



## Review of Pupil Premium Spending – March 2017

1. Desired outcomes		
<i>Desired outcomes and how they will be measured</i>	<i>March Review of pupil premium spending and allocation</i>	<i>Success criteria</i>
<p><b>Presence and participation</b> To ensure that pupil premium pupils are present and ready to participate in their learning.</p>	<p>Attendance is 0.5% below non disadvantaged pupils. The gap is narrowing due to the rigorous approach to tackling first day absence. Lateness of disadvantaged pupils remains an issue and this is going to be tackled through target incentives for key pupils. The profile of the Attendance Officer is to be raised further and she will operate a reward scheme for those pupils whose attendance / punctuality raising significantly. Hard to reach families will have a 'Team Around the Child' approach through the Inclusion Team.</p>	<p>Attendance to increase to 96% and to impact on attainment and progress and % of pupils at ARE at the end of the academic year</p>
<p><b>Speech and language</b> To ensure that pupil premium with a low starting point are in receipt of targeted intervention</p>	<p>37% of pupils in receipt of S&amp;L/EAL are in FS/KS1 and all are making good progress in terms of language acquisition and understanding. Pupils are much more confident in class and are developing the skills to actively participate in their learning. This will have an impact on end of Y1 phonics for those pupils in Y1 and preparation for pupils in FS2.</p>	<p>Increase the number of pupils who are in receipt of SALT in FS / KS. Impact on phonics screening results and number of pupils at ARE at the end of Y1.</p>
<p><b>Focused intervention: To ensure that pupil premium reach their expected milestones in the core subjects. Gaps are narrowed.</b></p>	<p>Y6 targeted for maths tuition on track for ARE. Reading % of disadvantaged pupils on track to achieve ARE at the end of KS2 is 63% a significant increase from the previous year. Maths and writing % of disadvantaged pupils to achieve ARE at the end of KS2 is 68% respectively.</p>	<p>A significant increase in attainment and progress of reading across the school and % of pupils at ARE KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE in RWM</p>
<p><b>Learning to learn</b> To ensure that pupil premium are equipped with the skills to access learning. To ensure that assessment for learning ensures pupil premium are ready to learn.</p>	<p>59% of pupils in receipt of ELSA / Art Therapy/Friendship groups are disadvantaged pupils across the whole school. 64% are on track to achieve ARE at the end of the academic year. 88% are making good progress in one or more of the following areas: accessing the curriculum, present in school, family engaging with the school and/or outside agencies.</p>	<p>Increase in attainment and progress across the school and % of pupils at ARE in the core subjects % pupils equipped with skills to access learning increases.</p>
<p><b>Cultural and experiential</b></p>	<p>See % on track to achieve ARE at the end of KS2. Every child is participating in an activity related to the City of Culture eg: Y5 Music workshops working towards performing at the City Hall. Y4/Y5/Y6 accessing a musical instrument.</p>	<p>Disadvantaged pupils to have the opportunity to further develop a variety of skills across a range of cultural experiences. (City of Culture/Trip to London)</p>



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