

Pupil Premium Strategy Statement (Alford Primary School)

1. Summary Information					
School	Alford Primary School				
Academic Year	2018/19	Total PP budget: £182,160		Date of most recent PP Review October 18 – Peer Review Focus. Governor Visit to monitor provision and take feedback from pupil: May 2018.	LA Review: March 2015 HMI: May 2015 OFSTED: May 2016
Total number of pupils	374	Number of pupils eligible for PP	156	Date for next internal review of this strategy August 2019	

2. Current attainment (Yr 6: July 2018)		
	<i>Pupils eligible for PP (14 pupils: 50% SEND) (29 non PP pupils: 10% SEND)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	38%	79%
reading progress score (2017 score)	-2.65 (-3.69) Increase in progress	0.1pts (0.5) Decrease in progress
writing progress score (2017 score)	-2.56 (-0.5) Decrease in progress	-0.6pts (0.3) Decrease in progress
maths progress score (2017 score)	-1.42 (-1.68) Increase in progress	0.5pts (0.5) Unchanged

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)	
A.	On entry baseline measures are noticeably lower for PP pupils in EYFS compared to non PP: communication and language and PSED scores were both a concern for the 2017/2018 PP cohort.

Figures show the percentage of pupils working at age related expectation on entry into EYFS (2017/2018)

	PP	Non PP
CL Listening and Attention	48%	66%
CL Understanding	48%	66%
CL Speaking	41%	72%
Personal, Social & Emotional Development (PSED) Self Confidence and Self Awareness	48%	62%
PSED Managing Feelings & Behaviour	48%	66%
PSED Making Relationships	37%	62%

B. Higher SEND proportions of PP pupils: 64% of SEND are PP (August 2018)

C. Higher level vocabulary skills (as expected in new standards) are underdeveloped in school.

D. Staffing changes in EYFS and KS1 linked to maternity and recruitment.

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

A. Attendance of PP pupils
 overall attendance in 2017/18 – 96%;
 PP attendance – 95%
 Non PP attendance – 96.7%
 There a few families having a significant impact on overall attendance, all are PP. Targeted support has been given with good impact in some cases but there are still some families where more robust support will be required in 2018/2019.

B.	High numbers of families needing social care and TAC support – currently 8 families for which our PSA is Lead professional. Spring 2018 figures: 14 families were at TAC.	
C.	Lack of home support for reading activities and other school related activities within the PP cohort	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance for the PP cohort. (OA)	96% attendance for PP pupils
B.	Improve communication and language skills and PSED skills in EYFS. (TS)	PP pupils make at least typical progress in CL and PSED.
C.	In KS2, improve the understanding and use of ambitious vocabulary to impact on KS2 comprehension and therefore, reading performance in class and in tests. (QT for A)	Reading attainment for Yr 6 PP cohort to improve on 52% (2017/18 figure for PP attainment at expected). Rates for reading progress for PP pupils to continue to match non PP pupils across the school.
D.	Embed the improvement in phonics attainment for the PP cohort in KS1. (QTfA)	No gap between phonics attainment for the PP cohort in Yr 1 and national figure for 2018. Progress through phonic stages should be the same for the PP cohort and non-PP cohort i.e. same rate of progress from starting point.
E.	PP pupils who have specific barriers will receive targeted support and so make accelerated progress in this area of need. (TS)	Initial and final assessments show accelerated progress.

5. 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	When will you review implementation?
Expected progress in reading, writing and maths for all PP pupils to be at least 90%. At least 10% making better than expected progress in each year group. Combined R, W and M %age to increase in 2019.	Additional support in lessons as well as additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths. (At least 1 TA in each class.)	EEF foundation cites timely and clear feedback as being an effective, efficient intervention.	All support and interventions are identified on provision grids for pupil premium pupils, which are updated each term in light of assessments. Observations and pupil feedback, as well as work scrutinies inform us about the quality of feedback – pupils' 'purple penning' shows responses to support and work in books show progress being made.	All teaching staff – Teachers identify PP pupils who need feedback sessions in the afternoon by looking closely at English and maths work following morning sessions.	Each long term following key assessments.
Improved phonic outcomes in EYFS and KS1 with PP pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.	Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or support given to targeted children within the teacher's group.	Good evidence that early fluent phonic decoding is essential building block for confident reading.	Phonics Tracker will show progress; Provision maps will show what specific support is being given. %age of Children's passing phonic screen in Year 1 will at least match national figures.	All teaching staff.	Each long term but there will be movement between groups depending on attainment in lessons as and when needed.

