

Pupil Premium Impact and Expenditure Report 2018-19

i. Quality of teaching for all																																
Desired Outcome	Chosen action / approach	Approximate Spending	Impact																													
Raise the standards of literacy through modelled writing.	<ul style="list-style-type: none">- Modelled writing, whether it is with the whole class or a group, will be used daily.- Examples of modelled writing will be on Working Walls and will be referred to.- Modelled writing will reinforce year group specific, non-negotiables.	<p>£18,111.20</p> <p>on Staff training, designated management release time, additional LLP visits and additional Learning Support Time.</p>	<p>Year 6</p> <table><tr><th colspan="2">75 pupils</th><th rowspan="2">Missing Assessment</th><th colspan="3">On Track or Higher</th></tr><tr><th>Writing</th><th>No. (%)</th><th>Sum2 14-15 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>26 (34.7%)</td><td>0 (0%)</td><td>92.3%</td><td>69.2%</td><td>80.8%</td></tr><tr><td>Not Pupil Premium</td><td>49 (65.3%)</td><td>2 (4.1%)</td><td>95.7%</td><td>89.4%</td><td>91.5%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td></td><td>3.4</td><td>20.2 (16.8)</td><td>10.7 (-9.5)</td></tr></table>	75 pupils		Missing Assessment	On Track or Higher			Writing	No. (%)	Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	26 (34.7%)	0 (0%)	92.3%	69.2%	80.8%	Not Pupil Premium	49 (65.3%)	2 (4.1%)	95.7%	89.4%	91.5%	Difference (change in difference):			3.4	20.2 (16.8)	10.7 (-9.5)
			75 pupils		Missing Assessment		On Track or Higher																									
			Writing	No. (%)		Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																								
			Pupil Premium	26 (34.7%)	0 (0%)	92.3%	69.2%	80.8%																								
Not Pupil Premium	49 (65.3%)	2 (4.1%)	95.7%	89.4%	91.5%																											
Difference (change in difference):			3.4	20.2 (16.8)	10.7 (-9.5)																											
<p>Year 5</p> <table><tr><th colspan="2">75 pupils</th><th colspan="3">On Track or Higher</th></tr><tr><th>Writing</th><th>No. (%)</th><th>Sum2 15-16 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>12 (16.0%)</td><td>91.7%</td><td>91.7%</td><td>83.3%</td></tr><tr><td>Not Pupil Premium</td><td>63 (84.0%)</td><td>66.7%</td><td>79.4%</td><td>82.5%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td>25.0</td><td>12.3 (-12.7)</td><td>0.8 (-11.5)</td></tr></table>	75 pupils		On Track or Higher			Writing	No. (%)	Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	12 (16.0%)	91.7%	91.7%	83.3%	Not Pupil Premium	63 (84.0%)	66.7%	79.4%	82.5%	Difference (change in difference):		25.0	12.3 (-12.7)	0.8 (-11.5)							
75 pupils		On Track or Higher																														
Writing	No. (%)	Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																												
Pupil Premium	12 (16.0%)	91.7%	91.7%	83.3%																												
Not Pupil Premium	63 (84.0%)	66.7%	79.4%	82.5%																												
Difference (change in difference):		25.0	12.3 (-12.7)	0.8 (-11.5)																												
<p>Year 4</p> <table><tr><th colspan="2">73 pupils</th><th rowspan="2">Missing Assessment</th><th colspan="3">On Track or Higher</th></tr><tr><th>Writing</th><th>No. (%)</th><th>Sum2 16-17 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>17 (23.3%)</td><td>2 (11.8%)</td><td>60.0%</td><td>46.7%</td><td>66.7%</td></tr><tr><td>Not Pupil Premium</td><td>56 (76.7%)</td><td>1 (1.8%)</td><td>70.9%</td><td>74.5%</td><td>78.2%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td></td><td>10.9</td><td>27.8 (16.9)</td><td>11.5 (-16.3)</td></tr></table>	73 pupils		Missing Assessment	On Track or Higher			Writing	No. (%)	Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	17 (23.3%)	2 (11.8%)	60.0%	46.7%	66.7%	Not Pupil Premium	56 (76.7%)	1 (1.8%)	70.9%	74.5%	78.2%	Difference (change in difference):			10.9	27.8 (16.9)	11.5 (-16.3)			
73 pupils		Missing Assessment		On Track or Higher																												
Writing	No. (%)		Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																											
Pupil Premium	17 (23.3%)	2 (11.8%)	60.0%	46.7%	66.7%																											
Not Pupil Premium	56 (76.7%)	1 (1.8%)	70.9%	74.5%	78.2%																											
Difference (change in difference):			10.9	27.8 (16.9)	11.5 (-16.3)																											
<p>Year 3</p> <table><tr><th colspan="2">71 pupils</th><th colspan="2">On Track or Higher</th></tr><tr><th>Writing</th><th>No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>14 (19.7%)</td><td>71.4%</td><td>64.3%</td></tr><tr><td>Not Pupil Premium</td><td>57 (80.3%)</td><td>71.9%</td><td>66.7%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td>0.5</td><td>2.4 (1.9)</td></tr></table>	71 pupils		On Track or Higher		Writing	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	14 (19.7%)	71.4%	64.3%	Not Pupil Premium	57 (80.3%)	71.9%	66.7%	Difference (change in difference):		0.5	2.4 (1.9)												
71 pupils		On Track or Higher																														
Writing	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																													
