



# Pupil Premium Strategy Statement 2017-18

1. Summary information					
<b>School</b>	Witton Church Walk CE Aided Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£127 420	<b>Date of most recent PP Review</b>	March 2015
<b>Total number of pupils</b>	306 (including EYFS)	<b>Number of pupils eligible for PP currently in school</b>	75 out of 237 (32%)	<b>Date for next internal review of this strategy</b>	July 2018
		<b>Amount received per pupil</b>	£1320		
<b>Total EYPP budget</b>	n/a	<b>Number of pupils eligible for Early Years Pupil Premium</b>	n/a	<b>Number of pupils in School's Early Years Disadvantaged Group</b>	15

2. Current attainment					
<b>End of KS1 Assessment Data 2017</b>					
Context: There were 13/45 (29%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 46% were SEND children.					
		<b>Pupil Premium children at Witton</b>	<b>Non-SEND Pupil Premium children at Witton</b>	<b>All children at Witton</b>	<b>National Average 2016</b>
<b>Reading</b>	Average Scaled Score				
	% reaching expected standard	39%	57%	57%	74%
<b>Writing</b>	Average Scaled Score				
	% reaching expected standard	8%	14%	53%	65%
<b>Mathematics</b>	Average Scaled Score				
	% reaching expected standard	46%	71%	67%	73%

## End of KS2 Assessment Data 2017

Context: There were 14/39 (36%) children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 14% were SEND children.

		Pupil Premium children at Witton	Non-SEND Pupil Premium children at Witton	All children at Witton	National Average 2017
<b>Reading</b>	Average Scaled Score	101	102.6	101	104
	% reaching expected standard	50%	58%	51%	71%
<b>Writing</b>	Average Scaled Score	-	-	-	-
	% reaching expected standard	79%	75%	64%	76%
<b>Mathematics</b>	Average Scaled Score	99	101	97	104
	% reaching expected standard	50%	58%	44%	75%
<b>SPAG</b>	Average Scaled Score	103	105	102	106
	% reaching expected standard	64%	75%	64%	77%

Percentage of each year group entitled to Pupil Premium funding	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		28%	26%	30%	31%	33%	49%
		(10/36)	(10/39)	(14/46)	(12/39)	(13/39)	(18/37)

### 1. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- A.** At the end of 2016-17, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Reading and Writing was low apart from Y4 reading) as well as being below that of other pupils in years 1, 2, 3, 4 and 5. This prevents sustained high achievement in reading and writing at the end of KS2, largely due to having poor breadth of vocabulary and a lack of environmental opportunities.

<b>B.</b>	At the end of 2016-17, the percentage of pupils eligible for the pupil premium achieving Age Related Expectation in Maths was low as well as being below that of other pupils in years 1, 2, 3, 4 and 5. This prevents sustained high achievement in maths at the end of KS2.
<b>C.</b>	Of the pupils eligible for the pupil premium currently in school, 33% also have SEND (Y1- 40%, Y2- 50%, Y3- 43%, Y4- 31%, Y5- 17%, Y6- 28%). Although high expectations are paramount these children have specific barriers to learning and so it is less likely they are able to achieve ARE.
<b>D.</b>	Entry data for the pupils eligible for the pupil premium currently in school shows that 86% were below age related expectations in Speaking; with 53% being significantly below. 84% were below age related expectations in Understanding; 56% being significantly below. This impacts on readiness for learning in all subject areas and is also identified as an on-going barrier as children move through KS1 and KS2. Analysis from KS2 reading and maths papers indicates the greatest barrier was linked to questions with a focus on language.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Currently 16% of pupils eligible for the pupil premium also have additional needs within the family.
<b>F.</b>	A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/ additional revision from parents and carers for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.
<b>G.</b>	Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (32% of school population is eligible for Pupil Premium Grant and currently 22% are in receipt of FSM)
<b>H.</b>	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>Success criteria</b>	