To build on the progress made in 2017/18 with the initiative to improve maths reasoning skills for all pupils.	CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply reasoning skills. To implement the WRH planning using the appropriate level of support for pupils. To take part in a pilot project for establishing mastery and opportunities for staff to observe the Shanghai approach to teaching maths.	Maths Lead has taken feedback from Maths Cluster sessions about the positive impact of using maths reasoning within all lessons - the use of the White Rose Hub supports this approach.	Pupils' books. Feedback from pupils. Lesson observations conducted by the HT. Reasoning scores will improve on the previous year for PP pupils. This will form part of staff appraisal system.	All teaching staff. HT to complete lesson obs.	Work Scrutinies each short term. Feedback from pupils during lesson observations. Assessments each LT. All will inform progress of this type of approach and discussion at training sessions will assess approach.
Total budgeted cost					35% of the TA Budget: £97,401

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?
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas.	1 to 1 support in reading has shown to be effective in supporting pupils to make accelerated progress in both reading fluency and reading comprehension, language skills Salford tests and maths skills measured by the Sandwell Test.	Feedback from assessments and progress measured by pre and post assessments.	Team Leaders analyse and feedback to DHT and HT.	Depends on length of interventions. £2,889

SEND/PP pupils' specific barriers will be correctly identified. SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions.	STAPS team employed to complete assessments of identified pupils. SENDCo	Researched backed assessments proven to identify key issues. External agencies provide expertise in suggesting appropriate interventions.	Written reports and recommendations are used by teaching staff to ensure identified needs are being addressed	SENDCo	£1,174 £9,702
PP pupils make at least expected progress in key curriculum areas and if SEND achieve targets on Learning Plans.	Team Leaders organise teaching support for PP pupils and ensure all PP pupils receive high quality targeted support. The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.	High quality teaching in small groups using timely feedback is effective in terms of impact on progress.	Assessment results and pupil books show good progress in learning is being made.	HT and DHT analyse assessments and monitor work scrutinies.	£19,948 DHT and TL costs
Total budgeted cost					£131,114
iii. Other approaches					
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?
Improved attendance of PP pupils so improving learning outcomes. Targeted to reach 96%.	Learning Mentor meets with pupils whose attendance is dipping and liaises with parents, putting actions in place to allow improvements to be made. Rewards and incentives in place.	Improved attendance improves learning outcomes and emotional support/ talking time improves wellbeing.	Attendance monitoring and regular meeting between the HT and the LM. Regular external review systems and procedures by a consultant EWO.	HT and LM	£22,410

PP families with factors affecting wellbeing are supported through the TAC arena.	PSA employed to dedicate time to families and to bring together professionals to support them.	Supporting families to resolve difficulties improves outcomes for the children in that family.	Regular meetings to review the range of support in place for families.	PSA and HT	£9,000
Pupils are well nourished and so concentrate better in lessons. Children escorted onto school premises ensuring punctual attendance.	Breakfast Club: staffing and the cost of breakfasts for an average of 31 PP pupils a day. Walking Bus staffing	There is evidence to show that children find it difficult to concentrate when hungry. Children receive a well-balanced, plentiful breakfast. Prompt start to learning.	Register kept and is noted within Provision mapping so that staff are aware which PP pupils are getting this. Register completed.	LM	£12,000 £836
Children with significant emotional issues receive 6 dedicated sessions of counselling.	Counselling Service	Talking time has been shown to improve children's ability to make sense of their emotions.	Referrals kept and SENDCO liaises with staff to identify pupils who may need this support.	SENDCO	£1800
PP pupils access the Yr 5/6 London trip/ PGL and so access the additional cultural and educational opportunities it provides.	Enhancing the curriculum.	Stimulating learning experiences improve children's attitude to learning.	Feedback from pupils has confirmed that this is something they value.	DHT/ Yr 5/6 Team Leader.	£5000
Total budgeted cost					£182,160

