

# Enquire Learning Trust: Pupil premium strategy statement

| 1. Summary information |                           |                                  |         |  |
|------------------------|---------------------------|----------------------------------|---------|--|
| School                 | Eastfield Primary Academy |                                  |         |  |
| Academic Year          | 2018/19                   | Total PP budget (provisional)    | £85,000 | Date of most recent PP Review                  |
| Total number of pupils | 272                       | Number of pupils eligible for PP | 71      | Date for next internal review of this strategy |

| 2. Current achievement                                      |                                      |    |   |    |
|---|--------------------------------------|----|---|----|
| End of KS2 pupils   | Pupils eligible for PP (your school) |    | Pupils not eligible for PP (national average) |    |
| % achieving ARE +/- GD in reading                           | 63                                   | 31 | 80  | 33 |
| % achieving ARE +/- GD in writing                           | 81                                   | 25 | 83  | 24 |
| % achieving ARE +/- GD in maths                             | 69                                   | 38 | 81  | 28 |
| % achieving ARE +/- GD in reading, writing & maths combined | 63                                   | 6  | 70  | 12 |
| % making at least expected progress in reading              | 0.95<br>(National = 0.31)            |    | 3.46  |    |
| % making at least expected progress in writing              | 2.17<br>(National = 0.24)            |    | 3.36  |    |
| % making at least expected progress in maths                | 1.38<br>(National = 0.31)            |    | 3.50  |    |

| 3. Barriers to future attainment (for pupils eligible for PP)  |  |
|--|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |  |
| A.   | <p><a href="#">Language development, specifically talking and reading:</a><br/>           17% of PP children achieved GLD compared to 71% for Non-PP children.<br/>           70% of PP children achieved Reading at expected standard at KS1 vs 69% of Non-PP children; GDS 8% vs 31%.<br/>           63% of PP children achieved Reading at expected standard at KS 2 vs 80% of Non-PP children.</p> |

|           |   |
|-----------|---|
| <b>B.</b> | <p><u>The use of manipulatives to support the teaching of maths:</u><br/> 17% of PP children achieved GLD compared to 71% for Non-PP children.<br/> 77% of PP children achieved Maths at expected standard at KS1 vs 76% of Non-PP children; GDS 8% vs 38%.<br/> 69% of PP children achieved Maths at expected standard at KS2 vs 87% of Non-PP children.</p> |
| <b>C.</b> | <p><u>Problem solving in range of different contexts:</u><br/> 17% of PP children achieved GLD compared to 71% for Non-PP children.<br/> 77% of PP children achieved Maths at expected standard at KS1 vs 76% of Non-PP children; GDS 8% vs 38%.<br/> 69% of PP children achieved Maths at expected standard at KS2 vs 87% of Non-PP children.</p>            |
| <b>D.</b> | <p><u>Social and emotional support for our children:</u><br/> 2017-2018 – 31% of PP children received targeted social and emotional support from our Child Protection Officer.<br/> PP attendance 2017-2018 was 95.5% and whole school attendance was 95.6% - no gap between the cohorts.</p>   |

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

|           |   |
|-----------|---|
| <b>E.</b> | <p>Children’s experiences of the wider-world impacts on their lack of vocabulary.</p> |
|-----------|---|

| <b>5. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> ) |  | <b>Success criteria</b>  |
|---|--|--|
| <b>A.</b>   | <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 Reading at greater depth standard at the end of KS1.</li> <li>&gt; Increase the % of PP children achieving Reading at expected standard at the end of KS2.</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 50% will achieve GLD.</li> <li>✓ PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Reading at greater depth 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 70% of the children will achieve Reading at expected standard at the end of KS2.</li> </ul> |
| <b>B.</b>   | <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 Maths at greater depth standard at the end of KS1.</li> <li>&gt; Increase the % of PP children achieving Maths at expected standard at the end of KS2.</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 50% will achieve GLD.</li> <li>✓ PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Maths at greater depth 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 75% of the children will achieve Reading at expected standard at the end of KS2.</li> </ul>   |

