

In the 2016 to 2017 financial year, the school received the following funding:

For the financial year **2016/ 2017** the school received **£62,240** in pupil premium funding.

What are the main barriers to the educational achievement at the school?

- A large proportion of Pupil Premium pupils have low starting points, especially in basic literacy and mathematical skills, compared to their peers. This is shown in their EYFS data. This requires high quality first teaching, well-planned targeted intervention and a memorable and enriched curriculum. It also requires targeted home support for families linked to pupil academic achievement, attendance and emotional well-being.
- Attendance and punctuality. This requires targeted support from the Learning Mentor who ensures close links between home and school by providing practical and supportive advice and guidance.
- Emotional well- being, behaviour and social development. This requires specialist and targeted support from the Learning Mentor who provides individual mentoring for children and families as well as small group work based on pupils social and emotional development and self-confidence. Learning Mentor drop in sessions are provided for families as well as leading and facilitating CAFs. Support is also provided at social times such as playtimes to ensure pupils are well supported and develop essential skills.
- A proportion of Pupil Premium pupils have one or more Special Educational Needs/Disabilities. This requires additional targeted support, highly skilled staff and well-planned and targeted professional development for staff.
- A small proportion of the Pupil Premium pupils have English as an Additional Language, some with no or limited English. This requires specialist staff to provide targeted language and literacy support and intervention to pupils as well as parental support.

Our Pupil Premium provision map

<u>Pupil well being</u>			
Targeted spending/ project What?	Aim/ Objective Why is this important?	Impact and evidence to date:	Cost
1.Learning Mentor support for pupils and families	To increase parental engagement and involvement in learning. To provide targeted support for pupils and their families to overcome barriers.	The Learning Mentor attends a wide range of safeguarding courses. Case studies evidence where Learning Mentor support has had a positive impact on pupils and their families. This includes families moving down the continuum of need with regards to safeguarding. She has regular supervision meetings with the community family support consultant.	£22,434 Additional safeguarding support- £650

<p>Main barrier ... Emotional well-being and behaviour. Safeguarding</p>	<p>To provide pastoral care, working with families to ensure children are safeguarded at all times.</p> <p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p>	<p>The Learning Mentor also works to increase attendance and punctuality. The school's attendance data remains above the attendance target (2017-97%). Persistent absentees are identified and closely monitored by the Learning Mentor and Education Welfare Officer.</p> <p>The Learning Mentor continues to run the daily 'Early Bird' reading club which is well attended by families. 20 families attend regularly 11 of which are in receipt of pupil premium (55%) the club focuses on developing reading and comprehension skills, promoting healthy relationships and ensuring pupils are settled and ready to learn.</p> <p>The Learning Mentor currently works with a number of families through the 'Healthy Heroes' cooking group, pupils are also supported by an adult from home. This group includes a number of Pupil Premium pupils and focusses on health and well-being. The Learning Mentor has delivered sessions on dental hygiene to Year 1 and 2 pupils. She continues to work with groups of vulnerable pupils developing their self-confidence through groups such as social stars.</p> <p>The Learning Mentor continues to hold drop in sessions for parents alongside groups/ workshops. Specific targeted support is provided as and when it is required. The Learning Mentor runs the schools 'Savings Club' which a small number of disadvantaged/ highly vulnerable pupils participate in.</p> <p>The school works alongside Radio Aire in the Mission Christmas initiative. This year 6 of our vulnerable families received Christmas gifts for their families to open on Christmas Day.</p> <p>The Learning Mentor has organised training within the school for all staff such as domestic abuse and CAMHS. She continues to attend a range of safeguarding courses. The school has had E-Safety consultant Tim Pinto in school delivering E-Safety workshops to children and parents and a staff training session was delivered. This further supported the development of E-safeguarding.</p>	<p>E-safety workshops- £300 £500</p>
<p>2. Attendance & punctuality</p> <p>Leaning Mentor support for pupils and families</p>	<p>To continue to maintain good attendance across the school.</p> <p>To continue to reduce the % of persistent absence across the school.</p>	<p>Attendance analysis shows attendance has continued to increase. 2017- 97.0% 2016- 97.2% 2015- 96.6% 2014- 95.6% 2013- 94.7% The attendance of the Pupil Premium group is as follows: 100% attendance - 3 pupil premium pupils 96% attendance or above- 29 pupils (67%)</p>	

