

St Mary's RC First School: 2018-2020 Pupil Premium Strategy and Self-evaluation: (Version 1 10/ 2019)

1. Summary information for 2019-2020						
Total number of pupils	113	Number of pupils eligible for pupil premium funding	FSM & Ever 6= 27 (24% of total on roll) Service children= 0 Pupil Premium Plus = 1			
Number of pupil premium children in each year group: Reception=2 Yr1= 4 Yr2= 5 Yr3= 9 Yr4=7						
Total pupil premium budget:	£37,820	Amount per pupil: Reception class to Year 4 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300				
Date of external pupil premium review: October 2019		Dates of internal termly reviews: December 2019, May 2020, July 2020 Green = PP above non-PP Red = Below				
2. Key indicators summer 2019: Early Years and Phonics (Validated results) PPF = Pupil premium funding						
NA = National average for all pupils GD=Greater Depth		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2019 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) 21 in cohort 4 PP 17 non-PP NA = 71.5% Cohort= 81%		82%	75%	-7% Gap increased	74.8%	+0.2%
% achieving expected standard in the 2018 Year 1 Phonics Check 22 in cohort 5 PP 17 non-PP NA =83% Cohort=81.8%		82%	80%	-2%	84.4%	-4.4%

End of Key Stage 1 (Year 2) attainment and progress data 28 in cohort 6 PP 22 non-PP

<p>% reaching expected standard in reading NA =75% Cohort=86% % reaching a high score/working at GD in reading NA =25% Cohort=39% % making expected progress in reading (as measured in the school)</p>	<p>91% 41%</p>	<p>66% 33%</p>	<p>-25%Gap increased -8%Gap closing</p>	<p>78.4% 28%</p>	<p>-12.4% +5% Above national others</p>
<p>% reaching expected standard in writing NA =69% Cohort = 79% % reaching a high score/working at GD in writing NA=15% Cohort = 29% % making expected progress in writing (as measured in the school)</p>	<p>82% 32%</p>	<p>67% 17%</p>	<p>-15% Gap increased -15%Gap closing</p>	<p>73.1% 16.8%</p>	<p>-6.1%Gap increased +0.2%Gap closed</p>
<p>% reaching expected standard in maths NA = 76% Cohort = 90% % reaching a high score/working at GD in maths NA=22% Cohort = 36% % making expected progress in maths (as measured in the school)</p>	<p>91% 36%</p>	<p>83% 33%</p>	<p>-8%Gap closing -3%Gap closed by 43%</p>	<p>79.1% 24.3%</p>	<p>+3.9% -8.7%Gap closed by 16%</p>
<p>% reaching expected standard in reading, writing & maths NA=65% Cohort =78.6% % reaching a high score/working at GD in RWM NA=11% Cohort = 25%</p>	<p>82% 27%</p>	<p>67% 17%</p>	<p>-15% Gap increased -10% Gap closing</p>	<p>68.8% 12.8%</p>	<p>-1.8% +4.2% Gap closed and exceeded national others</p>

Year 4 attainment and progress data 20 in cohort 7 PP 13 non-PP					
% reaching expected standard in reading % reaching a high score/working at GD in reading % making expected progress in reading (as measured in the school)	Cohort=100% Cohort=70%	100% 77%	100% 57%	0%Gap closed -20%Gap closing	
% reaching expected standard in writing % reaching a high score/working at GD in writing % making expected progress in writing (as measured in the school)	Cohort = 85% Cohort =50%	93% 62%	72% 29%	-21%Gap closing -33%Gap increased	
% reaching expected standard in maths % reaching a high score/working at GD in maths % making expected progress in maths (as measured in the school)	Cohort = 90% Cohort = 65%	92% 69%	86% 57%	-6% -12%Gap closing	
% reaching expected standard in reading, writing & maths % reaching a high score/working at GD in RWM	Cohort = 85% Cohort = 50%	92% 61.5%	71% 28.5%	-21% Gap closing -33% Gap increased	
Absence % Reception to Year 4		4.74%	7.07%	-2.33%	3.8% 2018 (Non FSM)
Persistently absent % Reception to Year 4 (Pupils with an attendance rate of 90% or below)		7.32%	10.30%	-2.98%	7.6% 2018 (Non FSM)

