



## Pupil Premium Review Report 2016-2017- The Impact of the Expenditure on Pupil Premium Funded and Other Pupils

### 1. Summary information

School	St White's Primary				
Academic Year	2016/2017	Total PP budget September 2016-August 2017***	£80,676	Date of most recent PP Review	February 2014
Total number of pupils	288	Number of FSM Pupils	44	Date for next internal review of this strategy	January 19 <sup>th</sup> 2018
		Number of pupils in receipt of PP funding	57		

\*\*\*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 2016-2017

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	33% (3)	41%	67%
% of pupils achieving the expected standard in reading	50%	58%	77%
% of pupils achieving the expected standard in writing	67%	56%	81%
% of pupils achieving the expected standard in maths	83%	58%	80%
Reading Average Scaled Score	102	101.4	105
Maths Average Scaled Score	104	101	105
Reading progress score	+1.88	-0.4	+0.33

<b>Writing progress score</b>	-1.81	-1.3	+0.77
<b>Maths progress score</b>	+3.36	-0.9	+0.28

### 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:**

<b>A.</b>	Communication and Language, and Social and Emotional skills in the Reception Classes was lower for pupils eligible for pupil premium than for other pupils. This slowed progress in all areas of the curriculum in this and subsequent years.
<b>B.</b>	Pupils who are eligible for pupil premium are making less progress with reasoning in mathematics than their peers. This prevents pupils from achieving greater depth in each phase.
<b>C.</b>	EGPS, and in particular, spelling knowledge and skills across the school are lower for pupils eligible for pupil premium than for other pupils. This slows progress in writing across each phase.

**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:**

<b>D.</b>	The proportion of pupils eligible for pupil premium, who are identified as vulnerable, is greater than the proportion who are not. The barriers to progress of this group is related to their poor social skills and lack of and emotional resilience.
<b>E.</b>	Pupils eligible for pupil premium access less opportunities outside school, which impacts on their love of learning, aspirations and the building of long term goals.
<b>F.</b>	Parents of pupils eligible for pupil premium are inclined to engage less with supporting the learning of their children especially for those children who are also SEN.

### 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.

	<b><i>The Desired Outcomes</i></b>	<b><i>Success Criteria and How It Was Measured</i></b>
<b>A.</b>	<ul style="list-style-type: none"> <li>Improved oral language skills in reception;</li> <li>Improved progress in personal, social and emotional resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for pupil premium in reception class make rapid progress in reception year so that the majority of pupils in EYFS achieve ARE by the end of the year. (75% (6) of pupils eligible for pupil premium children to achieve GLD, 88% of pupils eligible for pupil premium to achieve the expected standard in reading and maths, 75% to achieve the expected standard in writing. 75% to achieve ELG 6, 7 and 8, self-confidence and self-awareness, managing feelings and behaviour and making relationships)</li> </ul>

<b>B.</b>	<ul style="list-style-type: none"> <li>Improved progress in reasoning in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>A higher proportion of pupils eligible for pupil premium meet age related expectation across each stage in reasoning in mathematics. Progress and standards improve in line with school's aspirational targets for this group of pupils. <i>(At KS1, 78% of pupils eligible for pupil premium to achieve the expected standard in maths and at KS2, 86% of pupils eligible for pupil premium to achieve the expected standard in maths)</i></li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Improved progress in EGPS and writing</li> </ul>	<ul style="list-style-type: none"> <li>A higher proportion of pupils eligible for pupil premium meet age related expectation across each phase in EGPS and writing.</li> <li>Improved spelling can be identified in pupils' writing across the school.</li> <li>Progress and standards improve in line with school's aspirational targets for this group of pupils. <i>(At KS1, 63% of pupils eligible for pupil premium to achieve the expected standard in EGPS and writing and at KS2, 71% of pupils eligible for pupil premium to achieve the expected standard in EGPS and writing)</i></li> </ul>
<b>D.</b>	<ul style="list-style-type: none"> <li>The high level of emotional and behavioural need will be addressed and managed at a level so that progress and standards can be the highest priority.</li> </ul>	<ul style="list-style-type: none"> <li>The needs of these children will be met.</li> <li>They will be managed well and staff and potential issues will be at a minimum level.</li> <li>Progress and standards improve in line with school's aspirational targets for this group of pupils. <i>(The proportion of pupils eligible for pupil premium attending enrichment clubs is increased by 10% by the end of the year.)</i></li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>Pupils will access high quality enrichment activities to further support the love of learning.</li> </ul>	<ul style="list-style-type: none"> <li>School provides high quality enrichment activities.</li> <li>Pupils are able to talk positively about their learning and aspirations.</li> <li>Progress and standards improve in line with school's aspirational targets for this group of pupils. <i>(See year group targets above.)</i></li> </ul>
<b>F.</b>	<ul style="list-style-type: none"> <li>Home and school will work together to ensure the progress of pupil premium children.</li> </ul>	<ul style="list-style-type: none"> <li>The school holds regular structured conversations that the majority of parents of pupils eligible for pupil premium attend.</li> <li>Homework is personalised to meet the needs of individuals.</li> <li>Pupils complete homework and this supports school learning and progress.</li> <li>Progress and standards improve in line with school's aspirational targets for this group of pupils. <i>(See year group targets above.)</i></li> <li><i>(Overall attendance for pupils eligible for pupil premium, is at least in line with their peers)</i></li> </ul>

