



Pupil Premium Strategy Statement - St. Oswald's Catholic Primary School



1. Summary information					
School	St. Oswald's Catholic Primary School				
Academic Year	2016 - 2017	Total PP budget	£309,760.	Date of most recent PP Review	September 2016
Total number of pupils	632	Number of pupils eligible for PP	236	Date for next internal review of this strategy	July 2017

Key Stage 2 – 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School Whole Cohort	Pupil Premium school	Pupil Premium national	School	Pupil Premium school	Pupil Premium national
Reading	75.3	62	53	28	0	
Writing	67.1	45	64	1	0	
Maths	82.4	62	58	21	0	
Grammar, Spelling & Punctuation	81.2	69	n/a	29	0	
Combined (R,W,M)	56.5	31	39	1	0	

Subject	Average Scale Score		
	School	Pupil Premium school	Pupil Premium national
Reading	106.3	99.5	100
Maths	104.5	100.5	101
Grammar, Spelling & Punctuation	105.7	100.1	99

Key Stage 1 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard			Percentage of pupils achieving the GREATER DEPTH standard		
	School	Pupil Premium school	Pupil Premium national	School	Pupil Premium school	Pupil Premium national
Reading	64	53	60	3	0	
Writing	61	50	50	1	0	
Maths	60	41	58	1	0	

EYFS (End of Reception) 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard		
	School	Pupil Premium school	Pupil Premium national
Reading	77.6	55	
Writing	68.2	46	
Maths	77.6	55	
GLD (Good level of development)	64.7	46	

National data not yet available (February 2017)

Phonics 2016 data

	Percentage of pupils achieving the EXPECTED standard in phonics		
Year group	School	Pupil Premium school	Pupil Premium national
Year 1	77	58	64
Year 2	87	44	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading skills – poor reading skill has a detrimental effect on accessing mastery curriculum especially greater depth of understanding.
B.	Behaviour issues for groups of pupils across the key stages (mostly eligible for PP) these are having detrimental effect on their academic progress and that of their peers.
C.	PP Gender Gap in EYFS / KS1 – Boys not achieving expected standard in Phonics Screening / Reading.
D.	A high % of PP with SEND
E.	Low baseline – low starting points on entry to EYFS
F.	Writing across the school – all key stages
G.	Speak and language issues – poor oral and written language
H.	Low aspirations / low self esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
I.	Attendance / Parental engagement – small percentage of parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration. Social and Emotional Wellbeing of Children – Small group of pupils require additional support due to their vulnerability and negative impact on their academic performance.
K.	Punctuality is an issues across all key stages – some children arriving considerably late regularly
L.	Family issues impacting on children's emotional state e.g. family break ups, mental health and drug and alcohol abuse

We want to achieve

Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P

Commitment across the primary school to high quality teaching and learning

Reduced gap between disadvantaged pupils and their peers
% of disadvantaged children achieving GLD increased
Parents feel confident and empowered in supporting learning and development at home
Data analysis of improved attendance
A wide variety of opportunities for enrichment are being provided for PP children

Pupil Premium Overview 2016-17

Pupil premium for 2016 to 2017 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

It includes pupils recorded in the January 2016 school who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

We ensure we focus on the following questions when planning for provision for pupil premium children:

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?

EYFS:	46 pupil	Year 1:	23 pupils	Year 2:	31 pupils	Year 3:	36 pupils	Year 4:	38 pupils	Year 5:	34 pupils	Year 6:	28 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Ensure high quality early intervention from experienced teaching staff • Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance • Identify disadvantaged pupils to all staff and track their progress and provision • Deputy Headteacher to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 	<ul style="list-style-type: none"> • Action plan identifies provision and expected impact • DHT acts as advocate and is able to carefully track progress and impact of intervention strategies • Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact • Information collated regarding progress and impact across range of interventions and activities offered to this cohort

Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
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<ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for disadvantaged • Teaching Assistants are highly trained and understand and use formative assessment 	<ul style="list-style-type: none"> • Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact (linked to Appraisal Targets) • Targeted intervention demonstrate accelerated outcomes for targeted pupils • Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children – linked to Appraisal process • Targeted early intervention for all key stages in reading, writing and maths established • Internal data shows any gaps are closing for disadvantaged pupils
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Personal Development, Behavior & Welfare	
Objectives	Success Criteria
<ul style="list-style-type: none"> • Attendance / punctuality and behavior of disadvantaged pupils is monitored and in-line with other children in school and nationally • Systems and processes are planned to address areas of vulnerability for P.P children • P.P children have support from adults in school from adults in school for behavior support. 	<ul style="list-style-type: none"> • If attendance / punctuality and behavior of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor / CAMHS support • DHT to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance • DHT to track additional information and direct resources appropriately based on outcomes using Provision Management. Areas: attendance, parental attendance at meetings, involvement in extra-curricular activities
Outcomes for Pupils	
Objectives	Success Criteria
<ul style="list-style-type: none"> • To narrow the gap between disadvantaged & non-disadvantaged pupils in school and with their peers nationally • To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data • Analyze progress of disadvantaged pupils termly for the causes of under achievement and through the Appraisal process using Discover 	<ul style="list-style-type: none"> • Pupils make at least expected year on year progress • End of KS results exceed floor standards (year 2/6 achieve National Average levels or above) • Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated • Analysis of this cohort using Discover demonstrates a narrowing of the gap with peers in school and nationally • Internal data demonstrates the gap is closing between disadvantaged and non-disadvantaged pupils

Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	End of year review
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through developing and delivering a mastery Curriculum	To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts.	July 2017	Consistent monitoring by SMT Scrutiny of data Observations	Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P	Termly review of impact by leadership team	<p>Mastery curriculum has is clearly embedded throughout the school. Evidence from year group/phase monitoring of planning / books/ pupil voice reflects this. PP children's books show development of mastery approach across the academic year 20% increase in mastery approach embedded for PP children by end of the year.</p> <p>Monitoring took place termly and it was clear that by the Summer term – all year groups had acted upon this area and PP children were targeted for intervention.</p> <p>3 Additional T.A and 1 teacher were employed on a part time temporary basis to support and PP children and to support teachers/ subject leaders.</p>