6. Review of expenditure																																																																																		
Previous Academic Year		2017/2018 £176,880																																																																																
i. Quality of teaching for all																																																																																		
Desired outcome	Chosen action/approach	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																																																																								
Expected progress in reading, writing and maths for all PP pupils to be at least 90%. At least 10% making better than expected progress in each year group.	Additional support in lessons as well additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths.	<table border="1"> <thead> <tr> <th rowspan="2">Progress EP BTEP</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">SPaG</th> <th colspan="2">Maths</th> </tr> <tr> <th>DPP</th> <th>Non-DPP</th> <th>DPP</th> <th>Non-DPP</th> <th>DPP</th> <th>Non-DPP</th> <th>DPP</th> <th>Non-DPP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>100% 17%</td> <td>93% 18%</td> <td>100% 23%</td> <td>96% 18%</td> <td>91% 18%</td> <td>96% 22%</td> <td>100% 18%</td> <td>93% 11%</td> </tr> <tr> <td>Year 2</td> <td>82% 23% (95% 10%)</td> <td>95% 19% (95% 16%)</td> <td>82% 15% (95% 5%)</td> <td>92% 22% (95% 5%)</td> <td>86% 24% (95% 5%)</td> <td>92% 32% (92% 3%)</td> <td>86% 24% (100% 0%)</td> <td>84% 24% (92% 16%)</td> </tr> <tr> <td>Year 3</td> <td>83% 4% (88% 12%)</td> <td>94% 19% (91% 23%)</td> <td>90% 0% (92% 6%)</td> <td>94% 3% (97% 37%)</td> <td>85% 8% (92% 28%)</td> <td>92% 17% (74% 46%)</td> <td>88% 20% (76% 12%)</td> <td>97% 17% (80% 37%)</td> </tr> <tr> <td>Year 4</td> <td>88% 6% (93% 0%)</td> <td>92% 11% (89% 13%)</td> <td>81% 15% (100% 21%)</td> <td>94% 11% (95% 11%)</td> <td>90% 19% (100% 14%)</td> <td>89% 20% (97% 16%)</td> <td>90% 19% (93% 7%)</td> <td>92% 14% (92% 5%)</td> </tr> <tr> <td>Year 5</td> <td>94% 31% (92% 27%)</td> <td>100% 27% (96% 19%)</td> <td>88% 14% (96% 27%)</td> <td>92% 23% (92% 23%)</td> <td>90% 19% (92% 20%)</td> <td>92% 12% (96% 15%)</td> <td>84% 11% (92% 24%)</td> <td>92% 38% (93% 30%)</td> </tr> <tr> <td>Year 6</td> <td>92% 13% (100% 14%)</td> <td>90% 31% (100% 0%)</td> <td>92% 13% (93% 43%)</td> <td>93% 38% (93% 17%)</td> <td>92% 15% (93% 21%)</td> <td>90% 34% (90% 28%)</td> <td>92% 25% (93% 14%)</td> <td>90% 32% (97% 7%)</td> </tr> </tbody> </table>								Progress EP BTEP	Reading		Writing		SPaG		Maths		DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP	Year 1	100% 17%	93% 18%	100% 23%	96% 18%	91% 18%	96% 22%	100% 18%	93% 11%	Year 2	82% 23% (95% 10%)	95% 19% (95% 16%)	82% 15% (95% 5%)	92% 22% (95% 5%)	86% 24% (95% 5%)	92% 32% (92% 3%)	86% 24% (100% 0%)	84% 24% (92% 16%)	Year 3	83% 4% (88% 12%)	94% 19% (91% 23%)	90% 0% (92% 6%)	94% 3% (97% 37%)	85% 8% (92% 28%)	92% 17% (74% 46%)	88% 20% (76% 12%)	97% 17% (80% 37%)	Year 4	88% 6% (93% 0%)	92% 11% (89% 13%)	81% 15% (100% 21%)	94% 11% (95% 11%)	90% 19% (100% 14%)	89% 20% (97% 16%)	90% 19% (93% 7%)	92% 14% (92% 5%)	Year 5	94% 31% (92% 27%)	100% 27% (96% 19%)	88% 14% (96% 