

PUPIL PREMIUM STRATEGY STATEMENT: HAINFORD VC PRIMARY SCHOOL



2017 - 2018

Pupil Premium Strategy Statement: Hainford V.C. Primary School

Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

Pupil Premium Strategy Statement: Hainford V.C. Primary School Primary School

Principles

At Hainford Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Pupil Premium Strategy Statement: Hainford VC Primary School

1. Summary information for this academic year: 2017 to 2018					
School	Hainford VC Primary School				
Academic Year	2017/18	Total PP budget	£13,500	Date of most recent PP Review	October 2017
Total number of pupils	Jan. '18 census 78	Number of pupils eligible for PP	11 (14%) Jan. '18 Census	Date for next internal review of this strategy	October 2018

2. Attainment			
EYFS GLD for: 2016 – 2017	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving EYFS GLD	78% / 71%	-	
Year 1 Phonics for: 2016 – 2017	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving Year 1 Phonics Screening	90% / 81%	100% / 84%	89% / 84%
KS1 Attainment for: 2016 – 2017	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving expected standard in reading, writing and maths	71% / 64%	50% / 50%	75% /
% achieving expected standard in reading	79% / 76%	50% / 63%	83% / 79%
% achieving expected standard in writing	79% / 68%	50% / 55%	83% / 72%
% achieving expected standard in maths	71% / 75%	50% / 63%	75% / 79%

KS2 Attainment for: 2016 – 2017	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% achieving expected standard in reading, writing and maths	33% / 61%	33% / 47%	67% / 67%
% achieving expected standard in reading	50% / 71%	67% / 60%	33% / 77%
% achieving expected standard in writing	50% / 76%	67% / 65%	33% / 81%
% achieving expected standard in maths	33% / 75%	33% / 63%	67% / 80%

3.Progress			
Progress for: 2016 – 2017 (3 pupils)	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
% progress in reading	-2.4 / 0	-2.6 / 0.33	-2.33 /
% progress in writing	-3.6 / 0	-1.0 / 0.17	-6.28 /
% progress in maths	0.0 / 0	-0.7 / 0.28	+2.07 /

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>Hainford Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
A.	Attainment and progress for some disadvantaged pupils in maths and spelling/phonics needs to improve. Levels of attainment and progress for some disadvantaged children in maths is well below their peers. Spelling accuracy is a barrier for some children when it comes to writing which has a negative impact on their confidence.
B.	Low sense of self-esteem, self-worth and ambition for some disadvantaged pupils – Often not willing to have a go due to a fear of failing. Low levels of motivation, ‘botheredness’
C.	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities
D.	Emotional & Behavioural issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress. Children need to be ‘ready to learn’ in class (children are in a secure place mentally/emotionally).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Adult support at home for some disadvantaged pupils and limited access to learning resources at home is having a detrimental impact on their academic progress.
F.	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.
G.	Unsettled home life for some disadvantaged pupils. A ‘poor’ start for some disadvantaged pupils when they enter reception.

H.	Punctuality: Some disadvantaged pupils are regularly late resulting in an unsettled start and missed learning time.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Higher rates of progress across all years for all pupils eligible for PP; particularly in maths and phonics/spelling. Gaps are identified and targeted teaching/intervention improve rates of progress and attainment. Pupils retain and apply mathematics taught and use this base to improve their fluency and problem solving. Spelling/phonics interventions enable disadvantaged pupils to make rapid and sustained progress. Improve the quality of written and oral feedback in all lessons but especially maths Measured: from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, book scrutinies</p>	<p>Pupils eligible for PP make as much progress as 'other' comparable pupils across the key stage in maths and spelling. Measured in Years 1,3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster. End of Key Stage tests and EYFS outcomes Improved spelling in extended writing tasks</p>
B.	<p>Self-esteem and confidence improves due to interventions in school and at home. Success books, PSA and nurture group support improve resilience in children. Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved botheredness: Children motivated in class –they want to challenge themselves. Measured: from pupil questionnaires, club attendance registers, Children's University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Disadvantaged pupils participate more fully in class and school life thereby achieving more in all subjects. Children attend more after-school activities. Children make expected or better attainment and progress and talk with enthusiasm about their academic future.</p>
C.	<p>Access to and participation in extra-curricular activities improved. Increased reading at home and access to math programs in school and at home Measured: from pupil questionnaires, club attendance registers, Children's University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.</p>
D.	<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils can access learning in class because their physiological, safety and esteem needs are met. Measured: pupil attainment and progress data, SEND provision documents</p>	<p>Pupils are ready to learn in class without the need for further intervention. Progress and attainment improve as a result.</p>
E.	<p>Adult engagement and support improves at home. Use of See Saw program in Class 3 to improve digital communication with parents. Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming. Support from 'Strength to Strength' worker to support children in school and provide links to improve support at home. Measured: pupil & parent questionnaires, SEND provision documents, homework records</p>	<p>Children make better progress. Homework is completed Children read regularly at home Improved attainment and progress in all subjects across all year groups.</p>
F.	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Introduction of 'Let's Think in English' program to enrich children's language and deeper thinking skills. High quality guided reading</p>	<p>Children talk about their future with enthusiasm. Children set/attempt challenging tasks Children speak ambitiously about their future at secondary school and</p>