<p>All staff equipped with knowledge and skills to deliver high quality teaching and learning in the New Curriculum</p>	<p>Directing teaching & support staff on to relevant courses ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques.</p> <p>To develop coaching and mentoring across the school – delivered by SLT / leadership team</p> <p>Co-ordinators ensuring progression of subject by directing staff appropriately and carrying out appropriate monitoring and evaluation.</p>	<p>On going throughout the year</p>	<p>Consistent monitoring by SMT / Co-ordinators.</p>	<p>Commitment across the primary school to high quality teaching and learning through the emphasis on staff CPD and in house training provided by experienced and knowledgeable members of staff.</p> <p>Senior staff have an extensive knowledge and teaching skills and are working with less experienced staff to ensure standards are high across keys stages / phases and whole school.</p> <p>Coordinators are carrying out monitoring and evaluation of their subject areas and ensuring identified ways forward are being addressed.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	<p>Monitoring for the academic year shows all teaching at least good or better.</p> <p>Training has been accessed throughout the academic year for subject leaders. Information has been used to inform teaching in school.</p> <p>Mathematic, Literacy, Science and R.E. leads have ensured all staff are up to date with any changes necessary throughout the academic year.</p> <p>School directed time has been carefully planned for and mapped throughout academic year with a focus on delivering high quality teaching and learning – quality first teaching.</p> <p>Moderation and SLT meetings led to necessary amendments were made to ensure any changes or areas for improvements were addressed.</p> <p>All subject leaders carried out appropriate monitoring for their subject areas throughout the academic year this information was used to inform future planning and teaching as the year progressed.</p> <p>Coaching and mentoring has had an impact on teaching and in turn PP children 25% more at ARE by end of year.</p>
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<p>To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths</p>	<p>Ensure quality of teaching, learning & assessment is good or better</p> <p>Teachers / teaching assistants delivering additional sessions (reading, writing and Mathematics) to target gaps identified through AfL during quality first teaching and data analysis</p> <p>Achievement & progress discussion as a leadership team</p> <p>Analysis of pupil progress & attainment – pupi progress meetings</p> <p>Small group intervention with teaching assistants for children identified as not making good progress</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>Y2 & 6 Teachers</p> <p>Phase Leader</p> <p>Deputy Heads</p>	<p>All phase interventions for Autumn Term prioritised PP children. All staff keenly aware of key children to support</p> <p>% of disadvantaged children reaching AREs increased</p> <p>Reduced gap between disadvantaged pupils and their peers</p> <p>Positive internal data across Y6 and Y2</p> <p>Positive VA measure from KS1 – KS2</p> <p>Disadvantaged pupils will meet the national standard in R, W & M in their 2016 NCTs</p> <p>Curriculum planned for maximum enjoyment and inspiration so that children grow to love learning.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>At the end of the academic year a detailed analysis take place focusing on attainment at the end of key stage.</p>	<p>Data has been reviewed regularly (termly) by deputy head teachers throughout the academic year. All data has been analysed and shared with stakeholders. Pupil progress meetings has a focus on PP compared to none PP and other groups. See appendix 1 and 2 for PP data for whole school.</p> <p>Throughout the academic year the deputy head teachers have addressed any areas of concern or identified gaps ensuring appropriate intervention and support for those that need it was organised, planned for, delivered and evaluated in a timely manner.</p> <p>Timetables were reviewed in Jan 2017 to allow for additional reading, writing and math's lessons in year 2 and 6 delivered by teachers and T.A's. This proved successful and allowed for additional time to focus on the embedding the core subject areas before national testing.</p>
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Total Budget Costs: Approx. 90,000

Actual Spend: 140,300

Targeted Support

To raise the % of disadvantaged pupils achieving a good level of development in EYFS	Ensure quality of teaching, learning & assessment is good or better	On-going	EYFS Team Leadership team P.P champion	% of disadvantaged children achieving GLD increased	Termly monitoring carried out by the leadership team and SMT	Deputy head teacher worked closely with the EYFS lead throughout the academic year. Nursery and EYFS lead have established new systems to protocols to provide opportunities for all parents This has been successful has had a real impact on parental engagement .g increased parental involvement and attendance at school events from parents. Parental questionnaires show that they feel included and welcomed into school and received the support needed to and support and help their child at home A review of the provision for all areas of learning including PSED, Literacy and Mathematics took place in Autumn 2016 lead by the deputy and subsequent.
	Review admissions procedures to ensure early identification of disadvantaged pupils	Dec. 2016 & then on admission to school		Reduced progress gap between disadvantaged pupils and their peers		
	Identify a named 'Pupil Premium Champion' for EYFS to oversee families & children	Autumn Term		% of disadvantaged children achieving ELG in PSED, Literacy & Mathematics increased, leading to gap reduction		
	Provide additional parent support for disadvantaged pupils	Spring Term		Parents feel confident and empowered in supporting learning and development at home		
	Review provision available for PSED & Literacy and Mathematics	Autumn Term				

