



Pupil Premium Review Report 2017-2018- The Impact of the Expenditure on Pupil Premium Funded and Other Pupils

1. Summary information

School	St White's Primary				
Academic Year	2017/2018	Total PP Grant From September 2017 to September 2018	£96,668	Date of most recent PP Review	17 th September 2018
Total number of pupils- July 2018	294	Number of FSM Pupils	50	Date for next internal review of this strategy	8th January 2019
		Number of pupils in receipt of PP funding-July 2018	72		

***Pupil premium funding is allocated and fixed for each financial year, but the information the school publishes online will refer to the academic year, as this is how parents understand the school system. *The funding shown relates directly to the number of children for whom the Pupil Premium Grant was received.*

2. End of Year Academic Attainment Results 2017-2018

KS2-6 Ever 6 - FSM	Ever 6 FSM – St White's 2017	Ever 6 FSM - LA 2017	Other (National Average)
% of pupils achieving the expected standard in reading, writing and maths	80% (8)	TBC	TBC
% of pupils achieving the expected standard in reading	80% (8)	TBC	TBC
% of pupils achieving the expected standard in writing	90% (9)	TBC	TBC
% of pupils achieving the expected standard in maths	90% (9)	TBC	TBC
Reading Average Scaled Score	106	TBC	TBC
Maths Average Scaled Score	104	TBC	TBC
Reading progress score	TBC	TBC	TBC

Writing progress score	TBC	TBC	TBC
Maths progress score	TBC	TBC	TBC

3. The school identified barriers to future attainment for Pupil Premium Funded Pupils including high ability, both in school and external.

The in-school barriers were identified and discussed during the school's self-evaluation process. They were then categorised into three different priorities. They were as follows:

A.	Pupils' limited oral language skills and limited exposure to new vocabulary, is a barrier to the development of receptive and expressive language and is impacting on the progress that they make in core subjects but in particular, reading and also the spelling element of EGPS.
B.	Reading attainment at the end of Key Stage 1 and 2 was low in comparison to writing and maths in KS2, with only 76% in KS1 and 71% in KS2, achieving the expected standard or above. As a consequence, at the end of KS2, only 63% of pupils achieved RWM, below the floor target, 65%. Boys did less well than their peers, with only 61% of boys achieving the expected standard in KS1 and 62% in KS2. Pupils eligible for Pupil Premium funding also did less well than their peers at the end of KS2, with only 50% achieving the expected standard.
C.	Pupils' reasoning skills across all areas of the curriculum but in particular mathematics, are limited because they do not have the explicit vocabulary and a deepened understanding of concepts to explain their thinking.

The external barriers were also identified and discussed during the school's self-evaluation process. They were then categorised into three further priorities. They were as follows:

D.	There is a high proportion of pupils eligible for pupil premium, who are identified as vulnerable. The barriers to progress of this group include limited social skills on entry to school, difficulties within the family home, where the codependency that is normally transmitted through the family is disrupted by conflict, this means that children's emotional well being and mental health are affected.
E.	Pupils are well behaved because the expectations of the school are high. However, some pupils' attitudes to learning are passive. They do not always take a pride in their work and try as hard as they could. They lack resilience to challenge and failure and do not always understand the importance of failure as a part of the journey towards successful learning. Some pupils also have less access to opportunities outside school, which also impacts on their aspirations and the building of long term goals. This means that they have yet to develop as curious and interested learners who will actively seek out and use new information to develop, consolidate and deepen their knowledge, skills and understanding.
F.	Persistent absenteeism is a barrier to progress for key groups of pupils, particularly vulnerable and disadvantaged pupils.

4. The school then set overall outcomes for each priority, based on grant received of £80, 255 and any additional funding brought forward from the previous academic year.

