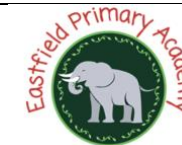


# EASTFIELD PRIMARY ACADEMY:

## Pupil Premium Strategy Statement



### 1. Summary Information:

Academic Year	2016/2017	Total PP budget	£107,711	Date of most recent PP Review	n/a
Total number of pupils	272	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2018

### 2. Current Attainment:

	Pupils eligible for PP	Pupils not eligible for PP	National Benchmark
% achieving in reading, writing and maths	38	56	67
% achieving ARE in reading	50	69	77
% making progress in reading	-1.34	+ 0.33	
% achieving ARE in writing	75	81	81
% making progress in writing	+2.11	+0.17	
% achieving ARE in maths	69	75	80
% making progress in maths	+1.13	+0.28	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability):

#### In-school barriers

A.	Language development, specifically talking and reading: <ul style="list-style-type: none"><li>&gt; 36% of PP children achieved GLD compared to 53% for Non-PP (school data)</li><li>&gt; 50% of PP children achieved RWM combined at expected standard at KS1 vs 76% of Non-PP (school data)</li><li>&gt; 32% of PP children achieved RWM combined at expected standard at KS2 vs 63% of Non-PP (school data)</li><li>&gt; At Y6, the progress score for PP in reading is -1.34 vs +0.33 for Non-PP (ASP data)</li></ul>
B.	SPAG: <ul style="list-style-type: none"><li>&gt; 50% of PP children in Y6 achieved expected standard vs 82% national benchmark (ASP data)</li><li>&gt; 0% of PP children in Y6 achieved the HS vs 36% national benchmark (ASP data)</li><li>&gt; Average spelling mark of PP children is 8.9 vs 10.8 of Non PP</li></ul>
C.	Cost is a barrier to accessing our Breakfast Club and After-school Club

#### External barriers

D.	Attendance - PP is 95.4% vs Non-PP is 96.3%
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E.	Children's experiences of the wider-world
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4. Desired outcomes:		
	How they will be measured	Success Criteria
A.	<ul style="list-style-type: none"> <li>&gt; Increase the % of PP children achieving GLD and close the gap to Non-PP</li> <li>&gt; Increase the % of PP children achieving RWM combined at expected standard at the end of KS1</li> <li>&gt; Increase the % of PP children achieving RWM combined at expected standard at the end of KS2</li> <li>&gt; Progress score for PP, Y6 to close the gap with Non-PP</li> </ul>	<ul style="list-style-type: none"> <li>✓ PP children in Reception will make rapid progress by the end of the year and at least 60% will achieve GLD</li> <li>✓ PP children in Y2 will make good progress by the end of the year and at least 60% of the children will achieve RWM combined at expected standard at the end of KS1</li> <li>✓ PP children in Y6 will make good progress by the end of the year and at least 50% of the children will achieve RWM combined at expected standard at the end of KS2</li> </ul>
B.	<ul style="list-style-type: none"> <li>&gt; Increase the % of PP achieving expected standard in SPAG</li> <li>&gt; Increase the % of PP achieving HS in SPAG</li> <li>&gt; Increase the average spelling mark of PP children</li> </ul>	<ul style="list-style-type: none"> <li>✓ PP children in Y6 will make good progress by the end of the year and at least 60% of the children will achieve SPAG at expected standard at the end of KS2</li> <li>✓ PP children in Y6 will make good progress by the end of the year and at least 15% of the children will achieve SPAG at HS at the end of KS2</li> <li>✓ The average spelling mark of PP children will increase to 10</li> </ul>
C.	<ul style="list-style-type: none"> <li>&gt; Attendance at Breakfast and After-school Club</li> </ul>	<ul style="list-style-type: none"> <li>✓ Invited PP children attend Breakfast and After-school Club - attendance at these is 90% for all families invited</li> </ul>
D.	<ul style="list-style-type: none"> <li>&gt; Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff will organise a trip/external speaker for their class at least once per term</li> </ul>