Pupil Premium	14 (19.7%)	71.4%	64.3%																													
Not Pupil Premium	57 (80.3%)	71.9%	66.7%																													
Difference (change in difference):		0.5	2.4 (1.9)																													
High quality texts inspire pupils with writing.	<ul style="list-style-type: none">- Driver texts are used to support writing opportunities.- Staff use texts to develop the use of grammar in context.- Texts are well chosen to engage readers.- Book Talk and Guided Reading sessions are used to unpick the author’s choice.	<p>£10,490</p> <p>on additional resourcing, additional HIAS time, additional core subject management release, and additional Learning Support Time.</p>	<p>Year 6</p> <table><tr><th colspan="2">75 pupils</th><th rowspan="2">Missing Assessment</th><th colspan="3">On Track or Higher</th></tr><tr><th>Reading</th><th>No. (%)</th><th>Sum2 14-15 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>26 (34.7%)</td><td>0 (0%)</td><td>92.3%</td><td>65.4%</td><td>65.4%</td></tr><tr><td>Not Pupil Premium</td><td>49 (65.3%)</td><td>2 (4.1%)</td><td>93.6%</td><td>93.6%</td><td>87.2%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td></td><td>1.3</td><td>28.2 (26.9)</td><td>21.8 (-6.4)</td></tr></table>	75 pupils		Missing Assessment	On Track or Higher			Reading	No. (%)	Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	26 (34.7%)	0 (0%)	92.3%	65.4%	65.4%	Not Pupil Premium	49 (65.3%)	2 (4.1%)	93.6%	93.6%	87.2%	Difference (change in difference):			1.3	28.2 (26.9)	21.8 (-6.4)
			75 pupils		Missing Assessment		On Track or Higher																									
			Reading	No. (%)		Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																								
			Pupil Premium	26 (34.7%)	0 (0%)	92.3%	65.4%	65.4%																								
Not Pupil Premium	49 (65.3%)	2 (4.1%)	93.6%	93.6%	87.2%																											
Difference (change in difference):			1.3	28.2 (26.9)	21.8 (-6.4)																											
<p>Year 5</p> <table><tr><th colspan="2">75 pupils</th><th colspan="3">On Track or Higher</th></tr><tr><th>Reading</th><th>No. (%)</th><th>Sum2 15-16 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>12 (16.0%)</td><td>83.3%</td><td>91.7%</td><td>83.3%</td></tr><tr><td>Not Pupil Premium</td><td>63 (84.0%)</td><td>81.0%</td><td>88.9%</td><td>93.7%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td>2.3</td><td>2.8 (0.5)</td><td>10.4 (7.6)</td></tr></table>	75 pupils		On Track or Higher			Reading	No. (%)	Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	12 (16.0%)	83.3%	91.7%	83.3%	Not Pupil Premium	63 (84.0%)	81.0%	88.9%	93.7%	Difference (change in difference):		2.3	2.8 (0.5)	10.4 (7.6)							
75 pupils		On Track or Higher																														
Reading	No. (%)	Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																												
Pupil Premium	12 (16.0%)	83.3%	91.7%	83.3%																												
Not Pupil Premium	63 (84.0%)	81.0%	88.9%	93.7%																												
Difference (change in difference):		2.3	2.8 (0.5)	10.4 (7.6)																												
			<p>The data here shows that in writing the Pupil Premium pupils are closing gap on their peers in all year groups other than Year 3. In addition this closure has improved in Years 6, 5 and 4 since last year as well.</p> <p>This process was started with an INSET day run by a member of the English HIAS team which equipped all staff (Teachers, HLTAs and LSAs) with the key principles of effective modelled writing.</p> <p>Learning walks carried out by school leaders showed that the majority of staff were using modelled writing effectively in both whole class, and group situations, for different focused purposes.</p> <p>In addition a range of learning walks carried out by school leaders, governors and LA representatives, demonstrated that staff were using Working Walls to present modelled writing and referring back to it in their teaching.</p> <p>This quality first teaching is paramount to disadvantaged pupils closing the gap on their peers. Effective AfL (Assessment for Learning), coupled with the teachers’ knowledge of individual pupil has been at the heart of this progress.</p>																													
			<p>Year teams have planned each English unit of work with a member of the HIAS team and texts have been carefully chosen to engage these pupils. The planning has highlighted key writing opportunities that link to these texts.</p> <p>Sets of these texts have been purchased so that pupils have access to high quality texts. In addition, where it is appropriate, individual copies have been bought for disadvantaged pupils to take home. Moving into next year, this practice needs to be more wide spread.</p> <p>All staff are aware of who the vulnerable pupils are. There has been a great deal of work carried out in year teams to investigate the best strategy of engaging pupils and maximise progress in reading.</p>																													