<i>The Desired Outcomes</i>	<i>Success Criteria and How It Was Measured</i>
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A.	<ul style="list-style-type: none"> Pupils to develop their language capability so that they widen their understanding of language, which in turn, supports their reading, writing and maths skills across the curriculum Progress rates in core areas of the curriculum but particularly reading are to accelerate across the phases so that a greater proportion of pupils progress in accordance with their ability The % of pupils eligible for pupil premium, achieving the expected standard in reading, writing and maths, at the end of each phase and year, will increase. 	<ul style="list-style-type: none"> Pupils' oral language skills are improved and in turn this supports pupils to practise essential skills for effective reading and writing, including developing inference skills without the need to process written texts Pupils' receptive and expressive vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form In reading, a higher % of pupils eligible for pupil premium, within each year group make good or accelerated <i>progress toward the expected standard at the end of the year.</i> Staff have aspirational targets for pupil premium pupils: <ul style="list-style-type: none"> ✓ 78% (7) of pupils eligible for pupil premium, at the end of KS1, achieve the expected standard or above in reading ✓ 88% (7) of pupils eligible for pupil premium at the end of KS2 achieve the expected standard or above in reading
B.	<ul style="list-style-type: none"> Reading attainment at the end of EYFS, KS1 and KS2 will be in line or better than maths and writing. Progress rates in reading will be accelerated across the phases so that a greater proportion of pupil progress in accordance with their ability. Teachers' own subject knowledge in relation to reading comprehension will be developed through their own research and the school providing CPD throughout the year. Pupil premium pupils will make accelerated progress so that their attainment in reading at the end of EYFS, KS1 and KS2 is in accordance with their ability. Reading for pleasure will be developed throughout the school to engage all readers (including reluctant readers, in particular, boys). 	<ul style="list-style-type: none"> Staff have aspirational targets for PP pupils: <ul style="list-style-type: none"> • In reading, a higher % of pupils in each year group make good or accelerated progress toward the expected standard at the end of the year. • 78% of pupils at the end of KS1 achieve the expected standard or above in reading • 78% of pupils at the end of KS2 achieve the expected standard or above in reading • A greater % of pupils will achieve working at the greater depth in reading at the end of KS1-27%(3) • A greater % of pupils will achieve working at the greater depth in reading at the end of KS2-33% (3) • Teachers' subject knowledge is improving and in turn, their understanding and confidence in teaching reading will have increased. • A greater % of pupil premium pupils achieve the expected standard at the end of EYFS, KS1 and KS2 and the gap between their peers is diminishing. (See above) All pupils will be able to identify a book that they enjoy reading and will have opportunities within school to read books of their choosing.
C.	<ul style="list-style-type: none"> Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities. All pupils to develop their reasoning skills (specifically mathematics) so that they are able to explain their thinking, which in turn, supports their reading and writing skills across the curriculum skills. Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books. Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year. 	<ul style="list-style-type: none"> Staff have aspirational targets for PP pupils: <ul style="list-style-type: none"> ✓ Teachers' subject knowledge is improving and in turn, their understanding and confidence in teaching maths will have increased. ✓ Planning, lesson observations show that teachers are delivering consistently high quality sessions ✓ Teacher assessment show is secure and there is evidence to support their judgements ✓ All pupils' reasoning skills in mathematics are improved and in turn this supports pupils to practise reasoning skills in reading, EGPS and writing. ✓ Pupils' technical vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form. They will be able to state a justification of their views. ✓ In mathematics, a higher % of pupils in each year group make good or accelerated progress toward the expected standard at the end of the year. ✓ Gaps in the children's fundamental understanding of mathematics will have been addressed leading to an increased % of children at the expected standard or above in mathematics at the end of each phase. ✓ A greater % of pupils at the end of EYFS achieve the expected standard or above in mathematics and are KS1 ready ✓ A greater % of pupils at the end of KS1 achieve the expected standard or above in mathematics and are KS1 ready-89% (8) ✓ A greater % of pupils at the end of KS2 achieve the expected standard or above in mathematics and are KS3 ready-88% (7) ✓ A greater % of pupils will achieve working at the greater depth in maths at the end of KS1-33%(3) A greater % of pupils will achieve working at the greater depth in maths at the end of KS2-50% (4)
D.	<p>The school:</p> <ul style="list-style-type: none"> Ensures that the family support worker continues to develop her pastoral work across the school. She will use the range of skills that she now has to support both pupils and their families to address the high level of emotional and behavioural needs so that pupils' progress and standards can be the highest priority. 	<ul style="list-style-type: none"> The family support worker leads the support of: <ul style="list-style-type: none"> ○ Children and families affected by mental health problems, substance misuse or domestic abuse. ○ Families who have a poor relationship with school, which is affecting a child's ability to learn. ○ Children experiencing bereavement and loss. ○ Children whose responsibilities at home (caring for a relative, for example) are affecting their ability to learn. ○ Children with low self-esteem or who appear isolated at school. ○ Children being bullied at school.



	<ul style="list-style-type: none"> Ensures home and school work together to secure the progress of pupil premium children. Supports pupils' mental health using the PiNK curriculum to support. Develops home/school communication so that parents are regularly invited into school to talk about their children's progress. Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed choices about their physical, emotional and mental wellbeing. 	<ul style="list-style-type: none"> Children with special educational needs. Children who have experienced abuse and/or neglect or whose adoption is at risk of breakdown. The team of staff. <ul style="list-style-type: none"> In doing so the school ensures that the additional needs of vulnerable families and their children are met. The inclusion lead and senior leadership team hold regular, structured conversations that the majority of parents of pupils eligible for pupil premium attend. Homework is personalised to meet the needs of individuals and parents support their children at home. School provides a KS1 and KS2 homework club that is attended regularly by disadvantaged pupils. A greater % of pupils complete homework activities, and in turn, this supports their learning and accelerates progress. Progress and standards improve in line with school's aspirational targets for this group of pupils. (See year group targets and appraisal targets.) The proportion of pupils eligible for pupil premium attending enrichment clubs is increased by 10% by the end of the year. Provides a safe, happy and stimulating environment for all pupils so that they feel valued and welcomed and know that their presence in school is important.
E.	<ul style="list-style-type: none"> As part of the school's vision, the school will: Provide pupils with high quality enrichment activities to further support the love of learning Ensure that funding is not a barrier to disadvantaged pupils accessing additional enrichment opportunities Consider the barrier of transportation to enrichment events and how the school can remove this as a barrier to accessing additional opportunities for disadvantaged pupils Further develop the curriculum so that it provides creative opportunities that motivate and challenge. Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners. Plan a calendar of events that will develop experiences for both pupils, staff and parents. Specific members of staff work with the school council on the Unicef UK Rights Respecting Schools Award (RRSA) to embed children's human rights in their ethos and culture. This will enable our pupils to become caring and active citizens in school and in the wider community. Creates regular opportunities for parents to engage with their children's learning so that they are learning alongside their children and helping them to develop a love of learning. 	<p>The school:</p> <ul style="list-style-type: none"> Provides high quality enrichment activities both within the school environment and beyond and pupils are able to talk positively about their experiences and how they impact on their learning and aspirations. Assesses the use of funding to support pupils accessing quality enrichment opportunities, including the Year 6 residential trip and sporting clubs during the term and non-term. Creates an action plan to develop and pilot a transport scheme for disadvantaged pupils to be supported to attend enrichment events and activities. Ensures pupils are exceptionally well prepared for the next stage of their education and have attained a level of education by the end of Key Stage 2 that is commensurate with their abilities and takes into account their different starting points. Influences the fact that compared with the National average for all pupils, a higher proportion of our pupils and in particular, our pupils who are eligible for pupil premium, are equipped to progress on to a range of higher and further education establishments, apprenticeships, employment or training. Ensures parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils. Ensures that progress and standards improve in line with school's aspirational targets for all groups of pupils but in particular, our pupils who are eligible for pupil premium.
F.	<ul style="list-style-type: none"> Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. Provide a breakfast and morning activity club for disadvantaged pupils Consider the barrier of transportation to enrichment events and how the school can remove this as a barrier to accessing additional opportunities for disadvantaged pupils Research the distance families live from school and the connection between lateness and none attendance Cost for a trial period of time: 	<p>The school:</p> <ul style="list-style-type: none"> Treats attendance as a high priority. Promotes good attendance at every opportunity, including at parent/carer consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website. Celebrates good and improved attendance. Sets attendance targets for the school (and for each year group if necessary). Always uses first day telephone contact. Keeps parents/carers regularly informed of their child's attendance levels.

