

Whitley Memorial Church of England First School:2017-2019 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019							
Total number of pupils	300	Number of pupils eligible for pupil premium funding	74 (28% of total on roll) FSM & Ever 6= 70 Service children= 2 Pupil Premium Plus = 6				
Number of pupil premium children in each year group: Nursery= 5 Reception=15 Yr1= 13 Yr2=20 Yr3= 18 Yr4= 12							
Total pupil premium budget:	£101,700	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300					
Date of external pupil premium review: October 2017		Dates of internal half termly reviews: 9/7/2018, 8/11/18, 15/12/18, 19/2/19, 23/3/19, 4/6/19 & 7/7/19 Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below					
2. Key indicators summer 2018: Early Years and Phonics (Unvalidated results) PPF = Pupil premium funding New 2018 national benchmarks to be inserted once published and 2017 figures removed. Higher 2018 national benchmarks may increase attainment gaps.							
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.			Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2017 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 52 in cohort 15 PP 39 non-PP (5 of the 6 PP who did not achieve GLD are SEND)			82%	46%	-36%	73%	-27% Gap has closed by 5%
% achieving expected standard in the 2018 Year 1 Phonics Check 54 in cohort 19 PP 25 non-PP			86%	63%	-23%	84%	-21% Gap has closed by 3%
End of Key Stage 1 (Year 2) attainment and progress data			52 in cohort 18 PP 34 non-PP				
% reaching expected standard in reading			94%	65%	-29%	79%	-14% Gap closed by 5%
% reaching a high score/working at greater depth in reading			50%	12%	-38%	28%	-16% Gap closed by 2%
% making expected progress in reading (as measured in the school)			80%	88%	+8%		
% reaching expected standard in writing			91%	71%	-20%	72%	-1% Gap closed by 31%.
% reaching a high score/working at greater depth in writing			35%	6%	-29%	18%	-12% Gap closed by 6%
% making expected progress in writing (as measured in the school)			77%	76%	-1%		

% reaching expected standard in maths	91%	65%	-26%	79%	-14% Gap closed by 15%
% reaching a high score/working at greater depth in maths	53%	6%	-47%	23%	-17% Gaps closed by 6%
% making expected progress in maths (as measured in the school)	77%	87%	+10		
End of Year 4 attainment, progress and attendance data					Attainment gap when compared to NAO
XX in cohort XX PP XX non-PP NAO=2017 national averages for pupils not eligible for PP. Not PP PP Within school gap NAO					
% reaching expected standard in reading (as measured in the school)	80%	73%	-7%	No national data	
% reaching a high score/working at greater depth in reading (as measured in the school)	31%	27%	-4%		
% making expected progress in reading (as measured in the school)	85%	80%	-5%		
% reaching expected standard in writing (as measured in the school)	69%	60%	-9%	No national data	
% reaching a high score/working at greater depth in writing (as measured in the school)	21%	20%	-1%		
% making expected progress in writing (as measured in the school)	81%	80%	-1%		
% reaching expected standard in maths (as measured in the school)	74%	73%	-1%	No national data	
% reaching a high score/working at greater depth in maths(as measured in the school)	31%	27%	-4%		
% making expected progress in maths (as measured in the school)	94%	80%	-14%		
Attendance % Reception to Year 4 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.	95.7%	93.2	-2.5	96.3%	-3.1
Persistently absent % Reception to Year 4 (Pupils with an attendance rate of 90% or below)	6.4%	25%	-18.6	6.2%	-18.8

1. Our key priority for 2018-2019 continues to be closing the attainment gaps between our pupil premium children and national others in Early Years, the Year 1 phonics check and the end of KS1 SATs/teacher assessment results.
2. It is also of vital importance that we help all of our more able pupils convert from expected standard to mastery /greater depth; very few pupil premium children achieved greater depth in reading, writing and maths in 2018.
3. The persistent absence rates of our pupil premium children must be significantly reduced to help them make rapid progress.