	Develop a more creative and rich curriculum through an 'enquiry' approach Measured: curriculum maps, INSET training records, HoS reports to governors	beyond.
G.	High quality EYFS teaching plus intervention so that disadvantaged pupils get the best possible start to school. High quality phonics teaching, interventions and books to support early reading. Rich learning environment and use of strategies such as 'talk for writing' to support language development. Measured: EYFS data, phonics tracking	EYFS children make good progress and achieve GLD EYFS make good progress from starting points
H.	The punctuality of children improves so children are more settled at the start of the day and ready to learn. Measured: attendance data, pupil progress data	The punctuality of disadvantaged improves compared with last year's data. The punctuality of children improves in-line with non-PP children

6. Planned expenditure						
Academic year		17/18				
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	EEF Impact Months	When will you review implementation?
A, E, F	<p>Maths weeks to raise the profile of maths and further involve parents.</p> <p>Maths celebration walls.</p> <p>Purchase and use of new maths program to improve engagement at home and in school. (Sumdog)</p>	<p>Questionnaires and monitoring have identified that pupil's attitudes towards maths could be more positive. By improving 'botheredness – children should take more ownership of their own learning and improve engagement.</p> <p>Feedback from staff and pupils have identified that the current program (Mathletics) has become less popular and usage has decreased at home. By purchasing a new resource that directly appeals to children's interests then engagement and usage should increase.</p> <p>EEF have concluded that digital technology can: provide more effective feedback for example, or enable more helpful representations to be used or simply motivate students to practise more.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire</p> <p>Monitoring by class teachers and math's lead.</p>	<p>Harnser Maths Leads</p> <p>Nebula Exec-team to monitor</p>	<p>Digital technology: up to 4 months</p> <p>Marking</p>	<p>Within school budget</p> <p>£100 towards cost of program July 2018</p>

	Further improve the quality of feedback in class and written examples in books	EEF have identified that feedback studies tend to show very high effects on learning.			and feedback +8 months	
A, B, G	<p>To deliver intervention groups to boost children in phonics, spelling and maths.</p> <p>Carefully targeted interventions and precision teaching used to support disadvantaged pupils in maths and spelling / phonics.</p> <p>New phonics books purchased to support early reading.</p> <p>Phonics refresher training for selected staff</p> <p>Resources for phonics such as: coloured 'white' boards and overlays have been purchased to support reading</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress in maths and phonics/spelling</p> <p>Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>Phonic lead identified that more good quality phonic reading books were needed to support children in developing early reading.</p> <p>Training will provide fresh ideas and impetus into the whole class teaching of phonics and the quality of interventions. Nebula monitoring has identified that this is an area for improvement.</p> <p>Specific resources have been identified by phonic leader and Sendco that would benefit the teaching and application of phonics</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by English and maths leads and HoS</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions</p>	<p>Executive Deputy</p> <p>Heads of School</p> <p>Phonics Lead</p> <p>English Lead</p>	<p>Between 3-5 months</p> <p>Phonics intervention (+4 months)</p>	<p>September 2018</p> <p>£1500</p> <p>£300 books</p> <p>Training £200</p> <p>Phonics resources £200</p>
A, B, C, F	<p>Introduce LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing.</p> <p>Enquiry based learning approach to improve collaborative learning to improve 'botherdness'</p> <p>Shakespeare in schools for all children in Class 3.</p>	<p>Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively.</p> <p>EEF research emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Reading projects enable the whole school</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.</p> <p>Curriculum maps will be shared with parents.</p> <p>INSET training for all staff to launch project and then monitor.</p> <p>English Leads across the Nebula to plan activities to maximise impact. Monitoring to take place</p>	<p>Head of School</p> <p>Harnser English Leads</p> <p>Harnser English Leads</p>	<p>+8</p> <p>Collaborative learning +5 months</p>	<p>October 2018</p> <p>£750</p> <p>(Shakespeare)</p> <p>£500</p> <p>July 2018</p>