|           |   |  |
|-----------|---|--|
| <b>C.</b> | <ul style="list-style-type: none"> <li>➤ Increase the % of PP children achieving GLD and close the gap to Non-PP.</li> <li>➤ Increase the % of PP children achieving Maths at greater depth standard at the end of KS1.</li> <li>➤ Increase the % of PP children achieving Maths at expected standard at the end of KS2.</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 50% will achieve GLD.</li> <li>✓ PP children in Y2 will make good progress by the end of the year and at least 20% of the children will achieve Maths at greater depth 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 75% of the children will achieve Reading at expected standard at the end of KS2.</li> </ul> |
| <b>D.</b> | <ul style="list-style-type: none"> <li>➤ PP children received targeted social and emotional support from our Child Protection Officer.</li> <li>➤ PP attendance remains constant with whole school attendance.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ CP Officer continues to offer targeted support to our PP children.</li> <li>✓ Targeted PP children attend Breakfast and/or After-school free.</li> <li>✓ There is no gap between PP children's attendance and the rest of the school.</li> </ul>  |
| <b>E.</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>✓ Staff will organise a trip/external speaker for their class at least once per term.</li> </ul>  |

## 6. Planned expenditure

Academic year

**2018 - 2019**

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 | Review?                       |
|---|---|--|--|------------|-------------------------------|
| <ul style="list-style-type: none"> <li>✓ Increased Maths attainment – <b>B</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Purchase of Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Recommended by research (EEF); manipulatives to be purchased to enable Maths to be taught using the strategy – CONCRETE – PICTORIAL – ABSTRACT.</li> </ul>            | <ul style="list-style-type: none"> <li>✓ Strategy is part of the Maths AIP.</li> <li>✓ Staff ordered manipulatives in the summer term and re-assessed their order at half term to ensure they had ordered what they needed. Orders checked by the Maths Leads.</li> <li>✓ Staff Training – How to use Numicon / Bar Modelling /</li> </ul> | JM & SN    | <p>£10,000</p> <p>£250.00</p> |
| <ul style="list-style-type: none"> <li>✓ Increased Maths attainment – <b>B</b></li> </ul> | <ul style="list-style-type: none"> <li>✓ Maths Fluency</li> </ul>             | <ul style="list-style-type: none"> <li>• Recommended by research (EEF); every unit of Maths to focus on children's fluency knowledge initially to ensure that this knowledge is secure; TA support.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Strategy is part of the Maths AIP.</li> <li>✓ Pre and Post-tests demonstrate children's improving knowledge of maths fluency – Long Table Exercises etc. provide evidence.</li> <li>✓ Working Walls / flip charts provide support - resources.</li> </ul>   |            | <p>£800</p>                   |

|   |   |   |  |                        |                       |
|---|---|---|--|------------------------|-----------------------|
| ✓ Increased Maths attainment – <b>C</b>   | ✓ Problem Solving                         | <ul style="list-style-type: none"> <li>Recommended by research (EEF); children to be taught the 5 types of problem solving, this to be planned for systematically.</li> </ul>   | <ul style="list-style-type: none"> <li>Strategy is part of the Maths AIP.</li> <li>Staff Training.</li> <li>Long Table Exercises etc. provide evidence.</li> </ul>                                     | JM & SN                | £410.00               |
| ✓ Increased Reading attainment – <b>A</b> | ✓ Language Enrichment                     | <ul style="list-style-type: none"> <li>Recommended by research (EEF); Knowledge Organisers to be designed for the non-core subjects to ensure that vocabulary to be taught is identified and taught.</li> </ul>   | <ul style="list-style-type: none"> <li>Strategy is part of the Curriculum AIP.</li> <li>Staff Training.</li> </ul>   | AR & KT                | £179.00               |
| ✓ Increased Reading attainment – <b>A</b> | ✓ Access to high quality reading material | <ul style="list-style-type: none"> <li>Children have asked for high quality reading material to be available in their classrooms which they can use as 'Home Readers'.</li> <li>Peer to peer support reading; once per week the older year groups read to the younger children to 'share' the experience of story. These books are also shared in assembly once per week and staff model how these stories are read.</li> </ul> | <ul style="list-style-type: none"> <li>Strategy is part of Embedding AIP.</li> <li>Purchase classroom reading material.</li> <li>Purchase reading material to support peer to peer reading.</li> </ul> | JS & KT<br><br>SN & KT | £1,332<br><br>£165.02 |