## 5. Planned expenditure:

**Academic Year** 2017/2018

### 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?
<ul style="list-style-type: none"> <li>➤ Increase the % of PP children achieving GLD and close the gap to Non-PP</li> </ul>	<ul style="list-style-type: none"> <li>• 2 members of staff to attend the Power of Reading Training for Early Years staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Power of Reading has been implemented across the rest of the school and data suggests that this is having an impact on reading outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring through:                             <ul style="list-style-type: none"> <li>➤ Enquiry Walks</li> <li>➤ Work Sampling</li> <li>➤ Observations</li> <li>➤ Planning scrutinies</li> <li>➤ Data monitoring</li> </ul> </li> </ul>	Kerry Thompson & Emma Spencer	July 2018
<ul style="list-style-type: none"> <li>➤ Increase the % of PP children achieving RWM combined at expected standard at the end of KS1</li> <li>➤ Increase the % of PP children achieving RWM combined at expected standard at the end of KS2</li> <li>➤ Progress score for PP, Y6 to close the gap with Non-PP</li> </ul>	<ul style="list-style-type: none"> <li>• On-going training related to the Power of Reading across the academy</li> </ul>	<ul style="list-style-type: none"> <li>➤ We trialled this method of curriculum delivery across the summer term 2017 and we need to consolidate what we are doing and develop a consistent 'Eastfield' approach to how we use this.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring through:                             <ul style="list-style-type: none"> <li>➤ Enquiry Walks</li> <li>➤ Work Sampling</li> <li>➤ Observations</li> <li>➤ Planning scrutinies</li> <li>➤ Data monitoring</li> </ul> </li> </ul>	Kerry Thompson & Jayne Smith	July 2018
<ul style="list-style-type: none"> <li>➤ Increase the % of PP achieving expected standard in SPAG</li> <li>➤ Increase the % of PP achieving HS in SPAG</li> <li>➤ Increase the average spelling mark of PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the Babcock Spelling Strategy</li> </ul>	<ul style="list-style-type: none"> <li>➤ We need a consistent approach to spelling across the academy, which this scheme provides. It has also proven successful in other ELT academies,</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring through:                             <ul style="list-style-type: none"> <li>➤ Enquiry Walks</li> <li>➤ Work Sampling</li> <li>➤ Observations</li> <li>➤ Planning scrutinies</li> <li>➤ Data monitoring</li> </ul> </li> </ul>	Kerry Thompson & Jayne Maddison	July 2018

### 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	When will you review implementation?
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<p>➤ Attendance at Breakfast and After-school Club</p>	<ul style="list-style-type: none"> <li>• Identified PP families to be offered 2 free sessions at both Clubs on a weekly basis</li> <li>• For vulnerable PP families this to be extended to 5 free sessions at both Clubs on a weekly basis.</li> </ul>	<p>➤ We believe that if we can get the children here for Breakfast Club, then their attendance will rise. Attending After-school Club provides the children with the opportunity to take part in a range of activities that are based on developing social and life skills.</p>	<ul style="list-style-type: none"> <li>• Invites to be sent to identified families. Attendance at both Clubs monitored and attendance overall compared to the same period last year; has there been any impact?</li> </ul>	<p>Caroline Pell</p>	<p>July 2018</p>
<p>➤ Increase attendance rates</p>	<ul style="list-style-type: none"> <li>• Attendance Officer employed to monitor and follow up quickly on absences; first day response provision.</li> <li>• Attendance Officer to provide 1:1, group support to vulnerable children to improve/prevent a dip in attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain and increase our attendance rates leading to increased children's outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding Team meets weekly and discussions pertaining to attendance take place; actions and outcomes discussed.</li> </ul>	<p>Caroline Pell</p>	
<p>➤ Increase children's enjoyment of reading at home</p>	<ul style="list-style-type: none"> <li>• Renew home reading books.</li> </ul>	<p>➤ Good, quality home reading books will encourage the children to read more at home.</p>	<ul style="list-style-type: none"> <li>• Questionnaire to children pre and post purchase.</li> </ul>	<p>Jayne Smith</p>	<p>July 2018</p>

