover teacher to cover NQT time. £7,961	Qualified teacher ensures quality first teaching in the classroom and a consistent cover/transition of the class. Experienced teacher to work with NQT, supporting and guiding to strengthen teaching and learning.	Monitoring activities planned throughout each term. NQT observations planned and an induction plan in place. Data analysis at each assessment point through the year to measure pupil attainment and progress.	SD – HT JG - DHT	Half Termly
C. C. D	Additional member of support staff in Year 6 to support pupil premium pupils £6,372.28	Varying ability groups and individual needs within the classroom requires additional support. Many pupils require additional support and verbal feedback/immediate intervention, which impacts positively on teaching and learning. Research shows that high quality feedback supports rapid progress (+8 months, EEF toolkit)	Senior leaders monitoring activities review the role of support assistants in classrooms. Strengths and weaknesses identified and fed back. Senior HLTA meetings with support staff and HLTAs.	SD – HT JG – DHT LA – Senior HLTA	Half Termly
A-G	Programme of quality CPD in place for staff, internal and external. -phonics training for EYFS/KS1 staff £250 -Lift off to SATs £400	Monitoring activities identified areas for development in the staff team and informed staff development needs. Individual performance management meetings identified staff development needs. School development priorities and data informed staff training needs. Strong phonics provision required to raise standards in phonics and increase % passing phonics screening check. EEF toolkit shows phonic intervention can support progress (+4 months).	CPD records maintained for all members of staff. Performance management review meetings to monitor the impact of training/CPD. Monitoring activities to assess the impact of training on teaching and learning in the classroom. Staff meeting time used for whole school training, to develop skills in teaching. Training information disseminated back into school through staff meeting time.	SD – HT LB – SBM JG – phonics leader	Termly Impact reviewed following each training session.
A-G	Staff meeting time used as training sessions based on overall needs across school. -reading (SSIF project) -hot/cold writing approach -maths reasoning and problem solving	Monitoring activities identified areas for development in the staff team and informed staff development needs. School development priorities and data informed staff training needs.	CPD records maintained for all members of staff. Performance management review meetings to monitor the impact of training/CPD. Monitoring activities to assess the impact of training on teaching and learning in the classroom. Training information disseminated back into school through staff meeting time.	SD – HT All senior leaders	Termly Impact reviewed following each training session.
				Total budgeted cost	£59,511

ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A	Communication and language activities/ opportunities planned into all lessons within EYFS. Speech and language/ speaking and listening interventions implemented for focus pupils in preschool and nursery.	Overall, studies of oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately +5months additional progress over the course of a year. (EEF toolkit) The evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)	Monitoring activities carried out by EYFS leader and senior leaders, in line with monitoring calendar. Work sampling and learning journey scrutiny. Pupil interviews and observations of focus groups/interventions. Data analysis following each assessment point.	JG – EYFS leader	Half termly
	Development of outdoor areas to support CLD in EYFS pupils, ensuring language rich environment.	Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (+4 months, EEF toolkit)			
B, D	Small group focus interventions to support social skills, behaviour and emotional well being. Led by learning mentors £18,174	There is currently a range of varying needs across school and in individual classes. High number of emotional needs in classrooms - many pupils require additional support and nurturing, which impacts positively on teaching and learning. Learning mentors work closely with parents/families and have awareness of home circumstances and pupil needs. EEF Toolkit states that strong parental involvement can increase pupil progress by up to +3 months. The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate	Learning mentors are a visible presence around school at social times. All children and parents aware of their class learning mentor and know who they can speak to if they need to. Provision maps in place to identify actions and activities carried out by learning mentors to support children's needs. Vulnerable children highlighted and staff aware of these pupils and their needs.	MT/SB – learning mentors	Half termly

		improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues			
B, D	Toe by Toe interventions carried out by key staff, early morning intervention to support low ability pupils before school starts. £3,015 Toe by Toe books/resources purchased £200	Internal data analysis identified pupils who have struggled with reading due to insecure phonics skills and knowledge. Research around the intervention has demonstrated success and an effective approach to supporting reading, blending and decoding skills. EEF toolkit shows phonic intervention can support progress (+4 months). EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.	Daily sessions track progress and highlight gaps in learning. Regular feedback to classroom staff to support teaching and learning. Data analysis to measure the impact – what progress have the children made?	LA – Senior HLTA AM - HLTA	Daily Termly analysis of data
B, D	Tracking attainment and progress of vulnerable groups/pupils	Rigorous tracking to measure attainment and progress of vulnerable groups, compared with their peers. Internal data shows an attainment difference between vulnerable pupils and their peers. Rigorous tracking allows immediate intervention and support.	Data analysis completed at each assessment point throughout the year. Monitoring activities carried out by senior leaders. Internal data used to monitor progress of individual pupils during lessons – is the teaching and learning meet their needs?	SD – HT All senior leaders	Half termly
D	Support for pupils with behavioural needs at playtime and lunchtime, through use of senior leaders and learning mentors. £17,550	PP children at risk of exclusion and often struggle to function/conform at social times. The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (Overall average impact +3 months) Behaviour interventions (+3 months, EEF toolkit).	Behaviour data analysis and exclusion reports/logs. Pupil discussions/pupil voice. Observations of social times – playtime and lunchtime. CPOMs logs	Senior leaders Learning mentors	Ongoing
B, D	CPOMs subscription to log and track safeguarding and behaviour incidents	Clear and immediate communication among staff and safeguarding officers to ensure concerns are acted upon immediately.	CPOMs system in place, with user accounts created for all staff members. Training implemented for new members of staff.	All safeguarding officers All staff	Daily

	£895	All concerns and niggles logged to ensure that all necessary staff are aware of any safeguarding, behaviour and/or CP issue.	Safeguarding updates given at each weekly briefing and staff meetings. Behaviour and safeguarding updates discussed at SMT meetings. Half termly meetings with safeguarding officers.		
A-G	Use of assembly time to carry out focussed group guided reading sessions to support attainment in reading.	Involvement in SSIF project to raise standards in reading, across school. Research based approach, small group reading having a positive impact on reading and comprehension skills. EEF indicates that on average, reading comprehension approaches improve learning by +5 months' progress over the course of a school year. Research shows that high quality feedback supports rapid progress (+8 months, EEF toolkit)	Whole staff training delivered to ensure secure knowledge and quality teaching and learning. Regular monitoring of reading sessions and lesson drop in's to monitor impact of guided reading groups. Half termly data analysis used to measure pupil attainment and progress.	LO – reading leader	Half termly
A, C, D	Year group intervention timetables planned and created to support those pupils who require extra focussed support, alongside same day intervention based on AfL and individual need.	There is currently a range of varying needs across school and in individual classes. Internal data identified pupils that require additional support and extra focus to accelerate their progress, in line with key stage expectations. Immediate intervention necessary to address misconceptions and diminish gaps in learning/understanding. Research shows that high quality feedback supports rapid progress (+8 months, EEF toolkit)	Monitoring activities carried out by senior leaders, inline with monitoring calendar. Work sampling and book scrutiny's taking place regularly. Monitoring/observation of planned interventions and discussion with pupils regarding their progress. Evidence of SDI in work books to support progress.	KS leaders All senior leaders	Weekly
D, E, F	Focus child intervention - every member of staff to have one focus child to support attainment in R,W,M	Varying ability groups and individual needs within the classroom requires additional support. High number of SEN and emotional needs in classrooms. Many pupils require additional support and nurturing, which impacts positively on teaching and learning. Research shows that high quality feedback supports rapid progress (+8 months, EEF toolkit) and one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.	Senior leaders monitoring activities review the role of support assistants in classrooms. Strengths and weaknesses identified and fed back. Senior HLTA meetings with support staff and HLTAs. Data analysed to assess impact of the 'focus child' initiative.	SD – HT JG – DHT LA – Senior HLTA	Half Termly
				Total budgeted cost	£39,834

iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
F	Residential visits Educational visits to enhance and support curriculum. Extracurricular opportunities including: recorders, work with artist etc	Many pupils have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure. Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (+4 months, EEF toolkit)	Educational visits follow up questionnaires and work samples based on enrichment. Enrichment folder to evidence impact of extra-curricular activities and enrichment. Pupil interviews.	JG – DHT JF – AHT KS leaders	Following each enrichment activity
E	Attendance officer to monitor attendance by all pupils and groups of pupils. Liaise with EWO Report to children and parents on a weekly basis as well as overall attendance figures each half term. Badge rewards for 100% attendance Classopoly game for classes to play when they achieve 96% or above. Track children who are considered persistent absentees.

