

# Pupil premium strategy statement

1. Summary information					
School	Middleton Primary School				
Academic Year	2017/18	Total PP budget	£230,413	Date of most recent PP Review	
Total number of pupils	410	Number of pupils eligible for PP	145	Date for next internal review of this strategy	

2.	3.	4.	5. Current Attainment								
			<i>Pupils eligible for PP in school 2017-2018</i>				<i>Pupils NON PP (national average) 2017</i>				
			<i>2017 results</i>	<i>2018 results</i>	<i>2017 results</i>	<i>2018 results</i>	<i>2017 results</i>	<i>2018 results</i>			
			EXP+	EXP+	GD	GD	Progress	Progress	EXP+	GD	Progress
% achieving R, W, M end of KS2			32	67 (+35)	0	3 (+3)	-	-	67%	11%	N/A
% reading achievement end of KS2			35	77 (+42)	10	10 (=)	-3.70	-0.56	77%	29%	0.33
% writing achievement end of KS2			70	73 (+3)	15	3 (-12)	1.30	-0.54	81%	21%	0.18
% maths achievement end of KS2			50	73 (+23)	5	23 (+18)	-2.0	1.06	80%	27%	0.29
% achieving R, W, M end of KS1			50	60 (+10)	10	0 (-10)	-	-	N/A	N/A	-
% reading standard in KS1			55	83 (+28)	5	8 (+3)	-	-	79%	28%	-
% writing standard in KS1			55	75 (+20)	10	0 (-10)	-	-	72%	18%	-
% maths standard in KS1			70	75 (+5)	10	0 (-10)	-	-	79%	23%	-
% KS1 phonics			85	100 (+15)	-	-	-	-	93%	-	-
% Y1 phonics			75	83 (+8)	-	-	-	-	84%	-	-

% EYFS GLD (R, W, M combined)	56	65 (+9)	-	-	-	-	73%	-	-
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### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years.
<b>B.</b>	Some PP pupils do not gain the phonics standard in Y1 or by the end of KS1, this slows progress across KS2. Current Year 2 – 9/12 PP children achieved the phonics standard in Y1 – so 3 PP children in Y2 didn't Current year 3 – 17/24 PP children achieved the standard in Y1 and only 4/7 gained phonics standard by the end of KS1 – so 3 PP children in current Y3 didn't Current Year 4 – 11 pupils didn't gain phonics standard in Year 1 and only two thirds of these gained it by end of Y2 – so 4 PP children in current Y4 didn't
<b>C.</b>	Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2.
<b>D.</b>	Current Y6 PP progress, from the end of KS1 starting point, across KS2 has been too slow. 63% of the current Y6 pupil cohort are PP – Jan. 2018: current attainment is 55% reading, writing 46% are currently at expected in literacy, 54% in maths and 38% in SPAG, combined 39%.
<b>E.</b>	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.
<b>F.</b>	Some PP pupils are hindered in making progress by their SEND needs.
<b>G.</b>	Not enough PP pupils convert to greater depth, including the most able PP.
<b>H.</b>	Nearly half the PP children in the current Y5 (11 out of 24) are currently below expected in SPAG; this is not on par with their position with other subjects.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>I.</b>	Attendance rates for pupils eligible for PP are below the target for all children (96%), this reduction in school hour's impacts on their learning. PP pupil's attendance is 94%.
<b>J.</b>	There was a high % of welfare cases for pupils who were eligible for PP in 2016/17. 52% of the welfare cases involve PP children.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Extra reading support is given to PP pupils - those making slower progress are listened to daily. Pupils work regularly in small groups with the teacher, on tasks that have been adapted to enhance their oral language and reading skills – including pre-teaching activities. Any interventions also support this and are noticeably utilised by teachers into every day lessons. Teachers frequently use Talking Partners and train pupils to use this method effectively. Regular activities are built into planning across the year, for pupils to learn the skills of articulation questioning, inference and reasoning across the whole curriculum. A games club is established for identified children, for the sole purpose of practising reasoning skills – this is planned for, with teacher support and noticeably utilised by pupils in their everyday lessons.	PP pupils enjoy their reading; confidence and progress improve. PP pupils noticeably make skilful, articulate contribution in class discussion: PP children are noticeably more confident to offer their ideas, suggestions and speculate about work. PP pupils do better with test questions that involve these skills. The gap between PP reading and national NONPP continues to narrow.  2018 reading results: EYFS: 77% reading ELG Yr 1: 54% reading EXS Yr 2: 83% reading EXS