<ul style="list-style-type: none"> <li>➤ Specialist External Services to support PP children</li> <li>➤ Educational Psychologist support</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo has access to specialist support services &amp; an Educational Psychologist to support our vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ This support is part of the EHCP process. These services also provide identification and support for cognition &amp; learning difficulties, as well as communication &amp; interaction difficulties. If children's academic progress stalls or stops, these children can also be supported by these services.</li> </ul>	<ul style="list-style-type: none"> <li>• There are clear protocols in place for EHCP referrals (assess, plan, do, cycle).</li> <li>• Vulnerable children are identified by class teachers &amp; decisions to access specialised support is approved by the SENCo.</li> </ul>	<p>Scott Nicholls</p>	<p>July 2018</p>
<ul style="list-style-type: none"> <li>➤ Teaching Assistant support in every class</li> </ul>	<ul style="list-style-type: none"> <li>• TA's deliver early and targeted support to PP children (and Non-PP children).</li> <li>• TA's to provide cover day-to-day for teacher training/absence.</li> <li>• TA's provide cover at lunchtimes, supporting lunchtime supervisors.</li> <li>• Sports Coach to deliver PPA cover; Y1 to Y6.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A range of intervention and support, both academic and emotional can be targeted quickly.</li> <li>➤ Providing staff cover internally maintains continuity and ensures that high standards &amp; expectations are applied at all times.</li> <li>➤ TA's working across a lunchtime have significantly reduced the number of behaviour incidents, so children return from lunch ready to learn, and any incidents are recorded and followed up on; children are treated fairly &amp; equitably.</li> </ul>	<ul style="list-style-type: none"> <li>• All interventions are planned and monitored by the class teacher, in conjunction with the TA. Impact is measured regularly.</li> <li>• PPA cover is provided by the Sports Coach who has autonomy over these sessions and the impact of this is measured through Performance Management.</li> <li>• Staff cover is planned and monitored by the class teacher, in conjunction with the TA.</li> <li>• Any lunchtime incidents are recorded in CPOMS and resulting actions; this is</li> </ul>	<p>Class Teachers &amp; Phase Leaders</p> <p>Rob Moody</p> <p>Safeguarding Team</p>	<p>July 2018</p>

			monitored weekly by the Safeguarding Team.		
<b>iii. Other approaches</b>					
<ul style="list-style-type: none"> <li>&gt; Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will organise a trip/external speaker for their class at least once per term</li> </ul>	<ul style="list-style-type: none"> <li>&gt; We need to broaden our children's 'life' experiences as part of our children's SMSC development.</li> </ul>	<ul style="list-style-type: none"> <li>• Each Phase receives a termly budget of £750 per term in order for staff to enrich the curriculum.</li> </ul>	SLT	July 2018

<b>6. Review of expenditure: January 2018</b>					
<b>Academic Year</b>		<b>2017/2018</b>			
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>&gt; Increase the % of PP children achieving GLD and close the gap to Non PP</li> <li>&gt; Increase the % of PP children achieving RWM combined at expected standard at the end of KS1</li> </ul>	<ul style="list-style-type: none"> <li>• 1 member of staff attended; Enhancing Teaching &amp; Improving Reading</li> <li>• 2 members of staff have attended the first day of the Power of Reading training for Early Years (16.01.18, 27.03.18, 15.05.18 &amp;</li> </ul>	<ul style="list-style-type: none"> <li>&gt; No, we did not meet the success criteria. 17% of our PP children achieved ELG.</li> <li>&gt; Awaiting data from the ASP</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring through: <ul style="list-style-type: none"> <li>&gt; Enquiry Walks</li> <li>&gt; Work Sampling</li> <li>&gt; Observations</li> <li>&gt; Planning scrutinies</li> <li>&gt; Data monitoring</li> </ul> </li> <li>• SN has designed a reading programme with staff to ensure consistency of reading across the academy</li> <li>• PIRA Reading results for Pupil Premium children:</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Jayne Smith &amp; Kerry Thompson, supported by all staff</li> </ul>	July 2018