<b>A.</b>	The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading and writing will increase in all year groups.	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children.</li> <li>• Individual writing checklists to be completed to ensure development areas are identified quickly and support put in place where needed.</li> <li>• Planned afternoon support programme for year 6 pupils during the spring term.</li> <li>• Close monitoring of PP children's English books and reading records.</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.</li> <li>• Interventions will be carried out when needed.</li> </ul>
<b>B.</b>	The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in maths will increase in all year groups.	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children and used to identify gaps promptly.</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• Interventions will be carried out when needed, reviewed and evaluated and changed if children not making progress.</li> <li>• Planned afternoon support programme for year 6 pupils during the spring term.</li> <li>• MAST qualified teacher to support throughout the school.</li> </ul>
<b>C.</b>	All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• Objective tracker to be kept up to date for all children.</li> <li>• Children at risk of not making expected progress will be discussed at termly pupil progress meetings.</li> <li>• Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo.</li> <li>• Parent partnership is crucial.</li> <li>• High expectations from all within school.</li> <li>• Attitude towards learning- supported through our creative curriculum; our everyday excellence approach and our 'Pit of Learning' strategy.</li> </ul>

<b>D.</b>	All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.	<ul style="list-style-type: none"> <li>• Accelerated progress will be seen in termly data analysis</li> <li>• Discussions at pupil progress meetings about any concerns/ celebrations.</li> <li>• Gap in attainment between disadvantaged and non-disadvantaged groups will close</li> <li>• More detailed observations will be recorded on Tapestry</li> <li>• Activities will be planned to meet gaps</li> <li>• An impact will be seen in all 17 aspects of learning</li> </ul>
<b>E.</b>	The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	<ul style="list-style-type: none"> <li>• Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Family Support Worker.</li> <li>• Increase the amount of parents who will engage with family learning sessions and courses offered by school.</li> <li>• Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams.</li> <li>• Support will be offered to parents in applying for and in receipt of Universal Credit- including access to IT</li> <li>• Linked to staff performance management.</li> </ul>
<b>F.</b>	Families who are eligible for the pupil premium will be supported to enhance aspirations.	<ul style="list-style-type: none"> <li>• Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations.</li> <li>• Signpost to courses, training and work placements.</li> <li>• Advertise jobs and support with putting together a CV.</li> <li>• Family support.</li> <li>• Regular half termly meetings with parents to discuss partnership.</li> </ul>
<b>G.</b>	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	<ul style="list-style-type: none"> <li>• Pupils will experience residential trips and educational visits.</li> <li>• Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where needed.</li> <li>• Visits to towns and cities, Young Voices, music lessons, art appreciation, environmental experiences (eg. the beach, forests).</li> </ul>

<b>H.</b>	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none"><li>• Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts.</li><li>• Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges.</li><li>• Pupils will engage with our 'Learning Pit' initiative - positively demonstrating their ability to embrace new challenges and being equipped with strategies to overcome problems and difficulties as well as developing a 'growth mind-set' approach to life.</li><li>• Pupils will benefit from our 'Heartsmart' approach, which links our behaviour policy with the PHSCE curriculum, enabling them to build resilience, emotional intelligence and actively empathise with others.</li></ul>
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3. Planned expenditure					
Academic year					
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?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	Quality first teaching and effective use of Teaching Assistants, with additional teaching delivered for Reading, SPaG and maths during the spring term	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data.	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2018
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.	Y2 and Y6 teaching staff to attend training specific to achieving expectations at the end of KS1 and KS2	Relevant CPD through continuing learning and training assures a high level of expertise and enables teachers to keep their professional skills and knowledge up-to-date.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data.	Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)	Summer term 2018
<b>Total budgeted cost</b>					<b>£27 000</b>
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?
<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>Sarah Johnson (SENCo)  Lisa Kenyon (PP leader)</p>	<p>Ongoing monitoring and review of interventions and support offered. Provision map reviewed at the end of each term or sooner if needed and concerns about progress identified. Learning plans will be reviewed each term.</p>
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.</p>	<p>All classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver.</p>	<p>Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term.</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Lisa Kenyon (PP Leader)</p>	<p>Ongoing reviews of intervention and support provided, with strategic review of deployment of teaching assistants in the summer term 2018.</p>