3. 2019-2020 Current Year 2 & Year 4 Pupil Premium Students Green highlighting = Prediction on or above target Red highlighting = below target	Dec 2019 Target %		Dec 2019 Actual %		April 2020 Target %		April 2020 Actual %		July 2020 Target %		July 2020 Actual %	
	Y2	Y4	Y2	Y4	Y2	Y4	Y2	Y4	Y2	Y4	Y2	Y4
%reaching expected standard in reading	80	86			80	86			80	86		
% reaching a high score/working at greater depth in reading	40	29			40	29			40	29		
% reaching expected standard in writing	80	85			80	85			80	85		
reaching a high score/working at greater depth in writing	40	14			40	14			40	14		
% reaching expected standard in maths	60	71			60	71			60	71		
reaching a high score/working at greater depth in maths	40	14			40	14			40	14		
Absence % of PP learners Reception to Year 4									4%			
Persistent absence % of PP learners in Reception to Year4 or below) (90% or below)									9.6 % or less			

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	When the children join the school, many children are below age-related expectations and have poor language, communication and social skills as well as limited English and mathematical skills.
B.	Many pupil premium children experience emotional disadvantage, low self-esteem and low aspirations.
C.	Some parents have low expectations of their children's potential and struggle to support home learning well, e.g. do not hear their children read.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Some children have unstable home lives.

5. Intended outcomes for summer 2020 and how they will be measured		Success criteria
A	EARLY YEARS To accelerate progress in all the early learning goals, so the results are at least in line with the national average but hopefully exceed for <i>all pupils</i> .	50% (1 of 2) PP pupils achieve GLD and the attainment gap between our pupils and the national benchmark reduces.
B	Progress in MATHS for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points.	Maths PP cohort exit targets for EXPECTED STANDARD are achieved: Y1= 75%(3/4) Y2=100%(5/5) Y3=89%(8/9) Y4=71%(5/7)
C	Percentage of PP pupils passing the Y1 PHONICS CHECK is in line with national for <i>all pupils</i> (83%). Percentage of Y2 PP pupils passing the phonics check retake is in line with national (92%).	Percentage of pupils passing Y1 phonics check and Y2 retake is in line with national for <i>all pupils</i> (NA: Y1 - 100%; Y2 - 80%)
D	Progress in READING is accelerated, leading to percentages of PP learners achieving the EXPECTED STANDARD being in line with or close to the national average for <i>all pupils</i> .	Reading PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=75 % Y2=100% Y3=89 % Y4= 86%
E	Progress in WRITING is accelerated, leading to percentages of PP learners achieving the EXPECTED STANDARD in WRITING being in line with or close to the national average for <i>all pupils</i> .	Writing PP cohort exit targets for EXPECTED STANDARD are achieved: Y1= 75 % Y2=80% Y3= 89% Y4= 86%
F	To diminish the differences in progress and attainment between our most able PP learners and high attaining national others.	%of PP children achieving at greater depth at the end of KS1(Y2) Reading Year 2 = 40% RWM Year 2 = 40% Writing Year 2 = 40% Maths Year 2 = 40%
G	To continue to tighten and improve analyses and strategies so that overall attendance is raised for all pupils and in particular identified groups. Support families to insure that PP children arrive at school on time.	Attendance of PP pupils is in line with or above national (95.8%) with rates of PA in line or below national of 9.6%.
H	PP children continued to be provided with support to improve their well-being, self-esteem, social interaction and mental health.	Children show positive behaviour, improved friendships and interaction with their peers, increased self-esteem. Pupil's attitude to their education is always positive and they have high expectations of behaviour and respect for each other.
I	PP families given financial support to enable their children to take part in curricular and extracurricular activities; also to provide school uniform if required.	PP children fully take part in educational visits and extracurricular activities.