			<div><div><div><div><div>73 pupils</div><div></div></div><table><tr><th>Reading</th><th>No. (%)</th></tr><tr><td>Pupil Premium</td><td>17 (23.3%)</td></tr><tr><td>Not Pupil Premium</td><td>56 (76.7%)</td></tr></table><div>Difference (change in difference):</div></div><div><div>Missing Assessment</div><table><tr><th>No. (%)</th></tr><tr><td>2 (11.8%)</td></tr><tr><td>1 (1.8%)</td></tr></table></div><div><div>On Track or Higher</div><table><tr><th>Sum2 16-17 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>66.7%</td><td>53.3%</td><td>73.3%</td></tr><tr><td>80.0%</td><td>80.0%</td><td>89.1%</td></tr><tr><td>13.3</td><td>26.7 (13.4)</td><td>15.8 (-10.9)</td></tr></table></div></div></div> <div><div><div>71 pupils</div><div></div></div><table><tr><th>Reading</th><th>No. (%)</th></tr><tr><td>Pupil Premium</td><td>14 (19.7%)</td></tr><tr><td>Not Pupil Premium</td><td>57 (80.3%)</td></tr></table><div>Difference (change in difference):</div></div> <div><div>On Track or Higher</div><table><tr><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>71.4%</td><td>64.3%</td></tr><tr><td>77.2%</td><td>73.7%</td></tr><tr><td>5.8</td><td>9.4 (3.6)</td></tr></table></div> <div>Book Talk and Guided Reading have taken place on a daily basis, in addition to our English lessons. Our individual Pupil Premium Trackers highlight how staff have targeted disadvantaged pupils, and made them a focus of quality first teaching. The spending in this area is an indicator of these. Learning Walks have also highlighted quality, in class, provision for these specific pupils. The data would signal that this has closed the gap in Years 4 and 6. In addition there have been individually designed interventions for these pupils in all year groups, using strategies such as; Precision Teaching, Small Steps and Language Links. There have also been more personalised interventions for Year 6.</div>	Reading	No. (%)	Pupil Premium	17 (23.3%)	Not Pupil Premium	56 (76.7%)	No. (%)	2 (11.8%)	1 (1.8%)	Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	66.7%	53.3%	73.3%	80.0%	80.0%	89.1%	13.3	26.7 (13.4)	15.8 (-10.9)	Reading	No. (%)	Pupil Premium	14 (19.7%)	Not Pupil Premium	57 (80.3%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	71.4%	64.3%	77.2%	73.7%	5.8	9.4 (3.6)				
Reading	No. (%)																																									
Pupil Premium	17 (23.3%)																																									
Not Pupil Premium	56 (76.7%)																																									
No. (%)																																										
2 (11.8%)																																										
1 (1.8%)																																										
Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																								
66.7%	53.3%	73.3%																																								
80.0%	80.0%	89.1%																																								
13.3	26.7 (13.4)	15.8 (-10.9)																																								
Reading	No. (%)																																									
Pupil Premium	14 (19.7%)																																									
Not Pupil Premium	57 (80.3%)																																									
Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																									
71.4%	64.3%																																									
77.2%	73.7%																																									
5.8	9.4 (3.6)																																									
Raise expectations of presentation.	<div><div>- Identified and targeted support to develop handwriting and fine motor skills.</div><div>- All staff will ensure that non-negotiables with presentation are adhered to and children respond to them.</div><div>- Staff will model high expectations in their own presentation.</div></div>	<div><div>£1224</div><div>on specific core manager release time and staff training.</div></div>	<div>Members of the Senior Leadership Team and Core Subject Leaders have carried out a number of significant monitoring activities. When undertaking Book Looks and Learning Walks, disadvantaged pupils have been a key focus; looking at the pride they take in their work, the standards of presentation and the quantity of work produced. This has happened alongside members of the governing body and the local authority. In each case, pupils have also been spoken to about how they feel about the quality of their own work and the improvements they can see. This information has then been fed back to the staff and pupils concerned. Later in the year, this same range of activities has taken place to see if improvements have been made. In many cases across the school the developments have been clear to see in pupils work in both maths and English.</div>																																							