<p>Main barrier ...</p> <p>Attendance and punctuality</p> <p>Small proportion of EAL pupils also disadvantaged pupils.</p>		<p>Persistent absentees- 5 pupil premium out of 21 in total (24%) therefore meaning that only 10% of the Pupil Premium group are Persistent absentees.</p> <p>Attendance has continued to increase year on year and remains above the school target of 96%, which was also the National for 2016. The work of the Learning Mentor has had a clear impact on improving overall school attendance and although the % of pupils who are persistent absentees has increased this year to 6.6%, this includes a number of children with complex health needs. <i>Notably the work she completed last year with the persistent absentees has ensured that they have improved their attendance and the large majority of pupils have not remained persistent absentees this year.</i></p> <p>Attendance data for 2017:</p> <ul style="list-style-type: none"> • 97.0%- Overall. (-0.2%) • Authorised absence- 2.5% (+0.5%) • Unauthorised- 0.5% (0.3%) • Persistent Absentees- 6.6% (+2.8%) 	
<p>3. Breakfast Club</p> <p>Subsidised milk</p>	<p>To increase attendance and punctuality.</p> <p>To ensure that pupils have a settled start to the beginning of the school day with a healthy breakfast.</p> <p>To promote the social and emotional development of targeted pupils.</p>	<p>Breakfast Club was fully subsidised to support a small number of families including some of our disadvantaged pupils. This is to ensure increased attendance and punctuality which was low due to a variety of complicating factors and to ensure that they receive breakfast at the start of the school day. The impact of this was increased attendance of those pupils who attended in a subsidised place.</p> <p>All Pupil Premium, LAC and Post LAC pupils receive free milk which is provided daily.</p>	<p>£500</p> <p>£1600</p>
<p>Main barrier ...</p> <p>Emotional well-being.</p>	<p>To ensure pupils eligible for Pupil Premium are provided with daily milk.</p>	<p>The school has developed a 'Phonics Breakfast' time for targeted pupils including those considered disadvantaged which is run on a weekly basis by school staff. During this time pupils participate in a short, fun phonics session led by a teacher and have time to develop their social skills. The aim is to ensure these children are in school, have had a healthy breakfast and had some phonic intervention and time to develop socially during this time. The impact of this was that 7 pupils (50%) passed the phonics screening check who had previously been predicted to be working towards. The remaining pupils saw a marked increase in the number of phonic sounds they knew and their score they achieved in the screening test had improved. They made excellent progress.</p>	

<p>4. Playtime support and resources to support social and emotional development</p>	<p>To support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.</p> <p>To support pupils to form good relationships with their peers and to effectively manage their own behaviour.</p>	<p>Reported behavioural incidents are low. Since September 2016 there have been a small number medium/ high level behaviour incidents which have been recorded in the school behaviour log. The personal and social development of our pupil premium pupils on entry to Upper Foundation Stage is extremely low. As a result a number of interventions have been put in place. Consideration has also been given to playtimes and lunchtimes to ensure all pupils experience high quality experiences. This includes a range of adults mediating, leading games and an increased level of resources available during playtimes such as den building kits, play sheds and access to the spiritual garden all; of which contribute to the personal and social development of pupils and the low number of behaviour incidents that the school deals with. Pupils are well supported on the playground by staff. Staff have had regular behaviour and playtime training, for example Jenny Mosley.</p>	<p>£3500</p>																		
<p>Main barrier ... Emotional well-being and behaviour.</p>	<table border="1"> <thead> <tr> <th></th> <th>Baseline to EYFS PSE</th> <th>Recorded playground incidents 2015-2016</th> <th>Recorded playground incidents 2016-2017</th> <th>% of PP pupils in behaviour log</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>All-86.7% below with 16.7% well below PP- 89.5% below with 47.4 well below.</td> <td>5</td> <td>5</td> <td>3</td> </tr> <tr> <td>Year 1</td> <td>All-17.9% below with 11.2% well below PP- 42.9% below with 28.6% well below.</td> <td></td> <td>11</td> <td>2</td> </tr> <tr> <td>UFS</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Baseline to EYFS PSE	Recorded playground incidents 2015-2016	Recorded playground incidents 2016-2017	% of PP pupils in behaviour log	Year 2	All-86.7% below with 16.7% well below PP- 89.5% below with 47.4 well below.	5	5	3	Year 1	All-17.9% below with 11.2% well below PP- 42.9% below with 28.6% well below.		11	2	UFS		
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Curriculum enrichment