6. Planned expenditure 2019-2020

Total budget cost = £37,820

i) Strengthen the quality of teaching and learning

Total cost = £16,380

Intended outcomes	Actions	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) Ensure a high proportion of disadvantaged pupils achieve the expected outcomes for their age and every more-able PP child will achieve greater depth in expected subjects.</p> <p>Staff lead: FC/VL</p>	<ol style="list-style-type: none"> 1. Appointment of HLTA 0.2fte to oversee disadvantaged pupil's support, data and tracking to ensure at least good progress is made from initial starting points. 2. Identify your PP and HA PP children on seating plans, closely track their progress and provide strong in-class support every lesson. 3. CPD and INSET for teachers to ensure they feel confident about implementing appropriate strategies and support for disadvantaged pupils. 4. On-going monitoring of teaching and learning, data drops and tracking. 5. Regular pupil progress meetings increased teacher FTE enabling all year groups to be taught as individual cohorts and not as mixed classes. 6. Prioritise PP for booster classes, interventions and key responsibilities. 7. Mark pupil premium/SEND pupil's books first in detail and with clear next steps feedback. 8. Proven successful strategies that support and help disadvantaged pupils to make rapid progress in all classes. 9. Individual PP/DA profiles introduced that include pupil voice and barriers to learning. 10. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge. 11. Promote positive mental health and well-being and behaviour for learning. 	<p>This will ensure smaller class sizes in R, Y1, Y2, Y3 and Y4. Teachers will be able to teach consistently to expected ARE.</p>	<p>CPD and mentoring from experienced Data Manager.</p> <p>Regular meetings between EHT and DHT as well as pupil progress meetings.</p> <p>Regular calendared work scrutiny – half termly.</p> <p>Learning walks</p> <p>Teaching assistant intervention folders to ensure stretch and challenge.</p> <p>Performance management targets linked to PP/SEND outcomes.</p>	<p><u>%DA on track for ARE (RWM)</u></p> <p><u>November 2019</u> Year 1: Year 2: Year 3: Year 4:</p> <p><u>February 2020</u> Year 1: Year 2: Year 3: Year 4:</p> <p><u>May 2020</u> Year 1: Year 2: Year 3: Year 4:</p>

ii) Targeted support for pupil premium children.

Total cost = £12,600

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>EARLY YEARS Staff lead: RB <u>Progress</u> Children (esp.in EYFS) to communicate more effectively with their peers/adults.</p> <p><u>Attainment</u> 50% of pupil premium children to achieve GLD.</p>	<ol style="list-style-type: none"> 1. Broad and balanced curriculum delivered to motivate, stimulate and inspire pupils, ensuring best outcomes for all. 2. Small group and 1:1 structured provision for EYFS DA pupils. 3. Daily small group precision teaching and specialist support for pupils with more complex communication difficulties. Talk Boost sessions. 4. SALT team support as appropriate. 5. In class Maths and Literature Boosters. 	<p>An increasing proportion of EYFS with limited communication skills.</p> <p>Early intervention.</p> <p>No child left behind.</p> <p>PP learners need more targeted support to achieve GLD and greater depth.</p>	<p>RB to ensure it takes place.</p>	<p>Due to Talk Boost sessions and SALT team support, early language and communication developing well.</p>

<p>PHONICS 75% of Year 1 pupil premium children to pass the phonics test in 2019. Staff lead = RK</p>	<ol style="list-style-type: none"> 1. Small group and 1:1 phonics intervention i.e. Read Write Inc. 2. Parent workshop and information booklet. 3. Phonics INSET training for staff. 4. Purchase Phonic Reading books for EYFS and Y1 pupils. 	<p>In 2019 our PP children were 4% below the phonics pass rate for national average children who were not disadvantaged and 2% below their classmates.</p>	<p>RK to implement and monitor interventions. Internal tracking data.</p>	<p>Due to phonics 1:1 intervention phonics skills are developing well.</p>
<p>MATHS End of KS1 100% of pupil premium children to achieve expected standard. End of Year 4 71% of pupil premium children to achieve expected standard. Staff lead= KS</p>	<ol style="list-style-type: none"> 1. Baseline assessment is used for Year 2, Year 3 and Year 4 pupils to identify any gaps in arithmetic. Any gaps found identified and class teacher informed. 2. Ensure that the Quality First Teaching is at least good in class. 3. Teachers providing highest quality written and verbal feedback in line with marking and feedback policy. 4. Bespoke teaching from TA or teacher following identification of an area of need noticed in a lesson i.e. converting fractions to decimals. 5. Learn times tables. 4 rules arithmetic work – addition, subtraction, multiplication and division. 	<p>.</p>	<p>Reviewed and monitored regularly. Quality First Teaching ensure disadvantaged pupils are making better than expected progress.</p>	<p>November 2019 % of PP children on track to achieve expected standard:</p> <p>Year 1: Year 2: Year 3: Year 4:</p> <p>February 2020 Year 1: Year 2: Year 3: Year 4:</p> <p>May 2020 Year 1: Year 2: Year 3: Year 4:</p>