<ul style="list-style-type: none"> The leasing of a minibus A driver for the bus An additional staff member for the bus Driver training for the minibus driver Staffing the breakfast club 	<ul style="list-style-type: none"> Makes good use of attendance data. Analyse data and respond by targeting support for families and using county and National policies to ensure the school and parents adhere to their responsibilities. Notifies Governors at each full governing body meeting of attendance levels and what the school is doing to improve them. Attendance of pupils eligible for pupil premium is significantly improved so that is not deemed as a significant weakness in future National statistics (in the lowest 10%). Persistent absence figures for pupils eligible for pupil premium are significantly improved so that is not deemed as a significant weakness in future National statistics (in the highest 10%) Provides disadvantaged pupils with supported with transport to school Runs a pilot scheme to transport targeted groups of pupils to school Provides disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity
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Review of Overall Outcomes for Pupil Premium and Other Pupils

Section (i)

Target	Strategies Used	Overall Effectiveness of Expenditure
<p>A:</p> <p>All pupils to develop their language capability so that they widen their understanding of language, which in turn, supports their reading, writing and maths skills across the curriculum. Progress rates in core areas of the curriculum but particularly reading, are to accelerate across the phases so that a greater proportion of pupils' progress in accordance with their ability. The % of pupils achieving the expected standard in reading, writing and maths, at the end of each phase and year, will increase.</p>	<p>The school used a targeted approach to language development for specific groups of children that included:</p> <ul style="list-style-type: none"> Talk Boost sessions Language for Thinking SalT Interventions designed by NHS speech therapists and implemented in school – 1:1 <p>The school also promoted a whole school speaking and listening approach to improve classroom practice that included:</p> <ul style="list-style-type: none"> A "Talk for Reading" strategies ✓ Whole class and guided reading sessions ✓ Lessons encouraging pupils engaging in paired or group work; Activities that extended pupils' spoken and receptive vocabulary encouraging children to clearly articulate what they were going to say in their writing. <p>The senior leadership team:</p> <ul style="list-style-type: none"> Provided high quality HLTA Teaching Assistants ; Wrote termly RAPs; Undertook monitoring, evaluation and moderation; Ensured teachers planned high quality sessions in all areas of the curriculum that provided a range of opportunities for pupils to develop their language and acquisition skills and high-quality vocabulary. Provided high quality resources 	<p>The impact of this strategy has been that:</p> <ul style="list-style-type: none"> Pupils' oral language skills improved and in turn this supported pupils to practise essential skills for effective reading and writing, including developing inference skills without the need to process written texts. Pupils' receptive and expressive vocabulary has been noticeably extended, which means that a greater percentage are now can articulate their ideas before committing responses to a written form In reading, a higher % of pupils eligible for pupil premium, within almost all year groups, made good or accelerated <i>progress toward the expected standard at the end of the year. (See end of year assessment information)</i> As a consequence, staff set highly aspirational targets in reading for pupil premium pupils to meet the expected standard at the end of each phase: <ul style="list-style-type: none"> 78% (7) of pupils eligible for pupil premium, at the end of KS1, to achieve the expected standard or above in reading-71% (10) achieved the expected standard 88% (7) of pupils eligible for pupil premium at the end of KS2 to achieve the expected standard or above in reading. - 80% achieved the expected standard <p>The Impact of Targeted Interventions funded by the PP, has been that:</p> <ul style="list-style-type: none"> 10 pupils took part in Talk Boost of whom 50% (5) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 20% achieving ARE in reading by Summer 2 (from Autumn 1) and 10% achieving ARE in writing. Of the pupils who did not achieve ARE, 3 pupils were PP and SEN. Of these, 100% (3) made progress commensurate with their ability in reading and 50% (3) in writing. 'The Language for Thinking' resource was thought to be so useful that it was implemented across KS1. See data below. 6 pupils took part in Speech and Language therapy of whom 50% (3) were PP pupils. Pupils who took part in this intervention showed an improvement in writing with an additional 17% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 3 pupils were PP and SEN. Of these, 100% (3) made progress commensurate with their ability in reading and in writing. All Speech Therapy reports state that good or very good progress has been made. <p>See below for additional end of year assessment information for end of phase</p>