Staff frequently teacher and model the use of CPA strategies.	<div><div>- When a new concept is being taught, or when a concept is being embedded, staff will model the use of apparatus, and the importance of visual representations before teaching the abstract.</div><div>- This visual modelling will include Bar Modelling, especially in the context of problem solving activities.</div></div>	<div><div>£2506.50</div><div>on additional liaison time, staff training and release time.</div></div>	<div><div>Across the course of the year there have been significant training opportunities for staff. This includes whole staff training CPA strategies run by the school’s maths leader. This was a direct result of the Core Provision provided by the local authority. As well as this, members of each year team attended local authority training on Bar Modelling in maths. These skills could then be disseminated amongst other staff.</div><div>Annual reports to parents discuss the individual improvements made by pupils in relation to problem solving and question level analysis of internal tests would seem to support this. The data in the section below shows that Pupil Premium pupils are closing the gap as a result of these measures. In addition, the table at the end of this report shows that in-year progress across the school in maths is significantly above expected in Years 4, 5 and 6. However, the progress of Pupil Premium pupils, and those seen as disadvantaged, is even greater than that. Please see the aforementioned table for more specific information.</div></div>																																							
Pupils are able to use CPA approaches in maths, in order to solve problems in a range of contexts.	<div><div>- Pupils will be actively encouraged to select and access apparatus to support their independent work.</div><div>- Whole, group and individual support will use CPA to reinforce concepts.</div></div>	<div><div>£17925.20</div><div>on additional liaison time, staff training, and additional leadership release time.</div></div>	<div><div><div><div><div>75 pupils</div><div></div></div><table><tr><th>Mathematics</th><th>No. (%)</th></tr><tr><td>Pupil Premium</td><td>26 (34.7%)</td></tr><tr><td>Not Pupil Premium</td><td>49 (65.3%)</td></tr></table><div>Difference (change in difference):</div></div><div><div>Missing Assessment</div><table><tr><th>No. (%)</th></tr><tr><td>0 (0%)</td></tr><tr><td>2 (4.1%)</td></tr></table></div><div><div>On Track or Higher</div><table><tr><th>Sum2 14-15 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>88.5%</td><td>65.4%</td><td>76.9%</td></tr><tr><td>97.9%</td><td>89.4%</td><td>91.5%</td></tr><tr><td>9.4</td><td>24.0 (14.6)</td><td>14.6 (-9.4)</td></tr></table></div></div></div> <div><div><div>75 pupils</div><div></div></div><table><tr><th>Mathematics</th><th>No. (%)</th></tr><tr><td>Pupil Premium</td><td>12 (16.0%)</td></tr><tr><td>Not Pupil Premium</td><td>63 (84.0%)</td></tr></table><div>Difference (change in difference):</div></div> <div><div>On Track or Higher</div><table><tr><th>Sum2 15-16 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>66.7%</td><td>75.0%</td><td>83.3%</td></tr><tr><td>81.0%</td><td>82.5%</td><td>92.1%</td></tr><tr><td>14.3</td><td>7.5 (-6.8)</td><td>8.8 (1.3)</td></tr></table></div> <div>In addition to the aforementioned actions, in relation to the development of CPA strategies. The maths leader has also undertaken an equipment audit to see what provision there was for the teaching of concrete methods. As a result of this audit, a considerable amount of new concrete apparatus, including; Link Cards, Diennes, place value counters and Numicon were purchased. All of the maths apparatus was then distributed between all maths classes across the school.</div>	Mathematics	No. (%)	Pupil Premium	26 (34.7%)	Not Pupil Premium	49 (65.3%)	No. (%)	0 (0%)	2 (4.1%)	Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	88.5%	65.4%	76.9%	97.9%	89.4%	91.5%	9.4	24.0 (14.6)	14.6 (-9.4)	Mathematics	No. (%)	Pupil Premium	12 (16.0%)	Not Pupil Premium	63 (84.0%)	Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	66.7%	75.0%	83.3%	81.0%	82.5%	92.1%	14.3	7.5 (-6.8)	8.8 (1.3)
Mathematics	No. (%)																																									
Pupil Premium	26 (34.7%)																																									
Not Pupil Premium	49 (65.3%)																																									
No. (%)																																										
0 (0%)																																										
2 (4.1%)																																										
Sum2 14-15 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																								
88.5%	65.4%	76.9%																																								
97.9%	89.4%	91.5%																																								
9.4	24.0 (14.6)	14.6 (-9.4)																																								
Mathematics	No. (%)																																									
Pupil Premium	12 (16.0%)																																									
Not Pupil Premium	63 (84.0%)																																									
Sum2 15-16 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																								
66.7%	75.0%	83.3%																																								
81.0%	82.5%	92.1%																																								
14.3	7.5 (-6.8)	8.8 (1.3)																																								