<p>READING</p> <p>End of KS1 100% of pupil premium children to achieve expected standard.</p> <p>End of Year 4 86% of pupil premium children to achieve expected standard.</p> <p>Staff lead=ES</p>	<ol style="list-style-type: none"> 1. Every disadvantaged child to receive one to one reading support to work towards the expected standard. 2. Revised home reading booklet and information. 3. Where PP children are making slower than expected progress, appropriate interventions have been implemented. 4. Where PP pupils are making better than expected progress, strategies are in place to further enhance their achievements. 	<p>Some PP children do not get the opportunity to read at home with an adult.</p>	<p>EA to monitor effectiveness. The impact of interventions are reviewed regularly. Reading progression tables.</p>	<p><u>November 2019</u> % of PP children on track to achieve expected standard: -</p> <p>Year 1: Year 2: Year 3: Year 4:</p> <p><u>February 2020</u> Year 1: Year 2: Year 3: Year 4:</p> <p><u>May 2020</u> Year 1: Year 2: Year 3: Year 4:</p>
<p>WRITING</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of Year 4 86% of pupil premium children to achieve expected standard.</p> <p>Staff lead=ES</p>	<ol style="list-style-type: none"> 1 .Motor skills groups established and RWInc. 2. Agreed handwriting skills progression grids in place. 3. Skills progression grids for handwriting agreed (20 min 3Xweekly handwriting practise in lessons). 4 .Establish exemplar folder for each year group and for identified groups of children. 	<p>Individual disadvantages pupils have less developed motor skills. No child left behind.</p>	<p>Teachers and TAs running programmes will regularly review and evaluate.</p>	<p><u>November 2019</u> % of PP children on track to achieve expected standard: -</p> <p>Year 1: Year 2: Year 3: Year 4:</p> <p><u>February 2020</u> Year 1: Year 2: Year 3: Year 4:</p> <p><u>May 2020</u> Year 1: Year 2: Year 3: Year 4:</p>

<p><u>HIGH ATTAINING PP CHILDREN</u> % of PP to achieve at greater depth.</p> <p><u>End of KS1 Year 2</u> Reading 40%(2/5) Writing 40% (2/5) Maths 40% (2/5)</p> <p><u>End of Year 4</u> Reading 29% (2/7) Writing 14% (1/7) Maths 14% (1/7)</p> <p>Staff lead = FC/VL</p>	<ol style="list-style-type: none"> All teachers to ensure challenge, pace and engagement is high priority relative to teaching and learning. Challenging targets are set for disadvantaged pupils with an increasing proportion targeted and achieving GDS at the end of the school year. From term 2 VL to ensure extra interventions are in place for Year 3 and Year 4 PP children who are at risk of not achieving GDS. 	<p>To ensure that an increasing proportion of all disadvantaged pupils achieve greater depth in reading, writing and maths by the time they leave school.</p>	<p>Teachers understand that they need to plan challenge and engagement into lessons. They also understand the need to be reflective and flexible within lessons, ensuring more disadvantaged pupils get regular opportunities to achieve higher standards than perhaps previously expected.</p>	<p><u>November 2019</u> % of PP children on track to achieve greater depth: -</p> <p><u>Reading</u> Year 2: Year 4: <u>Writing</u> Year 2: Year 4: <u>Maths</u> Year 2: Year 4:</p> <p><u>February 2020</u> <u>Reading</u> Year 2: Year 4: <u>Writing</u> Year 2: Year 4: <u>Maths</u> Year 2: Year 4:</p> <p><u>May 2020</u> <u>Reading:</u> Year 2: Year 4: <u>Writing</u> Year 2: Year 4: <u>Maths</u> Year 2: Year 4</p>
<p><u>PUPIL PREMIUM PLUS CHILDREN</u></p> <p>Ensure all PP+ children make good progress from their starting points.</p> <p>Staff lead= ESV</p>	<ol style="list-style-type: none"> LAC children to have half termly LAC/PEP reviews and a key worker (designated person). LAC children have personalised intervention plans for all teaching and support staff to follow. HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors. 	<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. Interventions reviewed half termly.</p>	<p>LAC pupil is on track to achieve GLD by summer 2020.</p>