	<ul style="list-style-type: none"> Ensured that inclusion and middle leadership is of a high quality Ensured that the inclusion and middle leaders closely monitored and evaluated provision; Raised standards of teaching by providing teachers and support staff with focused professional development ; Engaged with the GCC evaluating impact project; 	Baseline Pupil Premium Pupils Working at the Expected Standard on Entry EYFS Pupils Speaking – 0% Reading - 0% Writing - 0% Maths - 0% Year 2 Pupils Reading - 50% (7) Writing- 36% (5) Maths - 50% (7) Year 6 Pupils Reading – 60% (6) Writing - 40% (4) Maths – 60% (6)	Baseline - Non Pupil Premium Pupils Working at the Expected Standard or above EYFS Pupils Speaking – 62% (27) Reading - 54% (22) Writing - 56% (23) Maths - 63% (26) Year 2 Pupils Reading - 77% (24) Writing - 68% (21) Maths - 74% (23) Year 6 Pupils Reading - 84% (26) Writing - 65% (20) Maths - 77% (24)	End of Phase Pupil Premium Pupils Working at the Expected Standard or above EYFS Pupils Speaking - 50% (2) Reading - 25% (1) Writing - 25% (1) Maths - 25% (1) Year 2 Pupils Reading - 71% (10) Writing - 50% (7) Maths - 64% (9) Year 6 Pupils Reading – 80% (8) Writing - 90% (9) Maths - 90% (9)	End of Phase Non Pupil Premium Pupils Working at the Expected standard on Entry EYFS Pupils Speaking – 84% (37) Reading - 80% (33) Writing - 78% (32) Maths - 78% (32) Year 2 Pupils Reading - 77% (24) Writing - 77% (24) Maths - 84% (26) Year 6 Pupils Reading – 84% (26) Writing -80% (25) Maths - 77% (24)
Target	Strategies Used	Effectiveness of Expenditure			
<p>B:</p> <p>Reading attainment at the end of EYFS, KS1 and KS2 will be in line or better than maths and writing.</p> <p>Progress rates in reading will be accelerated across the phases so that a greater proportion of pupil progress in accordance with their ability.</p> <p>Teachers' own subject knowledge in relation to reading comprehension will be developed through their own research and the school providing CPD throughout the year.</p> <p>Pupil premium pupils will make accelerated progress so that their attainment in reading at the end of EYFS, KS1 and KS2 is in accordance with their ability.</p> <p>Reading for pleasure will be developed throughout the school to engage all readers</p>	<p>The school used a targeted approach to reading comprehension development for specific groups of children included:</p> <ul style="list-style-type: none"> An assessment of pupils' reading comprehension knowledge and skills using the York Assessment of Reading for Comprehension-GL Assessment Reading between the lines- a targeted intervention programme, which teaches children to understand inference in Lower Key Stage 2 – Group programme An assessment of pupils' phonemic understanding using a phonics screening check Bear Necessities, Bearing Away and Dancing Bears Series – Sound Foundations - intervention programmes to support groups of pupils with phonic development An assessment of pupils common exception word understanding using Precision Teaching resource – 1:1 in EYFS, KS1 and KS2 Precision Teaching programme – 1:1 – across the school Hope Education's Style Tiles Reading comprehension intervention to maximise pupil engagement – 1:1 in Year 5 Targeted booster reading comprehension sessions before school for Year 6 pupils, led by class teachers <p>The school promoted a whole school reading comprehension programme by:</p> <ul style="list-style-type: none"> Introducing a whole school reciprocal approach to the teaching of reading comprehension. Pupils were taught skills to overcome barriers to comprehension; 	<p>The impact of this strategy has been that:</p> <ul style="list-style-type: none"> Senior Leaders set highly aspirational targets for all groups of pupils: <ul style="list-style-type: none"> ✓ In reading, a higher % of pupils in each year group made good or accelerated progress toward the expected standard at the end of the year. (see summative assessment information below) ✓ 71% (10) of pupil premium pupils at the end of KS1 achieved the expected standard or above in reading ✓ 80% (10) of pupils at the end of KS2 achieved the expected standard or above in reading As a consequence of high quality CPD provided by the English Lead, teachers' subject knowledge significantly improved and in turn, their understanding and confidence in teaching reading increased. Pupil conferencing showed that all pupils were to be able to identify a book that they enjoyed reading and had opportunities within school to read books of their own choosing. <p>The Impact of Targeted Interventions funded by PP, has been that:</p> <ul style="list-style-type: none"> 22 pupils took part in 'Reading Between the Lines' of whom 27% (6) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 54% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 3 were SEN and PP. Of these, 100% (3) made progress commensurate with their ability in reading. The YARC demonstrates that over 6 months, these pupils on average made an improvement of 3.8m in accuracy, 0.2m in rate and 20m in comprehension. 31 pupils took part in 'Bearing Away and Bear Necessities' of whom 39% (12) were PP pupils. Pupils who took part in Bearing Away and Bear Necessities, showed an improvement in reading with an additional 29% of pupils achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, five were SEN and PP. Of these, 100% (5) made progress commensurate with their ability. The average PSC score of pupils taking part in these interventions improve from 9 points in Autumn 1 to 30 points by Summer 2. 21 pupils took part in 'Dancing Bears' of whom 24% (5) were PP pupils. Pupils who took part in Dancing Bears, showed an improvement in reading with an additional 29% of pupils achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 3 were SEN and PP. Of these, 100% (3) made progress commensurate with their ability. 12 pupils took part in 'Precision Teaching for Common Exception Words' of whom 17% (2) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 9% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 2 were SEN and PP. Of these, 100% (2) made progress commensurate with their ability. 			