	Reading weeks / Reading projects	<p>(partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivate children to read for pleasure. Parent participation through these projects is also encouraged.</p> <p>The Literacy Trust research has found that a huge proportion of children do not own books, we use some PP funds to ensure that all our PP children will own at least 4 books by the end of KS2. Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary and higher thinking skills</p>	during reading weeks		+3	<p>Reading projects</p> <p>£600</p>
C.	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics.</p> <p>The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school.</p> <p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	<p>Annual analysis of numbers of children who have taken part in clubs.</p> <p>Staff to talk to children and parents about possible interests and available clubs.</p> <p>Teachers and office staff aware of available funding and can approach parents if appropriate.</p>	<p>Head of School.</p> <p>Deputy Exec.</p>	Up to +4	<p>September 2018</p> <p>£500</p>
B - G	<p>Families in need of support – Parent Support Advisor; 'Strengthening Families'</p> <p>Children with EBD/MH needs - Support provided through Nurture</p>	<p>To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.</p> <p>To allow children to overcome anxieties or anger</p>	Monitored closely by Heads of School and executive deputy for SEND.		Up to +4	£2,500

	Group work	that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.				
A & B	Split Class 3 for English and mathematics (4,5,6)	<p>The school has very small year groups which although are not financially beneficial do allow us to teach children in small class groups. The Head of School is non-class based and teaches English and maths in smaller groups enabling for example the Yr6s to be taught separately for maths.</p> <p>Teaching Assistants and Head of School to take small intervention groups to support this. The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the pupils in receipt of PP make good or better progress.</p> <p>EEF Toolkit identifies that high quality feedback is effective way to improve attainment.</p> <p>Guided reading enables the teacher to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials.</p> <p>Small group teaching with highly qualified staff has shown to be effective; John Hattie and EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Children receive interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching.</p>	<p>Executive Deputy</p> <p>Heads of School</p> <p>SENDco</p> <p>Literacy lead</p>	+3 to +5	<p>September 2018</p> <p>3000</p>

<p>A, G</p>	<p>Pupil Progress meetings half termly will inform how children are performing.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p> <p>The school will subsidise children to be able to access Children's University including transport to graduations and any staffing requirements</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by Head of Schools</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Heads of School</p>	<p>+3 to +5</p> <p>+2</p>	<p>September 2018</p> <p>£300</p>
<p>A & E</p>	<p>Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.</p>	<p>Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children's learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.</p>	<p>SLT</p>	<p>+8</p>	<p>Termly No cost</p>
<p>E, F, G</p>	<p>Topics at school will interest all children. They will include exciting activities and trips throughout each term.</p> <p>Use of See Saw program in Class 3 to improve digital communication with parents.</p>	<p>When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming.</p>	<p>Curriculum will be shared with parents and the fortnightly newsletter will be used to give additional information to parents and families.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming.</p>	<p>HoS Class 3 Teacher</p>		<p>Termly Costs included in strategy and revenue</p>