3. Current attainment and progress: To be added after 1st data collection in December 2018				PPF = Pupil premium	
funding					
When the 2018 national figures are published they will be added to the chart and the 2017 data will be removed.				Pupils not eligible for PPF	Pupils eligible for PPF
				In school gap	2017 national averages for pupils not eligible for PP
Attainment gap when compared to national others					
Reception class achieving a Good Level of Development (GLD) 54 in cohort 15 PP 39 non-PP					73%
% on track to pass the 2019 <u>Year 1</u> Phonics Check 53 in cohort 13 PP 40 non-PP					84%
<u>Year 1</u> 53 in cohort 13 PP 40 non-PP % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing. % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.					

<u>Year 2</u> 54 in cohort 20 PP 34 non-PP % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing. % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.				79% 28% 72% 18% 79% 23%	
<u>Year 3</u> 53 in cohort 18 PP 35 non-PP % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing. % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.					
<u>Year 4</u> 52 in cohort 12 PP 40 non-PP % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading. % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing. % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.				No national data	

--	--	--	--	--	--

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	High absence rates of some pupil premium children.
B.	Some parents do not support home learning well eg do not hear their children read.
D.	An increasing number of children requiring additional speech and language support.
E	Low self-esteem and low aspirations of some pupil premium families.

5. Intended outcomes and success criteria for summer 2019	
A.	Early Years: 75% of the cohort to achieve a GLD (Good Level of Development) and 65% of pupil premium children to achieve GLD.
B.	Year 1 phonics screening: 85% of cohort to pass the phonics test and 65% of pupil premium children. (54% of the PP are SEND).
C.	End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard: Reading 60%, Writing 60%, Maths 60%. The gap between our disadvantaged pupils and others nationally to close significantly.
D.	End of KS2 (Year 4) % of pupil premium children to achieve expected standard: Reading 82%, Writing 73%, Maths 70%. The gap between our disadvantaged pupils and others nationally to close significantly.
E.	<p>To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.</p> <p> <u>End of KS1 (Year 2): % of PP children achieving at greater depth</u> <u>End of Year 4: % of PP children achieving at greater depth</u> Reading 20% Writing 10% Maths 20% Reading 27% Writing 18% Maths 18% </p>
F.	<p>The attendance rate of pupil premium children to improve from 93% to 97%. (Aspirational target)</p> <p>The persistent absence rate of pupil premium pupils to reduce from 21% to 10% by July 2019. (Aspirational target).</p>

6. Planned expenditure 2018-2019				
i. Strengthen the quality of teaching and learning			Total budgeted cost = £ 1,700	
Intended outcomes	Actions It is essential and expected that all teachers adopt these strategies in their everyday teaching.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p> <p>2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</p> <p>Staff lead =SLT</p>	<ol style="list-style-type: none"> 1. Identify your PP and HA PP children and make sure all staff know, closely track their progress and provide strong in-class support every lesson. 2. Do gap analysis on a regular basis to identify and address gaps in their learning. 3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience. 4. It is important to model what great performance looks like and even more important that you model the process (META-COGNITION) of how to approach problems/tasks. 5. Target disadvantaged students with at least one probing question each lesson. Do not allow them to say "I don't know". Give them wait time before attempting to answer. Circle back to them to ensure they have understood. 6. Mark the work of pupil premium/SEND children first so your pupils know how to improve their work and marking impacts strongly on progress. Live Marking' where possible with verbal feedback during lesson. Ensure they respond to marking prompts their green pens. 7. Make regular contact with disadvantaged pupils, parents and guardians to praise and challenge. 8. We will ensure there is a consistent approach to literacy and numeracy across the curriculum and through a strong emphasis on the core skills of reading and spelling. 	<p>Pupil premium outcomes in all core subjects need to be improved, so we move closer to the national bench marks.</p>	<p>QA planning records, book scrutinies and learning walks.</p> <p>Closely monitor progress—half termly pupil progress meetings.</p> <p>Staff to have one Performance management target linked to PP/SEND outcomes.</p>	