27%)	92% 23% (92% 23%)	90% 19% (92% 20%)	92% 12% (96% 15%)	84% 11% (92% 24%)	92% 38% (93% 30%)	Year 6	92% 13% (100% 14%)	90% 31% (100% 0%)	92% 13% (93% 43%)	93% 38% (93% 17%)	92% 15% (93% 21%)	90% 34% (90% 28%)	92% 25% (93% 14%)	90% 32% (97% 7%)	Continue to provide 1 to 1 support in order to address misconceptions – use the thumbs up – sideways method for identification as well as teachers looking at books during the lunch time break. Scrupulous monitoring of those children who did not make expected progress will be needed in 18/19. Particularly - Yr 2 pupils as they move into Yr 3. Yr 3 in to Yr 4 and in reading and writing for Yr 4 into Yr 5. The PP pupils who are also SEND will require particular monitoring and interventions.	
		Progress EP BTEP	Reading		Writing		SPaG		Maths																																																																									
			DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP	DPP	Non-DPP																																																																								
		Year 1	100% 17%	93% 18%	100% 23%	96% 18%	91% 18%	96% 22%	100% 18%	93% 11%																																																																								
		Year 2	82% 23% (95% 10%)	95% 19% (95% 16%)	82% 15% (95% 5%)	92% 22% (95% 5%)	86% 24% (95% 5%)	92% 32% (92% 3%)	86% 24% (100% 0%)	84% 24% (92% 16%)																																																																								
		Year 3	83% 4% (88% 12%)	94% 19% (91% 23%)	90% 0% (92% 6%)	94% 3% (97% 37%)	85% 8% (92% 28%)	92% 17% (74% 46%)	88% 20% (76% 12%)	97% 17% (80% 37%)																																																																								
		Year 4	88% 6% (93% 0%)	92% 11% (89% 13%)	81% 15% (100% 21%)	94% 11% (95% 11%)	90% 19% (100% 14%)	89% 20% (97% 16%)	90% 19% (93% 7%)	92% 14% (92% 5%)																																																																								
		Year 5	94% 31% (92% 27%)	100% 27% (96% 19%)	88% 14% (96% 27%)	92% 23% (92% 23%)	90% 19% (92% 20%)	92% 12% (96% 15%)	84% 11% (92% 24%)	92% 38% (93% 30%)																																																																								
Year 6	92% 13% (100% 14%)	90% 31% (100% 0%)	92% 13% (93% 43%)	93% 38% (93% 17%)	92% 15% (93% 21%)	90% 34% (90% 28%)	92% 25% (93% 14%)	90% 32% (97% 7%)																																																																										
<p><i>Bracketed figures show the end of year results for that year group in July 2017.</i></p> <p><i>It is clear that some children have not made expected progress despite a range of interventions. These children will continue to need additional targeted support in the forthcoming academic year. More detailed information is available from Appraisal documents and DPP provision mapping. It is pleasing to see that BTE progress is evident for both DPP and non DPP groups as the children move through the school, particularly so in Year 5 and Year 6.</i></p> <p><i>Specific concerns: Yr 2 DPP cohort are not maintaining progress across all subject areas. Yr 3 DPP cohort in reading, SPaG and Maths (just). Yr 4 DPP cohort for reading and writing. Year 5 DPP for maths (expected progress).</i></p>																																																																																		