(including reluctant readers, in particular, boys).	<ul style="list-style-type: none">Assessment information from the school's tracking system was used to ascertain which pupils in their classes were not making sufficient progress in reading <p>The senior leadership team:</p> <ul style="list-style-type: none">Provided high quality HLTA Teaching Assistants that were used to facilitate additional interventions;Wrote termly RAPs;Undertook monitoring, evaluation and moderation of provision;Ensure teachers planned high quality sessions;Provided high quality resourcesEnsured that inclusion and middle leadership was of a high quality;Continued to raise standards of teaching by providing high quality training opportunities;Engaged with the GCC evaluating impact project.	<ul style="list-style-type: none">16 pupils took part in Stile Tiles of whom 25% (4) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 31% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 2 were SEN and PP. Of these, 100% (2) made progress commensurate with their ability.14 pupils took part in Before School Reading of whom 43% (6) were PP pupils. Pupils who took part in this intervention showed an improvement in reading with an additional 65% achieving ARE by Summer 2 (from Autumn 1). Of the pupils who did not achieve ARE, 1 was SEN and PP. Of these, 100% (1) made progress commensurate with their ability. <p>See below for additional end of year assessment information for end of phase</p> <table><tr><td>Baseline Pupil Premium Pupils Working at Expected Standard on Entry EYFS Pupils Reading - 0% Year 1 PSC 0% Year 2 Pupils PSC – 0% Reading - 50% (7) Year 6 Pupils Reading – 60% (6)</td><td>Baseline - Non-Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 54% (22) Year 1 PSC - 0% Year 2 Pupils PSC - 0% Reading - 77% (24) Year 6 Pupils Reading - 84% (26)</td><td>End of Phase Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 25% (1) PSC - 85% (11) Year 2 Pupils PSC – 50% (3) Reading - 71% (10) Year 6 Pupils Reading – 80% (8)</td><td>End of Phase Non Pupil Premium Pupils Working at Expected standard on Entry EYFS Pupils Reading - 80% (33) PSC - 84% (27) Year 2 Pupils PSC - 100% (7) Reading - 77% (24) Year 6 Pupils Reading – 84% (26)</td></tr></table>	Baseline Pupil Premium Pupils Working at Expected Standard on Entry EYFS Pupils Reading - 0% Year 1 PSC 0% Year 2 Pupils PSC – 0% Reading - 50% (7) Year 6 Pupils Reading – 60% (6)	Baseline - Non-Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 54% (22) Year 1 PSC - 0% Year 2 Pupils PSC - 0% Reading - 77% (24) Year 6 Pupils Reading - 84% (26)	End of Phase Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 25% (1) PSC - 85% (11) Year 2 Pupils PSC – 50% (3) Reading - 71% (10) Year 6 Pupils Reading – 80% (8)	End of Phase Non Pupil Premium Pupils Working at Expected standard on Entry EYFS Pupils Reading - 80% (33) PSC - 84% (27) Year 2 Pupils PSC - 100% (7) Reading - 77% (24) Year 6 Pupils Reading – 84% (26)
Baseline Pupil Premium Pupils Working at Expected Standard on Entry EYFS Pupils Reading - 0% Year 1 PSC 0% Year 2 Pupils PSC – 0% Reading - 50% (7) Year 6 Pupils Reading – 60% (6)	Baseline - Non-Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 54% (22) Year 1 PSC - 0% Year 2 Pupils PSC - 0% Reading - 77% (24) Year 6 Pupils Reading - 84% (26)	End of Phase Pupil Premium Pupils Working at Expected Standard or above EYFS Pupils Reading - 25% (1) PSC - 85% (11) Year 2 Pupils PSC – 50% (3) Reading - 71% (10) Year 6 Pupils Reading – 80% (8)	End of Phase Non Pupil Premium Pupils Working at Expected standard on Entry EYFS Pupils Reading - 80% (33) PSC - 84% (27) Year 2 Pupils PSC - 100% (7) Reading - 77% (24) Year 6 Pupils Reading – 84% (26)			
Target	Strategies Used	Effectiveness of Expenditure				
C: Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities. All pupils to develop their reasoning skills (specifically mathematics) so that they are able to explain their thinking, which in turn, supports their reading and writing skills across the curriculum skills. Pupils in all phases, will use the correct mathematical	<p>The school used a targeted approach to the development of number fluency for specific groups of children that included:</p> <ul style="list-style-type: none">Assessing mathematical understanding using The Sandwell Early Numeracy Test for pupils in KS2An IGCC intervention programmePrecision TeachingPlus One-Power of Two- 1:1 interventionsTargeted booster number fluency and reasoning sessions for Year pupilsYear 2 pupils took part in primary research being undertaken by the EEF; to develop children's understanding of the logical principles underlying mathematics. <p>The school developed a whole school approach to the teaching of mathematical reasoning by:</p> <ul style="list-style-type: none">Introducing a whole school approach to the teaching of maths using the Primary Maths Hub Planning;Spending greater time going into depth about concepts using a small steps approach to secure knowledge, fluency and understanding.Using assessment information on the school's tracking system to ascertain which pupils in their classes are not making sufficient progress in maths;Planning maths lessons that have high ceiling low threshold tasks for all;Planned high quality maths sessions to ensure pupils are learning a range of reading skills and high-quality vocabulary sessions as part of English teaching.	<p>The impact of this strategy has been that:</p> <ul style="list-style-type: none">As a consequence of high quality CPD provided by the Maths Lead, teachers' subject knowledge significantly improved and in turn, their understanding and confidence in teaching Maths increased.Teachers' planning and lesson observations show that teachers are delivering consistently high-quality sessions.Teacher assessment is secure and there is evidence in pupils' work to support their judgements.All pupils' reasoning skills in mathematics has improved and in turn this has supported pupils to practise reasoning skills in reading, EGPS and writing.Pupils' technical vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form. They are able to state a justification of their views.In mathematics, a higher % of pupils in almost all year groups made good or accelerated progress toward the expected standard at the end of the year.Gaps in the children's fundamental understanding of mathematics have been addressed leading to an increased % of children reaching the expected standard or above in mathematics at the end of each phase. <p>The impact of Targeted Interventions has been that:</p> <ul style="list-style-type: none">12 pupils took part in IGCC of whom 42% (5) were PP pupils. Pupils who took part in this intervention showed an improvement in mathematics with an additional 25% achieving ARE in mathematics by Summer 2 (from Autumn 1). 3 of the pupils who did not achieve ARE were SEN and PP. Of these, 100% (3) made progress commensurate with their ability in mathematics..29 pupils took part in Precision Teaching of whom 38% (11) were PP pupils. Pupils who took part in this intervention showed an improvement in mathematics with an additional 24% achieving ARE in mathematics by Summer 2 (from Autumn 1). 6 of the pupils who did not achieve ARE were SEN and PP. Of these, 67% (4) made progress commensurate with their ability in mathematics.15 pupils took part in Plus One, of whom 47% (7) were PP pupils. Pupils who took part in this intervention showed an improvement in mathematics with an additional 7% achieving ARE in mathematics by Summer 2 (from Autumn 1). 4 of the pupils who did not reach ARE were SEN and PP. Of these, 75% (3) made progress commensurate with their ability in mathematics.13 pupils took part in Power of 2 of whom 38% (5) were PP pupils. Pupils who took part in this intervention showed an improvement in mathematics with an additional 15% achieving ARE in mathematics by Summer 2 (from Autumn 1). 3 of the				



vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books. Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year.	<ul style="list-style-type: none">Provided feedback in books that stretch and challenge children giving them opportunities to explain and reason their thinking. <p>The leadership team:</p> <ul style="list-style-type: none">Wrote termly RAPs;Undertake monitoring, evaluation and moderation;Provided high quality HLTA Teaching Assistants;Raised standards of teaching by providing teachers and support staff with focused professional development;Engaged with the GCC evaluating impact project.	<p>pupils who did not reach ARE were SEN and PP. Of these, 100% (3) made progress commensurate with their ability in mathematics.</p> <ul style="list-style-type: none">18 pupils took part in Before School Maths of whom 39% (7) were PP pupils. Pupils who took part in this intervention showed an improvement in mathematics with an additional 67% achieving ARE in mathematics by Summer 2 (from Autumn 1). 1 of these pupils who did not reach ARE was SEN and PP. Of these, 100% (1) made progress commensurate with their ability in mathematics.			
		<p>Baseline Pupil Premium Pupils Working at the Expected Standard on Entry</p> <p>EYFS Pupils Maths - 0% - GD 0%</p> <p>Year 2 Pupils Maths - 50% (7) - GD 0%</p> <p>Year 6 Pupils Maths - 60% (6) - GD 10% (1)</p>	<p>Baseline - Non Pupil Premium Pupils Working at the Expected Standard or above</p> <p>EYFS Pupils Maths - 63% (26) - GD 0%</p> <p>Year 2 Pupils Maths - 74% (23) - GD 0%</p> <p>Year 6 Pupils Maths - 77% (24) - GD 16% (5)</p>	<p>End of Phase Pupil Premium Pupils Working at the Expected Standard or above</p> <p>EYFS Pupils Maths - 25% (1) - GD 0%</p> <p>Year 2 Pupils Maths - 64% (9) - GD 14% (2)</p> <p>Year 6 Pupils Maths - 90% (9) - GD 20% (2)</p>	<p>End of Phase Non Pupil Premium Pupils Working at the Expected standard on Entry</p> <p>EYFS Pupils Maths - 78% (32) - GD 23% (9)</p> <p>Year 2 Pupils Maths - 84% (26) - GD 10% (3)</p> <p>Year 6 Pupils Maths - 77% (24) - GD 13% (4)</p>
			Expenditure		£ Actuals 51,554

Review of Overall Outcomes for Pupil Premium and Other Pupils Sections (ii and iii)

Target	Strategies Used	Effectiveness of Expenditure
<p>D: The school: Ensures that the family support worker continues to develop her pastoral work across the school. She will use the range of skills that she now has to support both pupils and their families to address the high level of emotional and behavioural needs so that pupils' progress and standards can be the highest priority.</p>	<p>The school will provide targeted interventions for pupils that will be delivered by the FSW and trained TA that will include:</p> <ul style="list-style-type: none"> The completion of strengths and difficulties questionnaires before and after interventions take place to measure impact of: ✓ Social stories – Initiative based on Carol Gray's training ✓ Lego Therapy – Initiative supported by GCC Ed Psych ✓ Play therapy – Initiative by PTUK ✓ Drawing Therapy – Initiative based on IDT 	<p>The impact of this strategy has been that:</p> <ul style="list-style-type: none"> The family support worker led the support of: <ul style="list-style-type: none"> Children and families affected by mental health problems, substance misuse or domestic abuse. Families who have a poor relationship with school, which is affecting a child's ability to learn. Children experiencing bereavement and loss. Children whose responsibilities at home (caring for a relative, for example) are affecting their ability to learn. Children with low self-esteem or who appear isolated at school. Children being bullied at school. Children with special educational needs. Children who have experienced abuse and/or neglect or whose adoption is at risk of breakdown. The team of staff. As a consequence of this work, additional needs of vulnerable families and their children have been met and barriers to learning diminished. The inclusion lead and senior leadership team held regular, structured conversations that the majority of parents of pupils eligible for pupil premium attended. Homework was personalised to meet the needs of individuals and as a consequence, a wider proportion of parents/carers supported their children at home.

Ensures home and school work together to secure the progress of pupil premium children.

Supports pupils' mental health using the PINK curriculum to support.

Develops home/school communication so that parents are regularly invited into school to talk about their children's progress.

Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed choices about their physical, emotional and mental wellbeing.

Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium.