ii. Targeted support for pupil premium children.				Total budgeted cost = £70,000
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p><u>EARLY YEARS</u> 65% of pupil premium children to achieve GLD. Gap between our pupil premium children and others nationally to reduce to 10% or less.</p> <p>Staff lead =EYFS Leader (VLD)</p>	<ol style="list-style-type: none"> 1. We will continue to use Early Talk Boost, Speech Therapy, Basic Numeracy Skills, Read Write Inc and Tapestry. 2. There will be daily phonological awareness teaching in Nursery eg. Boogie Mites, Core Books 3. "Movement for Learning" will take place to improve fine motor skill and writing skills. 4. We will organise parent workshops on number, reading, phonics and writing/fine motor skills, so parents learn how to support their children's learning at home. There will be personalised invitations and phone calls to encourage hard to reach parents to attend. Free resource packs provided to enhance the home learning environment. 5. Forest School to continue and outdoor learning to engage pupils – Tues pm. 6. Reading club to provide extra support for PP children who do not read at home (Spring) 7. Independent writing to be encouraged though writing challenges. 8. We plan to introduce helicopter stories to widen vocabulary and Number Blocks and NCETM resources to improve number skills. 9. Case studies for PP and high attaining PP to be compiled to evidence progress over time. 	<p>PP Some have poor speech and language skills when they start nursery.</p> <p>Disadvantaged need more targeted support to achieve GLD.</p>	<p>Learning walks, lesson observations and book scrutinies.</p>	

<p><u>PHONICS</u> 65% of Year 1 pupil premium children to pass the phonics test in 2018. (54% of the PP are on the SEND register)</p> <p>All of Year 2 to pass the re-check test unless SEND (77%)</p> <p>Staff Lead=MD</p>	<ol style="list-style-type: none"> 1. Intensive daily phonics (Read Write Inc) delivered by Year 1 teacher and TAs. Year 2 pupils who failed the Y1 phonics test targeted for intensive interventions. 2. Continue to assess very half term, re-group after assessments and closely track progress of PP children. 3. From January provide additional small group phonics sessions for 15mins every afternoon for those that need extra support. 4. Phonics workshop for parents held in October so they feel confident to help their children with their phonics homework. Parents will also be provided with free resources (phonics chart and guidance notes) they can use at home. 	<p>There is still an attainment gap (-21%) between the schools' disadvantaged and national others, so more support for PP children is essential.</p>	<p>Phonics leader to model and QA phonics teaching.</p> <p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	
<p><u>MATHS</u> End of KS1 60% of pupil premium children to achieve expected standard. End of Year 4 70% of pupil premium children to achieve expected standard.</p> <p>Staff lead = Maths Leader (DR)</p>	<ol style="list-style-type: none"> 1. Further training by maths leader and LA Maths Lead on mastery, pre-lessons and developing maths vocabulary. Maths Hub training for teaching assistants; they will also be invited to all maths INSET sessions. 2. Maths No Problem scheme extended to KS2. Pre/post tests used to demonstrate progress over time. (Keep together with totals to show progress). 3. Targeted support for PP children in afternoon to ensure they "catch up and stay up" and pre-lesson sessions if needed. 4. To ensure more of our PP children achieve at greater depth pre-teaching and re-teaching to boost confidence and fluency. 5. Maths mornings for parents introduced; parents invited into classrooms to observe teaching methods to help them better support maths learning at home. 	<p>There are still large gaps between our disadvantaged children's attainment and others nationally.</p> <p>Regular CPD for staff to improve their subject knowledge.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p>	