### Review of Overall Outcomes for Pupil Premium and Other Pupils

#### Section (i)

Target	Strategies Used	Overall Effectiveness of Expenditure
<b>A:</b> Communication and Language, and Social and Emotional in Reception are lower for pupils eligible for pupil premium than for other pupils. This slows progress in all areas of the curriculum	<ul style="list-style-type: none"> <li>High quality nurturing skills where pupils are actively encouraged to socially interact with each other during these sessions.</li> <li>PALS (Playing and Learning to Socialise) facilitated by trained staff.</li> <li>High quality Inclusion leadership.</li> <li>Individual and small group support from support staff at break and lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>The number of pupils eligible for FSM in EYFS increased in January to 13, an increase of 63%.</li> <li>The number of pupils identified as eligible for pupil premium funding for the academic year 2016-2017, in EYFS was 10, 22% of the overall cohort.</li> <li>The overall % of pupils entering EYFS at the expected standard on entry is set out below.</li> </ul> <p>The school set highly aspirational targets for this group of pupils.</p> <p>The impact of this strategy has been that:</p> <ul style="list-style-type: none"> <li>The end of phase information shows that the targeted support received by pupils with delayed Communication and Language, and Social and Emotional development, has had a positive impact.</li> <li>Pupils are developing age appropriate language that they can use to express themselves confidently both socially and emotionally</li> <li>As a consequence, improved communication and language skills, and social and emotional development, is expected to have a positive influence on the progress this group of pupils will make in reading, writing and number next year.</li> <li>The number of exclusions this year was zero.</li> <li>The number of red cards received by pupils in EYFS receiving intervention was 22% (2) overall this year.</li> </ul>