		<p>Yr 3: 55% reading EXS  Yr 5: 56% reading EXS  Yr 6: 77% reading EXS</p>												
<b>B.</b>	<p>All children obtain the phonics standard by the end of KS1. Established, continued support is planned for, in SFA lessons and with smaller groupings for those PP children that did not gain the phonics standard in the past; especially those that did not by end of Y2. Any new children into the school, who did not get the phonics standard are supported to do so in KS2.</p>	<p>Books show provision for acquisition of spelling/phonics skills for those children that still need it, especially in KS2. Reading and spelling scores show an improvement in test results – as children gain more knowledge and skills with phonics/spelling patterns. 2018 results: Yr 1 PP 83% passed standard (+8% 2017)  Yr 2 PP 100% passed standard  Yr 3 PP 100% passed standard</p>												
<b>C.</b>	<p>Non-negotiable basic skills (such as number bonds, seeing patterns in maths, use of tools such as a number line, letter and number formation, phonic awareness, vocabulary, questioning techniques, transferring/applying skills from one subject to another) are highlighted and established per year group. Pro-forma of essential basic skills is developed, in unison with SENCO (Quigley) and used regularly by teachers and TA's across all subjects, to monitor and evaluate their acquirement - headings are broken down by term and into smaller steps for success for some pupils, where necessary.</p>	<p>Pupils make good progress in embedding and retaining essential basic skills because the steps for learning are broken down by teachers into manageable and achievable units. This supports pupils in greater access to the curriculum for their own year group and so outcomes improve. Teachers use the pro-forma as evidence in pupil progress meetings.</p>												
<b>D.</b>	<p>Y6 PP pupils are supported to quickly catch up/accelerate their rate of progress including: being taught in much smaller groups for literacy and numeracy; a strong focus upon identifying and closing gaps in the basic knowledge and skills needed to access pupils to the Y6 curriculum; examination skills practice; extra support from leaders and SEND personnel.</p>	<p>The current Y6 PP pupils make speedy progress, to catch up and close the gap on National NONPP results in all areas of the curriculum – but specifically those areas tested in Y6 SATs during the summer of 2018. Results: 67% attained EXS in RWM, 77% EXS in reading, 73% EXS in writing, 73% in maths.  <b>GDS still needs to improve.</b></p>												
<b>E.</b>	<p>Some PP pupils are accessed to a wider experience base of everyday activities (pre-enrichment activities) that support the topic/area being studied, also real-life problem solving - shopping, negotiating, games playing etc. – and visits such as libraries or local points of interest.</p>	<p>Work in books and discussions within class activities, shows the use of rich, exciting vocabulary; the effects of enrichment is evident. All PP pupils attended visits that were funded through the PPG, ranging from visits to farms, woods, museums, residential and safari parks.</p>												
<b>F.</b>	<p>SEND leads, PP co-ordinators and teachers work cooperatively in an increasingly effective way. Short term – Pro forma are developed for each class that contains a list of essential skills, plus smaller steps account for individual and varied needs (and link with SEND); which contain appropriate headings and monitoring opportunities.</p> <p><i>Long term – In the future where PP pupils have closed gaps during KS1, the PP focus during KS2 is less demanding, therefore personnel attention can be based on the building blocks of learning in KS1.</i></p>	<p>Pro forma are used effectively by all staff to build on pupil skills in a stepped but concentrated way, supporting them to access the curriculum for their year group. Outcomes for PP pupils with SEND improve and any gaps between PP pupils identified as SEND and others narrow. Teachers actively use the pro forma as evidence in pupil progress meetings for PP and SEND pupils. <b>Performance management target.</b></p>												
<b>G.</b>	<p>PP pupils entering KS2 are frequently, carefully tracked and monitored against national NONPP from their key stage starting points in R, W and M by class teachers. Every class teacher contributes to, the setting of target goals for the key stage journey, especially for those of strong ability making more than. Specific tracking happens, and sessions are planned for those pupils that are borderline for conversion. Specific sessions are also planned for high attaining pupils, with an experienced teacher.</p>	<p>Those pupils who are eligible for PP close the gap on national NONPP, <b>including those that are of high ability.</b> More conversions between ability groupings happen. More conversion to greater depth occurs. 2018 KS2 result <b>Reading 10% GLD</b>  <b>Writing 3% GLD</b>  <b>Maths 23% GLD</b></p> <table border="1"> <thead> <tr> <th>Low PA</th> <th>Conversion %</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0% to EXS</td> <td>-4.04</td> </tr> <tr> <td>Writing</td> <td>0% to EXS</td> <td>+0.69</td> </tr> <tr> <td>Maths</td> <td>50% to EXS</td> <td>+0.02</td> </tr> </tbody> </table>	Low PA	Conversion %	Progress	Reading	0% to EXS	-4.04	Writing	0% to EXS	+0.69	Maths	50% to EXS	+0.02
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<b>H.</b>	PP children in current Y5 receive extra SPAG support, with an experienced teacher, to help them to catch up with other subjects before they enter Y6; including homework support.	The Y5 PP pupil outcomes improve for SPAG and close the gap, both with other school core areas and against National NONPP benchmarks.																								
<b>I.</b>	Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with the target of 96% attendance for all.	PP pupils, who have poor attendance, spend more time in school – as a result, there is an improvement in progress for those pupils.																								
<b>J.</b>	PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to housing/parenting/social care/hardship. Mechanisms for teacher involvement with welfare personnel and information are effective.	Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school.																								