						<p>Monitoring of EYFS took place throughout the academic year.</p> <p>See Appendix 3</p> <p>This information has been used carefully to ensure provision for academic year 2017-2018 has been carefully mapped out</p> <p>Mr. Reilly and Mrs. Hyland have worked hard throughout the academic year to engage all parents including parents of PP children.</p>
<p>Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p>	<p>Increased EWO provision – 7 hours per week</p> <p>Family Liaison link officer's role</p> <p>School attendance team established</p> <p>Half-termly monitoring of disadvantage pupil's attendance & punctuality</p> <p>Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level</p>	<p>On-going As required By Dec</p>	<p>School attendance team EWO</p>	<p>Liaise with parents regularly</p> <p>Liaise with EWO for more complex cases</p> <p>Data analysis of improved attendance</p> <p>Regular reports / case studies to SMT & other stakeholders</p> <p>Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this</p> <p>Termly meetings / assemblies with children & parents to reinforce expectations & school protocol</p> <p>Home visits to carry out spot-checks and collect children if appropriate</p>	<p>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	<p>School policy, systems and protocols followed are followed for all children. The school attendance team has worked hard throughout the academic year; providing support to all pupil, parents, families where and when necessary.</p> <p>Attendance information / percentages have been shared termly with school governors at pastoral meetings.</p> <p>12 penalty notices for attendance have been</p>

				<p>Issue penalty notices</p> <p>Share attendance information with school, governors & community via newsletters, school website and discussions</p> <p>Attendance for disadvantaged pupils is at least 95%</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced</p> <p>Punctuality for disadvantaged pupils is improved and not more than 3% late</p> <p>Pupils demonstrate a love for school and understanding that every day is important</p>	<p>issued during the academic year and 3 families have had paperwork submitted / initial meetings to begin court proceeding.</p> <p>Attendance is high profile throughout the school weekly awards are given out throughout the school</p> <p>Overall Attendance for disadvantaged children has improved by 11%.</p> <p>Deputy head teachers and family liaison officers have assigned caseload of families that they have worked with throughout the year. A review of families and cases took place in July 2017 and actions identified for academic year 2017 -2019</p> <p>EWO continues to provide additional tier of support for school – school has a service level agreement which includes 7 hours of EWO support per week. EWO support proved problematic during the year due to long term staff absence. In April 2017</p>
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						<p>a new EWO joined the school attendance team – bringing a wealth of knowledge and experience. Impacts of this appointment were clearly evident throughout the summer term.</p> <p>Pupil understand the importance of being in school every day. As evidenced in pupil questionnaires.</p>
<p>To ensure the in-school provision meets the needs of pupil premium children at EYFS, KS1 & KS 2</p>	<p>Review the range of targeted provisions in school</p> <p>School support interventions target key disadvantaged pupils</p> <p>Reintroduce/ target Beanstalk readers to support PP children</p> <p>Identify additional provisions which can be used to support teaching & learning</p> <p>To purchase additional resources to support the planned provision / curriculum</p>	<p>Autumn Term</p> <p>Ongoing</p>	<p>Deputy Head Teachers</p>	<p>Provision available reflects impact evidenced by Sutton Trust</p> <p>Interventions demonstrate accelerated progress over time</p> <p>Disadvantaged pupils make at least good, and often better, progress term on term</p> <p>Additional provision is delivered consistently each term</p> <p>Additional resources have been purchased to support all learners including PP children</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>Information from Sutton Trust has been used inform practice in school. This continues to be a resource school is using to support and develop practice.</p> <p>Pupil premium lead and the leadership team reviewed school planning and provision in the Autumn term. Ways forward were identified and actioned by all staff / year groups throughout the remainder of the year.</p> <p>A wide variety of interventions have been used effectively throughout the academic year to support PP children.</p>