in this and subsequent years.	<ul style="list-style-type: none"> <li>NPQML training for EYFS lead and KS1 phase lead/behaviour lead.</li> <li>SaLT (speech and language therapy) delivered by high quality staff guided by the NHS speech therapist.</li> <li>Development of oracy skills in EYFS through high quality interactions between staff, pupils and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of red cards received by children receiving social/emotional intervention, decreased by 28% by the end of the year across the school. However, there is still work to do. The school needs to continue to improve the quality of teaching speaking and listening across the school to widen pupils' language acquisition and overall knowledge and understanding of the English Language so that they are able to: <ul style="list-style-type: none"> <li>Express themselves clearly in social situations at play and lunch time.</li> <li>Form successful social relationships with their peers and adults.</li> <li>Express themselves clearly in the learning environment.</li> </ul> </li> </ul>			
		<b>Baseline Pupil Premium Pupils Working at the Expected standard on Entry</b> <ol style="list-style-type: none"> <li>Oral language skills-<b>27%</b></li> <li>Personal and social skills-<b>27%</b></li> <li>Reading skills-<b>38%</b></li> <li>Writing skills-<b>38%</b></li> <li>Maths skills-<b>38%</b></li> <li>GLD-<b>2%</b></li> </ol>	<b>End of EYFS Pupil Premium Pupils Working at The Expected Standard</b> <ol style="list-style-type: none"> <li>Oral language skills- <b>60%</b></li> <li>Personal and social skills-<b>80%</b></li> <li>Reading skills-<b>66%</b></li> <li>Writing Skills-<b>41%</b></li> <li>Maths skills-<b>60%</b></li> <li>Maths skills-<b>10%- Exceeding</b></li> <li>GLD-<b>50%</b></li> </ol>	<b>Baseline Non Pupil Premium Pupils Working at the Expected standard on Entry</b> <ol style="list-style-type: none"> <li>Oral language skills-<b>40%</b></li> <li>Personal and social skills-<b>58%</b></li> <li>Reading skills-<b>60%</b></li> <li>Writing skills-<b>57%</b></li> <li>Maths skills-<b>66%</b></li> <li>GLD-<b>16%</b></li> </ol>	<b>End of EYFS-Non Pupil Premium Pupils Working at The Expected Standard</b> <ol style="list-style-type: none"> <li>Oral language skills-<b>82.9%</b></li> <li>Personal and social skills-<b>91.4%</b></li> <li>Reading skills-<b>84%</b></li> <li>Writing Skills-<b>71%</b></li> <li>Maths skills-<b>82.9%-Exceeding7%</b></li> <li>GLD-<b>77%</b></li> </ol>
Target	Strategies Used	Effectiveness of Expenditure			
B: Improved progress in maths, in particular, reasoning in mathematics	<ol style="list-style-type: none"> <li>Retaining teacher for additional class in KS2.</li> <li>High quality teaching, supported by bespoke staff training</li> <li>Teaching Assistants trained to HLTA standard.</li> <li>High quality Inclusion leadership and leadership of maths</li> <li>High quality resources</li> <li>High quality interventions sourced, including precision teaching, IGCC, Springboard and in- class</li> </ol>	<ol style="list-style-type: none"> <li>The number of pupils eligible for pupil premium across the school, increased to 67 by the end of the academic year, an increase of 37%</li> <li>The number of pupils eligible for pupil premium in EYFS increased in January to 13, an increase of 63%.</li> <li>The number of pupil eligible for premium pupils in Y2 increased by the end of the academic year, to 10 pupils, an increase of 10%.</li> <li>The number of pupil eligible for premium pupils in Y6 has remained static at 6 pupils throughout the academic year.</li> </ol> <p><b>The impact of this strategy has been that:</b></p> <ul style="list-style-type: none"> <li>The end of phase information shows that the targeted support received by pupils with mathematical gaps, has had a positive impact.</li> <li>Pupil premium pupils are closing the gap in EYFS, Y2 and Y6. There is a 6% improvement in EYFS, 20% in Y2 and 9% improvement in Y6 when pupil premium progress from baseline/entry to phase, is compared with progress of non-pupil premium pupils.</li> <li>Of the pupils eligible for premium, who received intervention in mathematics in Y6, 67% (2) achieved ARE. Of the pupils in Y2 who received intervention in mathematics, 25% achieved ARE. (Of these four pupils, three are SEN: two have a My Plan Plus and one other has a My Plan.)</li> <li>Pupils are developing age appropriate mathematical understanding that they can use to express themselves mathematically.</li> <li>As a consequence, improved problem solving skills are becoming more evident across the school as pupils utilise their improving mathematical understanding.</li> </ul> <p>However, there is still work to do. The school needs to continue to improve the quality of teaching mathematics across the school to widen pupils' problem solving abilities and overall knowledge and understanding of the mathematical curriculum so that they are able to:</p> <ul style="list-style-type: none"> <li>Have a good mathematical understanding</li> <li>Have access to concrete apparatus to aid understanding of mathematical concepts</li> <li>Improve their mathematical understanding.</li> <li>Confidently apply their mathematical understanding to a range of mathematical problems and reasoning challenges.</li> </ul>			
		<b>Prior Attainment-Pupil Premium Pupils Working at the Expected standard on Entry</b> EYFS Pupils <ol style="list-style-type: none"> <li>Maths skills-<b>38%</b></li> </ol> Year 2 Pupils <ol style="list-style-type: none"> <li>Maths-<b>30%</b></li> </ol> Year 6 Pupils <ol style="list-style-type: none"> <li>Maths-<b>67%</b></li> </ol>	<b>End of Phase Pupil Premium Pupils Working at the Expected Standard or above</b> EYFS Pupils <ol style="list-style-type: none"> <li>Number skills-<b>60%</b></li> </ol> Year 2 Pupils <ol style="list-style-type: none"> <li>Number skills-<b>10%- Exceeding</b></li> </ol> Year 6 Pupils <ol style="list-style-type: none"> <li>Mathematics-<b>63.6%</b></li> </ol>	<b>Prior Attainment-Non Pupil Premium Pupils Working at the Expected standard on Entry</b> EYFS Pupils <ol style="list-style-type: none"> <li>Maths skills-<b>66%</b></li> </ol> Year 2 Pupils <ol style="list-style-type: none"> <li>Maths-<b>62%</b></li> </ol> Year 6 Pupils <ol style="list-style-type: none"> <li>Maths-<b>87%</b></li> </ol>	<b>End of Phase-Non Pupil Premium Pupils Working at The Expected Standard</b> EYFS Pupils <ol style="list-style-type: none"> <li>Maths skills-<b>82.9% -27%- Exceeding</b></li> </ol> Year 2 Pupils <ol style="list-style-type: none"> <li>Mathematics-<b>73.5% - Greater Depth-20%</b></li> </ol>