**Total budgeted cost**    **£13,136.02**

## 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  | Review? |
|---|---|--|---|-------------|---------|
| ✓ Increased Maths attainment – <b>B</b>   | ✓ 1:1 Tuition                             | <ul style="list-style-type: none"> <li>Recommended by research (EEF); Third Space online Maths tuition accessed for -- Y6 children to close the gap with their peers.</li> </ul>           | <ul style="list-style-type: none"> <li>2 children per half term access the support – the session is monitored by JM to ensure that the children are on task at all times. Feedback from the tutor is shared regularly with JM.</li> </ul> | JM          | £500    |
| ✓ Increased Maths attainment – <b>B/C</b> | ✓ Identifying mathematical misconceptions | <ul style="list-style-type: none"> <li>Recommended by research (EEF); TA's using the Sandwell Test to identify gaps in children's learning &amp; provide targeted intervention.</li> </ul> | <ul style="list-style-type: none"> <li>Monitored as part of termly Pupil Progress Meetings.</li> </ul>  | KT, SN & JM | £50,000 |

| ✓ Increased Maths attainment – <b>A, B &amp; C</b>           | ✓ Identifying gaps in learning                  | • Recommended by research (EEF); TA's provide targeted interventions & pre/post teaching to close any gaps in learning & address any misconceptions.                                  | ✓ Monitored as part of termly Pupil Progress Meetings.                                     | KT,<br>SN &<br>JM           | £50,000<br>(as above) |
|--|---|---|--|-----------------------------|-----------------------|
| <b>Total budgeted cost</b>                                   |   |   |  |                             | <b>£50,500</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                  | Review?               |
| ✓ Targeted Social and emotional support - <b>D</b>           | ✓ Targeted support from CP Officer              | • This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2017/2018. | ✓ Children identified by CP Officer and Safeguarding Team.                                 | CP &<br>S/gdin<br>g<br>Team | £18,700               |
|  | ✓ Subsidised Breakfast and/or After-school Club | • This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2017/2018. | ✓ Children identified by the CP Officer.<br>✓ Both strategies monitored on a termly basis. | CP                          | £1, 650               |
| ✓ Increased range of experiences for our children - <b>E</b> | ✓ Focussed curriculum enrichment                | • This strategy ensured that PP children accessed a range of religious and cultural experiences (including those children in MySpace).  | ✓ Strategy is part of Curriculum AIP.  | AR                          | £11,250               |
| <b>Total budgeted cost</b>                                   |   |   |  |                             | <b>£31,600</b>        |

