



Pupil Premium Strategy / self-evaluation review for Autumn 2019

Quality of Teaching:

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year demonstrates that the vast majority of disadvantaged pupils are making good progress in reading, writing and mathematics. The vast majority of disadvantaged pupils are on track to achieve age related in reading, writing and mathematics by the end of the academic year. Support for disadvantaged pupils has been tailored to acutely meet their needs in terms of readiness for school and preparedness to learn and being able to access ALL areas of the curriculum.

RWM combined at the end of KS2 67% of disadvantaged pupils are on track to achieve compared to 65% of non-disadvantaged pupils. RWM combined at the end of KS1 56% of disadvantaged pupils are on track to achieve compared to 76% of non-disadvantaged pupils. Attainment of disadvantaged pupils in other year groups are broadly within 10% of non-disadvantaged pupils. Disadvantaged pupils in Y5 are well below non-disadvantaged pupils and the gap needs to rapidly close.

Targeted Support

The percentage of disadvantaged pupils on track to achieve phonics screening in Year 1 at the end of the academic year is 88% and 96% of non-disadvantaged pupils are on track to achieve phonics screening. All phonics re-takes in Y2 are disadvantaged pupils and 71% are on track to achieve phonics screening.

Supplementary interventions have been reviewed for disadvantaged pupils for the spring term 2020. POWER in Y6 had a positive impact on pupil wellbeing of disadvantaged pupils. Y5 will be targeted in the spring term.

There is a clear and distinct rationale for pupils having access to therapeutic interventions which is having a positive impact as pupils who have participated are able to successfully able to access the curriculum in the classroom. This has had an impact on disadvantaged pupils who have been in crisis due to outside influences. This is evident with pupils ability and readiness to learn and being able to access the curriculum.



Other approaches

Attendance for some disadvantaged pupils remains a challenge but is monitored very closely and key pupils are being targeted through a number of initiatives which include the following:

- Early Bird and Rock Up Rooster initiative to support pupils coming into school on time in the morning.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time and not having to worry about organising breakfast at home. This has been particularly successful for the traveller families and other families who have a distance to travel in the morning via public transport.
- Attendance is part of performance management for teachers to raise awareness of pupils who attendance is 90% or below.
- Celebration letters sent home to parents whose child's attendance was 90% or below and there has been an improvement
- Class attendance of 100% per week the class is awarded with a tray of flapjack. The class with the highest weekly attendance receives an additional 10 minutes playtime on one of the trim trails.
- Termly certificates for 100% attendance.
- Pupils who achieve 100% attendance for the whole year will receive a trip to Gelatos for ice cream.
- Support from the EWO and other outside agencies.
- Meetings with the Principal.

Systems are robust and rigorous measures have been put into place to ensure that persistent absenteeism is being tackled.

Additional detail:

- School to work closely with Children's University to secure 'I'm Ambitious' opportunities for pupils in Y5/Y6.

Early Years Pupil Premium – currently 6 pupils who are in receipt of Early Years Pupil Premium Funding at the end of the Autumn Term 2019. Planned expenditure will be to support with early phonics and early reading skills due to the low starting points of pupils upon entry to Early Years.

Next review date: April 2020