<p>READING End of KS1 60% of pupil premium children to achieve expected standard. End of Year 4 82% of pupil premium children to achieve expected standard.</p> <p>Staff Lead = VLD</p>	<ol style="list-style-type: none"> 1. Continue with Read Write Inc programme and trial Trugs (new reading intervention). 2. Read Write Inc assessment tests every 6 weeks to identify to gaps in knowledge. 3. Read every day sessions: teachers, TAs and reading mentors to support PP children who need extra help, particularly those that do not read at home. 4. Refresh reading areas in the library and classrooms – new resources purchased. 5. Reading incentives and wow celebrations to improve reading skills and reading frequency. Linked to reading reward scheme; pupils select appropriate reading books as their prizes. 6. Use of ipads and kindles for SEND/PP readers. 7. Continue to use Core Books (concentrate on limited number of quality texts), Reading Eggs, “Secret Readers”, World Book Day, Book Week and guest author events to promote reading. 8. Year 4 -Friday Reading Club and 1:1 reading daily or group interventions where needed. 9. Year 1—to benefit from Y4 Reading Buddies 10. Pre and post teaching of specific words at home and school eg. common exception words or topic words. 	<p>PP outcomes are too low.</p> <p>There are still large gaps between our disadvantaged children's attainment and others nationally.</p>	<p>Lesson observations and learning walks.</p>	
---	--	--	--	--

<p><u>WRITING</u> End of KS1 60% of pupil premium children to achieve expected standard. End of Year 4 73% of pupil premium children to achieve expected standard.</p> <p>Staff Lead = CG</p>	<ol style="list-style-type: none"> 1. Track and increase extended writing opportunities across the curriculum and in English to build writing stamina. 2. Guest authors to visit to help develop extended writing. 3. Attractive displays in every classroom to celebrate improved writing standards – dated work for all pupils to show progress over time. 4. Continue to further improve writing and presentation skills. Use writing structures to write in different genres eg. letters, instructions. 5. Whole school writing themes, 1 per term, to boost creative writing skills. Linked to guest author visits, Book Fayre and Book Week. eg The Secret Garden play. 6. Implement Talk for Writing approach across all year groups. 7. SPAG tests for KS2 pupils. 	<p>The % of Year 2 PP students achieving age related standards improved by 31% last year. We will continue to build on last years' successes and strive to ensure our PP children achieve as well as their classmates.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	
<p><u>HIGH ATTAINING PP CHILDREN</u> To diminish the differences in attainment in the core subjects between our most able pupil premium children and high attaining national others.</p> <p>Staff Lead= HT & teachers</p>	<ol style="list-style-type: none"> 1. Update the most able register, adding potential high attaining PP children. 2. Challenge the HA children in lessons. 3. Establish worship leaders to improve confidence and speaking skills. 	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>Book scrutinies, learning walks and lesson observations. Termly HT reports to governors.</p>	

<p><u>PUPIL PREMIUM PLUS CHILDREN</u> Ensure all PP+ children make good progress from their starting points. Staff lead = SENCO (PT)</p>	<ol style="list-style-type: none"> 1. LAC children to have half termly LAC/PEP reviews and 2 key workers (the SENDCO and their class teacher). 2. Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. 3. Thrive programme 4. HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors and trustees. 	<p>Research and data shows that PP+ children need additional support to help them do as well as their peers.</p>	<p>Progress and attainment to be closely tracked</p>	
---	---	--	--	--

i. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £30,000				
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p><u>ATTENDANCE</u> The attendance rate of pupil premium children to improve from 93 % to 97%.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 21% to 10% by July 2019.</p> <p>(Aspirational targets).</p> <p>Staff lead =HT</p>	<ol style="list-style-type: none"> 1. In September we will meet with all the families whose children were PA in 2017/18. HT and EWO to identify and remove barriers to good attendance and implement attendance contracts identifying key strategies and incentives. We will also emphasise the impact of poor attendance on progress in RWM. 2. EWO, HT and VS meet every 3 weeks to monitor attendance and send out letters/meet with parents. 3. Consider requesting police involvement and/or support from outside agencies to help us to meet with a small number of hard to reach parents who will not engage with school. 4. Meet and welcome school phobics each morning. 5. EWO to operate a late gate 6. Improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term. 7. 97% and above and 100% certificates awarded every half term. Weekly attendance noted in assemblies and celebrated via our WOW board. Best class awarded the super hero's cup. 8. Holidays taken in term time not authorised. Penalty fines continue. 9. Newsletter, website and "Attendance Matters" leaflet to 	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p><u>October 2018</u> PP attendance rate = 92.5% Non-PP attendance rate = 95.3 In school gap= -2.8% PP persistent absence rate = 33.8% ie. 25 pupils (44% are SEND) Non-PP PA rate =17.3% In school gap = -16.5%</p> <p><u>December 2018</u> PP attendance rate = Non-PP attendance rate = In school gap=- PP persistent absence rate = Non-PP PA rate = In school gap =</p>

<p><u>ENGAGING PARENTS</u></p> <p>Staff lead = HT</p>	<ol style="list-style-type: none"> 1. Maths, reading and writing workshops and open mornings to show parents how to support home learning effectively. Personal invitations for hard to reach parents. 2. "Parent in class" sessions. 3. Busy Bags to target areas of learning where PP children need help at home. 4. Continue to engage parents/carers by inviting them to wow celebrations and providing news/updates via our website. 5. Pupil premium parents of children at risk of not achieving their targets to meet with HT/class teacher. Will also ask parents what support they need from us. 6. Hard to reach parents reminded about parents evening in person or via phone. 	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Frequency that parents/carers hear their children read evidenced in homework diaries. Monitor attendance at parents' workshops, parents' evenings etc.</p>	
<p><u>ENRICHMENT, RAISING ASPIRATIONS AND BUILDING LEARNING RESILIENCE</u></p> <p>Staff Lead=HT</p>	<ol style="list-style-type: none"> 1. Continue to remove financial barriers to learning by paying for or subsidising residentials, educational visits, the Brass Project and music lessons. 2. Investigate the need for a Breakfast club to provide a healthy start to the school day. 3. Inspirational guest authors, athletes, artists and dancers to provide exciting learning experiences to encourage our children to aim high. 4. Star pupils awarded in WOWs every week -teachers refer to CEL or Core Values 5. Sporting opportunities eg.Y4 Bikes, Hoopstarz, Orienteering. 	<p>Some pupils have low aspirations and are not yet independent, resilient learners.</p>	<p>Learning walks to observe learning resilience.</p>	
<p><u>IMPROVE CONFIDENCE AND EMOTIONAL WELL BEING</u></p> <p>Staff lead = PT</p>	<ol style="list-style-type: none"> 1. Thrive programme to continue to provide one to one support, small group sessions, parental support and staff CPD. 2. Thrive online subscription paid and Thrive room re-freshed. 3. Work towards the Mental Health Mark. 4. Mental Health governor continues to work with PT – support and challenge. 	<p>Some pupils have emotional/social issues and need extra support.</p>	<p>HT to QA support provided.</p>	