<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.</p>	<p>Pupil Premium teaching assistant support for KS1 providing additional teaching and learning opportunities through one to one and small group support for PP pupils of all abilities. This support includes interventions to raise attainment as well as intervention to address social and emotional needs.</p>	<p>Previous experience within school indicates that a positive impact has been seen on pupil progress, where additional intervention has targeted PP pupils; addressing the gaps in their learning and providing additional time to embed new concepts. In addition, positive gains have been evidenced where pupils have received social and emotional intervention/ nurture-both towards their confidence and attitudes to learning as well as increased attainment.</p>	<p>Assessment before and following all interventions. Monitoring through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of assessment data.</p>	<p>Lisa Kenyon (PP Leader)</p>	<p>Ongoing monitoring of individual interventions- fully reviewed at the end of each term.</p>
<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<p>Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.</p>	<p>Rationale is based around data that proves the majority of our Early Years disadvantaged pupils enter Nursery or Reception below or significantly below expectations in speaking and understanding. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- sometimes more considerably on children from disadvantaged backgrounds.</p>	<p>Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of Early Years data. Opportunities to talk with an adult throughout the day.</p>	<p>Keeley Selby (Early Years Leader) Lisa Kenyon (PP Leader)</p>	<p>Ongoing monitoring of individual interventions- fully reviewed at the end of each term.</p>
<b>Total budgeted cost</b>					<p>£80 000</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy, Thera-play and Lego Therapy which involve parents along with their children.</p>	<p>Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant than the school.'</p>	<p>Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW, Family Learning Lead and Safeguarding Lead.</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Lisa Kenyon (PP Leader)</p>	<p>July 2018</p>
<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence. Hosting family learning opportunities.</p>	<p>Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>My Views completed with FSW. Children's attitude to learning. Termly progress</p>	<p>Tracy Parr (DHT) Jackie Ellison (FSW) Jo Osborn (Family Learning Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of support offered.</p>

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>Kathryn Magiera (HT) Tracy Parr (DHT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader)</p>	<p>On-going review of programme of activities offered.</p>
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<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Continue with a whole school focus on characteristics of learning, including the learning pit and a growth mindset. In addition, Heartsmart, to be integrated into the school behaviour policy as well as forming the basis of the PSHCE programme of study</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that ‘Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.’ In addition Emotional intelligence is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life. We have also considered information from the Ofsted document ‘Unknown children- destined for disadvantage’ (July 2016), which acknowledges that achievement in English and maths ‘is built on a child’s understanding that everyone has something to say – ideas, views and opinions are what make us unique,’</p>	<p>Discussions with children regarding their attitude towards their learning. Discussions with children about the learning pit and characteristics of learning. My Views completed with FSW. Monitoring of PSHCE teaching and learning. Evidence from Heartsmart behaviour table.</p>	<p>Kathryn Magiera (HT) Jo Osborn (Curriculum Leader) Lisa Kenyon (PP Leader) Jackie Ellison (FSW) Lyndsey Westron (PSCHE Leader)</p>	<p>On-going review of the impact of the initiatives implemented in school.</p>
<b>Total budgeted cost</b>					£22 000

<b>4. Review of expenditure</b>	
<b>Previous Academic Year</b>	
<b>i. Quality of teaching for all</b>	

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
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard in KS1 in reading, writing and maths will increase.</p>	<p>Quality first teaching and effective use of Teaching Assistants, with additional teaching delivered for Reading, SPaG and maths during the spring term.</p>	<p>Data for KS1 shows that 46% (83% non SEN) of disadvantaged children reached the expected standard in reading, compared with non-disadvantaged children where 68% reached the expected standard.</p> <p>In writing, 36% (67% non SEN) of disadvantaged children achieved the expected standard, compared with 71% for non-disadvantaged children.</p> <p>Data for maths shows that 36%(50% non SEN) of disadvantaged children reached the expected standard, compared with non-disadvantaged children where 71% reached the expected standard.</p>	<p>This approach will continue, with additional revision materials provided for Y2 children during the spring/ summer terms.</p> <p>Interventions during afternoon sessions will be carefully planned- utilising TAs even more effectively.</p>	