£18,174

£100 | 2017-2018 attendance figures = 95.01% Attendance and PA remains an on-going challenge. Attendance officer supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. | Weekly monitoring of attendance and lates with weekly report produced, tracking specific groups. Half termly analysis - whole school, classes and pupil group attendance data. Liaison with EWO to support attendance within school – letters and fixed penalties. Support given to identified families to raise attendance. Historical and benchmark data analysis. Analysis of PA, case studies in place. | SD – HT SB – attendance officer | Weekly

Half termly |
| B, D, E, G | Inform parents of the offer. Provide a healthy breakfast to ensure the pupils start the day in a positive way. Provide a range of learning opportunities and activities throughout breakfast | Providing a free healthy breakfast ensures pupils start the day in a positive way and ensure pupils are sufficiently nourished 5 mornings per week. Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve key skills. | Monitoring and tracking of attendance at breakfast club. Encouragement of attendance at breakfast club to support increased school attendance and reduced number of pupils late. Actions in place to ensure additional intervention/provision to support pupils learning and achievement. Action plan outlines additional support for PP children. | LA – senior HLTA Breakfast club staff | Weekly |

	club session for children to complete. Encourage social interaction and positive relationships. £12,061				
A-G	Pupil premium drive, raise awareness and develop understanding of the funding. Posters and leaflets for parents combined with incentives. £3,600 (30% of pupils)	Many parents/carers unaware of the pupil premium funding, what it is and how it can impact on the quality of education offered to all pupils. Pupil premium figures have dropped over the last 4 years, from 30% in 2013/14 to 11% in 2017/18. Many parents do not fill out form as their child receives universal FSM in EYFS and KS1 - Incentives in place to encourage parents to fill out application form.	Poster created to inform parents of Pupil premium drive, carried out at parents evening. Information leaflet created and distributed for all pupils from reception to year 6, in parent friendly speak to explain the funding and attempt to break the stigma attached. Analysis of number of pupils eligible for PP funding. Tracking of PP pupils attainment and progress.	JG – DHT SD – HT JE - PA	End of Autumn term Ongoing throughout year
			Total budgeted cost		£33,935

Total: £133,280

6. Review of expenditure					
Previous Academic Year		**2017-2018**			
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**
Quality first teaching in all classrooms.	Additional support assistants within lessons – 10% of time focussed on pupil premium pupils. Use of cover teacher to cover NQT time and Assistant head management time	→ A greater number of pupils at or above age related expectations at the end of the summer term. Attainment - % of Y1-6 pupils at ARE (internal data) <table><tr><td></td><td>Summer 2017</td><td>Summer 2018</td><td>% Increase</td></tr><tr><td>Reading</td><td>59%</td><td>70% ↑</td><td>+11%</td></tr><tr><td>Writing</td><td>57%</td><td>60% ↑</td><td>+3%</td></tr><tr><td>Maths</td><td>55%</td><td>81% ↑</td><td>+26%</td></tr><tr><td>SPaG</td><td>55%</td><td>62% ↑</td><td>+7%</td></tr><tr><td>RWM combined</td><td>51%</td><td>55% ↑</td><td>+4%</td></tr></table>		To be continued next academic year – additional support staff in lessons to support teaching and learning with a focus on PP pupils.	£75,788 £16,591