7. Review of expenditure for previous academic year 2017-2018		Total budget = £100,000	
i. Strengthen the quality of teaching.		Total cost = £10,000	
Intended outcome	Actions	Estimated impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this
Raise teacher expectations and pupil premium progress and attainment outcomes.	External pupil premium review and follow up visits by reviewer to help the school trial new strategies and measure their impact well. CPD for staff and governors on how to monitor/improve PP outcomes. Teachers to give PP children more support in lessons and mark their work in greater detail. Performance management targets linked to pupil premium and SEND outcomes. INSET for staff and governors on data and gap analysis in December 2017 by the Assistant Director of Education for the Diocese of Newcastle and Durham. Pupil progress meetings each half term to track progress.	<p>All attainment gaps in the core subjects (Early Years, phonics and End of KS1) between our pupils and others not in receipt of PP funding have started to close.</p> <p>We recognise that we need to do more to close the gaps between our pupils in others nationally in reading and maths.</p>	<p>Our successful strategies will continue. We will further improve our in-class support for PP children so it is of a consistent high standard across all year groups.</p> <p>ALL teachers to mark the work of PP/SEND students 1st and in greater detail and ensure pupils respond by improving their work.</p>
ii Targeted support for pupil premium children.		Total cost =£56,000	
<u>EARLY YEARS</u> 62% of our pupil premium children to achieve a good level of development (GLD)..	<p>Early years interventions; Early Talk Boost, Speech Therapy, Basic Number Skills, Read Write Inc, Movement for Learning, Core Books and Boogie Mites.</p> <p>Parent workshops on number, reading, phonics, fine motor skills and writing and free resource packs to help them better support their children with home learning.</p> <p>Forest school and outdoor learning to engage parents.</p>	<p>Good progress was made by all pupils, including those on the send register.</p> <p>The % of PP children achieving GLD improved from 41% in 2017 to 46% in 2018; 5 of the 6 PP children were on the SEND register.</p>	Personalised support for our children will continue and we will pilot new strategies in 2018/19.

<p><u>PHONICS</u> 66% of our pupil premium children to pass the Year 1 phonics test in 2019.</p> <p>All Year 2 who need to take the phonics re-check to pass.</p>	<p>Intensive daily phonics (Read Write Inc), assess very half term and re-group after assessments.</p> <p>Phonics workshop for parents held in October so they feel confident to help their children with their phonics homework. Parents will also be provided with free resources (phonics chart and guidance notes) they can use at home.</p>	<p>The % of PP children that passed the Year 1 phonics test improved from 60% in 2017 to 63% in 2018.</p> <p>We need to further improve phonics results and get closer to national benchmarks.</p>	<p>We will continue with these strategies, monitor progress more closely and from December provide additional afternoon daily 15 minute phonics sessions for pupils who are at risk of not passing the phonics test.</p>
<p><u>MATHS</u> End of KS1 69%% of pupil premium children to achieve expected standard. End of Year 4 70% of pupil premium children to achieve expected standard.</p>	<p>INSET by maths leader on mastery, pre-lessons and developing maths vocabulary. Maths Hub training for teachers and teaching assistants. Subject leader mentored Y3 teacher and 2 staff attended 'Support and Challenge' training (NCETM).</p> <p>"Maths No Problem" scheme continued in KS1 and introduced to Y3 with pre/post tests used to demonstrate progress over time.</p> <p>Targeted support for PP children in afternoon to ensure they "catch up and stay up" and pre-lesson sessions if needed.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard rose from 50% in 2017 to 65% in 2018. The attainment gap between our PP pupils and national others closed by 15%.</p>	<p>We will continue to improve the subject knowledge and expertise of our teachers and teaching assistants, extend "Maths No Problem" scheme into Year 4 and do more pre-teaching and re-teaching to boost confidence and fluency.</p>
<p><u>READING</u> End of KS1 69% of pupil premium children to achieve expected standard. End of Year 4 79% of pupil premium children to achieve expected standard.</p>	<p>Read Write Inc training took place for all staff in November 2017 and new RWI resources/handbooks purchased. Read Write Inc assessment tests happened every 6 weeks to identify to gaps in knowledge.</p> <p>There were "Read every day" sessions when teachers, teaching assistants and reading mentors helped our pupil premium children, particularly those that do not read at home, to improve their reading skills. We introduced of "Reading Eggs" and Year 4 pupils became reading buddies for Year 1 pupil premium children.</p> <p>Reading incentives were introduced and there were wow celebrations to celebrate improved reading skills.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard rose from 60% in 2017 to 65% in 2018. The attainment gap between our PP pupils and national others closed by 5%.</p>	<p>We recognise that we need to do more to close the attainment gaps between our pupil premium children and others nationally and have identified several new strategies for 2018-2019.</p>