<p>&gt; Increase the % of PP children achieving RWM combined at expected standard at the end of KS2</p> <p>&gt; Progress score for PP, Y6 to close the gap with Non PP</p>	<p>11.07.18)</p> <ul style="list-style-type: none"> <li>Phonic training accessed by 4 staff (10.10.17)</li> <li>Power of Reading Conference accessed by 2 members of SLT (20.11.17)</li> <li>Staff meetings (15.11.17 &amp; 22.11.17)</li> <li>Eastfield Enquiry (16.11.17)</li> <li>Power of Reading Writing Day accessed by 1 staff member (04.12.18)</li> <li>Reading Survey has been completed (Autumn Term)</li> <li>Phonic/Spelling audit (13.11.18)</li> <li>Standardised test (PIRA) used to measure impact</li> </ul>	<p>&gt; Achieved, we had an increase of +25% - from 38% to 63%.</p> <p>&gt; Progress scores increased and were all positive. The gap between PP and Non-PP did not close. However, PP progress was significantly above PP progress scores nationally.</p>	<table border="1" data-bbox="952 76 1713 590"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Range</th> <th colspan="2">Standardised Score</th> <th colspan="2">Average Raw Score</th> <th rowspan="2">Diff in ARS</th> <th rowspan="2">% of ch making 16+ months progress</th> </tr> <tr> <th>Sept</th> <th>July</th> <th>Sept</th> <th>July</th> <th>Sept</th> <th>July</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>1 to 22</td> <td>10 to 24</td> <td>90</td> <td>107</td> <td>10 (6/11)</td> <td>17 (6/11)</td> <td>+7</td> <td>82% (9/11)</td> </tr> <tr> <td>Y2</td> <td>1 to 22</td> <td>4 to 24</td> <td>91</td> <td>105</td> <td>9 (7/13)</td> <td>16 (9/14)</td> <td>+7</td> <td>57% (8/14)</td> </tr> <tr> <td>Y3</td> <td>6 to 27</td> <td>17 to 33</td> <td>92</td> <td>110</td> <td>17 (4/7)</td> <td>27 (5/8)</td> <td>+10</td> <td>75% (6/8)</td> </tr> <tr> <td>Y4</td> <td>0 to 20</td> <td>6 to 26</td> <td>85</td> <td>90</td> <td>10 (5/13)</td> <td>15 (6/11)</td> <td>+5</td> <td>9% (1/11)</td> </tr> <tr> <td>Y5</td> <td></td> <td>22 to 40</td> <td></td> <td>106</td> <td>13 (5/11)</td> <td>28 (6/11)</td> <td>+15</td> <td>91% (10/11)</td> </tr> <tr> <td>Y6</td> <td>1 to 30</td> <td>5 to 37</td> <td>90</td> <td>110</td> <td>16 (7/17)</td> <td>27 (11/15)</td> <td>+11</td> <td>80% (12/15)</td> </tr> </tbody> </table> <p>The PIRA data shows that PP children have made good to outstanding progress, and that phonic/reading interventions are having a positive and measurable impact on children's progress.</p> <table border="1" data-bbox="952 782 1713 1029"> <thead> <tr> <th></th> <th>% Pupil Premium ch making 16+ months progress</th> <th>% Non-PP ch making 16+ months progress</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>82% (9/11)</td> <td>76% (22/29)</td> </tr> <tr> <td>Y2</td> <td>57% (8/14)</td> <td>50% (15/30)</td> </tr> <tr> <td>Y3</td> <td>75% (6/8)</td> <td>84% (21/25)</td> </tr> <tr> <td>Y4</td> <td>9% (1/11)</td> <td>6% (2/31)</td> </tr> <tr> <td>Y5</td> <td>91% (10/11)</td> <td>93% (25/27)</td> </tr> <tr> <td>Y6</td> <td>80% (12/15)</td> <td>83% (24/29)</td> </tr> </tbody> </table> <p>Progress of PP children is overall in line with Non-PP children.</p>		Range		Standardised Score		Average Raw Score		Diff in ARS	% of ch making 16+ months progress	Sept	July	Sept	July	Sept	July	Y1	1 to 22	10 to 24	90	107	10 (6/11)	17 (6/11)	+7	82% (9/11)	Y2	1 to 22	4 to 24	91	105	9 (7/13)	16 (9/14)	+7	57% (8/14)	Y3	6 to 27	17 to 33	92	110	17 (4/7)	27 (5/8)	+10	75% (6/8)	Y4	0 to 20	6 to 26	85	90	10 (5/13)	15 (6/11)	+5	9% (1/11)	Y5		22 to 40		106	13 (5/11)	28 (6/11)	+15	91% (10/11)	Y6	1 to 30	5 to 37	90	110	16 (7/17)	27 (11/15)	+11	80% (12/15)		% Pupil Premium ch making 16+ months progress	% Non-PP ch making 16+ months progress	Y1	82% (9/11)	76% (22/29)	Y2	57% (8/14)	50% (15/30)	Y3	75% (6/8)	84% (21/25)	Y4	9% (1/11)	6% (2/31)	Y5	91% (10/11)	93% (25/27)	Y6	80% (12/15)	83% (24/29)		
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<p>&gt; Increase the % of</p>	<p>• Introduce the</p>	<p>&gt; 69% of PP</p>	<p>• Single Word Spelling Test results for Pupil Premium</p>	<p>&gt; Jayne</p>	<p>July 2018</p>																																																																																										