			4. Mathematics- <b>84%</b> -Greater Depth- <b>17%</b>		Year 6 Pupils 3. Mathematics- <b>93%</b> -Greater Depth- <b>63%</b>
Target	Strategies Used	Effectiveness of Expenditure			
C: Improved progress in EGPS and writing	<ul style="list-style-type: none"> <li>Retaining teacher for additional class in KS2.</li> <li>High quality teaching, supported by bespoke staff training</li> <li>High quality resources, including Apples and Pears</li> <li>High quality leadership of English</li> <li>Training for new English lead.</li> <li>High quality interventions sourced, including in-class</li> <li>Teaching Assistants trained to HLTA standard.</li> <li>High quality Inclusion leadership.</li> </ul>	<ol style="list-style-type: none"> <li>The number of pupils eligible for pupil premium across the school, increased to 67 by the end of the academic year, an increase of 37%</li> <li>The number of pupils eligible for pupil premium in EYFS increased in January to 13, an increase of 63%.</li> <li>The number of pupil eligible for premium pupils in Y2 increased by the end of the academic year, to 10 pupils, an increase of 10%.</li> <li>The number of pupil eligible for premium pupils in Y6 has remained static at 6 pupils throughout the academic year.</li> </ol> <p><b>The impact of this strategy has been that:</b></p> <ul style="list-style-type: none"> <li>The end of phase information shows that the support received by pupils in EGPS has had a positive impact. Overall, 74% at KS1 achieved ARE+ (teacher assessment) and 83% of Y6s achieved ARE+.</li> <li>70% of PP achieved ARE in EGPS at the end of Y2.</li> <li>Of the pupils who received targeted support across the school, overall 43% achieved ARE.</li> <li>Of the pupils eligible for pupil premium, who received specific interventions in Y2, 50% (3) achieved ARE in EGPS at the end of Y2.</li> <li>Of the pupils eligible for pupil premium, who received specific interventions in Y6, 33% (1) achieved ARE at the end of Y6. (One pupil was on a My Plan Plus).</li> <li>Pupils are developing a greater understanding of grammar, punctuation and spelling.</li> <li>As a consequence of improved understanding of EGPS, the standards in writing are improving with 90% of KS2 pupils achieving ARE+ in writing.</li> </ul> <p>However, there is still work to do. The school needs to continue to improve the quality of spelling and vocabulary knowledge across the school to widen pupils' language acquisition and overall knowledge and understanding of the English Language so that they are able to:</p> <ul style="list-style-type: none"> <li>Explain and use their grammatical knowledge in their speech and writing.</li> <li>Explain and use their knowledge of punctuation in their writing.</li> <li>Explain, and use their understanding of morphology in their writing.</li> </ul>			
		<b>Baseline Pupil Premium Pupils Working at the Expected standard on Entry</b> EYFS Pupils 1. Writing- <b>38%</b> Year 2 Pupils 2. Writing- <b>27%</b> Year 6 Pupils 3. Writing- <b>67%</b>	<b>End of Phase Pupil Premium Pupils Working at the Expected Standard or above</b> EYFS Pupils 1. Writing- <b>38%</b> Year 2 Pupils 2. Writing- <b>64%</b> Year 6 Pupils 3. Writing- <b>67%</b> 4. EGPS- <b>17%</b> .	<b>Prior Attainment Non Pupil Premium Pupils Working at the Expected standard on Entry</b> EYFS Pupils 1. Writing- <b>57%</b> Year 2 Pupils 2. Writing- <b>65%</b> Year 6 Pupils 3. Writing- <b>73%</b>	<b>End of Phase- Non Pupil Premium Pupils Working at the Expected Standard or above</b> EYFS Pupils 1. Writing- <b>71%</b> Year 2 Pupils 2. Writing- <b>71%</b> Year 6 Pupils 3. Writing- <b>90%</b> -Greater Depth- <b>10%</b> 4. EGPS- <b>84%</b> -Greater Depth- <b>27%</b>
		<b>Expenditure</b>			<b>£46,596</b>