Combined R, W and M %age to increase in 2018.

	2016		2017		2018	
	Alford Primary %	National Score %	Alford Primary %	National Score %	Alford Primary %	National Score %
Reading	65	66	63	71	75%	75%
Writing	71	74	70	76	73%	78%
Mathematics	75	70	67	75	73%	76%
SPAG	65	72	72	77	77%	78%
R,W & M combined	54	53	50	61	64%	64%

The overall R, W and M combined score increased by **14% from the previous year.**

Progress During KS2 2018	All	DPP	Non-DPP
Reading 2018	0.2	-0.37	0.5
Reading 2017	-1.6	-3.7	0.5
Writing 2018	-1.3	-3.09	-0.4
Writing 2017	-0.1	-0.5	0.3
Maths 2018	0.0	-0.69	0.3
Maths 2017	-0.7	-1.6	0.3
RWM 2018	-0.3	-1.4	0.1
RWM 2017	-0.6	-1.8	0.2

The 2018 DPP cohort's progress score from KS1 was significantly better than the previous year's DPP score for reading, maths and combined.

	Working at the Expected Standard	
	Alford	National
2016	78%	81%
2017	75%	81%
2018	90%	

Improved phonic outcomes in EYFS and KS1 with PP pupils making

Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or support given to

<p>at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.</p> <p>To build on the progress made in 2016/17 with the initiative to improve maths reasoning skills for all pupils.</p>	<p>targeted children within the teacher's group.</p> <p>CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply reasoning skills. To implement the WRH planning using the appropriate level of support for pupils.</p> <p>TAs used in the afternoons to work with PP and any other vulnerable pupils to address misconceptions from the</p>	<p>See additional information below in targeted support review.</p> <p>Evidence is clear in books and during feedback from pupils to show that reasoning has been a much more integral part of the lesson with challenge for all abilities being a feature. Pupils are proud of their work and are meeting the challenges of the new curriculum. Pupils understand when and why they have made errors and are able to address these.</p> <p>Reasoning score increase on 2017 figures (pupils working below their KS are excluded from the data):</p> <table border="1" data-bbox="504 715 1697 933"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>53%</td> <td>57%</td> </tr> <tr> <td>Year 4</td> <td>65%</td> <td>66%</td> </tr> <tr> <td>Year 5</td> <td>62%</td> <td>63% (if the five children new to Year 5 are removed)</td> </tr> <tr> <td>Year 6</td> <td>56%</td> <td>67%</td> </tr> </tbody> </table> <p><i>The average test result shows an increase in Year 6 with other year groups staying in line with the previous year scores. Books show much more frequent opportunities for children to apply their maths knowledge through reasoning/ problem solving activities when compared to 2 + years ago and it is disappointing that there is not clearer evidence of this through test scores. The increased score in Year 6 is very pleasing.</i></p>		2017	2018	Year 3	53%	57%	Year 4	65%	66%	Year 5	62%	63% (if the five children new to Year 5 are removed)	Year 6	56%	67%	<p>2018 end of year mental maths score to be used as base line for tracking progress next year. Increased focus on counting fluency in KS1.</p>	<p>35% of the TA Budget: £81,844</p>
	2017	2018																	
Year 3	53%	57%																	
Year 4	65%	66%																	
Year 5	62%	63% (if the five children new to Year 5 are removed)																	
Year 6	56%	67%																	