						<p>Including – Dragon Writers, Success at Arithmetic, ALK, Phonic support, Targeted reading groups etc.</p> <p>Additional resources continue to be purchased when necessary. The system of ordering resources were clarified to staff and a clear system is in place moving forward.</p> <p>Beanstalk reading program was used throughout the academic year to support identified children. This had an impact in engaging reluctant readers.</p>
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Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning	<p>Review whole school provision for interventions.</p> <p>Establish and identify appropriate interventions for all key stages</p> <p>Details of all the interventions used in school can be found in the interventions policy and on the PP Tracker.</p>	<p>Autumn term</p> <p>Ongoing</p>	<p>Leadership team</p> <p>Intervention team</p>	<p>A whole school approach has been developed. All staff understand the difference between differentiation and intervention.</p> <p>Appropriate interventions have been sourced for use in school.</p> <p>Training has been sought and delivered for high quality intervention for core curriculum areas.</p> <p>All children access whole class input to ensure broad and balanced curriculum.</p> <p>Timetables for interventions and teaching assistants clearly mapped out.</p>	<p>Monitoring by pupil premium lead and intervention team carried out half termly.</p>	<p>The leadership team reviewed interventions in school in Autumn 2016. A clear understanding of interventions has been developed throughout school. Training for appropriate interventions has taken place through the academic year o. Interventions are being used to support learning for all year groups. A whole school Pupil premium tracker has been developed by P.P lead. This has been updated with the necessary interventions. Mrs. Murphy has been tasked with leading interventions moving forward in the new academic year 2017 - 2018</p>
EYFS – Accelerated progress of PP and Non PP children leading to improve in FS and KS1	<p>Early Years Writing Project</p> <p>Selected member of staff to attend LA training and disseminate to EYFS & KS1 staff</p>	<p>Autumn</p> <p>Ongoing</p>	<p>EYFS lead</p> <p>Deputy head teacher</p> <p>PP lead</p> <p>EYFS team</p>	<p>Children taking part in the Early Years Writing Project are able to apply proven techniques which underpin and encourage quality writing in the younger child.</p> <p>Staff have attended training and have shared this with school staff. Ideas are being used throughout EYFS</p>	<p>End of the year evidence of writing & results</p> <p>Monitoring by SMT of emergent writing & writing through the curriculum</p>	<p>2 members of staff have been attended training throughout the year. Information from this was fed back to staff. All classes in EYFS tried to include aspects and ideas from the training into their teaching / planning /provision throughout the academic year.</p>

<p>To improve the engagement of parents in supporting disadvantaged children at home</p>	<p>Gather parental views on support required</p> <p>Lead curriculum support events at various times</p> <p>Provide 'drop-in' opportunities for families of disadvantaged pupils to access on-going support</p> <p>To support parents through EHAT and other processes.</p>	<p>Ongoing</p>	<p>Family liaison link officers</p> <p>Deputy head teachers</p> <p>SLT</p>	<p>School is aware of what parents need/want in supporting their child/ren</p> <p>Parents feel confident in supporting children at home</p> <p>Parents know what they can do to help their child</p> <p>Parents are attending themed events and workshops in school</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>A considerable amount of work has taken place during the year on this area. Mr. Crowther / Miss Denson/ Mrs. Greet were tasked with leading this area throughout school.</p> <p>Opportunities have been developed throughout all key stages to engage and include parents throughout the academic year as listed below:</p> <ul style="list-style-type: none"> • parents singing on the Christmas CD • Reading with children, • Active maths workshops • Literacy sessions • Poetry workshops, extra-curricular clubs such as parent/child guitar club and starting the Maths lending library. • Year group workshops <p>Questionnaires evidence a positive response to the</p>
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						<p>opportunities offered to parents during the year. 100% of parents questioned (38/38) said they thought school offered enough opportunities for them to get involved with their child's learning. Some quotes from the questionnaires included:</p> <p>"I believe the school provide excellent opportunities for parents to get involved with parents and child activities"</p> <p>"These events encourage family time activities"</p> <p>Parents continued to engage with family liaison officers; who have provided a wide variety of support and signposting to services where and when necessary.</p>
<p>Total budgeted costs: Approx. £90,000</p> <p>Actual Spend: 130,500</p>						