	Audit/purchase quality resources to support learning - maths, reading and SPAG. Quality dictionaries and thesaurus to support Y6 higher level writing.	→ Individual pupils received additional support in English, Phonics, Writing and Maths. The gap between PP and their peers has narrowed. → Increased confidence and self-esteem. Positive relationships between staff and pupils. → Quality first teaching in each classroom when NQT out of class, Consistent cover among classes rather than different staff covering classes. Qualified teacher covering in year 6 classroom with AHT has management time.		£1,043.96 £189.05 £600
	Source and purchase new maths resources/programme of work - 'Maths on track'.			
	Two additional members of support staff in Year 5 to support pupil premium pupils			£13,077
	Programme of quality CPD in place for staff, internal and external. BIG writing training.			£1300
	Staff meeting time used as training sessions based on overall needs across school			
-Rigorous monitoring and evaluation of teaching and learning -Upskill and further develop Governors	Release of Deputy Headteacher x 2 days Release of SENCO Key stage leaders management time Monitoring time for Senior HLTA Data training from Local authority Regular meetings and updates to develop Governor skills, knowledge and understanding.	→ A greater knowledge of the standard of teaching across school. Strengths identified and areas for development shared, planned support and rapid improvements made. → A greater number of pupils at or above age related expectations, increased confidence and self-esteem.. Attainment - % of Y1-6 pupils at ARE (internal data) <table><tr><td></td><td>Summer 2017</td><td>Summer 2018</td><td>% Increase</td></tr><tr><td>Reading</td><td>59%</td><td>70% ↑</td><td>+11%</td></tr><tr><td>Writing</td><td>57%</td><td>60% ↑</td><td>+3%</td></tr><tr><td>Maths</td><td>55%</td><td>81% ↑</td><td>+26%</td></tr><tr><td>SPaG</td><td>55%</td><td>62% ↑</td><td>+7%</td></tr><tr><td>RWM combined</td><td>51%</td><td>55% ↑</td><td>+4%</td></tr></table> → Targeted support interventions where needed for pupils, to address underachievement.	To be continued next academic year. Clear monitoring timetables in place to secure quality teaching and learning.	£25,715 £8,695 £2,368 £223.50

Analysis of Intervention data: Pupil premium focus child, 17-18

	Expected progress	More than expected progress
Reading	85%	18%
Writing	86%	22%
Maths	90%	13%

→ Targeted support interventions for pupils to address underachievement, develop teaching assistant practice and track pupil progress for SEND pupils.

SEN - EHCP pupil progress:

	Expected progress	More than expected progress	Expected+
Reading	33%	40%	73%
Writing	7%	33%	40%
Maths	47%	7%	54%

→ Training needs identified and planned for.
→ Developed knowledge and understanding from governors of whole school data, PP progress and increased confidence.

Development of writing skills across school	Focus children - pupil premium boys identified and planned for, monitored and reviewed. Support staff to spend time with focus child.	→ Greater staff knowledge of strategies to support written skills and ways to improve work. Pupils developing skills to edit and improve work. → Raised standards in RWM across school for all groups of pupils.	To be continued next academic year. Support staff to focus on PP pupils. Writing leader to monitor quality of teaching and learning in writing and SPAG.	£75,788 (as above)

% pupils at ARE in RWM in KS1

	Summer 2017	Summer 2018
Disadvantaged pupils	55%	55%
Non disadvantaged pupils	83%	53%
Girls	88%	59%
Boys	63%	46%

Opportunities for redrafting written work

Age appropriate SPAG displays in classrooms

Gap/Difference between specific groups – KS1

	Gap Summer 2017	Gap Summer 2018
Disadvantaged pupils v peers	-28%	+2%
Boys v girls	-25%	-13%

Source SPAG support books

	BIG writing training for staff.	% pupils at ARE in RWM in KS2		£1300

% pupils at ARE in RWM in KS2

	Summer 2017	Summer 2018
Disadvantaged pupils	13%	58%
Non disadvantaged pupils	36%	67%
Girls	42%	68%
Boys	15%	59%

Gap/Difference between specific groups – KS2

	Gap Summer 2017	Gap Summer 2018
Disadvantaged pupils v peers	-23%	-9%
Boys v girls	-27%	-9%

→ The gap between disadvantaged pupils and their peers has narrowed.
→ The gender gap has narrowed.