	morning's learning.																								
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																					
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas. Class Teacher directs TAs to specific groups or individuals. Team Leaders review impacts of support on a regular basis and adjust as appropriate.	<p>Figures show the percentage of pupils working at age related expectation in targeted areas at the end of the year compared to on-entry data into EYFS (2017/2018)</p> <table border="1"> <thead> <tr> <th>TARGETTED AREA</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>CL Listening and Attention</td> <td>83% 48% Increase of 35%</td> <td>97% 66% Increase of 31%</td> </tr> <tr> <td>CL Understanding</td> <td>83% 48% Increase of 35%</td> <td>97% 66% Increase of 31%</td> </tr> <tr> <td>CL Speaking</td> <td>79% 41% Increase of 38%</td> <td>97% 72% Increase of 25%</td> </tr> <tr> <td>Personal, Social & Emotional Development (PSED) Self Confidence and Self Awareness</td> <td>79% 48% Increase of 31%</td> <td>97% 62% Increase of 35%</td> </tr> <tr> <td>PSED Managing Feelings & Behaviour</td> <td>79% 48% Increase of 31%</td> <td>97% 66% Increase of 35%</td> </tr> <tr> <td>PSED Making Relationships</td> <td>79% 37% Increase of 42%</td> <td>94% 62% Increase of 32%</td> </tr> </tbody> </table>	TARGETTED AREA	PP	Non PP	CL Listening and Attention	83% 48% Increase of 35%	97% 66% Increase of 31%	CL Understanding	83% 48% Increase of 35%	97% 66% Increase of 31%	CL Speaking	79% 41% Increase of 38%	97% 72% Increase of 25%	Personal, Social & Emotional Development (PSED) Self Confidence and Self Awareness	79% 48% Increase of 31%	97% 62% Increase of 35%	PSED Managing Feelings & Behaviour	79% 48% Increase of 31%	97% 66% Increase of 35%	PSED Making Relationships	79% 37% Increase of 42%	94% 62% Increase of 32%		£17,241
TARGETTED AREA	PP	Non PP																							
CL Listening and Attention	83% 48% Increase of 35%	97% 66% Increase of 31%																							
CL Understanding	83% 48% Increase of 35%	97% 66% Increase of 31%																							
CL Speaking	79% 41% Increase of 38%	97% 72% Increase of 25%																							
Personal, Social & Emotional Development (PSED) Self Confidence and Self Awareness	79% 48% Increase of 31%	97% 62% Increase of 35%																							
PSED Managing Feelings & Behaviour	79% 48% Increase of 31%	97% 66% Increase of 35%																							
PSED Making Relationships	79% 37% Increase of 42%	94% 62% Increase of 32%																							

The increase in percentages for the PP group are close to or greater than the increase for the non PP group showing at least similar rates of progress in these key areas for the PP group.

Expected attainment in Reading – DPP vs NDPP, for the same cohort (ie. Year 1 in 2017 becomes Year 2 in 2018):

	DPP		NDPP	
	2017	2018	2017	2018
EYFS	<i>%age of DPP who attained 2 in the ELG?</i>	92%	<i>%age of NDPP who attained 2 in the ELG?</i>	89%
Year 1	71%*	59%	79%	78%
Year 2	52%	54%	83%	89%
Year 3	57%	56%	84%	83%
Year 4	73%	78%	85%	92%
Year 5	57%	58%	83%	100%

* These Year 1 results were not deemed accurate once the pupils moved into Year 2, so while BTE progress figures were slightly higher for DPP than for NDPP, there was a negative gap of 13% for expected progress.

The DPP figures for attainment in Reading remained broadly in-line with the previous year for the same cohort. The continuing problem for this group is that they contain a disproportionate amount of SEND children. Small step progress remains broadly in line or above for Reading year on year, at both EP (apart from Year 2 at EP*) and BTE, showing this group are making similar progress to their peers.

Phonics 2018

The EYFS phonics tracker shows that by the end of the year 48% (14/29) PP children achieved at least the expected stage (Stage 3 week 6 -9) compared to 74% (23/31) of the non PP children. If Stage 3 (week 3 -5) is included, then 83% of PP achieved this compared to 97% of non PP pupils. 6 SEND did not achieve this target and 5 of these 6 SEND pupils are also pupil premium.

PP children matched non PP children for the rate at which they moved through the phonics stages from their starting points – on average 4 stages. Only SEND pupils moved through at a slower rate.

Results show that on average accelerated progress is made by this approach and as reading is a key underpinning skill, this intervention will continue.