5. Planned expenditure					
Academic year	2017-18				
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	When will you review implementation?
A.	<p>Transition of skills into the classroom – developing information systems to ensure that anything done in an intervention group is utilised by the teacher in everyday teaching</p> <p>Developing skilful use of talking partners, especially supporting TAs staff</p> <p>The introduction and use of SFA</p>	<p>Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years.</p> <p>Interventions can often be something that happens separately to the normal curriculum and evidence is not always found where pupils transfer these skills into their work</p>	<p>Teachers take more responsibility, become better informed over the interventions that happen and their impact. Opportunities to use intervention work is planned into lessons.</p> <p>PP coordinator and SENCO, support teachers to adopt intervention practices in the classroom</p> <p>Fluid streaming and constant tracking of SFA groupings</p>	Teachers, PP co-ord, SENCO, leaders	Half termly
B	SFA groupings should support pupils and provide less need for intervention work with phonics. EYFS now use the SFA phonics too.	Some PP pupils do not gain the phonics standard in Y1 or by the end of KS1, this slows progress across KS2.	<p>More pupils achieve the phonics standard in Y1 and most pupils achieve the phonics standard by end of KS1</p> <p>Fluid streaming and constant tracking of SFA groupings</p>	SFA lead	Half termly
C	Development of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group	Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2.	<p>Steps for learning are seen to be broken down by teachers into manageable and achievable units, in books and during lesson time.</p> <p>Teachers use the pro-forma as evidence to demonstrate improvement in outcomes in pupil progress meetings</p>	PP and SEND lead	Half termly