iii) Other approaches to raise attainment and progress of pupil premium children.

Total cost = £3,700

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> Attendance of PP pupils is in line with or above national (95.8%). The persistent absence rate of pupil premium pupils to reduce from 10.30% to 9.6% or less by July 2020.</p> <p>Staff lead = ESV</p>	<ol style="list-style-type: none"> Continue to monitor attendance and punctuality of all pupil groups, especially the most vulnerable pupils. Appointment of attendance officer to monitor attendance and liaise with parents and EWO. Follow strict guidelines relating to holidays in term time and all other absences. Personalised letters sent to parents of PP children are at risk of being PA. Continue to work with families to reduce the proportion of disadvantaged and SEND pupils who are repeatedly absent. 	<p>Attendance is a whole school focus this year, We are keen to ensure the numbers of disadvantaged pupils who are persistently absent is significantly below national averages.</p>	<p>Experienced attendance officer to monitor:</p> <ul style="list-style-type: none"> -Attendance records. -Attendance file. -Staff meetings. 	<p><u>September to December 2019</u> Within school gap PP attendance rate = Non-PP attendance rate= PP persistent absence rate = Non-PP persistent absence rate =</p> <p><u>Sept 19 to March 2020</u> Within school gap PP attendance rate = Non-PP attendance rate= PP persistent absence rate = Non-PP persistent absence rate =</p> <p><u>Sept 19 to July 2020</u> Within school gap PP attendance rate = Non-PP attendance rate= PP persistent absence rate = Non-PP persistent absence rate =</p>

<p><u>ENGAGING PARENTS</u></p> <p>Parents feel part of their child's learning journey.</p> <p>Staff lead= VL</p>	<ol style="list-style-type: none"> 1. Parents are invited to assemblies and major events throughout the year i.e. Celebration assemblies, Reading workshops, Phonic workshop, seeing is believing afternoon. 2. Parent Forum – focus this year is Be Active. 3. Review and improve pupil progress information shared with parents. 4. Arrange parent interviews to share profiles interventions. 	<p>To raise self-esteem and focus on positive values in life and pupil's success.</p> <p>To involve parents in their children's learning and achievements.</p> <p>Increased parental support will lead to better progress and higher attainment.</p>	<p>FC/KS/VL to liaise and plan to promote further improvement regarding parent engagement.</p>	<p>Percentage of PP parents that attend a major event is above previous 79% (February 2019)</p>
<p><u>ENRICHMENT AND RAISING ASPIRATIONS</u></p> <p>Children to become resilient learners, eager to learn.</p> <p>Staff lead = RB</p>	<p>External visits i.e. Theatre, Visits to the farm, Opticians, Forest School.</p> <p>Internal visitors i.e. Baker Be.</p> <p>We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits and enrichment activities.</p>	<p>We need to continue to enrich our children's educational experience to improve aspirations and life chances.</p>	<p>Participation for all.</p>	<p>The children thoroughly enjoy these experiences and use them as inspiration for their written work. Continue in 2019-2020.</p>

7. Review of expenditure for previous academic year 2018-2019

Total budget = £32,680

i. Strengthen the quality of teaching.