Other Approaches

Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth	<p>Further development of wellbeing for children</p> <p>Provide opportunities for Think Yourself Great programme for all children who need it.</p> <p>Rainbows programme will be delivered for KS1 and KS2</p> <p>Peer to Peer Massage will be developed throughout all key stages/</p>	Ongoing	<p>SLT</p> <p>Family Liaison Officers</p> <p>Mrs Gilroy</p>	<p>Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning.</p> <p>Think yourself great, rainbows and peer to peer massage are regularly taking place throughout the whole school.</p>	Termly monitoring carried out by home school liaison officers	<p>Family liaison officers attended 5 training courses for wellbeing they disseminated this information to all staff throughout the academic year at timely intervals. 2 members of staff attended Rainbows training in November 2016. Rainbows programme completed in Spring term for KS1 and KS2</p> <p>34 children benefited in rainbows programmes in school.</p> <p>Think Yourself Great Groups have taken place throughout the academic year for vulnerable children.</p>
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<p>Children develop skills of wider skills independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self- esteem & self-confidence that translates into effective classroom learning.</p> <p>To provide further opportunities for enrichment / support for PP children</p>	<p>Subsidise residential trips so it is accessible to lower income families: Colomendy</p> <p>Subsidise school trips for P.P children</p> <p>Provide opportunities for PP children – eg. Music lessons, 1:1 tuition etc.</p> <p>Provide wide variety of extra-curricular opportunities for all children including.</p>	Ongoing	<p>Pupil Premium lead</p> <p>Year heads</p> <p>SMT</p>	<p>Inclusive residential trips – opportunities for all to experience different learning experiences</p> <p>Parents of PP children are given financial support for school trips.</p> <p>A wide variety of opportunities for enrichment are being provided for PP children</p>	<p>Pupil premium lead will monitor this and ensure P.P tracker is up to date with any financial aid provided – monitoring will take place termly but will be reviewed when necessary on a needs basis.</p>	<p>Pupil premium lead has regularly updated the school tracker with any relevant enrichment that has been provided for P.P children. Training was provided to office staff in Spring 2017 with regards to the tracker – identified office staff are now able to update the school tracker to support PP lead.</p> <p>20 P.P children identified by family support workers have received additional enrichment opportunities</p>
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	<p>To provide opportunities to access facilities / activities at local amenities e.g. Joseph Lappin Centre in school time and in the holidays</p> <p>To provide additional financial support for PP children where and when necessary for breakfast club and to support travel expenses in the form of a bus pass.</p>			<p>Additional financial given support is provided if necessary for PP children support breakfast club and travel arrangements if needed.</p>	<p>Basis.</p>	<p>22 children are receiving breakfast club provision at no cost to parent. This information is recorded on the PP tracker.</p> <p>During the academic year 3 children were in receipt of a bus pass to support travel to and from school.</p> <p>40 families have received financial support to cover trips.</p> <p>58 children went on residential trip, including 32 PP children. A financial support was given to 13 children</p>
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<p>In preparation for transition to secondary school raise the self-esteem and self-confidence of children focusing on raising the level of self-worth.</p> <p>Additional transition support provided for P.P children</p>	<p>Year 6 pupils partake within a transition day at Animate to focus on transition and moving on.</p> <p>Additional transition trips planned to support P.P / vulnerable children</p>	<p>A smooth & successful transition into Y6 (school leaders) and for those moving on to secondary school.</p>	<p>Pupil Premium lead Y6 year head</p> <p>Year 6 teachers</p>	<p>Children have taken part in transition reflection day at Animate</p>	<p>A review will take place in July 2017.</p>	<p>67 Year 6 children attended retreat at Animate in June 2017- focusing on transition and moving on with the aim of raising confidence and self-esteem.</p> <p>15 PP children received additional transition sessions in preparation to transfer to secondary school to ensure children's needs were met.</p>
<p>Total budgeted cost: Approx. £23,000</p> <p>Actual Spend: 40,500</p>						



Appendix 1 – End of Key Stage Data

Key Stage 2 – 2016- 2017

	Average Scale Score	
Subject	School	Pupil Premium
Reading	106.7	104.2
Maths	105.1	101.4
Grammar, Spelling & Punctuation	106.8	103.7