Total budgeted cost						£10,450
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 Executive Deputy for SEND	EEF Impact Months	When will you review implementation?
A-F	<p>Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and who need additional social support</p> <p>Nurture Group</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum.</p> <p>Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>Behaviour – particularly those with specific emotional and social difficulties has improved.</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.</p>	<p>SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.</p> <p>Pupil and Parent views.</p>	Head of School SEND Lead	+4	September 2018
B, D, E,	<p>Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum.</p> <p>Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Engage with parents and pupils to fully explain PATHs approach.</p> <p>.</p>	Head of School SEND Lead	+4	September 2018

B- F	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners. 1:1 support where necessary to enable all children to access the curriculum.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'. To enable inclusion	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University. Provision mapping to identify support required	Executive Headteacher with Executive Deputy for School Improvement Head of School / SEND lead	+4	September 2018 £1000
E, H.	First day response provision. Attendance officer will be involved with families whose punctuality continues to be an issue Attendance data checked for patterns and LA attendance officer contacted when appropriate Employ PSA support where and when needed	Lateness results in...	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost £500
Total budgeted cost						£1,500
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?
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and	Small village school and open and good relationships with parents and adults.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially disadvantaged at the earliest point possible	Monitoring by Head of School	Head of School		September 2018 Within school

wellbeing	On admission to school.	to try and ensure they receive the support/intervention they require to ensure they do not fall behind their peers.				budget
Total budgeted cost						£0

Review of expenditure of 16 / 17 below:

Review of Expenditure				
Academic year	16/17			
iv. 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
Access to extra-curricular activities – educational experiences such as trips and participation on physical activities Curriculum weeks and visitors to school	Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits. Maintain minibus.	High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs.	Need to continue to promote that the visits and activities are subsidised and offer payment plans. Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.	£2000

<p>Create smaller group sizes Money towards additional adults in class across the school in order to deliver interventions and provide targeted support</p> <p>Small group teaching for Yr6 pupils</p>	<p>Small group teaching in KS2</p> <p>To deliver interventions tuition to boost children working</p> <p>HoS taught maths and English to a small group of Year 6s</p>	<p>The number of PP children was very small and the results of such a small cohort must therefore be treated with caution. 100% of Year 1 PP children passed the phonics screening check</p> <p>67% of PP children achieved expected in reading, writing and Spelling, Punctuation and Grammar at KS2</p> <p>%PP children who achieved expected at the end of KS2 was above National in reading and writing but not in maths</p> <p>Positive in-year progress between end of year 5 and end of year 6.</p>	<p>In 2017 – 2018, the Head of School will continue to teach English and Maths yr6s.</p> <p>Increased small group interventions by HoS</p>	<p>£7680</p>
v. 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

<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety</p> <p>PSA support</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p> <p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p> <p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children’s ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p> <p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p> <p>As above</p> <p>Successful completion of SkillForce ‘Junior Princes’ Award’ enhances the confidence of the pupils and they feel more able to ‘have a go’.</p>	<p>Necessary to continue with this approach, particularly with some pupils in KS2 in 2017 – 2018.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p> <p>Review of last year’s project identified this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness ‘to have a go’.</p>	<p>£2000</p> <p>Within current staffing</p>
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Improve attendance	First day response provision. Attendance officer were involved with families whose attendance fell below 90%. The PSA supported families and children who consistently fell below 90%. Awards given to children who have 'good' attendance.	Attendance for disadvantaged children was better than their peers and broadly in line with overall national data Non PP (full year) = 95.4% Disadvantaged pupils = 96.24	Continue to ensure attendance is monitored half termly and any absence addressed immediately. Punctuality continues to be an issue: 87% of late marks (morning) can be accounted for by disadvantaged children.	Termly. No additional cost PSA support accounted for earlier
Money was spent to ensure the successful transition of Year 6 pupils to High School.	Additional TA hours to support extra transition sessions	Additional visits both to and by the transition high school led to a successful transition for disadvantaged pupils	Successful strategies from last year will be employed this year for all children	£250

vi. Other approaches

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
Improved engagement and performance in maths	Provide subscriptions to the on-line maths programme Mathletics	Not fully – some children and teachers use effectively but reports show that engagement is 'dropping off'.	New mathematics programs to be investigated by the maths lead.	£250

7. Additional detail – Pupil Voice

Skillforce. Other sources of information would be the, PATHS reports and pupil input during Assertive Mentoring meetings.