		<p>Yr 1 10/12 PP pupils achieved expected standard: 83%. 25/27 non- PP achieved expected standard: 93%.</p> <p>Yr 2 Phonics 15 resits: 8 of them PP (50% SEND), 7 non PP (57% SEND). 11 of the 15 passed. 73% 4 of 8 PP pupils passed:50% 5 of 6 non-PP pupils passed: 100%</p> <p><u>Reading</u> In Yr 1, the average progress in months from October '17 to June '18 for 10 PP children was 2 yrs and 4m with a range from 5m (just 1) to 4yrs and 4m.</p> <p>In Yr 2, the average progress in months from October '17 to June '18 for 22 PP children: 24 months with a range from 5m to 3 yrs 5m.</p> <p>Year 3 reading: 20 targeted PP pupils received additional reading sessions and on average made 17 months progress over a 9 month period.</p> <p>Year 4 reading: 11 targeted PP pupils received additional reading sessions and on average made 19 months progress over a 6 month period for reading accuracy. For reading comprehension there was an increase of 14.2 months for 15 targeted pupils in a 9 month period.</p> <p>Year 5 reading: 3 PP pupils received additional reading sessions and on average made 7 months progress in reading fluency over a 3 month period.</p> <p>Year 6 reading: 3 PP pupils received targeted additional reading sessions and on average made 16 months progress in reading comprehension over a 9 month period.</p> <p>Maths Additional Maths Support – progress measured by the Sandwell test.</p> <p>8 Yr 4 pupils on average made 11.5 months progress in a 6 month period.</p> <p>3 Yr 5 pupils on average made 12 months progress in a 6 month period.</p> <p>6 Yr 6 pupils on average made 15 months progress in a 6 month period.</p>	<p>This formula is now set up so that all classes have at least 1 TA per class with additional support to target specific areas. Feedback from class teachers and pupils tells us this is a driver for positive outcomes both academically, socially and emotionally.</p>	
--	--	--	---	--

<p>SEND/PP pupils' specific barriers will be correctly identified. SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions. LAC Teacher to monitor the progress and attainment of LAC pupils.</p> <p>Yr 6 PP pupils make accelerated progress including more able pupils.</p>	<p>STAPS team employed to complete assessments of identified pupils.</p> <p>SENDCo/ LAC teacher</p> <p>DHT organises teaching support for PP Yr 6 pupils, teaching for .33 of the TT and ensures all PP pupils receive high quality targeted support.</p>	<p>The STAPS team completed assessments on 9 Pupil Premium pupils, allowing targeted interventions to be applied.</p> <p>Most SEND pupils who received coordinated support organised by the SENDCo made progress against their individual learning plan targets. More info supplied in the Summer Term SEND impact statement.</p> <p>Overall, LAC pupils made at least expected progress in English and Maths.</p> <p>Looked After Pupils</p> <table border="1" data-bbox="504 571 1541 880"> <thead> <tr> <th></th> <th>R Att</th> <th>R Progress</th> <th>Writing Att</th> <th>Writing Progress</th> <th>Maths Attainment</th> <th>Maths Progress</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Child 1</td> <td>5GD</td> <td>expected</td> <td>5E</td> <td>Better than expected</td> <td>5E</td> <td>Less than expected</td> <td>99.7%</td> </tr> <tr> <td>Child 2</td> <td>5E</td> <td>expected</td> <td>5W+</td> <td>expected</td> <td>5W+</td> <td>expected</td> <td>99%</td> </tr> <tr> <td>Child 3</td> <td>6E</td> <td>expected</td> <td>6E</td> <td>Better than expected</td> <td>6E</td> <td>Better than expected</td> <td>98%</td> </tr> </tbody> </table> <p>Yr 6 PP pupils were supported in key areas including English, SPAG and maths.</p> <p>Progress for the DPP group compared well with progress for the non PP group: as shown. Red figures show better than expected progress.</p> <table border="1" data-bbox="504 1236 1361 1340"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93% 36%</td> <td>93% 36%</td> <td>93% 29%</td> <td>93% 14%</td> </tr> <tr> <td>Non PP</td> <td>90% 31%</td> <td>93% 38%</td> <td>90% 31%</td> <td>90% 34%</td> </tr> </tbody> </table>		R Att	R Progress	Writing Att	Writing Progress	Maths Attainment	Maths Progress	Attendance	Child 1	5GD	expected	5E	Better than expected	5E	Less than expected	99.7%	Child 2	5E	expected	5W+	expected	5W+	expected	99%	Child 3	6E	expected	6E	Better than expected	6E	Better than expected	98%		Reading	Writing	Maths	SPAG	PP	93% 36%	93% 36%	93% 29%	93% 14%	Non PP	90% 31%	93% 38%	90% 31%	90% 34%	<p>Learning plan interventions to be reviewed earlier in the summer term to allow for enough focussed support in the Summer term.</p>	<p>£1,174</p> <p>£13,546</p> <p>£17,186</p>
	R Att	R Progress	Writing Att	Writing Progress	Maths Attainment	Maths Progress	Attendance																																												
Child 1	5GD	expected	5E	Better than expected	5E	Less than expected	99.7%																																												
Child 2	5E	expected	5W+	expected	5W+	expected	99%																																												
Child 3	6E	expected	6E	Better than expected	6E	Better than expected	98%																																												
	Reading	Writing	Maths	SPAG																																															
PP	93% 36%	93% 36%	93% 29%	93% 14%																																															
Non PP	90% 31%	93% 38%	90% 31%	90% 34%																																															