D	Y6 pupils are divided/streamed into x3 classes providing a greater adult to child ratio	Current Y6 PP progress, from the end of KS1 starting point, across KS2 has been too slow. 63% of the current Y6 pupil cohort are PP - only 40% are currently at expected in literacy, 49% in maths and 51% in SPAG	Review of work in books and assessment shows that the current Y6 PP pupils are catching up and closing the gap on National NONPP	Assessment and Y6 lead	Half termly
E	PP pupils are accessed to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied. They also take part in real-life problem solving - shopping, negotiating, games playing etc. – and visits such as library's or local points of interest.	Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.	Work in books and discussions within class activities, show the use of rich, exciting vocabulary; the effects of enrichment is evident.	PP coordinator	Half termly
F	Development of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group.	Some PP pupils are hindered in making progress by their SEND needs .47% of PP children are currently on the SEND register.	Steps for learning are seen to be broken down by teachers into manageable and achievable units, in books and during lesson time. Teachers use the pro-forma as evidence to demonstrate improvement in outcomes in pupil progress meetings	PP and SEND lead	Half termly
G	A daily Y5 group of x 11 pupils for maths with a specific focus upon achieving expected by end of year 5. Barriers to learning for individuals are established and Gaps are identified.	Not enough PP pupils convert to greater depth, including the most able PP .41% of PP children are not on target to make combined expected.	Review of work in books and assessment shows that the current Y5 PP pupils are catching up and closing the gap. PixL diagnoses and informs where gaps are and whether they have been filled.		Half termly
H	Introduction and use of SFA	Nearly half the PP children in the current Y5 (11 out of 24) are currently below expected in SPAG; this is not on par with their position with other subjects.	Fluid streaming and constant tracking of SFA groupings	SFA lead	Half termly
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

A & B	<p>CODE groups are set up throughout the school (Y2 &amp; 3) x4 afternoons a week, with groups of 4</p> <p>TA is employed to specifically hear readers in Y1 &amp; 2 on Monday and Thursday afternoons.</p> <p>Developing skilful use of talk partners, especially supporting TAs staff with this</p>	<p>Oral language skills in EYFS are / tend to be lower for PP pupils than their peers. This slows reading progress in subsequent years. In 2016 -2017 on entry 65% were at 30-50 months beginning, 24 % ay 30 – 50 months secure and 12% at 40 – 60 + months beginning.</p> <p>Some PP pupils do not gain the phonics standard in Y1 or by the end of KS1.This slows progress across KS2.</p>	<p>There is a NEALE analysis at the beginning of every half term, which tracks pupil decoding rates (also observational assessment takes place of transition of skills to the classroom).</p>	SFA lead	Half termly
C	<p>Development and use of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group</p> <p>PP coordinator takes groups of x6 Y2 pupils for maths and writing intervention, working on basic skills for 2.5 afternoons each week – each group has x 2 30mins of W &amp; M, plus 30 HF spelling</p>	<p>Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2.</p>	<p>Steps for learning are seen to be used by TAs during lesson time. TAs use the pro-forma as evidence to demonstrate improvement to teachers</p> <p>Assessment and gaps analysis shows that borderline average pupils become better placed within the band of average as a result of the intervention</p>	PP and SEND lead	Half termly
D	<p>PP coordinator supports some PP pupils in frequent sessions across a week to make even smaller groupings in Y6 for those in need.</p> <p>A group of x10 pupils twice a week for x3 weeks for x6 sessions and then works with the next class for the same period – working and basic skills in maths.</p>	<p>Current Y6 PP progress, from end of KS1 starting point, across KS2 has been too slow. 63% of the current Y6 pupil cohort are PP - only 40% are currently at expected in literacy, 49% in maths and 51% in SPAG</p>	<p>Review of work in books and assessment shows that the current Y6 PP pupils are catching up and closing the gap on National NONPP</p> <p>Quality of responses gets better when answering questions</p> <p>PixL diagnoses and informs where gaps are and whether they have been filled.</p> <p>Looked at every three weeks and via PixL test at the end of term.</p>	PP coordinator	Half termly
E	<p>PP pupils are accessed to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied. They also take part in real-life problem solving - shopping, negotiating, games playing etc. – and</p>	<p>Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in</p>	<p>Work in books and discussions within class activities, show the use of rich, exciting vocabulary; the effects of enrichment is evident.</p>		Half termly