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

Target	Strategies Used	Effectiveness of Expenditure
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# St White's Primary School

## Challenge, Commit, Conquer and Celebrate



<p>D: Pupils will access high quality curriculum enrichment activities to further support the love of learning.</p>	<ul style="list-style-type: none"> <li>High quality provision of additional enrichment curriculum, planned and organised by phase leaders</li> <li>High quality provision of additional enrichment curriculum, planned and organised by enrichment coordinator, including after school clubs</li> <li>Training for outdoor learning, including Forest Schools</li> <li>Visitors to school to support enrichment, including the REWILD project</li> <li>Regular trips and visits</li> </ul>	<p>The school generated a calendar of high quality events and opportunities.</p> <p><b>The impact of this strategy has been that:</b></p> <ul style="list-style-type: none"> <li>The school has provided a wealth of diverse and creative opportunities to motivate and inspire pupils to engage with learning and gain a wider perspective of the world that they live in. They included: <ul style="list-style-type: none"> <li>A science and aspiration week attended by many parents sharing their experiences in the world of work</li> <li>A whole school talent competition run by the school council</li> <li>A Key Stage 2 space project that culminated in the making of a scaled model of a lunar module as well as a visit by an expert from the UK Space Agency</li> <li>A visit to the Houses of Parliament and Science Museum</li> <li>A visit by Year 5 and 6 pupils to Gloucestershire University to meet lecturers and students</li> <li>Visits to the school by inspirational Olympians and local parliamentary candidates during elections in June.</li> <li>Extensive sporting activities both in school time, as well as before and after school</li> <li>A residential field trip that focused on developing independence, problem solving skills and team work</li> <li>A visit to Skills Zone to develop safety awareness</li> </ul> </li> </ul> <p><b>Ten enrichment clubs were offered throughout the year. The number of Pupils eligible for pupil premium who attended increased significantly over the year:</b></p> <ul style="list-style-type: none"> <li><b>Autumn 2016-40% attended clubs</b></li> <li><b>Spring 2017-47% attended clubs</b></li> <li><b>Summer 2017-71% attended clubs</b></li> </ul> <p>The school's target to increase attendance by 10%, was surpassed this year.</p> <p>Forest School's training programme has been completed by two members of staff and a plan of activities for each class designed by both leads to ensure all classes have access to the new provision.</p> <p>There is a whole school strategy to further develop outdoor learning provision. As a consequence:</p> <ul style="list-style-type: none"> <li>All Key Stage 1 classes have secure outdoor learning spaces that are accessible from the classrooms</li> <li>Every class has worked in the allotment with an expert from the REWILD Project, who has helped pupils learn about growing their own food</li> </ul> <p><b>The impact has been that pupils eligible for pupil premium, as well as other pupils in the school community:</b></p> <ul style="list-style-type: none"> <li>Have a better understanding of the world of work and issues both local and global.</li> <li>Can confidently discuss issues and are thoughtful when putting forward their point of view.</li> <li>Are choosing to attend sporting activities and are, as a consequence, more active.</li> <li>Are demonstrating greater self-confidence and ambition.</li> </ul>
Target	Strategies Used	Effectiveness of Expenditure
<p>E: Home and school will work together to ensure the progress of pupil premium children.</p>	<ul style="list-style-type: none"> <li>Behaviour lead to design home school agreement</li> <li>Roll out agreement as part of start of term event, for parents and children to sign together</li> <li>Carry out survey on parents perceptions of homework</li> </ul>	<ul style="list-style-type: none"> <li>The school carried out a survey during parent consultation evenings, to determine their views about school, including their views on homework. Results showed that:</li> <li>Over 87% of parents feel their child receives appropriate homework for their age (reading books etc). However, 11% do not agree. Some parents commented that there is too little and some that there is too much.</li> <li>The school responded by: <ul style="list-style-type: none"> <li>Revisiting the school Homework Policy, as part of the Home School Agreements and made clear the rationale and expectations for each year group. It then ensured that all teachers set challenging homework, in line with the school's policy, that it is age appropriate, consolidates learning, deepens understanding and prepares pupils very well for the continued learning journey.</li> </ul> </li> <li>Holding meetings with specific parents to offer support and advice regarding routines and resources.</li> </ul>