<p>The percentage of pupils eligible for the pupil premium reaching the expected standard in KS2 and making expected or better progress in reading, writing and maths will increase.</p>	<p>Quality first teaching and effective use of Teaching Assistants, with additional teaching delivered for Reading, SPaG and maths during the spring term.</p>	<p>Data for KS2 shows that 28% (39% non SEN) of disadvantaged children reached the expected standard in reading with a progress score of -1.0, compared with non-disadvantaged children where 83% reached the expected standard, with a progress score of -0.3.</p> <p>In writing, 39% (54% non SEN) of disadvantaged children achieved the expected standard, with a progress score of -0.9, compared with 83% for non-disadvantaged children whose progress score was +1.7.</p> <p>Data for maths shows that 33%(47% non SEN) of disadvantaged children reached the expected standard, with a progress score of -3.0, compared with non-disadvantaged children where 61% reached the expected standard, with a progress score of -2.4.</p>	<p>This approach will continue, with additional provision provided by the maths subject leader for targeted year 6 children during the spring term.</p> <p>Interventions during afternoon sessions will be more carefully planned- utilising TAs even more effectively</p>	
<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.</p>	<p>Y2 and Y6 teaching staff to attend training specific to achieving expectations at the end of KS1 and KS2</p>	<p>In year progress data shows that for year 2, 78% of disadvantaged pupils made expected progress in maths, 89% in reading and 78% in writing, with more than expected progress being made by 11% in maths, 44% in reading and 11% in writing.</p> <p>For year 6, 82% of disadvantaged children made expected progress in maths, as well as in reading and writing. More than expected progress was made by 18% in maths, 12% in reading and 24% in writing.</p>	<p>Y2 and Y6 teachers will continue to benefit from twilight sessions and cluster moderation in order to keep up to date with end of key stage expectations for English and maths</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.</p>	<p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>All disadvantaged KS1 children with SEND made expected progress in reading, writing and maths, with the exception of year 2 writing. A third or more children made more than expected progress in maths and for reading in year 2.</p> <p>In KS2, all disadvantaged children with SEND made expected progress in maths, and all apart from year 3 and 5 for reading and apart from year 3 for writing. More than expected progress was made by above 50% of this group in years 4 and 6 for all subjects.</p>	<p>Additional teaching assistant interventions will continue in order to close gaps in children's learning and ensure children have the opportunity to over learn- ensuring basic skills have been learnt.</p> <p>Pre-teach sessions continue to be successful in preparation for maths lessons. This approach has become more established and will continue.</p> <p>I:I specialist teaching has been successful in developing individual children's confidence and through over learning and encouraging metacognition- the children gain from developing a greater understanding of how they learn. This will continue with children being identified following formal assessments, looking at their profile and considering who is likely to benefit from this teaching.</p>	
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The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.

All classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.

Reading- At or above the expected standard Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	46%	69%	28%
	89% (44%)	100% (23%)	82% (12%)
Non PP	68%	64%	83%
	81% (16%)	86% (21%)	89% (21%)

Writing- At or above the expected standard Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	36%	54%	39%
	78% (11%)	100% (54%)	82% (24%)
Non PP	71%	54%	83%
	87% (29%)	79% (21%)	95% (32%)

Maths- At or above the expected standard Expected (or more than expected progress)			
	Y2	Y4	Y6
PP	36%	69%	33%
	78% (11%)	100% (15%)	82% (18%)
Non PP	71%	64%	61%
	74% (7%)	86% (25%)	89% (11%)

Teaching assistants work with all children and support the class teachers in being able to differentiate tasks and provide support effectively. Teaching Assistants work with groups of focus children during maths and English lessons, as well as delivering pre-teach and follow up sessions which address gaps in pupils learning. Tailor made interventions may also be delivered where needed on a 1:1 or small group basis.