## 7. Review of expenditure: £111,000

### 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                 |              |                    |     |                   |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
|---|--|---|--|----------------------|--------------|--------------------|-----|-------------------|------------------------------------|-------------|------------------------------------|------|------|------|------|------|------|----|---------|----------|----|-----|--------------|--------------|----|---------------|----|---------|---------|----|-----|-------------|--------------|----|---------------|----|---------|----------|----|-----|-------------|-------------|-----|--------------|----|---------|---------|----|----|--------------|--------------|----|--------------|----|--|----------|--|-----|--------------|--------------|-----|----------------|----|---------|---------|----|-----|--------------|---------------|-----|----------------|--|
| <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>• 2 members of staff to attend the Power of Reading Training for Early Years staff</li> <li>• On-going training related to the Power of Reading across the academy</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 style="background-color: yellow;">&gt; Awaiting data from the ASP</li> <li>&gt; Achieved, we had an increase of +25% - from 38% to 63%.</li> <li>&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.</li> <li>&gt; PIRA Reading results for Pupil Premium children:</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Power of Reading to continue – part of Embedding AIP and internal data shows that it is having an impact on standards.</li> </ul> | <p><b>£1,500</b></p> |              |                    |     |                   |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
|   |  | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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<br/>(6/11)</td> <td>17<br/>(6/11)</td> <td>+7</td> <td>82%<br/>(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<br/>(7/13)</td> <td>16<br/>(9/14)</td> <td>+7</td> <td>57%<br/>(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<br/>(4/7)</td> <td>27<br/>(5/8)</td> <td>+10</td> <td>75%<br/>(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<br/>(5/13)</td> <td>15<br/>(6/11)</td> <td>+5</td> <td>9%<br/>(1/11)</td> </tr> <tr> <td>Y5</td> <td></td> <td>22 to 40</td> <td></td> <td>106</td> <td>13<br/>(5/11)</td> <td>28<br/>(6/11)</td> <td>+15</td> <td>91%<br/>(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<br/>(7/17)</td> <td>27<br/>(11/15)</td> <td>+11</td> <td>80%<br/>(12/15)</td> </tr> </tbody> </table> <p>The PIRA data shows that PP children have made good to outstanding progress, and that</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<br>(6/11) | 17<br>(6/11) | +7 | 82%<br>(9/11) | Y2 | 1 to 22 | 4 to 24 | 91 | 105 | 9<br>(7/13) | 16<br>(9/14) | +7 | 57%<br>(8/14) | Y3 | 6 to 27 | 17 to 33 | 92 | 110 | 17<br>(4/7) | 27<br>(5/8) | +10 | 75%<br>(6/8) | Y4 | 0 to 20 | 6 to 26 | 85 | 90 | 10<br>(5/13) | 15<br>(6/11) | +5 | 9%<br>(1/11) | Y5 |  | 22 to 40 |  | 106 | 13<br>(5/11) | 28<br>(6/11) | +15 | 91%<br>(10/11) | Y6 | 1 to 30 | 5 to 37 | 90 | 110 | 16<br>(7/17) | 27<br>(11/15) | +11 | 80%<br>(12/15) |  |
|   | 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<br>(6/11) | 17<br>(6/11)       | +7  | 82%<br>(9/11)     |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
| Y2  | 1 to 22  | 4 to 24   | 91   | 105                  | 9<br>(7/13)  | 16<br>(9/14)       | +7  | 57%<br>(8/14)     |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
| Y3  | 6 to 27  | 17 to 33  | 92   | 110                  | 17<br>(4/7)  | 27<br>(5/8)        | +10 | 75%<br>(6/8)      |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
| Y4  | 0 to 20  | 6 to 26   | 85   | 90                   | 10<br>(5/13) | 15<br>(6/11)       | +5  | 9%<br>(1/11)      |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
| Y5  |  | 22 to 40  |  | 106                  | 13<br>(5/11) | 28<br>(6/11)       | +15 | 91%<br>(10/11)    |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |
| Y6  | 1 to 30  | 5 to 37   | 90   | 110                  | 16<br>(7/17) | 27<br>(11/15)      | +11 | 80%<br>(12/15)    |                                    |             |                                    |      |      |      |      |      |      |    |         |          |    |     |              |              |    |               |    |         |         |    |     |             |              |    |               |    |         |          |    |     |             |             |     |              |    |         |         |    |    |              |              |    |              |    |  |          |  |     |              |              |     |                |    |         |         |    |     |              |               |     |                |  |

phonics/reading interventions are having a positive and measurable impact on children's progress.

|    | % 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)                            |

Progress of PP children is overall in line with Non-PP children.

- > Increase the % of PP achieving expected standard in SPAG
- > Increase the % of PP achieving HS in SPAG
- > Increase the average spelling mark of PP children

- Introduce the Babcock Spelling Strategy

- > 69% of PP achieved EXS, an increase of 19% from 50% previously.
- > 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.
- > Single Word Spelling Test results for Pupil Premium 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<br>(6/11)       | 19<br>(5/11) | +10         | 36%<br>(4/11)                      |
| Y2 | 4 to 35 | 6 to 35  | 99                 | 106  | 17<br>(7/13)      | 25<br>(9/14) | +8          | 50%<br>(7/14)                      |
| Y3 | 3 to 37 | 8 to 43  | 95                 | 104  | 18<br>(3/8)       | 29<br>(4/8)  | +11         | 38%<br>(3/8)                       |
| Y4 | 1 to 46 | 4 to 48  | 92                 | 95   | 17<br>(6/13)      | 24<br>(7/12) | +7          | 0%<br>(0/11)                       |
| Y5 | 0 to 43 | 19 to 50 | 100                | 103  | 25<br>(6/11)      | 38<br>(7/10) | +13         | 70%<br>(7/10)                      |
| Y6 | 0 to 41 | 1 to 50  | 91                 | 108  | 23<br>(9/17)      | 37<br>(7/15) | +14         | 87%<br>(13/15)                     |

The PIRA data shows that PP children have made good to outstanding progress, and that phonics/reading interventions are having a positive and measurable impact on children's progress.

- ✓ Babcock Spelling Strategy to continue – part of Embedding AIP and internal data shows that it is having an impact on standards.