	<ul style="list-style-type: none"> <li>Feedback to staff and discuss outcomes</li> <li>Design homework plan that is relevant for all year groups and engaging</li> <li>Hold structured conversations with parents of pupils eligible for Pupil Premium. Complete My Plans and My Plan+ documents that include what the parents are able to do to support their children in conjunction with the school.</li> <li>Set up homework club for children</li> <li>Set up parent support group run by Family Lives</li> <li>Hold workshops for parents on the curriculum, with advice as to how they can best support at home</li> <li>FSW to source adult learning courses</li> </ul>	<ul style="list-style-type: none"> <li>Setting up a homework club in Key Stage 2, which has over 39 pupils attending and a waiting list of pupils who would like to attend.</li> <li>Set up early morning booster sessions in Upper Key Stage 2</li> </ul> <p>The school's new Family Support worker (FSW) has played a key role in encouraging greater parental engagement by parents of pupil premium pupils. A survey of parents' views about the school's pastoral support, indicated in September 2016, that only 2% of parents surveyed, new about the work undertaken by the FSW. As a consequence, the school:</p> <ul style="list-style-type: none"> <li>Appointed a new FSW and increased their contact time by 50% to 30 hours per week. Since the appointment the FSW:             <ul style="list-style-type: none"> <li>Has already built up strong relationships with parents, carers and their children, who have asked for support and has visited families at home to support some families</li> <li>Is highly visible, meeting and greeting parents every morning around school, during drop off time</li> <li>Uses the school's information boards to let parents know when she is in school, her contact details and suggestions of aspects of support she is able to offer.</li> <li>Has regular drop in sessions each morning and has organised for parents to talk to a range of for support.</li> <li>Has trained and is now facilitating parenting courses in school.</li> <li>Made links with the Adult Education team in Gloucestershire, and set up courses for parents and carers to top up the English and Maths skills.</li> </ul> </li> </ul> <p><b>The impact of this strategy has been that:</b></p> <ul style="list-style-type: none"> <li>Parental engagement has improved.</li> <li>A greater proportion of parents attended the school's special afternoon to sign the home school agreement this year with their children.</li> <li>A greater proportion of parents attend the designated meetings to talk about their child's progress and say that they feel well informed about their child.</li> <li>Although a greater proportion of pupils complete the homework that is set, there is further work to be done. Pupils and parents say that topic work is a challenge.</li> <li>The school has yet to organise KS1 club and needs to support families with resources to be able to complete activities successfully. Parents also feel that their contributions are not always celebrated and so this is a target for next year.</li> </ul>
Target	Strategies Used	Effectiveness of Expenditure
F: The high level of emotional and behavioural need will be addressed and managed at a level so that progress and standards can be the highest priority.	<ul style="list-style-type: none"> <li>GHLL training in mental health awareness</li> <li>Pupil voice (online pupil survey)</li> <li>Behaviour lead training for the management of MDSAs</li> <li>Mental health lead</li> <li>Pursuit of the Mental Health Award</li> <li>The appointment of a Family Support Worker with additional hours (15-30 hours)</li> <li>Training for FSW</li> </ul>	<ul style="list-style-type: none"> <li>The school has a dedicated team of staff who have led this priority.</li> <li>GHLL training was sourced by the school's behaviour lead and attended by members of the team</li> <li>Pupils in years 4,5 and 6 completed the GHLL Pupil Online Survey and the analysis information was used to develop a whole school approach to supporting pupils with social and emotional needs</li> <li>All staff, including the school's MDSA team were trained in supporting vulnerable pupils. As a consequence, there is now a consistent approach to the school's positive behaviour policy.</li> <li>The school undertook the Mental Health Champions Award and was successful. The school is now a beacon for other schools embarking on the award.</li> <li>The new FSW is fully trained and highly effective in her role.</li> <li>There is a clearly defined system of communication between the school's attendance officer and SLT on a daily basis, to monitor absence patterns closely.</li> <li>The school has reviewed the pupil attendance policy to make clearer the expectations of parents. And also raise the profile of good attendance through a system of rewards for pupils.</li> <li>Newsletters have a regular feature on attendance, keeping parents abreast of up to date information</li> <li>The school has set up regular, half termly My Plan meetings with parents of pupils whose attendance is a concern, in accordance with Gloucestershire's Graduated Pathway advice. The reasons why pupil premium pupils are not in school, in some cases, is highly complex. Sickness absence %s across the</li> </ul>