			<div>Year 4</div> <table><tr><th colspan="2">73 pupils</th><th>Missing Assessment</th><th colspan="3">On Track or Higher</th></tr><tr><th>Mathematics</th><th>No. (%)</th><th>No. (%)</th><th>Sum2 16-17 No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>17 (23.3%)</td><td>2 (11.8%)</td><td>66.7%</td><td>46.7%</td><td>60.0%</td></tr><tr><td>Not Pupil Premium</td><td>56 (76.7%)</td><td>1 (1.8%)</td><td>80.0%</td><td>72.7%</td><td>81.8%</td></tr><tr><td colspan="3">Difference (change in difference):</td><td>13.3</td><td>26.0 (12.7)</td><td>21.8 (-4.2)</td></tr></table> <div>Year 3</div> <table><tr><th colspan="2">71 pupils</th><th colspan="2">On Track or Higher</th></tr><tr><th>Mathematics</th><th>No. (%)</th><th>Sum2 17-18 No. (%)</th><th>Sum2 18-19 No. (%)</th></tr><tr><td>Pupil Premium</td><td>14 (19.7%)</td><td>71.4%</td><td>71.4%</td></tr><tr><td>Not Pupil Premium</td><td>57 (80.3%)</td><td>77.2%</td><td>75.4%</td></tr><tr><td colspan="2">Difference (change in difference):</td><td>5.8</td><td>4.0 (-1.8)</td></tr></table>	73 pupils		Missing Assessment	On Track or Higher			Mathematics	No. (%)	No. (%)	Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	17 (23.3%)	2 (11.8%)	66.7%	46.7%	60.0%	Not Pupil Premium	56 (76.7%)	1 (1.8%)	80.0%	72.7%	81.8%	Difference (change in difference):			13.3	26.0 (12.7)	21.8 (-4.2)	71 pupils		On Track or Higher		Mathematics	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Pupil Premium	14 (19.7%)	71.4%	71.4%	Not Pupil Premium	57 (80.3%)	77.2%	75.4%	Difference (change in difference):		5.8	4.0 (-1.8)
73 pupils		Missing Assessment	On Track or Higher																																																		
Mathematics	No. (%)	No. (%)	Sum2 16-17 No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																																
Pupil Premium	17 (23.3%)	2 (11.8%)	66.7%	46.7%	60.0%																																																
Not Pupil Premium	56 (76.7%)	1 (1.8%)	80.0%	72.7%	81.8%																																																
Difference (change in difference):			13.3	26.0 (12.7)	21.8 (-4.2)																																																
71 pupils		On Track or Higher																																																			
Mathematics	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)																																																		
Pupil Premium	14 (19.7%)	71.4%	71.4%																																																		
Not Pupil Premium	57 (80.3%)	77.2%	75.4%																																																		
Difference (change in difference):		5.8	4.0 (-1.8)																																																		
Targeted feedback within and between lessons directly impacts learning.	<div>- Teachers give instant verbal feedback in lessons, and between lessons, and ensure that this is acted upon.</div> <div>- Teachers will ensure that pupils have designated time to respond to written feedback.</div> <div>- Staff are aware of which pupils need to make accelerated progress, and ensure that these pupils are given priority with in-lesson feedback and written feedback.</div>	<div>£1269.50</div> <div>on designated monitoring time.</div>	<div>This outcome is linked to the aforementioned data, and the progress that can be seen in the table below. In addition, it is worth saying that some of the allocated funds already coved in the targets above, also intertwine with target. However, it is also valuable in highlighting the developments that were seen in the Spring term Learning Journals and Maths books from those pupils that are seen as being disadvantaged. This was also mirrored in the subsequent Learning Walk that took place with the same focus. Both demonstrated staff awareness of this vulnerable group, the impact that verbal feedback was having, and how staff were adapted learning journeys as a result of effective AfL (assessment for learning). The progress table below highlights the accelerated progress that has been made across all areas in Years 4 & 6 for disadvantaged pupils and Pupil Premium pupils this year.</div>																																																		
Pupils take ownership of developing their own and others’ writing.	<div>- Staff will model the use of United Improvement.</div> <div>- Staff will ensure that frequent opportunities are given for pupils to employ their United Improvement skills in trios beyond simple positives and spelling corrections.</div> <div>- Consistent self-editing goes beyond surface level editing.</div>	<div>£1206</div> <div>on designated monitoring time.</div>	<div>The consistency of this target has not been seen this year and will need to continue to be a focus for the next academic year. Book Looks showed that this was being carried out but at a surface level, correcting spellings for examples, therefore deeper understanding has not really been embedded.</div>																																																		

ii. Targeted Support																																																																
Desired Outcome	Chosen action / approach	Approximate spending	Impact																																																													