£200

|           | <b>% Pupil Premium ch making 16+ months progress</b> | <b>% Non-PP ch making 16+ months progress</b> |
|-----------|--|---|
| <b>Y1</b> | 82% (9/11)   | 76% (22/29)                                   |
| <b>Y2</b> | 57% (8/14)   | 50% (15/30)                                   |
| <b>Y3</b> | 75% (6/8)  | 84% (21/25)                                   |
| <b>Y4</b> | 9% (1/11)  | 6% (2/31)                                     |
| <b>Y5</b> | 91% (10/11)  | 93% (25/27)                                   |
| <b>Y6</b> | 80% (12/15)  | 83% (24/29)                                   |

Progress of PP children is overall in line with Non-PP children.

> Grammarsaurus results for Pupil Premium children:

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

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

|           | <b>Diff in ARS for Pupil Premium ch</b> | <b>Diff in ARS for Non-PP ch</b> |
|-----------|---|----------------------------------|
| <b>Y1</b> | +16                                     | +16                              |
| <b>Y2</b> | +12                                     | +11                              |
| <b>Y3</b> | +14                                     | +13                              |
| <b>Y4</b> | +7                                      | +9                               |
| <b>Y5</b> | +17                                     | +15                              |
| <b>Y6</b> | +26                                     | +26                              |

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



| <b>ii. Targeted support</b>  |  |  |  |                                |
|--|--|--|--|--------------------------------|
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>Estimated impact: Did you meet the success criteria?<br/>Include impact on pupils not eligible for PP, if appropriate.</b>  | <b>Lessons learned<br/>(and whether you will continue with this approach)</b>  | <b>Cost</b>                    |
| ➤ 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<br/>For vulnerable PP families this to be extended to 5 free sessions at both Clubs on a weekly basis.</li> </ul>                                      | <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>   | ✓ Continue with this strategy.   | <b>£1,657</b>                  |
| ➤ 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> <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>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 this would have been higher without Caroline's support.</li> </ul> | ✓ Continue with this strategy.   | <b>£18,700</b>                 |
| ➤ Increase children's enjoyment of reading at home                                     | <ul style="list-style-type: none"> <li>Renew home reading books.</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>  | ✓ This has had a positive impact on children taking books home to read. We now need to look at the availability of 'Home Readers' in classrooms. | <b>£373</b>                    |
| ➤ Specialist External Services to support PP children Educational Psychologist support | <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>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>   | ✓ We will look to fund this out of the main school budget.   | <b>£4,000</b><br><b>£3,500</b> |

➤ Teaching Assistant support in every class

- TA's deliver early and targeted support to PP children (and Non PP children).
- TA's to provide cover day-to-day for teacher training/absence.
- TA's provide cover at lunchtimes, supporting lunchtime supervisors.
- Sports Coach to deliver PPA cover; Y1 to Y6.

➤ Impact was measured during Pupil Progress Mtgs; data shows that children are making progress and both teachers and TA's have delivered targeted interventions.  
 ➤ Overall, attainment broadly dips slightly in comparison to Non-PP children however, the progress of PP children is good:

| Y1<br>(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% |

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.

| Y3<br>(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%  |

In RWM, 3 (out of 9) PP children are not achieving ARE and one of them is in receipt of an EHCP (Band 6).

| Y4<br>(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%  |

Although attainment is low for PP children, progress is in line or exceeds that of the comparative group.

| Y5<br>(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%  |

PP and Non-PP children are broadly similar in terms of attainment and progress.

- Lunchtime incidents recorded in CPOMS show resulting actions that are appropriate; this continues to be monitored weekly by the Safeguarding Team. Data shows that:
  - There is a 35% decrease in behaviour incidents at lunchtime.

✓ Continue with this – it is having an impact on outcomes as data shows.

£70,000

| iii. Other approaches   |  |  |  |         |
|---|--|--|--|---------|
| Desired outcome   | Chosen action / approach   | Estimated impact: Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned<br>(and whether you will continue with this approach)                                | Cost    |
| Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world. | <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>&gt; Children have experienced 2 Christmas pantomimes (£1,484).</li> <li>&gt; KS1 &amp; KS2 visited St Andrew's church to take part in a Harvest Festival service.</li> <li>&gt; Y5 &amp; Y6 took part in the Remembrance service at St Andrew's church.</li> <li>&gt; 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>&gt; 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>&gt; Please see SMSC file for more evidence.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Continue with this – part of the Curriculum AIP.</li> </ul> | £11,250 |

**8. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.