Targeted spending/ project What?	Aim/ Objective	Why is this important?	Impact and evidence to date:	Cost
<p>4. Subsidised educational visits and extra curricular events</p>	<p>To ensure that the curriculum is broad, balanced and creative to provide high quality learning opportunities through regular educational visits, which all pupils access.</p>	<p>All pupils attend educational visits and all disadvantaged pupils are provided with a 50% reduction. The curriculum has been enhanced with a range of planned educational visits and visitors for each year group.</p>	<p>£3000- Educational visits</p>	
<p>Main barrier ... Emotional well behaviour and social</p>			<p>£2000- Extra curricular events e.g. Wonderdome, curriculum workshops</p>	

behaviour. Raising aspirations.			
5. After school clubs	To provide pupils with a variety of extra-curricular activities to promote enjoyment outside of the school day.	The school continues to offer a range of after school learning experiences at little or no cost to pupils. The school are also a validated member of the Children's University. 16% of the 91 Children's University passport holders are disadvantaged pupils. 33% of the 46 pupil premium pupils hold a passport and are gaining hours for extended/ out of school learning.	£0
Main barrier .. Emotional well behaviour and social behaviour. Raising aspirations.			
6. Nurture group led by teaching assistant- Gardening & cooking focus	To provide well planned curriculum opportunities to support pupil's personal, social and emotional needs, which promote essential skills for later life.	Due to unforeseen circumstances this aspect of the pupil premium strategy has not proved to be as effective as other priorities.	£4000
Main barrier ... Emotional well behaviour and social behaviour. Raising aspirations.			

High quality teaching and improved outcomes

Targeted spending/ project What?	Aim/ Objective important?	Why is this	Impact and evidence to date:	Cost
7. Release of Assistant Headteacher(s) to provide targeted intervention and teaching CPD support x 2 1 days across school and nursery	To ensure consistent high quality first teaching, sharing best practice and ensuring accurate data. To provide targeted support interventions for pupils to address underachievement, develop teacher and teaching assistant practice and to track the impact of targeted teaching and support.		Attainment across the school for our disadvantaged pupils remains above national disadvantaged pupils but below national all other pupils at the end of the EYFS and KS1 phonics. At the end of KS1 pupil premium pupils achieve above national all other pupils in reading and at greater depth in reading, writing and maths.	£15,000 including time for CPD for the enquiry project

<p>Main barrier ...</p> <p>Low academic starting points</p>		<table border="1" data-bbox="976 148 2018 403"> <thead> <tr> <th>PP pupils</th> <th colspan="2">EYFS</th> <th>Year 1 phonics</th> <th colspan="2">End of Year 1</th> <th colspan="2">End of Year 2</th> </tr> <tr> <td></td> <th>Exp</th> <th>Exce</th> <td></td> <th>Exp</th> <th>Exce</th> <th>Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>18%</td> <td>63%</td> <td>53%</td> <td>12%</td> <td>85%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>18%</td> <td>-</td> <td>53%</td> <td>12%</td> <td>62%</td> <td>23%</td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>27%</td> <td>-</td> <td>47%</td> <td>12%</td> <td>69%</td> <td>23%</td> </tr> </tbody> </table> <p data-bbox="976 443 1727 472">Progress of disadvantaged pupils from exit of EYFS to End of KS1:</p> <table border="1" data-bbox="976 507 1845 820"> <thead> <tr> <th>Current Year 2 Cohort</th> <th>End of EYFS</th> <th>End of KS1 EXP+</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>58%</td> <td>85%</td> <td>+27</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>62%</td> <td>+12</td> </tr> <tr> <td>Maths</td> <td>58%</td> <td>69%</td> <td>+11</td> </tr> </tbody> </table> <p data-bbox="976 847 2002 1010">The Assistant Headteacher (s) run regular intervention groups across the school including a weekly 'secret writers' club. These are focussed on pupils who need to further develop their writing skills and includes a small number of disadvantaged pupils. These are planned, monitored and tracked by the Assistant Headteacher who feeds back to the class teacher regularly.</p>	PP pupils	EYFS		Year 1 phonics	End of Year 1		End of Year 2			Exp	Exce		Exp	Exce	Exp	GD	Reading	64%	18%	63%	53%	12%	85%	38%	Writing	64%	18%	-	53%	12%	62%	23%	Maths	64%	27%	-	47%	12%	69%	23%	Current Year 2 Cohort	End of EYFS	End of KS1 EXP+	Progress	Reading	58%	85%	+27	Writing	50%	62%	+12	Maths	58%	69%	+11	<p>£1000 consultancy support to further enhance teaching- This has been reviewed to £2200- Guy Claxton training</p>
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<p>8. Quality first teaching.</p> <p>Peer to peer lesson enquiry project</p>	<p>To ensure quality first teaching for all pupils through well planned CPD, coaching and mentoring and monitoring.</p> <p>To extend the opportunities to share best practice and to learn through one another through the development of effective lesson study approach.</p>	<p>The quality of teaching across the school has been judged as outstanding and is never less than good. Attainment at the end of KS1 is above national averages and pupils are making substantial and sustained progress.</p> <p>Teachers are provided with high quality CPD which is having a marked impact on their own teaching and practice. A review of teaching strategies have taken place as a result of CPD such as the grappling approach to promote higher order thinking skills and promote learning behaviours such as resilience and independence.</p> <p>Teachers are working in year group teams to develop the lesson study approach where they develop their pedagogy through planning a session together, then watching this session being delivered by a colleague. The session is then adapted and delivered by another</p>																																																									