F	Development of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group	Some PP pupils are hindered in making progress by their SEND needs .47% of PP children are also on the SEND register.	Steps for learning are seen to be used by TAs during lesson time. TAs use the pro-forma as evidence to demonstrate improvement to teachers		Half termly
G	A daily Y5 group of x 11 pupils for maths with a specific focus upon achieving expected by end of year 5.Pixl is used to identify barriers to learning and gaps in learning.	Not enough PP pupils convert to greater depth, including the most able PP.	Work will be planned for ARE using White Rose. School tracking systems show increased % of PP children achieve ARE at the end of Year 5.		Half termly
H	Introduction and use of SFA	Nearly half the PP children in the current Y5 (11 out of 24) are currently below expected in SPAG; this is not on par with their position with other	After each 8 week unit the assessment shows that an increased number of PP children are at ARE for SPAG.		Half termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
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?
I.	Support workers are employed to monitor pupils and follow up quickly on absences. First day response provision.	Attendance rates for pupils eligible for PP are below the target for all children (96%). PP attendance was 94%.  We can't improve attainment for children if they aren't attending school. NFER identifies addressing attendance as a key step.	Regular briefings with support workers about existing absence issues. PP co-ordinator, support workers and leaders collaborate to ensure any processes work smoothly together.	Megan, Carol, Sue	Half termly
J.	Pupils' attendance is continuously monitored and the pupil welfare team meet regularly every half term to monitor the attendance and punctuality of individuals and plan for further actions required. The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support.	There was a high % of welfare cases for pupils who were eligible for PP 68% of welfare cases are centred on PP children.		Megan, Carol, Sue	Half termly
G plus I & J	The making up of Pupil Premium 'take-home' packs to support learning and organisation, including getting ready for school and homework. For example: dot to dot books, pencils, crayons,	Identify targeted students to develop packs – such as those with family issues, low attendance. Also, those of high ability who may be inhibited from	PP to coordinate and receive input from year group teachers to develop age appropriate packs, Also, to identify the pupils in most need.	Sue	Half termly

	<p>threading cards, peg games, shoe lace cards, calculator, protractor, alarm clock, workbooks (e.g. Rising Stars)</p> <p>Working with parents to support pupils learning...</p>	<p>achieving greater depth due to outside issues.</p>			
A.	<p>A games club is established for identified children, for the sole purpose of practising developing oral language and reasoning skills – this is planned for, with teacher support and noticeably utilised by pupils in their everyday lessons.</p>	<p>Identify Year 4 and 5 pupils to broaden experiences and widen opportunities for them, in order to ensure PP pupils have the necessary communication and language skills required to access learning and the curriculum.</p>	<p>A range of enrichments are provided which match children's needs.</p> <p>Children have access to opportunities that they might not otherwise have accessed.</p> <p>Children are offered opportunities to excel beyond the curriculum.</p> <p>Pupils with limited experiences, poor self-esteem and attitude to learning receive enrichment opportunities that enhance their understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.</p>	Sue	
<b>Total budgeted cost</b>					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	<p>SfA groupings should support pupils and provide less need for intervention work with phonics. EYFS now use the SfA phonics too.</p> <p>Transition of skills into the classroom – developing information systems to ensure that anything done in an intervention group is utilised by the teacher in everyday teaching</p> <p>Developing skilful use of talking partners, especially supporting TAs staff</p>	<p>Success criteria met. See results section: EYFS, KS1, KS2 and Phonics check. All upward trend.</p> <p>Success criteria met. Rigorous monitoring of the SfA lead shows that TAs are better supporting pupils though talking partners and use of sentence stems to develop vocabulary and speaking and listening skills. PP funded TA in EYFS is especially skilled at developing pupils language skills.</p>	<p><b>Continue</b> Highly successful in raising standards. Will continue with this approach but this time with more focus upon developing writing skills. Also investigate whether SfA moves challenges enough pupils to attain GDS.</p> <p><b>Continue</b></p>	<p>£2650 (SfA resources)</p> <p>£4000 (Accelerated Reader)</p> <p>PP TAs £41655</p>
	<p>PP pupils are accessed to a wider experience base of everyday activities, via planned pre-enrichment activities that support the topic/area being studied</p>	<p>Success criteria met. All PP pupils participated in enrichment activities, ranging from residentials, visits to museums, farms, safari parks and local woods. All PP funded. Take up was 100% for these pupils.</p>	<p><b>Continue.</b></p>	<p>£10,000 external visits</p> <p>£2190 theatre companies</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A B	<p>CODE groups are set up throughout the school (Y2 &amp; 3) x4 afternoons a week, with groups of 4</p> <p>TA is employed to specifically hear readers in Y1 &amp; 2 on Monday and Thursday afternoons.</p> <p>Developing skilful use of talk partners, especially supporting TAs staff with this</p>	<p>Success criteria met. Phonics results: 100% met standard by the end of KS1.</p> <p>KS1 reading results: 83% met EXS.</p> <p>CODE results show that those pupils accessing CODE make accelerated progress in their reading age and begin to access their age appropriate SfA grouping. For individualised score, please refer to CODE tracking document.</p>	<p><b>Continue.</b> Neale Analysis indicates highly effective with moderate cost.</p> <p>For more info. See CODE pupil results.</p> <p>One pupil removed from CODE due to poor engagement.</p>	<p>£7122</p> <p>£9000</p>
	<p>Development and use of a PP and SEND proforma that supports the development of an agreed set of basic skills specific to each year group</p>	<p>Not met. This will be carried over to next year's plan.</p>		
	<p>Y6 pupils are divided/streamed into x3 classes providing a greater adult to child ratio</p> <p>A daily Y5 group of x 11 pupils for maths with a specific focus upon achieving expected by end of year 5. Barriers to learning for individuals are established and Gaps</p>	<p>Success criteria met. Pupils made rapid progress and attained results in line with national averages. See results section.</p> <p>Need to see PP teacher tracking.</p>	<p><b>Continue.</b></p> <p>Results: 67% attained EXS in RWM, 77% EXS in reading, 73% EXS in writing, 73% in maths.</p>	<p>£23,830</p> <p>£23.830</p>