PP achieving expected standard in SPAG

**Babcock Spelling Strategy**

achieved EXS, an increase of 19% from 50% previously.

children:

	Range		Standardised Score		Average Raw Score		Diff in ARS	% of ch making 16+ months progress
	Sept	July	Sept	July	Sept	July		
Y1	0 to 20	3 to 30	111	104	9 (6/11)	19 (5/11)	+10	36% (4/11)
Y2	4 to 35	6 to 35	99	106	17 (7/13)	25 (9/14)	+8	50% (7/14)
Y3	3 to 37	8 to 43	95	104	18 (3/8)	29 (4/8)	+11	38% (3/8)
Y4	1 to 46	4 to 48	92	95	17 (6/13)	24 (7/12)	+7	0% (0/11)
Y5	0 to 43	19 to 50	100	103	25 (6/11)	38 (7/10)	+13	70% (7/10)
Y6	0 to 41	1 to 50	91	108	23 (9/17)	37 (7/15)	+14	87% (13/15)

The SWST data shows that PP children have made satisfactory to outstanding progress, particularly in Upper KS2.

	% Pupil Premium ch making 16+ months progress	% Non-PP ch making 16+ months progress
Y1	36% (4/11)	76% (11/28)
Y2	50% (7/14)	50% (12/30)
Y3	38% (3/8)	84% (13/26)
Y4	0% (0/11)	6% (1/31)
Y5	70% (7/10)	93% (17/30)
Y6	87% (13/15)	83% (26/29)

• Grammarsaurus results for Pupil Premium children:

	Average Raw Score		Diff in ARS
	Sept	July	
Y1	7 (4/10)	23 (5/10)	+16
Y2	13 (9/13)	25 (8/14)	+12
Y3	10 (4/8)	24 (6/9)	+14
Y4	9 (4/13)	16 (6/11)	+7
Y5	7 (3/10)	24 (8/12)	+17
Y6	16 (7/17)	42 (11/15)	+26

The Grammarsaurus data shows that PP children have made satisfactory to outstanding progress, particularly in Upper KS2.

Diff in ARS for Pupil Premium ch	Diff in ARS for Non-PP ch

➤ Increase the % of PP achieving HS in SPAG

➤ Increase the average spelling mark of PP children

➤ 44% of PP achieved HS, an increase of 44% from 0% previously.

➤ The average mark is 10.9, an increase of 2.0 from 8.9 previously.

Smith, Jo  
Lister &  
Kerry  
Thompson,  
supported by  
all staff



Y1	+16	+16
Y2	+12	+11
Y3	+14	+13
Y4	+7	+9
Y5	+17	+15
Y6	+26	+26

There is no difference in the progress made by PP children vs Non-PP children.

## 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	When will you review implementation?
> Attendance at Breakfast and After-school Club	<ul style="list-style-type: none"> <li>Identified PP families to be offered 2 free sessions at both Clubs on a weekly basis</li> <li>For vulnerable PP families this to be extended to 5 free sessions at both Clubs on a weekly basis.</li> </ul>	> We believe that if we can get the children here for Breakfast Club, then their attendance will rise. Attending After-school Club provides the children with the opportunity to take part in a range of activities that are based on developing social and life skills.	<ul style="list-style-type: none"> <li>PP attendance 2017-2018 was 95.5% and whole school attendance was 95.6%.</li> <li>PP attendance remained constant and whole school attendance dropped by 0.8% due to term-time holiday absence.</li> <li>72% of children invited (18 out of 25) to Breakfast / After-school Club attended 1,038 free sessions.</li> </ul>	> Caroline Pell	July 2018
> Increase attendance rates	<ul style="list-style-type: none"> <li>Attendance Officer employed to monitor and follow up quickly on absences; first day response provision.</li> </ul>	> To maintain and increase our attendance rates leading to increased children's outcomes.	<ul style="list-style-type: none"> <li>PP attendance 2017-2018 was 95.5% and whole school attendance was 95.6%.</li> <li>PP attendance remained constant and whole school attendance dropped by 0.8% due to term-time holiday absence.</li> <li>Attendance across the year for those children supported by Caroline Pell as an average fell by 0.28% - we believe</li> </ul>	> Caroline Pell	July 2018

