

Details are correct at the time of publishing - September 2018

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	551
Total number of pupils eligible for PPG	115
Amount of PPG received per pupil	£1320
Total amount of PPG received	£151,800

Summary of PPG spending 2017-18	
<p>Objectives in spending PPG:</p> <p>In 2017-18 we will use the pupil premium to remove specific barriers to learning for our disadvantaged pupils. The barriers we have identified are shown below:</p>	
Barrier to learning	What will be put into place?
<p>Closing the gap towards National Expectations at the end of the academic year</p> <p>In order to make maximum progress towards national expectations, additional support needs to be provided for pupils who have gaps in their knowledge or who find learning particularly hard. These pupils will then begin to close the gap on their non-pupil premium peers over time and will make better than expected progress during an academic year.</p>	<ul style="list-style-type: none"> • Quick identification of these pupils and provision of additional support • Clear guidelines for those supporting pupils in school and at home to help them make maximum progress • Purchase additional curriculum resources to support in closing the gap in reading, writing and maths (and other subjects as necessary) • Work in small groups to help close the gaps

	<ul style="list-style-type: none"> • Priority placement of PPG pupils on homework clubs • Additional teacher provided for Autumn 1 for pupils in Y5 and throughout the year in Year 6 (3 mornings)
<p>Behavioural, social and emotional challenges</p> <p>Some of our PPG pupils need extra help just to settle down in the mornings, whilst others have a greater need for on-going support throughout the day to allow them to remain in lessons and on task, work through situations and develop greater resilience.</p>	<ul style="list-style-type: none"> • Learning Mentor meet and greet in the mornings and regular 'check ups' throughout the day • Learning Mentors to run social skills interventions groups (baking, cooking, talk groups, LEGO therapy) for identified pupils • Identified children to be highlighted as soon as possible so that support can have maximum impact. • Pupil counselling spaces to be retained (external service provided by Your Space Therapies)
<p>Punctuality and attendance</p> <p>Some of our pupil premium pupils do not yet always arrive at school on time and thus miss the start of lessons regularly, thus resulting in them missing out on important parts of the learning. Attendance for these pupils is less than good and is often poor.</p>	<ul style="list-style-type: none"> • Proactive office approach to chasing attendance including half termly attendance updates to families. • Rewards for individuals and groups of pupils who attend well. • Launch of Attendance HERO project to increase overall attendance levels. • Weekly attendance assembly and awards • Attendance prizes each term and at the EOY.
<p>Special Educational Needs</p> <p>A number of our pupil premium pupils are also those with an identified special educational need. This makes it imperative that teachers and the Inclusion Support Teacher work closely to help pupils access the best strategies to help them make rapid progress.</p>	<ul style="list-style-type: none"> • Overhaul the use of interventions to ensure best value • Ensure the use of identified programmes known to be effective in improving pupil progress and outcomes. • Group pupils by need/support across the school or across key stages • Check regularly on progress and ensure entry and exit assessment shows progress overtime and achievements made.

Full Year Evaluation		
Barrier to learning	Nature of support in 2017-18	Notes/Evidence of impact
Behavioural, social and emotional challenges	Learning Mentors to provide behavioural, social and emotional support to pupils and their families	Case studies which show how the work has impacted on pupils staying in lessons, on task and developing greater resilience and confidence over time
	Learning Mentor Meet and Greets (daily)	12 pupils currently receive the Meet and Greet service from Learning Mentors. At the time of writing, 11 of the pupils regularly have more settled starts to their school days. Teachers and other adults report how this is working well for these pupils.
	Key Stage responsible Learning Mentors provide 1:1 emotional and social and behavioural support for disadvantaged pupils across the school, but focussing on early intervention in EYFS and KS1	Learning Mentor support continues to be effective for the very large majority of disadvantaged pupils. They remain on task and in class save for short periods of time when, because of poor choices they are supported to work outside of class and reintegrate on their return. Almost no use is being made of internal exclusion.
Closing the gap towards National Expectations at the end of the academic year	<p>Inclusion Support Teacher (0.8) to provide focused teaching and advice to teachers to impact on pupil outcomes (including support in class in lessons and at planning meetings)</p> <p>Additional Y6 teacher to support in providing more focussed teaching for pupils needing to close the gap rapidly.</p>	<p>Impact of work in small groups</p> <p>The work of the inclusion Support Teacher continues to help support pupils and provide focussed teaching. In almost all year groups the gap continues to be closed successfully for RWM combined. At KS1 the gap was exceeded in Y1 and is closing well in Year 2. At KS2 the gap continues to close in all year groups. The school recognises that this is still an area for development and will likely</p>

	<p>Additional Y5 teacher (Aut1) to provide in class and intervention support for pupils at risk of falling behind the year group expectations.</p>	<p>remain a focus for the following academic year.</p> <p>Additional year 6 teacher achieved 82% of pupils in this group achieved the expected standard for writing.</p> <p>Test results for Y6 were reading test 74%, writing 73% and Maths 63% at expected plus.</p> <p>New curriculum (maths) - gaps in new curriculum will be taught effectively using White Rose Maths Hub materials. Maths in Y5 Met + was 74% and greater depth is at 20%. At Year 6 Met + is 78% and greater depth 33% based on teacher assessments.</p> <p>Talk for writing programme has been effective in engaging disadvantaged pupils with their learning to the extent that in all but one year group 66% or more of pupils are Met or higher for writing. This compares with 55% at the end of the previous academic year. Where they are not yet meeting expected standards, their progress throughout the year has been good or better.</p>
	<p>Extra reads programme to focus on ensuring pupils are read with regularly so that they can quickly improve</p>	<p>Disadvantaged pupils reading scores are increasing year on year: 2016/17 - 43%</p> <p>2017/18 - 54% (up 11% on last year)</p>

	Nursery Nurse to run School Start Speech & Language programme for EYFS children	Phonics knowledge generally is good - 73% of children at the end of the year had achieved GLD in reading. In year progress has shown this to grow from a baseline of 5.1% in Autumn 1. PPG pupils went from 0% to 16% at the end of the year.
Punctuality and attendance	Attendance Hero programme	<p>Attendance reports show that attendance for the school ended the year 95.6%. Families work well with the school to help pupils attend regularly. Attendance Hero and Great Attendance programme have been largely responsible for this.</p> <p>Whole school attendance is expected to be at or just above national average (95.6%). Last year attendance was 94.7% at the end of the year. Attendance is up 0.9% on last year.</p> <p>Persistent absenteeism has fallen from 54 pupils and is down from 114 at the start of the year.</p> <p>Pupil premium pupils' attendance is at 94.2%</p>
	Attendance rewards for those with poor attendance	Persistent absenteeism reports show that this programme of rewards is working well. A renewed and consistent focus on the persistent absenteeism of pupils, including sending and chasing absences has resulted in this improvement.

Other focuses of the PPG spending

Externally funded or recommended support

We will continue to work with other services and professionals in the locality and the county to provide additional targeted support for our pupils. On their recommendation we will use the grant

for matters they suggest e.g. transport costs to get pupils to/from an event, additional support related to the curriculum, attendance at residential visits. Subsidies for uniforms and educational visits will be reviewed to ensure this is impacting best on pupils eligible for the grant and updated in accordance with best practice.

Measuring the impact in 2017-18 Overall effectiveness summary

Disadvantaged pupils have generally achieved well and whilst their attendance is not yet in line with their non-pupil premium peers, it is improving over time following positive receipt of the strategies laid out in this report.

Academic progress continues to improve for disadvantaged pupils and the gap is narrowing between them and their peers in almost all year groups.