Total cost = £16,380

Intended outcome	Actions	Estimated impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this approach.
<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) Ensure a high proportion of disadvantaged pupils achieve the expected outcomes for their age and every more-able PP child will achieve greater depth in expected subjects.</p>	<p>Appointment of HLTA 0.2fte to oversee disadvantaged pupil's support, data and tracking to ensure at least good progress is made from initial starting points.</p> <p>Identify your PP and HA PP children on seating plans, closely track their progress and provide strong in-class support every lesson.</p> <p>CPD and INSET for teachers to ensure they feel confident about implementing appropriate strategies and support for disadvantaged pupils.</p> <p>On-going monitoring of teaching and learning, data drops and tracking.</p> <p>Regular pupil progress meetings increased teacher FTE enabling all year groups to be taught as individual cohorts and not as mixed classes.</p> <p>Prioritise PP for booster classes, interventions and key responsibilities.</p> <p>Mark pupil premium/SEND pupil's books first in great detail and with clear next steps feedback.</p> <p>Proven successful strategies that support and help disadvantaged pupils to make rapid progress used in all classes.</p> <p>Individual PP/DA profiles introduced that include pupil voice and barriers to learning.</p> <p>Make regular contact with disadvantaged pupils parents/guardians to praise and challenge.</p>	<p>2019 Good Level of Development of Disadvantaged pupils was 75% in line with National others.</p> <p>Year 1 Phonics, 2019 – 80% of PP pupils achieved expected standard.</p> <p>Overall KS1 test results were well above National standards, but PP pupil's Reading and Writing results were below National average; Maths exceeded National average by 3%.</p>	<p>We will continue to improve the subject knowledge and teaching skills of our staff. We recognise that we need to do more to close the attainment gaps in Reading and Writing between our PP children and others nationally at KS1. We will continue with Targeted/Bespoke interventions and we will further improve our in-class support for PP children.</p>

ii. Targeted support for pupil premium children.

Total cost = £12,600

<p>EARLY YEARS <u>Progress</u> Children (esp.in EYFS) to communicate more effectively with their peers/adults. <u>Attainment</u> 100% of pupil premium children to achieve GLD.</p>	<p>Small group and 1:1 structured provision for EYFS DA pupils. Daily small group precision teaching and specialist support for pupils with more complex communication difficulties. Talk Boost sessions. SALT team support as appropriate.</p>	<p>Due to Talk Boost sessions and SALT team support, early language and communication developed well.</p>	<p>Personalised support for our children will continue in 2019-2020. Personal Speech and Language Programme and Talk Boost.</p>
<p>PHONICS 100% of Year 1 pupil premium children to pass the phonics test in 2019.</p>	<p>Small group and 1:1 phonics intervention i.e. Read Write Inc. Parent workshop and information booklet.</p>	<p>Due to phonics 1:1 intervention phonics skills has developed well. 80% (4 out of 5) of Year 1 PP learners passed phonics test. We need to further improve phonics results and get 100%of Y1 children to pass the phonics test in 2020.</p>	<p>We will continue with small group and 1:1 interventions and several new strategies for 2019-2020.</p>
<p>MATHS End of KS1 83% of pupil premium children to achieve expected standard. End of Year 4 100% of pupil premium children to achieve expected standard.</p>	<p>Less able disadvantaged children to receive intensive maths support from the First Class @ Numbers and Springboard programme. Small group maths support from highly experienced maths specialist teaching assistants in KS1 and KS2. From term 2 additional before school interventions for Year 3 & Year4.</p>	<p>The percentage of Year 2 pupil premium children reaching expected standard increased from 80% in 2018 to 83% in 2019 (above national others by 3%). The percentage of Year 4 pupil premium children reaching the expected standard improved from 71 % in 2018 to 86% in 2019.</p>	<p>We will continue to improve the subject knowledge and quality first teaching.</p>
<p>READING End of KS1 83% of pupil premium children to achieve expected standard. End of Year 4 100% of pupil premium children to achieve</p>	<p>Every disadvantaged child to receive one to one reading support to work towards the expected standard. Revised home reading booklet and information. All disadvantaged children who do not read regularly at home to attend timetabled interventions i.e. Little</p>	<p>The percentage of Year 2 pupil premium children reaching expected standard was 80% in 2018 and 66% in 2019. The attainment gap between PP pupils and national others increased by 13%. The percentage of Year 4 pupil premium</p>	<p>We recognise that we need to close the attainment gap between our PP children and others nationally at KS1. We will continue with Targeted/Bespoke reading and to support spelling strategies in 2019-2020.</p>