- Attendance officer provides the SLT with daily information to support the robust monitoring of attendance.
- Attendance officer maintains concise records and sends timely letters to parents regarding attendance.

school, for example, was the school's most significant reason for absenteeism last year, spiking at 3.1%, which was above both National, 2.6% and Local 2.8%.

### The impact of these strategies has been that:

- The family support worker supported 60 pupils this year, 22% of the whole school population.
- 50% were PP/FSM
- Of the 30 PP/FSM pupils, 73% presented with attendance concerns, 22 pupils in total.
- Of the group of pupils targeted to receive support with improving attendance and punctuality, 73% improved their overall attendance and punctuality, 16 of the 22.
- Overall, the school's strategies to target poor attendance, as part of the school's Raising Attainment Plans, have proven to be successful.
- However, there remains work to do to improve further the attendance of pupils eligible for pupil premium.
- The % of sessions missed in 2015-2016 and the % of pupils deemed to be persistently absent, was significantly higher than the National Average.
- This has been an historic barrier to progress in the school. However, over the past 3 years, there has been an improving picture and the school predicts that attendance %s for pupil premium pupils will have improved again this year.
- The school is therefore continuing with a vigorous approach in relation to nonattendance so that as well as offering families support with the barriers that prevent them from bringing their children to school, there is challenge also.
- Emotional wellbeing has been the focus for the remaining 8 PP/FSM pupils. There has been an improvement in their capacity to engagement more readily with their learning in school and interact with their peers.
- A greater proportion of pupil premium pupils with low prior attainment have made accelerated progress this year.

### Baseline PP Pupils Working at the Expected standard on Entry

- EYFS Pupils
- Reading-**38%**
  - Writing-**38%**
  - Maths-**38%**
- Year 2 Pupils
- Reading- **73%**
  - Writing-**27%**
  - Maths-**36%**
- Year 6 Pupils
- Reading-**50%**
  - Writing-**67%**
  - Maths-**67%**

### End of Phase PP Pupils Working at the Expected Standard or above

- EYFS Pupils
- Reading-**64%**
  - Writing-**38%**
  - Maths skills-**66%**
  - Maths skills-**8%** Exceeding
- Year 2 Pupils
- Reading-**72.7%**
  - Writing-**63.6%**
  - Maths-**63.6%**
- Year 6 Pupils
- Reading-**50%**
  - Writing-**67%**
  - Mathematics-**84%**-Greater Depth- **17%**

### Non Pupil Premium Pupils Working at the Expected standard on Entry

- EYFS Pupils
- Reading-**60%**
  - Writing-**57%**
  - Maths-**66%**
- Year 2 Pupils
- Reading-**82%**
  - Writing-**65%**
  - Maths-**71%**
- Year 6 Pupils
- Reading-**83%**
  - Writing-**73%**
  - Maths-**92%**

### End of Phase- Non Pupil Premium Pupils Working at the Expected Standard or above

- EYFS Pupils
- Reading-**84%**
  - Writing-**8%**
  - Number skills-**79%**
  - Number skills-**27%**- Exceeding
- Year 2 Pupils
- Reading-**76.5%**
  - Writing-**70.6%**
  - Maths-**73.5%**
- Year 6 Pupils
- Reading-**70%**- Greater Depth-**17%**
  - Writing-**90%** -Greater Depth-**10%**
  - Mathematics-**93%** -Greater Depth- **63%**

### Expenditure for Category (ii)

**£31,385**

### Expenditure for Category (iii)

**£2,695**