	Percentage of pupils achieving the EXPECTED standard		Percentage of pupils achieving the GREATER DEPTH standard	
Subject	School Whole Cohort	Pupil Premium	School	Pupil Premium
Reading	83%	71%	29%	14%
Writing	75%	57%	13%	4%
Maths	70%	50%	29%	11%
Grammar, Spelling & Punctuation	74%	61%	33%	14%
Combined (R,W,M)	61%	36%	10%	4%

Key Stage 1 2017 data

	Percentage of pupils achieving the EXPECTED standard		Percentage of pupils achieving the GREATER DEPTH standard	
Subject	School	Pupil Premium	School	Pupil Premium
Reading	66.3%	42.9%	12.8%	0
Writing	55.8%	45.7%	5.8%	0
Maths	60.5%	37.1%	4.7%	0

Appendix 2 - Pupil Premium Data – Whole School 2016-2017



Reading - At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of PP across year	Gap +/- compared to all children
Nursery	35% (15)	19% (2)	38% (16)	30% (3)	43% (18)	30%	+11%	-13%
Reception	49% (40)	35% (10)	56% (44)	48% (13)	72%	50%	+15%	-22%
Year 1	58% (47)	25% (6)	66% (54)	20% (5)	65%	32%	+7%	-33%
Year 2	72% (58)	43% (12)	73% (63)	43% (10)	67%	43%	0%	-24% Mobility children
Year 3	49% (42)	26% (9)	60% (52)	38% (13)	64%	41%	+15%	23%
Year 4	68% (57)	75% (25)	80% (66)	72% (26)	80%	72%	-3%	-8%
Year 5	63% (52)	50% (16)	76% (16)	66% (18)	72%	56%	6%	-16%
Year 6	81% (55)	63% (17)	81% (55)	65% (17)	83%	71%	+8%	-12%

Writing – At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of PP across year	Gap +/- compared to all children
Nursery	45% (19)	20% (2)	48% (21)	20% (2)	38%	20%	+0%	-18%
Reception	43% (35)	35% (10)	56% (44)	44% (12)	65%	50%	+15%	-15%
Year 1	48% (39)	20% (5)	60% (49)	30% (6)	56%	27%	+7%	-38%
Year 2	59% (51)	43% (12)	63% (54)	39% (11)	56%	46%	+3%	-10%
Year 3	46% (40)	30% (10)	48% (42)	27% (9)	53%	32%	+2%	-21%
Year 4	60% (50)	64% (23)	70% (58)	67% (24)	77%	72%	+8%	-5%
Year 5	62% (51)	44% (14)	68% (56)	50% (16)	68%	52%	+8%	+16 %
Year 6	72% (48)	49% (13)	75% (51)	50% (13)	75%	58%	+9%	-17%

Mathematics – At ARE or above

Year group	Autumn Whole Cohort	Autumn P.P	Spring Whole Cohort	Spring PP	Summer Whole Cohort	Summer PP	Progress of PP across year	Gap +/- compared to all children
Nursery	43% (18)	28% (3)	38% (17)	30% (3)	57%	42%	14%	-15%
Reception	61% (50)	51% (15)	58% (46)	52% (14)	71%	57%	+5%	-14%
Year 1	53% (43)	30% (6)	69% (57)	50% (10)	68%	47%	+17%	-21%
Year 2	62% (53)	50% (14)	68% (58)	45% (12)	61%	37%	-13%	-24%
Year 3	60% (52)	40% (13)	62% (54)	41% (14)	67%	44%	+4%	-23%
Year 4	71% (59)	72% (26)	76% (63)	72% (26)	77%	75%	+3%	-12%
Year 5	66% (54)	63% (17)	73% (60)	59% (19)	72%	63%	+0%	-9%
Year 6	70% (47)	48% (13)	75% (51)	50% (13)	70%	50%	+2%	-20%



Appendix 3:

EYFS (End of Reception) 2016 – 2017 Data

	Percentage of pupils achieving the EXPECTED standard	
Subject	School	Pupil Premium
Reading	72%	50%
Writing	65%	50%
Maths	71%	57%
GLD (Good level of development)	60%	45.5%