Teaching Assistants also work with children to support their emotional and social development, which has a positive impact on their confidence and readiness for learning.

This deployment of teaching assistants will continue.



<p>The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in reading, writing and maths will increase.</p>	<p>Pupil Premium teaching assistant support for KS1 providing additional teaching and learning opportunities through one to one and small group support for PP pupils of all abilities. This support includes interventions to raise attainment as well as intervention to address social and emotional needs.</p>	<p>Data for KS1 shows that 46% (83% non SEN) of disadvantaged children reached the expected standard in reading, compared with non-disadvantaged children where 68% reached the expected standard. Expected progress was made by 80% of PP children in year 1(20% more than expected), and 89% of PP children in year 2 (44% more than expected).</p> <p>In writing, 36% (67% non SEN) of disadvantaged children achieved the expected standard, compared with 71% for non-disadvantaged children. Expected progress was made by 60% of PP children in year 1 and 78% in year 2 (11% more than expected).</p> <p>Data for maths shows that 36%(50% non SEN) of disadvantaged children reached the expected standard, compared with non-disadvantaged children where 71% reached the expected standard. Expected progress was made by 80% of PP children in year 1(20% more than expected), and 78% in year 2 (11% more than expected).</p>	<p>Due to reduced funding, this role will no longer continue. Class teachers and teaching assistants will be responsible for providing the required additional support for disadvantaged children.</p>	
<p>All pupils in our Early Years disadvantaged group will make accelerated progress in Speaking and Understanding.</p>	<p>Early intervention targeting speech and understanding in Nursery and Reception- Elkan Provide specialist teaching support for individual pupils on a one to one, or small group basis.</p>	<p>All disadvantaged EYFS children made expected progress in Understanding, with 75% making more than expected progress.</p> <p>In Speaking, all disadvantaged children made expected progress, with 75% making more than expected progress.</p>	<p>Specialist speaking and listening teaching will continue on a 1:1 and small group basis.</p>	
<p><b>iii. Other approaches</b></p>				

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
<p>The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.</p>	<p>Utilise our Family Support Worker in an outreach role in order to support families through early intervention by providing one to one and small group support and parenting advice. Offer Therapeutic Intervention sessions, for example Play Therapy, Theraplay and Lego Therapy which involve parents along with their children.</p>	<p>'1,2,3 magic' course delivered twice throughout the year, with feedback showing that parents who attended now feel better able and equipped to respond to their child's behaviour.</p> <p>Theraplay intervention offered- 1:1 with child and then sessions with both parent and child which contributed towards building a positive relationship.</p> <p>FSW has provided ongoing day to day support for children in school with behaviour needs ensuring that the children have remained in school and accessed learning activities.</p> <p>Mediation between child and parent has been provided which has resulted very positively on the emotional well-being of the child.</p> <p>FSW supports the attendance policy by carrying out home visits to ensure that children are in school- school attendance was 95.4% (disadvantaged group was 95.4%)</p>	<p>FSW is invaluable in providing the necessary support for a number of families. This role will continue to provide support on a daily basis for children and parents and will continue to offer provision of courses addressing the needs of our families- children and parents.</p>	
<p>Parents and children 95.4% who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>FSW signposting parents to training. Volunteer opportunities within school to encourage parents to engage and build confidence.</p>	<p>Family learning opportunities were provided throughout the year including emotional well-being, art and English.</p> <p>Angels and Guardians- mums and tots</p>		

<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.</p>	<p>All pupil premium children received a part funded place on residential visits in years 2, 4 and 6, with subsidies also in place for any trips or visits where a cost was involved. This ensured all children benefited from these experiences.</p> <p>Funding is also provided for individual children to enable attendance at clubs/ lessons where a cost is in place.</p>	<p>This provision will continue.</p>	
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## 5. Additional detail

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