ii. Targeted 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
Use of learning mentors to support pupil's health and well being.	One to one sessions with individual pupils Small group focus interventions to support social skills and emotional well being Tracking attainment and progress of vulnerable groups/pupils	→ Increased confidence and self-esteem through use of nurture groups. Emotional/mental health needs supported. → Pupils happier at school and at home, more able to access learning. Results from 2017-18 Pupil questionnaire: 92% agree that there is always an adult to talk to if I am worried about something Results from 2017-18 Parent questionnaire: 95% strongly agree/agree that their child feels safe at school. 95% strongly agree/agree that their child is taught about how to keep themselves safe.	To be continued next academic year – learning mentors supporting needs for vulnerable pupils and completing work with PP pupils where necessary.	£17,838

	Support for pupils with behavioural needs at playtime and lunchtime CPOMs subscription to log and track safeguarding and behaviour incidents	→ Continue to have a low % of fixed term exclusions. Barriers to learning are overcome and targeted pupils to make rapid progress. Number of exclusions= 42 (2016/17), 15 (2017/18). Decreased by 27 fixed term exclusions. → Ability to closely monitor and track safeguarding and behaviour incidents, actions taken and a decrease seen in the number of behaviour incidents.		£895
Offer free breakfast club places for pupil premium children.	Inform parents of the offer. Provide a healthy breakfast to ensure the pupils start the day in a positive way. Provide a range of learning opportunities and activities throughout breakfast club session for children to complete. Encourage social interaction and positive relationships.	→ Free breakfast club places offered to pupil premium children. This provided a healthy breakfast to ensure the pupils start the day in a positive way. → Positive relationships with staff and peers. → Reduction in the number of pupils who are late. 41% of children that regularly attended breakfast club were pupil premium pupils.	To be continued next academic year – raise profile of breakfast club with PP parents.	£6,697
Attendance Initiatives across whole school	Attendance officers to monitor attendance by all pupils and groups of pupils. Liaise with EWO Report to children and parents on a weekly basis as well as overall attendance figures each half term. Badge rewards for 100% attendance Classopoly game for classes to play when they achieve 96% or above.	→ Pupils encouraged to attend school regularly by earning a chocolate fountain for 100% attendance in each class, earning a certificate and badge prize for 100% attendance individually, rolling the Classopoly dice for +96% attendance in assembly. → More pupils access learning so that there is consistent teaching and progress. Attendance data |	Autumn term 2017	Spring term 2018	Summer term 2018
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PP pupils achieving 100%	50%	32%	19% | → PA pp children identified and supported – raise attendance, identify patterns across year and break barriers down. (PP PA = 10%) → Stronger communication between school and parents regarding child's attendance and importance of attending	To be continued next academic year – attendance officer to implement range of strategies to increase attendance, focusing on PP families to support their attendance where possible.	£200

	Track children who are considered persistent absentees. Report to headteacher and governors on a half termly basis.	school. Half termly traffic light leaflets outlining whole school, class and individual attendance.		
Enhance pupils' experiences and increase access to activities.	Residential visits Educational visits to enhance and support curriculum. Extracurricular opportunities including: recorders, work with artist etc	→ Pupils provided with opportunities and experiences they may never have had. → Deepen subject knowledge and understanding to support learning within the classroom. → Enhancement of school curriculum. Provide pupils with a hands on learning opportunity, creating a focus and meaning to their learning. → Developed engagement and involvement from pupils. → A more positive attitude towards learning. → Topic work, linked to education visits and visitors, raising standards in English and maths. Attainment - % of Y1-6 pupils at ARE (internal data) |	Summer 2017	Summer 2018	% Increase
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Reading	59%	70% ↑	+11%
Writing	57%	60% ↑	+3%
Maths	55%	81% ↑	+26%
SPaG	55%	62% ↑	+7%
RWM combined	51%	55% ↑	+4% | Results from 2016-17 Parent questionnaire: 98% strongly agree/agree that their child enjoys the enriched curriculum that they are entitled to.	To be continued next academic year – enrichment opportunities in place throughout school year to support teaching and learning.	£4,600 £100

7. **Additional detail**