To increase individual attainment and progress in English and maths.	- Individualised interventions (beyond that of SEND) aim to correct misconceptions, fill gaps in understand and pre-teach new learning. This will be led by LSAs and designated HLTAs.	£11,068.50 on additional HLTA time.	<p>Using Target Tracker we would expect pupils, on average to make 6 points progress each year. The table of specific progress scores can be seen at the end of this table.</p> <p>In Year 3, Pupil Premium pupils made the same progress as their peers in reading, writing and maths. Disadvantaged pupils made, on average, the same progress. However, they made marginally less progress in reading (0.2 points) but slightly more in maths (0.1).</p> <p>Progress across the board looked very strong in Year 4, with pupils making 6.5 points progress on average. Pupil Premium pupils made, on average 0.2 points more progress, except in maths where they made 0.6 points more progress than their peers. Disadvantaged pupils however made, on average 1.2 points greater progress than their peers.</p> <p>Again, progress in Year 5 looked strong, with an average of 6.3 points being made. However, Pupil Premium pupils, and those seen as disadvantaged made marginally less progress with their average progress scores being 5.9 and 5.5 retrospectively.</p> <p>As with other year groups, progress in Year 6, looked strong, with an average score of 6.7. However, the progress of Pupil Premium and disadvantaged pupils surpassed their peers in all area by some considerable margins. This data can be seen in the table below.</p>																																																													
To increase self-awareness, mental health and the ability to self-manage behaviour.	- ELSA, Bubble Time, Lego Therapy, Break Time Clubs, Social Skills groups will be used to support children with SEMH difficulties. - Taught <i>Growth Mindset</i> lessons will be used to empower pupils.	£7850 on additional ELSA and LSA time, and staff training.	<p>Whilst ELSA, Bubble Time, Lego Therapy, Break Time Club and Social Skills groups are not specifically for our Pupil Premium children, staff actively promote these provisions and specifically invite key disadvantaged children as a matter of priority. For these individuals, before they are able to access learning, we have needed to address their on-going social and emotional needs. This has resulted in 5 Pupil Premium pupils accessing weekly Lego Therapy sessions, 8 accessing weekly ELSA sessions, and 4 attending the Break Time Club on a daily basis. In one case a pupil has daily ELSA sessions each morning to enable him to be in a place to learn.</p> <p>From our experience, families that are deemed to be ‘disadvantaged’ often come with a greater need of Social, Emotional and Mental Health concerns. Without these sessions, we firmly believe that these pupils would not be able to access the curriculum. This is why, having whole class Growth Mindset sessions, where they are not individually targeted, is also so very valuable. These sessions have enabled them to access mental wellbeing tools without any sigma being attached.</p>																																																													
To ensure that pupils attend school regularly and that families are supported in achieving this.	- Weekly attendance checks highlight areas of concern. - Regular meetings with pupils and parents to address concerns over attendance. - Ensure that any PP pupil has free access to Breakfast Club if needed. - Half termly attendance checks and more formal interventions taken when needed. -Involvement with outside agencies, such as Early Help Hub, to support families with more complex needs.	£5316 on leadership and management liaison time.	<table><tr><th>Attendance</th><th>Non-PP</th><th>PP</th><th>Difference</th></tr><tr><td>Autumn Term</td><td>97.55%</td><td>94.78%</td><td>2.77%</td></tr><tr><td>September to Easter</td><td>97.14%</td><td>94.88%</td><td>2.26%</td></tr><tr><td>Spring Term</td><td>96.61%</td><td>94.89%</td><td>1.71%</td></tr><tr><td>September to Date</td><td>97.06%</td><td>95.04%</td><td>2.02%</td></tr><tr><td>Summer Term</td><td>96.73%</td><td>95.38%</td><td>1.38%</td></tr></table> <table><tr><th rowspan="2">Lateness</th><th colspan="2">Late</th><th colspan="2">Late after register</th></tr><tr><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th></tr><tr><td>Autumn Term</td><td>0.22</td><td>0.91</td><td>0.02</td><td>0.52</td></tr><tr><td>September to Easter</td><td>0.25</td><td>0.76</td><td>0.03</td><td>0.32</td></tr><tr><td>Spring Term</td><td>0.28</td><td>0.58</td><td>0.04</td><td>0.06</td></tr><tr><td>September to Date</td><td>0.24</td><td>0.61</td><td>0.03</td><td>0.26</td></tr><tr><td>Summer Term</td><td>0.16</td><td>0.21</td><td>0.04</td><td>0.07</td></tr></table> <p>The attendance data here shows that both the actual attendance, and the difference in attendance, have both steadily improved across the year. The same trend can also be seen in lateness.</p>				Attendance	Non-PP	PP	Difference	Autumn Term	97.55%	94.78%	2.77%	September to Easter	97.14%	94.88%	2.26%	Spring Term	96.61%	94.89%	1.71%	September to Date	97.06%	95.04%	2.02%	Summer Term	96.73%	95.38%	1.38%	Lateness	Late		Late after register		Non-PP	PP	Non-PP	PP	Autumn Term	0.22	0.91	0.02	0.52	September to Easter	0.25	0.76	0.03	0.32	Spring Term	0.28	0.58	0.04	0.06	September to Date	0.24	0.61	0.03	0.26	Summer Term	0.16	0.21	0.04	0.07
Attendance	Non-PP	PP	Difference																																																													
Autumn Term	97.55%	94.78%	2.77%																																																													
September to Easter	97.14%	94.88%	2.26%																																																													