<p>WRITING</p> <p>End of KS1 69% of pupil premium children to achieve expected standard.</p> <p>End of Year 4 70% of pupil premium children to achieve expected standard.</p>	<p>There was CPD for staff from the LA Primary English Leader (Damian Burke) in May and PT and DR introduced "Write Stuff" to improve the quality of writing.</p> <p>We increased extended writing opportunities across the curriculum and in English to build writing stamina.</p> <p>Writing displays created in classrooms and corridors to evidence writing progress over time.</p> <p>Spellodrome resources purchased for KS2 and half termly SPAG tests introduced for KS2 pupils.</p> <p>Term 3 Year 1—using writing structures to write in different genres eg.letters, instructions. Year 4 writing for purpose across all areas of the curriculum eg.science.</p>	<p>Children totally engaged and the quality of their writing improved significantly. The children loved the writing awards and Years 3 and 4 were especially keen to achieve their pen licence.</p> <p>The percentage of Year 2 pupil premium children reaching the expected standard rose from 40% in 2017 to 71% in 2018. The attainment gap between our PP pupils and national others closed by 31%.</p>	<p>We will continue to fine tune the teaching of writing so outcomes continue to improve and match national benchmarks.</p>
<p>ii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £24,000</p>			
<p>Lower absence rates to improve attainment.</p>	<p>Attendance review meetings organised with parents of pupils at risk of becoming a persistent absentee. HT/EWO, emphasis on the lack of progress in RWM. Home visits.</p> <p>Improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term. 97% and above and 100% certificates awarded every half term. Weekly attendance noted in assemblies and celebrated via WOW board. Best class awarded the super heros cup.</p> <p>Holidays taken in term time not authorised. Penalty fines continue.</p> <p>Newsletter/website to emphasise the importance of good attendance and how it impacts on progress/attainment.</p>	<p>Absence and persistent absence rates have not improved and the in-school gaps between pupil premium children and their classmates are not closing. Term time holidays remain a concern.</p>	<p>We will take action well before pupils become PA and raise teacher, parent and pupil expectations that only an attendance rate of 97% or better is good enough. New strategies to be introduced in 2018-2019 see page 10.</p>

Engaging parents	<p>Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents.</p> <p>Busy Bags to target areas of learning where reception PP children need help at home. We engaged parents/carers by inviting them to wow celebrations and providing news/updates via our website.</p> <p>Pupil premium parents met with HT/class teacher, 30 of 71 children are at risk of not achieving their targets.</p> <p>From term 2 hard to reach parents were reminded about parents evening in person or via phone.</p>	Increased parental support will lead to better progress and higher attainment.	These strategies were successful and will continue in 2018/19.
<u>ENRICHMENT, RAISING ASPIRATIONS AND BUILDING LEARNING RESILIENCE</u>	<p>We removed many of the financial barriers to learning by paying for or subsidising residentials, educational visits, the Brass Project and music lessons.</p> <p>Inspirational guest authors, athletes, artists and dancers to provide exciting learning experiences to encourage our children to aim high.</p> <p>Characteristics of Effective Learning (CEL) displayed in all classrooms and star pupils awarded in WOWs every week for demonstrating our learning qualities well.</p> <p>Y3 Ballet Project, KS2 Carmen opera project and Brass at Sage, Y4 Bikes, Hoopstarz, Orienteering.</p>	Impacted well. Many financial barriers removed.	This support will continue in 2017-2018.
<u>IMPROVE CONFIDENCE AND EMOTIONAL WELL BEING</u>	<p>Thrive training for SENCO. Thrive programme introduced to provide one to one support, small group sessions, parental support and staff CPD. Thrive online subscription paid and Thrive room created.</p> <p>We started to work towards the Mental Health Mark appointed a Mental Health Governor.</p>	Confidence of PP and SEND children has improved this year; pupils are happy, settled and proud of their achievements.	This support will continue in 2017-2018.

8. Additional detail

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