

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	424
Total number of pupils eligible for PPG	165
Amount of PPG received per pupil	£1320-£1900
Total amount of PPG received	£231,947

Barrier to Learning

- Lower than average attendance and higher than average persistent absence
- For some children due to lack of experience starting points on entry are lower than average
- Below average communication and language skills on entry
- Underdeveloped parental understanding of the curriculum demands
- Parental ability to pay for extra curricular activities e.g. residential visits
- Pupils lack of understanding around the features of effective learning

Previous performance of KS2 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Key Stage 2 - disadvantaged pupils outcomes (18	Expected	Higher

children)	Standard	Standard
% of pupils attaining expectations in reading	39%	11%
% of pupils attaining expectations in writing	50%	-
% of pupils attaining expectations in maths	39%	11%
% of pupils attaining expectations in reading, writing and maths	28%	-
% of pupils attaining expectations in spelling, punctuation & grammar	50%	-
<p>KS2 Progress Measures The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment and come in the form of scaled scores and a school progress score. Scaled scores are reported between 80 and 120 with 100 as the national standard Progress scores are for the school only, not individual pupils. A score of 0 means that pupils in this school on average do as well at KS2 as those with similar prior attainment nationally. A positive score means pupils do better. A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points</p>		
KS2 Progress measure for disadvantaged pupils	Scaled Score	Progress Score
Reading	97.4	-1.9
Writing	100.6	-0.6
Maths	98.0	-1.9

Previous performance of KS1 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Key Stage 1- disadvantaged pupils outcomes (17 children)	Expected Standard	Greater Depth
% of pupils attaining expectations in reading	53%	18%
% of pupils attaining expectations in writing	53%	6%
% of pupils attaining expectations in maths	59%	12%
Year 1 outcomes (??? children)		
% of pupils achieving threshold Phonics screening	73%	

Previous performance of Early Years children (28 children)	
Percentage of children achieving GLD	52%

Summary of planned PPG spending 2016-2017
Objectives in spending PPG:

To raise attainment in disadvantaged children's target areas
To increase access to curriculum enrichment activities
To continue to close the gap in attainment & progress between disadvantaged learners and their peers

Summary of spending and actions to be taken

To provide part payment for educational visits and funding for other events and activities which incur costs
To use a level 3 Teaching Assistant for small group mentoring- supporting children with feedback, metacognition and peer tutoring
To allocate TA time to intervention in reading
To maintain subscriptions and licenses to programmes which support learning in-school and allow home access- chromebooks
To provide CPD for staff supporting disadvantaged children and the school's pupil premium lead
To maintain a favourable teacher pupil ratio in key year groups
To support pupils with SEMH difficulties
To provide intervention for pupils with Speech Language and Communication difficulties

PPG spend by item/project 2016/2017																										
Item/Project	Cost	Objective	Expected Outcome	Review																						
Maintaining favourable teacher pupil ratio	£102698	Improve progress and attainment for disadvantaged pupils in all year groups in order that pupils achieve at least ARE	The numbers of disadvantaged pupils reaching ARE will increase and the gap in performance will diminish	<p>Continuing upward trend in EY and KS1 EYFS- disadvantaged pupils achieving GLD</p> <table border="1"> <tr> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>31%</td> <td>57%</td> <td>60%</td> </tr> </table> <p>KS1 – disadvantaged pupils CRWM</p> <table border="1"> <tr> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>50%</td> <td>69%</td> </tr> </table> <p>Phonics-</p> <table border="1"> <tr> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>38%</td> <td>73%</td> <td>73%</td> </tr> </table> <p>KS2- disadvantaged pupils CRWM</p> <table border="1"> <tr> <td>2016</td> <td>2017</td> </tr> <tr> <td>26%</td> <td>10%</td> </tr> </table> <p>Strategy worked for KS 1 In Key Stage 2 outcomes below national with those disadvantaged pupils being particularly low overall. This will be an area of focus for 2017-18</p>	2015	2016	2017	31%	57%	60%	2015	2016	2017		50%	69%	2015	2016	2017	38%	73%	73%	2016	2017	26%	10%
2015	2016	2017																								
31%	57%	60%																								
2015	2016	2017																								
	50%	69%																								
2015	2016	2017																								
38%	73%	73%																								
2016	2017																									
26%	10%																									
Provide pupils with timely intervention to support targeted feedback, metacognition and peer tutoring, reading	£54177	Ensure that disadvantaged pupils have a clear understanding of their strengths and weaknesses in relation to their own learning.	Pupils understand what they need to do to improve. Pupils books offer clear evidence of improvement over time as a result of targeted feedback	<p>Book Scrutiny has shown improvements in presentation.</p> <p>Inconsistencies in the use of the Marking Policy and in the quality and quantity of work.</p> <p>Overall strategy has been successful in reading as outcomes indicate improved attainment and progress particularly at Key Stage 1 but progress at the end of Key Stage 2 is also above national</p>																						
Provide targeted support for children with SEMH difficulties	£15165	Support children in developing understanding of their own emotions and	Remove SEMH barriers to learning. Incidents of inappropriate behaviour and	<p>Incidents of inappropriate behaviour and outbursts are few.</p> <p>All staff have completed multiple vulnerabilities</p>																						