The school will provide a whole school approach to supporting the needs of vulnerable children by:

- Holding regular, structured conversations that the majority of parents of pupils, including those eligible for pupil premium, attend.
- Provide a KS1 and KS2 homework club and target specific groups of pupils to attend
- Personalise homework to meet the needs of individual children
- Encourage parents to support their children at home.
- Ensure that pupils complete homework and this supports school learning and progress.
- Ensure progress and standards improve in line with school's aspirational targets for this group of pupils. (See year group targets.)
- Ensure the proportion of pupils eligible for pupil premium attending enrichment clubs is increased by % by the end of the year.
- Provide a safe, happy and stimulating environment for all pupils so that they feel valued and welcomed and know that their presence in school is important.

- School provided a KS1 and KS2 homework club that was attended regularly by an increased percentage of disadvantaged pupils. As a consequence, a greater percentage of disadvantaged pupils completed homework activities, and in turn, this supported their learning and accelerated progress.
- Progress and standards improved in almost all year groups, line with school's aspirational targets for this group of pupils. **(See end of year summative assessments.)**
- Pupil conferencing showed that children said the school provided a safe, happy and stimulating environment. They reported that they felt valued and welcome and knew that their presence in school is important.
- The school offered every Free School Meals child the opportunity to take part in enrichment clubs, funded by the school (as this group of children are in the school's view, the most vulnerable.) 25 out of 50 Free School Meals children took part in Enrichment Clubs. This is equivalent to 50% of the total number of FSM pupils. Of this total, 12 children took part in two or more clubs. This is equivalent to 24%.

Club Name	Number of Children Enrolled	Number of PP Pupils	Number of FSM	% of pupils who are PP	% of children who are FSM
KS2 Football	21	4	3	19%	14%
Catch up club	6	2	1	33%	17%
KS2 Summer Sports	11	2	2	18%	18%
KS1 Summer Multi-Sports	27	3	6	11%	22%
Chess and Games	12	2	1	17%	8%
KS1 Football	24	3	4	13%	17%
KS1 Homework	11	1	6	9%	55%
KS2 Homework	16	3	5	19%	31%
Morning Sports	4	0	2	0%	50%
R,KS1, KS2 Athletics	33	7	9	21%	27%

E:

As part of the school's vision, the school will:

Provide pupils with high quality enrichment activities to further support the love of learning

Ensure that funding is not a barrier to pupils accessing additional enrichment opportunities

Further develop the curriculum so that it provides creative opportunities that motivate and challenge.

Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners.

The school will:

- Undertake a series of pupil and parent questionnaires that will determine the school with information to develop the curriculum in accordance with stakeholder's views.
- Use the information provided by stakeholders to:
- ✓ Provide high quality enrichment activities both within the school environment and beyond and pupils are able to talk positively about their experiences and how they impact on their learning and aspirations.
- ✓ Assess the use of funding to support pupils accessing quality enrichment opportunities, including the Year 6 residential trip, sporting clubs during the term and non-term, homework support clubs and arts sessions.
- Develop the curriculum by:
- ✓ Including programmes of study that support their cognitive development as well as their physical, social and mental wellbeing

The House of Commons Education & Health Committees, 2017 said that **"Greater well-being can equip pupils to achieve academically. ...ensure that sufficient time is allowed for activities which develop life-long skills for well-being."** This has been the school's overarching goal for this aspect of the PP funding spend.

The impact of this strategy has been that the school has:

- Provided a range of high quality enrichment experiences for all groups of pupils both within the school environment and beyond. This has become a fundamental element of the school's vision, providing all groups of pupils with a well-rounded, culturally rich curriculum. The aim this year has been to increase:
 - Confidence and self-belief in own abilities
 - Independence and responsibility
 - The ability to listen and communicate effectively with others
 - Resilience and determination
 - Confidence in learning
 - Knowledge and understanding of the environment.
- Our aim has also been to:
 - Ensure our pupils are exceptionally well prepared for the next stage of their education and have attained a level of education by the end of Key Stage 2 that is commensurate with their abilities and takes into account their different starting points.