	<ul style="list-style-type: none"> <li>Attendance Officer to provide 1:1, group support to vulnerable children to improve/prevent a dip in attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Training accessed by Attendance Officer: <ul style="list-style-type: none"> <li>Supporting Learners with Social, Emotional and Mental Health Difficulties (05.12.17)</li> </ul> </li> </ul>	<p>this would have been higher without Caroline's support.</p>		
<ul style="list-style-type: none"> <li>Increase children's enjoyment of reading at home</li> </ul>	<ul style="list-style-type: none"> <li>Renew home reading books.</li> </ul>	<ul style="list-style-type: none"> <li>Good, quality home reading books will encourage the children to read more at home.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire to children pre and post purchase; there is a 25% increase in children reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>Jayne Smith</li> </ul>	<p>July 2018</p>
<ul style="list-style-type: none"> <li>Specialist External Services to support PP children Educational Psychologist support</li> </ul>	<ul style="list-style-type: none"> <li>SENCo has access to specialist support services &amp; an Educational Psychologist to support our vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>This support is part of the EHCP process. These services also provide identification and support for cognition &amp; learning difficulties, as well as communication &amp; interaction difficulties. If children's academic progress stalls or stops, these children can also be supported by</li> </ul>	<ul style="list-style-type: none"> <li>Records show that: <ul style="list-style-type: none"> <li>13 children have accessed support from SAS</li> <li>4 children have assessed by the Educational Psychologist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scott Nicholls</li> </ul>	<p>July 2018</p>