iii. 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
	<p>Pupils' attendance is continuously monitored and the pupil welfare team meet regularly every half term to monitor the attendance and punctuality of individuals and plan for further actions required. The Pupil Premium coordinator works closely with families of children who persistently have below expected % of attendance to provide support.</p>	<p>Attendance for disadvantaged pupils increased by 0.4% to 94.94%. The school's attendance officer has been praised by the LA for her outstanding work in ensuring all is done to monitor and support those families whose attendance is below target.</p> <p>The welfare team closely track the welfare of disadvantaged pupils and fund targeted support through guidance for vulnerable families and children. Families are signposted to a range of agencies for support and currently support 21 families through Early Help, 5 CIN, 2 CP and 5 young careers. In 2018, 9 LAC, or former LAC, were supported by the team.</p>	<p><b>Continue.</b></p>	<p>£31,089</p> <p>£34,615</p> <p>Attendance incentive rewards: £700</p>

	<p>A range of enrichments are provided which match children's needs. Children have access to opportunities that they might not otherwise have accessed. Children are offered opportunities to excel beyond the curriculum. Pupils with limited experiences, poor self-esteem and attitude to learning receive enrichment opportunities that enhance their understanding of the world, feelings of well-being and result in a more positive attitude towards self, school and learning.</p>	<p>Disadvantaged pupils are invited to attend extra curricular clubs, free of charge. This includes dance, football, cricket, drama. Disadvantaged pupils also attend the school's Breakfast Club, free of charge, to ensure children are well nourished.</p>	<p><b>Continue.</b></p>	<p>Breakfast Club £11,600 Incs. £3,600 for milk subsidy.</p>
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## 7. Additional detail

### Issues for 2018-19:

- Increase % of disadvantaged pupils attaining GDS in ALL year groups, particularly in reading and writing.
- Good progress and attainment is seen in those year groups where standards are compared to national data eg. EYFS, Phonics, Yr 2 and Yr 6. Need to maintain these standards for our disadvantaged pupils but also ensure the drive is there in other year groups. More consistency is needed and less intensive catch-up would then be required.