		colleague in the year group ensuring pedagogy is developing and teaching is improving. This has proved very successful in Year 2 and now needs to be further developed in Year 1.																																							
<p>9. Targeted intervention support led by designated teaching assistant and HLTA (s)</p> <p>Linked to SDP priorities for 2016- 2017- Reading.</p>	To provide pupils with additional intervention support in English, Phonics, Writing and Maths to close the gap between Pupil Premium children and their peers.	<p>Intervention is delivered by a number of staff across the school this can include a teacher, HLTA and/or a teaching assistant. Interventions are planned and are constantly evaluated and are need specific. Intervention groupings are closely tracked and monitored.</p> <p>See data above.</p>	<p>1 full day TA intervention support-£1700</p> <p>HLTA 1 1/2 day per week for full school year-£4800</p>																																						
<p>10. High quality intervention support for EAL pupils</p>	To develop early language and literacy skills and the social development of pupils with English as an Additional Language.	<p>Attainment of EAL pupils:</p> <table border="1"> <thead> <tr> <th rowspan="2">EAL pupils</th> <th colspan="2">EYFS</th> <th rowspan="2">Year 1 phonics</th> <th colspan="2">End of Year 1</th> <th colspan="2">End of Year 2</th> </tr> <tr> <th>Exp</th> <th>Exc</th> <th>Exp</th> <th>GD</th> <th>Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>0%</td> <td>94%</td> <td>73%</td> <td>20%</td> <td>78%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>0%</td> <td>-</td> <td>73%</td> <td>7%</td> <td>78%</td> <td>44%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>0%</td> <td>-</td> <td>80%</td> <td>20%</td> <td>89%</td> <td>33%</td> </tr> </tbody> </table> <p>A growing number of pupils are joining the school with English as an additional language. In 2013 5.1% of pupils were considered to have EAL this has risen to 11.8% in 2017. Most of our EAL pupils are from Eastern Europe and the school have been extremely pro-active in supporting these children and their families. We have appointed 3 EAL classroom assistants to support with language development. One of our EAL teaching assistants leads language intervention for EAL pupils and early reading intervention. They also lead coffee mornings for the families, parent classes and translate for families when required. As a result, over time, they make substantial and sustained progress and achieve significantly above their national peers at the end of KS1.</p>	EAL pupils	EYFS		Year 1 phonics	End of Year 1		End of Year 2		Exp	Exc	Exp	GD	Exp	GD	Reading	56%	0%	94%	73%	20%	78%	33%	Writing	78%	0%	-	73%	7%	78%	44%	Maths	78%	0%	-	80%	20%	89%	33%	<p>2 afternoons per week. Focused support for EAL pupils</p> <p>£1400</p>
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*The pupil premium spending plan for the next academic year will be allocated according to the most effective aspects of this pupil premium report.