<p>Plan a calendar of events that will develop experiences for both pupils, staff and parents.</p> <p>Specific members of staff work with a team of children on the Unicef UK Rights Respecting Schools Award (RRSA) to embed children's human rights in their ethos and culture. This will enable our pupils to become caring and active citizens in school and in the wider community.</p> <p>Creates regular opportunities for parents to engage with their children's learning so that they are learning alongside their children and helping them to develop a love of learning.</p> <p>Uses the pupil online survey to gather insightful information on children's perceptions of their lives and plan sessions so that they are able to make informed choices about their physical, emotional and mental wellbeing.</p> <p>Strive for the GHLL Mental Health Champions Award</p>	<ul style="list-style-type: none"> ✓ Supporting pupils' mental health using the GHLL's PiNK curriculum and works toward the GHLL mental health champions award ✓ Taking part in Gloucestershire's Online Pupil Survey and utilising the information to design curriculum opportunities that support a broadening of pupils' learning experiences and development of their independent, social and emotional learning skills ✓ Developing the role of the school council ✓ Developing a team of stakeholders, including disadvantaged pupils and their parents to work toward the Rights Respecting School's Award • Ensure parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils. (See Calendar of events) • Provide parents with opportunities to develop their own skills and knowledge, supported by the Gloucestershire Adult Learning Team • Ensure that progress and standards improve in line with school's aspirational targets for all groups of pupils but in particular, pupils who are eligible for pupil premium. 	<ul style="list-style-type: none"> ○ Inspire a higher proportion of our pupils and in particular our pupils who are eligible for pupil premium, so that they are better equipped to progress on to a range of higher and further education establishments, apprenticeships, employment or training. ○ Ensure parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for pupils. ○ Ensure that progress and standards improve in line with school's aspirational targets for all groups of pupils but in particular, our pupils who are eligible for pupil premium. • Pupil conferencing shows that pupils talk passionately about their experiences and how they have impacted on their learning and aspirations. The experiences included: <ul style="list-style-type: none"> ○ An aspirations day, when 22 professionals, most of whom were parents, provided workshops for pupils demonstrating their career skills and knowledge ○ A trip to London to visit the Houses of Parliament to experience democracy in action ○ A visit to the Imperial War Museum and other notable landmarks in London. Children were able to explore life in Britain in the early 1900s and bring back to school knowledge in readiness for a whole school project on this time in our social history. ○ Participation in the Cheltenham, Literacy, Science and Dance Festivals 2017-2018, where children experienced the wonders of scientific technology and the arts. ○ The residential field trip to the Outward Bound Trust with our Year 6 pupils. ○ Invited the British Legion and Royal Rifles to school to commemorate Armistice 2017 ○ Disadvantaged SEND pupils participating in the Pan Athlon at Hartpury College • The school has achieved the first stage of the UNICEF Rights Respecting Schools award. • The School gained the GHLL Mental Health Champions Award and has been nominated for an achievement award this year. • The FSW, along with the Adult Education in Gloucestershire team, has provided parents and carers with the opportunity to gain qualifications in English and Maths. So far: <ul style="list-style-type: none"> ○ 10 parents completed the Adult Education Maths course. ○ 20% were PP parents. ○ 8 parents gained a qualification, with 100% success rate for the PP parents - both gained Entry Level Maths and are signed up to complete the next course. • Each term the school held open sessions for parents to come along and learn alongside their children. Parents have attended Maths, English, Science, Online safety, Mental Health and anti-bullying sessions.
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Target	Strategies Used	Effectiveness of Expenditure
<p>F:</p> <ul style="list-style-type: none"> • Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. • Provide a breakfast and morning activity 	<p>The School:</p> <ul style="list-style-type: none"> • Sets targets for attendance so that the overall attendance for pupils improves but in particular, pupils eligible for pupil premium. • Provide a breakfast and morning activity club for disadvantaged pupils • Consider the barrier of transportation to enrichment events and how the school can remove this as a barrier to accessing 	<p>The school has a dedicated team of staff who:</p> <ul style="list-style-type: none"> • Promote good attendance at every opportunity, including at parent/carers consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website. • Celebrate good and improved attendance. This year, 11% of pupils achieved 100% attendance for the whole of the academic year. • Sets attendance targets for the school (and for each year group where necessary). • Keeps parents/carers regularly informed of their child's attendance levels. • Has made good use of attendance data by specific analysis. • Analysed data and responded by targeting support for families and used county and National policies to ensure the school and parents adhere to their responsibilities. • Notified Governors at each full governing body meeting of attendance levels and what the school was doing to improve them.

<p>club for disadvantaged pupils</p> <ul style="list-style-type: none"> Research the barrier that families face transporting their children to school. Research the distance families live from school and the connection between lateness and none attendance Cost: The leasing of a minibus A driver for the bus An additional staff member for the bus Driver training for the minibus driver Staffing the breakfast club 	<p>additional opportunities for disadvantaged pupils</p> <ul style="list-style-type: none"> Research the distance families live from school and the connection between lateness and none attendance Cost for a trial period of time: The leasing of a minibus A driver for the bus An additional staff member for the bus Driver training for the minibus driver Staffing the breakfast club 	<p>The school ran a pilot scheme to transport targeted groups of pupils to school. It provided disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity.</p> <p>The impact of this strategy has been that:</p> <ul style="list-style-type: none"> Attendance of pupils eligible for pupil premium has significantly improved so that is no longer deemed as a weakness in the ASP (in the lowest 10%). <ul style="list-style-type: none"> Persistent absence figures for pupils eligible for pupil premium has significantly improved so that it was not deemed as a weakness in the ASP (in the highest 10%) 87% (13) of pupils in the study group have better attendance than the 2016-2017 40% (6) of pupils in the control group have better attendance than the 2016-2017 100% (15) of the study group improved punctuality since the pilot scheme began in November 2017 67% (10) of the control group have worse punctuality since the pilot scheme began in November 2017 100% of staff report that of the study group: <ul style="list-style-type: none"> There have been improvements in pupils' attitudes to school They are coming into class 'settled' and are 'calmer'. One pupil is said to be a 'different' child and has made 'huge improvements'. Pupils are 'now able to learn'. One pupil in particular is reported to now say that he 'enjoys school' whereas before this initiative he reported that he did not. In Lower KS2 the positive trend continues, with pupils building their resilience and being much more settled in class. Only one pupil was reported to have no improvement in attitude to learning. In Upper KS2, pupils are reported to have significant improvements in how most pupils settle in class in the mornings, and how they engage with routines and learning. Pupil conferencing shows that pupils value their education and understand the impact of missing school. The school has no groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly and us at least in line with the National Average. Leaders are relentless in their pursuit of strategies to improve the attendance of particular groups of pupils, and in particular, pupils who are eligible for pupil premium funding. Absence information shows that of all pupils attending school, 96.7% attended regularly this year (2017-2018). The school was able to provide 41% (30) disadvantaged children with transport to school. <p>This is an improving trend. Last year's National Average was 91.3%. Absence information for disadvantaged pupils shows that 95.64% attended regularly this year (2017-2018). This continues to be an improving trend. Last year's National Average was 94.5%</p>
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Expenditure for Category (ii)	£ Actuals 29,152
Expenditure for Category (iii)	£ Actuals 15,785