Spring Term	96.61%	94.89%	1.71%																																																													
September to Date	97.06%	95.04%	2.02%																																																													
Summer Term	96.73%	95.38%	1.38%																																																													
Lateness	Late		Late after register																																																													
	Non-PP	PP	Non-PP	PP																																																												
Autumn Term	0.22	0.91	0.02	0.52																																																												
September to Easter	0.25	0.76	0.03	0.32																																																												
Spring Term	0.28	0.58	0.04	0.06																																																												
September to Date	0.24	0.61	0.03	0.26																																																												
Summer Term	0.16	0.21	0.04	0.07																																																												

			<p>The Attendance Officer has reviewed the attendance of all pupils to identify trends on a weekly basis, and for key individuals on a daily basis. Key disadvantaged pupils were identified and tracked more closely. In these cases attempts were made to build relationships with parents. The Attendance Officer spoke directly with parents, GPs and professionals. In some cases the attendance of key individuals improved, in other cases, further, more direct, action was taken; completion of Early Help Hub referrals, insistence of medical evidence, and issuing of Fixed Penalty Notices for example. This combination of support, and holding families to account, has in some cases improved attendance. However, it was not successful uniformly. We currently have a number of families working with Early Help Hub, accessing the support that they need from professionals and a host of charities as well. These 'Teams around the family' meet every 6 weeks to assess the successes and next steps.</p> <p>Many disadvantaged pupils opt to access Breakfast Club and After Club. In this case the schools funds their places at Breakfast. This insures that they are in school on time, and have a proper breakfast. With other families, this provision is actively signposted and encouraged, however it is not always accepted.</p>
iii. Other Approaches			
Desired Outcome	Chosen action / approach	Approximate spending	Impact
Raise pupils' aspirations and life experiences.	<ul style="list-style-type: none"> - Priority will be given to PP pupils with extra-curricular clubs including booster sessions. - Disadvantaged pupils will have significant discounts to residential visits. - Disadvantaged pupils will be encouraged and supported to take part in additional, enrichment activities, e.g. Shakespeare's Schools festival, Prom Praise, Young Voices etc. 	<p>£5710</p> <p><i>on subsidising education visits and extra curriculum activities.</i></p>	<p>In the autumn term, pupil surveys were carried out on an individual basis with every Pupil Premium pupil. This survey focused on pupils' opinions of school; picking out specific likes and dislikes. The survey also looked at favoured teaching approaches and methods of support that the pupils themselves felt would help them. This information was then passed over to individual class teachers. It would be helpful for this strategy to become an annual event.</p> <p>On the Year 4 residential we subsidised a place for a pupil to go. For this person it was the first time they had ever been on a beach, but in each session they made phenomenal steps of progress and staff had never seen them engage as fully. With the Year 6, school subsidised 7 places and paid one place in full. All of these pupils achieved things that they never believed possible, in environments that they had never visited before. All of these pupils also had a USB drive with hundreds of photos to remember their experiences.</p> <p>There have been a huge number of enrichment activities this year. Some were subsidised;</p> <ul style="list-style-type: none"> - 4 pupils (2 Service and 2 disadvantaged pupils) went on the Parliament visit to London as they were School Councillors. - 2 pupils attended Farnborough Library and selected books for the rest of Year 6. - There have been a large number of sporting events that have been well attended by Service Premium pupils and those who are disadvantaged. - 7 pupils took part in this year's Shakespeare's Schools Festival. - 5 performed at the O2 as part of the Young Voices Choir. <p>All of these visits were designed to give these pupils an experience that they may never have had the opportunity to have. In each case they became aware of the world outside of school, how they can actively contribute to it and understand what impact they can really make.</p> <p>Others experiences were specifically organised trips for these pupils, such as;</p> <ul style="list-style-type: none"> - 6 Service Premium took part in Winchester University's Creative Forces day, commuting on the train. - 7 children regularly attend Camo Club at lunchtimes with an LSA or teacher. - 14 pupils went to Primary Praise Proms at the Albert Hall and took part in a live concert. <p>All of these visits were organised specifically for these groups of pupils. The intention in each case was to raise their life aspirations. So whilst they thoroughly enjoyed each trip, the impact may not be directly felt at this point in their lives. In addition many of our clubs have given priority to disadvantaged pupils. These clubs include; Judo, sewing, football, craft, athletics and Board Games. The pupils have benefited from skills development but have also had the opportunity to mix with pupils and adults from different classes. We believe that this has positively impacted on their self-esteem and self-worth, as well as extending their social circles.</p>