		these services.																																																																																																																																																																																			
<p>➤ Teaching Assistant support in every class</p>	<ul style="list-style-type: none"> <li>• TA's deliver early and targeted support to PP children (and Non PP children).</li> <li>• TA's to provide cover day-to-day for teacher training/absence.</li> <li>• TA's provide cover at lunchtimes, supporting lunchtime supervisors.</li> <li>• Sports Coach to deliver PPA cover; Y1 to Y6.</li> </ul>	<p>➤ A range of intervention and support, both academic and emotional can be targeted quickly.</p> <p>➤ Providing staff cover internally maintains continuity and ensures that high standards &amp; expectations are applied at all times.</p> <p>➤ TA's working across a lunchtime have significantly reduced the number of behaviour incidents, so children return from lunch ready to learn, and any incidents are recorded and followed up on; children are treated fairly &amp; equitably.</p>	<ul style="list-style-type: none"> <li>• Impact was measured during Pupil Progress Mtgs; data shows that children are making progress and both teachers and TA's have delivered targeted interventions.</li> <li>• Overall, attainment broadly dips slightly in comparison to Non-PP children however, the progress of PP children is good:</li> </ul> <table border="1" data-bbox="981 475 1585 593"> <thead> <tr> <th rowspan="2">Y1 (11)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>55%</td> <td>18%</td> <td>91%</td> <td>18%</td> <td>76%</td> <td>24%</td> <td>100%</td> <td>29%</td> </tr> <tr> <td>W</td> <td>45%</td> <td>18%</td> <td>91%</td> <td>27%</td> <td>76%</td> <td>18%</td> <td>88%</td> <td>29%</td> </tr> <tr> <td>M</td> <td>55%</td> <td>18%</td> <td>91%</td> <td>18%</td> <td>88%</td> <td>0%</td> <td>82%</td> <td>24%</td> </tr> </tbody> </table> <p>Although attainment is lower than their counterparts, progress is outstanding. In GDS, PP children are in line in comparison however, they are 18% higher in maths.</p> <table border="1" data-bbox="981 746 1585 903"> <thead> <tr> <th rowspan="2">Y3 (9)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67%</td> <td>22%</td> <td>78%</td> <td>0%</td> <td>83%</td> <td>28%</td> <td>89%</td> <td>0%</td> </tr> <tr> <td>W</td> <td>56%</td> <td>22%</td> <td>78%</td> <td>0%</td> <td>72%</td> <td>22%</td> <td>89%</td> <td>0%</td> </tr> <tr> <td>M</td> <td>67%</td> <td>22%</td> <td>78%</td> <td>11%</td> <td>78%</td> <td>33%</td> <td>89%</td> <td>0%</td> </tr> </tbody> </table> <p>In RWM, 3 (out of 9) PP children are not achieving ARE and one of them is in receipt of an EHCP (Band 6).</p> <table border="1" data-bbox="981 1018 1585 1158"> <thead> <tr> <th rowspan="2">Y4 (11)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td>0%</td> <td>70%</td> <td>0%</td> <td>77%</td> <td>5%</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>W</td> <td>60%</td> <td>10%</td> <td>90%</td> <td>0%</td> <td>82%</td> <td>5%</td> <td>76%</td> <td>5%</td> </tr> <tr> <td>M</td> <td>60%</td> <td>0%</td> <td>70%</td> <td>0%</td> <td>73%</td> <td>0%</td> <td>52%</td> <td>0%</td> </tr> </tbody> </table> <p>Although attainment is low for PP children, progress is in line or exceeds that of the comparative group.</p> <table border="1" data-bbox="981 1273 1585 1430"> <thead> <tr> <th rowspan="2">Y5 (12)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>81%</td> <td>18%</td> <td>80%</td> <td>0%</td> <td>89%</td> <td>26%</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>W</td> <td>82%</td> <td>18%</td> <td>90%</td> <td>0%</td> <td>79%</td> <td>26%</td> <td>94%</td> <td>12%</td> </tr> <tr> <td>M</td> <td>73%</td> <td>18%</td> <td>80%</td> <td>0%</td> <td>89%</td> <td>11%</td> <td>88%</td> <td>0%</td> </tr> </tbody> </table> <p>PP and Non-PP children are broadly similar in terms of attainment and progress.</p>	Y1 (11)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	55%	18%	91%	18%	76%	24%	100%	29%	W	45%	18%	91%	27%	76%	18%	88%	29%	M	55%	18%	91%	18%	88%	0%	82%	24%	Y3 (9)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	67%	22%	78%	0%	83%	28%	89%	0%	W	56%	22%	78%	0%	72%	22%	89%	0%	M	67%	22%	78%	11%	78%	33%	89%	0%	Y4 (11)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	50%	0%	70%	0%	77%	5%	71%	0%	W	60%	10%	90%	0%	82%	5%	76%	5%	M	60%	0%	70%	0%	73%	0%	52%	0%	Y5 (12)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	81%	18%	80%	0%	89%	26%	94%	6%	W	82%	18%	90%	0%	79%	26%	94%	12%	M	73%	18%	80%	0%	89%	11%	88%	0%	<p>➤ Class Teachers &amp; Phase Leaders</p> <p>➤ Rob Moody</p> <p>➤ Safeguarding Team</p>	<p>July 2018</p>
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			<ul style="list-style-type: none"> <li>• Lunchtime incidents recorded in CPOMS show resulting actions that are appropriate; this continues to be monitored weekly by the Safeguarding Team. Data shows that: <ul style="list-style-type: none"> <li>➢ There is a 35% decrease in behaviour incidents at lunchtime.</li> </ul> </li> </ul>		
<b>iii. Other approaches</b>					
<ul style="list-style-type: none"> <li>➢ Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with St Andrew's church.</li> <li>• Staff to source speakers.</li> <li>• Staff to organise educational visits.</li> <li>• Staff to identify any resources to broaden children's knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➢ We recognise that we have a responsibility to broaden the children's understanding of the wider world to help them to become citizens of the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have experienced 2 Christmas pantomimes (£1,484).</li> <li>• KS1 &amp; KS2 visited St Andrew's church to take part in a Harvest Festival service.</li> <li>• Y5 &amp; Y6 took part in the Remembrance service at St Andrew's church.</li> <li>• Rev Julie Donn has conducted the following services in school: <ul style="list-style-type: none"> <li>✓ Carol Service</li> <li>✓ Christingle</li> <li>✓ Advent</li> <li>✓ Candlemass</li> <li>✓ Easter Service</li> </ul> </li> <li>• 3 Messy churches have been held at school: <ul style="list-style-type: none"> <li>✓ 29.11.17</li> <li>✓ 28.03.18</li> <li>✓ 27.06.18</li> </ul> </li> <li>• Please see SMSC file for more evidence.</li> </ul>	<ul style="list-style-type: none"> <li>➢ SLT</li> </ul>	<p>July 2018</p>