<p>expected standard.</p>	<p>Ditties, RWInc.</p>	<p>children reaching the expected standard improved from 71 % in 2018 to 100% in 2019.</p>	
<p>WRITING End of KS1 83% of pupil premium children to achieve expected standard. End of Year 4 100% of pupil premium children to achieve expected standard.</p>	<p>Motor skills groups established and RWInc. Interventions take place. Agreed handwriting skills progression grids in place. Skills progression grids for handwriting agreed (20 min 3Xweekly handwriting practise in lessons). From term 2 additional handwriting interventions for PP children in Year 3 and Year 4.</p>	<p>The percentage of Year 2 pupil premium children reaching expected standard was 100% in 2018 and 67% in 2019. The attainment gap between PP pupils and national others increased by 7%.</p> <p>The percentage of Year 4 pupil premium children reaching the expected standard improved from 43 % in 2018 to 72% in 2019.</p>	<p>The teachers will consider and implement opportunities for writing across the curriculum. All pupils will be able to improve and develop their writing skills In a variety of subjects taught.</p>
<p>HIGH ATTAINING PP CHILDREN % of PP to achieve at greater depth.</p> <p><u>End of KS1 Year 2</u> Reading 33%(2/6) Writing 33% (2/6) Maths 33% (2/6)</p> <p><u>End of Year 4</u> Reading 43% (3/7) Writing 43% (37) Maths 57% (4/7)</p>	<p>All teachers to ensure challenge, pace and engagement is high priority relative to teaching and learning. Challenging targets are set for disadvantaged pupils with an increasing proportion targeted and achieving GDS at the end of the school year. From term 2 VL to ensure extra interventions are in place for Year 3 and Year 4 PP children who are at risk of not achieving GDS.</p>	<p>The greater depth Y2 and Y4 percentages improved for all 3 core subjects. The biggest increases were in KS1 and Y4 Maths, the percentage of Y2 reaching the higher threshold in Maths improved from 0% to 33% and Y4 from 14% to 57%.</p>	<p>We will continue with our successful strategies and Quality First Teaching.</p>

iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £3,700

<p><u>ATTENDANCE</u> Lower absence rates to improve attainment</p>	<p>Continue to monitor attendance and punctuality of all pupil groups, especially the most vulnerable pupils. Appointment of attendance officer to monitor attendance and liaise with parents and EWO. Follow strict guidelines relating to holidays in term time and all other absences. Personalised letters sent to parents of PP children are at risk of being PA.</p>	<p>The absence rate for PP children has increased from 3.98 % to 7.07 % and PP persistent absent from 9.52% to 10.30%. There was one pupil in reception during 2018/2019 who has a serious medical condition which results in prolonged absences. If this pupil's attendance is removed from the data, the school is in line with the national averages.</p>	<p>Continue to monitor attendance and punctuality of all pupil groups, especially the most vulnerable pupils. Continue to work with families to reduce the proportion of disadvantaged and SEND pupils who are repeatedly absent</p>
<p><u>ENGAGING PARENTS</u></p>	<p>Parents are invited to assemblies and major events throughout the year i.e. Celebration assemblies, Reading workshops, Phonic workshop, seeing is believing afternoon. Review and improve pupil progress information shared with parents. Arrange parent interviews to share profiles interventions.</p>	<p>Percentage of PP parents that attend a major event has improved from 66% 2018 to 79% 2019.</p>	<p>Continue to liaise and plan to promote further improvement regarding parent engagement.</p>
<p><u>ENRICHMENT AND RAISING ASPIRATIONS</u></p>	<p>External visits i.e. Visits to the farm, Opticians, Forest School. Internal visitors i.e. Baker Be.</p>	<p>The children thoroughly enjoy these experiences and use them as inspiration for their written work. We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits and enrichment activities.</p>	<p>Continue in 2019-2020.</p>