Equip the pupils with skills that they will need in later life.	-Throughout the year there will be opportunities for disadvantaged pupils that are designed to foster life skills e.g. Real-life cooking club.	<p>£1888</p> <p><i>on resourcing and staffing extra-curricular activities.</i></p>	<p>6 Children took part in the 'life skills cookery' club. This was run in the main kitchen where the children learned to prepare, cut, fry, bake, stew etc. They prepared dishes from scratch, they took these meals home and received a cook book of all of the recipes that they had cooked.</p> <p>STEM week was a whole school initiative this week. During this week all pupils had talks from people in industry, had workshops with businesses and completed projects in relation to STEM. As a result of this week, identified (disadvantaged) pupils were invited to a weekly STEM club where they continued to learn about these key industries through a project approach.</p>
Resource individual children so that they can access the school curriculum and wider school life.	-Provide additional resources on a personal level to ensure that individuals can access school life without stigma from their peers.	<p>£296.87</p> <p><i>on additional resources.</i></p>	<p>This includes providing school uniform, including PE kit and trainers. This ensured that these individuals did not stand out by not having appropriate uniform, or uniform that was in disrepair. In turn this ensured that individual pupil confidence was not affected.</p> <p>Headphones were also provided for any Pupil Premium pupils so that they could independently access IT apps such as Bug Club, Nessy Fingers and Clicker 6 in school. This has enabled these pupils to access and manage their own learning without direct intervention from an adult.</p> <p>We have also provided cycle helmets to 2 key pupils who were needing to get themselves to school but were not able to be supported by their families. The provision of cycle helmets as part of their Bikeability training ensured that they could do this safely, and continue to cycle even after their initial input.</p>

Total Allocated Budget	£81,700
Total Allocated Spending	£84,861.77

Steps Progress Between Terms

Y3, Y4, Y5, Y6 - All Pupils (294 pupils)

Year 3 (71 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
⚡	No. ⚡	% ⚡	Yr2 Sum2 ⚡	Yr3 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡
All Pupils	70	98.6	46.5	51.9	5.4	46.5	52.0	5.5	46.4	51.7	5.3	46.5	52.0	5.5
Pupil Premium	14	19.7	46.0	51.4	5.4	46.0	51.4	5.4	45.8	51.1	5.3	46.1	51.6	5.5
Not Pupil Premium	56	78.9	46.6	52.1	5.5	46.7	52.2	5.5	46.5	51.9	5.4	46.6	52.1	5.5
FSM	10	14.1	45.7	51.1	5.4	45.7	51.0	5.3	45.5	50.8	5.3	45.8	51.4	5.6
Not FSM	60	84.5	46.6	52.1	5.5	46.7	52.2	5.5	46.5	51.9	5.4	46.7	52.1	5.4

Year 4 (73 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
⚡	No. ⚡	% ⚡	Yr3 Sum2 ⚡	Yr4 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡
All Pupils	73	100.0	51.6	58.1	6.5	51.7	58.4	6.7	51.4	57.7	6.3	51.6	58.3	6.7
Pupil Premium	17	23.3	49.9	56.8	6.9	50.0	56.9	6.9	49.9	56.3	6.4	49.8	57.1	7.3
Not Pupil Premium	56	76.7	52.1	58.5	6.4	52.3	58.8	6.5	51.8	58.1	6.3	52.2	58.6	6.4
FSM	7	9.6	49.6	57.2	7.6	49.2	57.0	7.8	49.8	56.8	7.0	49.8	57.8	8.0
Not FSM	66	90.4	51.8	58.2	6.4	52.0	58.5	6.5	51.5	57.8	6.3	51.8	58.3	6.5

Year 5 (75 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
⚡	No. ⚡	% ⚡	Yr4 Sum2 ⚡	Yr5 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡
All Pupils	75	100.0	58.3	64.6	6.3	58.5	64.8	6.3	58.2	64.3	6.1	58.4	64.8	6.4
Pupil Premium	12	16.0	58.5	64.4	5.9	58.8	64.7	5.9	58.7	64.2	5.5	58.0	64.2	6.2
Not Pupil Premium	63	84.0	58.3	64.7	6.4	58.4	64.8	6.4	58.1	64.3	6.2	58.4	64.9	6.5
FSM	7	9.3	58.9	64.4	5.5	59.1	64.6	5.5	59.0	64.4	5.4	58.4	64.1	5.7
Not FSM	68	90.7	58.3	64.7	6.4	58.4	64.8	6.4	58.1	64.3	6.2	58.4	64.8	6.4

Year 6 (75 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
⚡	No. ⚡	% ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡	Yr5 Sum2 ⚡	Yr6 Sum2 ⚡	Progress ⚡
All Pupils	75	100.0	63.8	70.5	6.7	64.0	70.4	6.4	63.4	70.4	7.0	63.9	70.7	6.8
Pupil Premium	26	34.7	62.7	70.2	7.5	62.9	69.9	7.0	62.5	70.4	7.9	62.7	70.2	7.5
Not Pupil Premium	49	65.3	64.4	70.6	6.2	64.6	70.6	6.0	63.9	70.4	6.5	64.6	70.9	6.3
FSM	11	14.7	60.5	70.1	9.6	60.9	69.8	8.9	60.4	70.4	10.0	60.4	70.0	9.6
Not FSM	64	85.3	64.3	70.6	6.3	64.6	70.5	5.9	64.0	70.4	6.4	64.5	70.8	6.3