	The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.			
iii.				
Desired outcome	Chosen action/approach	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
Improved attendance of PP pupils so improving learning outcomes. Both targeted to reach 96%. PP families with factors affecting wellbeing are supported through the TAC arena. Barriers to parenting problems are removed and support given so that PP pupils are	The LM Attendance Support for Parents	Overall improvement in DPP attendance for 2018. DPP attendance increased from 94% in 2017 to 95% in 2018. 33 families have received support from the PSA and at least 39 pupils have accessed a range of emotional support via a range of programmes from either the Learning Mentor or our Parents Support Advisor.	A few families are bringing attendance of the PP cohort down. High priority placed on dealing with these families in an even more robust way by pushing to TAC as soon as any issues emerge. Otherwise the approach used by the LM will continue in the same way – making calls to PS, collecting pupils if absolutely necessary, discussing any emotional issues with pupils if these underpin the attendance problem. The number of TACs is increasing so the PSA will focus just on coordinating these and supporting the work needed around	£24,770 £7,506

<p>given consistent boundaries.</p> <p>Children escorted onto school premises ensuring punctual attendance.</p> <p>Pupils are well nourished and so concentrate better in lessons.</p> <p>Finance is not a barrier to PP pupils attending residential breaks with their peers. They access the range of team building and challenging activities.</p> <p>Children with significant</p>	<p>Walking Bus</p> <p>Breakfast Club</p> <p>Educational Visits</p>	<p>14 PP pupils regularly access the Walking Bus and so get to school on time.</p> <p>31 PP pupils regularly attend a fully or part subsidised breakfast club so that they are ready to apply themselves to their learning.</p> <p>40 PP pupils were supported in attending residential trip which supports team building, resilience and facilitates secondary school readiness.</p>	<p>them. The Learning Mentor will provide any programmes around wishes and feelings, supporting pupils in managing behaviour and anxiety or anger.</p> <p>To continue – gets pupils in on time.</p> <p>To continue – gets pupils in on time. The extended session time by half an hour has proved very successful. 60 children on average access BC provision.</p> <p>This will continue on a need basis.</p>	<p>£818</p> <p>£9,380</p> <p>£690</p>
--	--	---	---	---------------------------------------

<p>emotional issues receive 6 dedicated sessions of counselling. PP pupils feel well supported with their anxieties.</p>	<p>Lighthouse Counselling</p>	<p>15 PP pupils accessed this counselling, helping them to deal with a range of more severe emotional issues.</p>		<p>£2,725</p>
--	-------------------------------	---	--	---------------

7. Additional Detail

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

Support given to DPP and vulnerable pupils includes:

- Additional reading and comprehension practice
- Small group differentiated phonics and spelling support
- 1 to 1 support or small group support for purple penning
- Differentiated small group support in Counting Stick/mental maths activities
- Boosting of more-able Yr 5 and 6 children with Mrs Button
- Lexia support
- Jigsaw Counselling
- Emotional and Behavioural Support from Learning Mentor and Parent Support Advisor
- Breakfast Club and Walking Bus
- 1 to 1 writing conferences
- Numbers Count intervention
- 1 to 1 STAPs support to address particular learning issues as they become apparent
- Speech and Language support
- Talking Tales input
- Handwriting practice and fine motor skills practice
- 1st Move