(PLace2be)		to develop strategies for self-regulation	outbursts are few. Evidenced through CPoms	Venn diagram- children targeted for support in next academic year. CPD- Staff have received training through Place 2be and now have a consistent approach to managing the needs of children with attachment difficulties.
Provide targeted SL support with an emphasis on early intervention	£5000	Provide opportunities for children to develop speech, language and communication skills through targeted work with professionals	Disadvantaged children's speech, language and communication skills improve rapidly.	Speech and Language concerns picked up at earliest opportunity- Work alongside Speech and Language lead to ensure disadvantaged pupils are supported. EY results show an upward trend in Speaking.
Provide CPD opportunities for all staff around visible learning, metacognition, feedback and improving teaching and learning	£30000	Ensure that all staff have clear understanding of what makes for effective teaching and learning	Improved progress and attainment for disadvantaged pupils	Inconsistencies in the quality of teaching and learning in some areas of school have resulted in pupils making less than typical progress from their starting points. In school data shows that pupils in Year 4, 5 and 6 (2017-18) will need to make rapid progress in order to reach the expected standard especially in Maths and Writing. <i>Next Steps- To use Research Lesson Study to improve T + L To provide appropriate CPD for TA's and new teaching staff.</i>
Provide financial support for residential and day educational visits	£15786	Ensure that no child is disadvantaged through parent inability to support financially.	Remove barriers to learning. Disadvantaged pupils have opportunities to take part in residential and day visits to enhance learning	All opportunities for residential and day visits were accepted. Pupil's benefitted from a range of experiences they otherwise may not have had. No disadvantaged pupil missed out- barriers removed

Provide new reading resources	£5662	Increase the range of reading materials to match need and interest	Improved attainment in reading for disadvantaged pupils	Disadvantaged pupils reading attainment- EYFS Expected in Reading 2015 2016 2017 38% 57% 67% KS1 Expected Standard 2016 2017 50% 69% KS2 reading 2016 2017 37% 33% Evidence of positive impact in EY and Ks 1
Provide access to Chromebooks for teaching staff	£3890	Ensure that all staff have access to tools for remote working and to pupils online learning	Improved attainment in reading for disadvantaged pupils	Lack of impact on pupil outcomes at KS2 means that this will no longer continue as a strategy
Ensure timely response to disadvantaged pupil absence through, first day phone call, home visits, attendance meetings and timely attendance procedures.	Existing member of staff and associated costs.	Provide targeted support and intervention for disadvantaged pupils whose attendance is below average	Improved attendance and reduced persistent absence for disadvantaged pupils.	Attendance procedures carried out to support vulnerable pupils. Attendance data- Attendance overall 95.5% Persistence absence- 9.8% Slight reduction in number of children with persistent absence but overall attendance remained the same and is below national (96.1%) School will continue to incentivise attendance through 'Class Acts' School is also taking concerted action against families taking holiday in term time
Increase opportunities for parents to learn about curriculum and standards. E.g workshops,	HT/T release time	Improve understanding of curriculum demands and improve aspirations	Improved attainment and progress for disadvantaged pupils	See above- attainment Throughout the school year a wide variety of parent meetings, workshops, and open sessions have been held.

<p>opportunities to share learning (structured conversations), parent focus groups</p>				<p>All parents have been offered the opportunity of a structured conversation with their child's teacher. Parents will be given a written end of year report and will have the opportunity to discuss it.</p> <p>Evidence of positive impact on outcomes shown in EY and KS 1. Opportunities will be made available to share learning with KS2</p>
--	--	--	--	--