

# Pupil premium strategy statement

| 1. Summary information        |                              |   |  |   |                                      |
|-------------------------------|------------------------------|---|--|---|--------------------------------------|
| <b>School</b>                 | Hayfield Lane Primary School |   |  |   |                                      |
| <b>Academic Year</b>          | 2017/18                      | <b>Total PP budget</b>                  | PPG- £95040.00<br>EYFS- £1605.90<br>PP PLUS-£ 800.00<br>LAC- £2216.67<br>SERVICE-£600.00<br><br>TOTAL- £100,262.57 | <b>Date of most recent PP Review</b>                  | January 2018                         |
| <b>Total number of pupils</b> | 290 (incl F1)                | <b>Number of pupils eligible for PP</b> | 72 plus 2 service children   | <b>Date for next internal review of this strategy</b> | May 2018<br><br>FULL REVIEW Jan 2019 |

| PROGRESS 2017- 2018 (from Summer 2 2017) Progress rates should be 1.16 by this point in the year | Progress Rate Sept 2017 – July 2018<br>(3.5+target)   |  |
|--|---|--|
|  | PP  | Non-PP   |
| Group progress rate in Reading- Issue to note that Y2K data is based on 1 pupil                  | Year1 N-6.2<br>Year1 S-5.6<br>Y2S-2.5<br>Y2K- 3.5<br>Y3-3.8<br>Y4-3.18<br>Y5-3.44<br>Y6-3.7 | Year1 N-4.63<br>Year1 S-4.38<br>Y2S-3.10<br>Y2K- 3.46<br>Y3-3.55<br>Y4-3.32<br>Y5-3.07<br>Y6-3.82  |
| Group progress rate in Writing Issue to note that Y2K data is based on 1 pupil                   | Year1 N-6.35<br>Year1 S- 6<br>Y2S- 2.93<br>Y2K-4<br>Y3-3.7<br>Y4-3<br>Y5-3.69<br>Y6-3.4     | Year1 N-4.31<br>Year1 S- 5.72<br>Y2S- 3.26<br>Y2K-3.23<br>Y3-3.75<br>Y4-3.12<br>Y5-3.37<br>Y6-3.66 |
| Group progress rate in Maths Issue to note that Y2K data is based on 1 pupil                     | Year1 N- 5.75<br>Year 1S - 4.63<br>Year 2K- 3.77<br>Year 2S – 3.5<br>Y3-3.7                 | Year1 N- 4.53<br>Year 1S – 4.38<br>Year 2K- 3.35<br>Year 2S – 3.31<br>Y3-3.71                      |

|  |                              |                              |
|--|------------------------------|------------------------------|
|  | Y4-3.11<br>Y5-3.38<br>Y6-2.9 | Y4-3.58<br>Y5-3.58<br>Y6-3.5 |
|--|------------------------------|------------------------------|

## 2. 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)

|           |   |
|-----------|---|
| <b>A.</b> | Poor engagement, resilience and motivation (including support of parents)   |
| <b>B.</b> | Poor mathematical reasoning in worded problems and factual fluency (knowledge of multiplication) younger reading – older writing    |
| <b>C.</b> | Poor comprehension skills in reading affecting ARE and Greater Depth outcomes for pupil premium children                            |
| <b>D.</b> | Improve SEN pupil % of those reaching Age Related Expectations in Reading and Writing by accelerating progress from starting points |
| <b>E.</b> | Outcomes for PPG children improve so that they meet ARE and greater depth national % at EYFS, KS1 and KS2.                          |

### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | Attendance rates for PPG boys is causing concern .<br>Poor home learning environments and parental support with reading and basic skills/ homework. |
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## 3. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
|-----------|--|---|
| <b>A.</b> | Improved mathematical reasoning skills throughout school, including factual fluency  | Pupils eligible for PPG meet ARE (specific SEN pupils not included as not viable)                         |
| <b>B.</b> | Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)   | 85% of year 5 reaching ARE and 75% Year 6 pupils in Maths. School meets national % for greater depth.     |
| <b>C.</b> | Comprehension scores improve to increase % pupils at ARE and GD so that pupils at least meet the national % ARE and GD in reading. This includes progress of SEN pupils. | PPG Pupils are resilient learners who strive to improve and achieve their best in comprehension sessions. |
| <b>D.</b> | Increase the % of SEN pupils reaching ARE in Reading and Writing.  | SEN PPG pupils reach Age Related Expectation and Greater Depth percentages in line with national figures  |
| <b>E.</b> | Improve attendance of PPG boys so that they reach the target of 97%  | PPG pupil boys reach 97% attendance   |
| <b>F.</b> | Reduce the gap between PPG and non PPG children's attainment across school   | PPG children perform in line with national figures at KS1 and 2.  |

| 4. Planned expenditure   |  |   |   |            |   |
|--|--|---|---|------------|---|
| Academic year  | 2017/18  |   |   |            |   |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |   |            |   |
| i. Quality of teaching for all   |  |   |   |            |   |
| Desired outcome  | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | When will you review implementation?  |
| Improved mathematical reasoning skills and factual fluency throughout school,  | <p>Staff training the development of factual fluency.</p> <p>Purchase ROCK STARS and Multiplication Rocks for new classes.</p> <p>LSA support in each class to drive PPG progress rates with class teacher-mastery expectations for pupils.</p> <p>Release time for DHT and Maths specialist Y2 teacher to target Y3, Y5 and 6 PPG pupils in maths reasoning techniques and factual fluency.</p> <p>Purchase and use of Mathletics to develop factual fluency.</p> <p>DHT release time to improve teaching in maths reasoning so that PPG are receiving at least good reasoning teaching.</p> <p>Provide booster sessions for PPG pupils in Y3, Y5</p> | <p>Results for KS2 demonstrate that reasoning skills were lower in comparison to national figures.</p> <p>Pupils are able to make reasoning links with the use of manipulatives to support and consolidate.</p> <p>Pupils in KS2 have not been taught a mastery curriculum throughout their school journey (introduction in 2014) and therefore require additional support to reach the requirement.</p> <p>Ks1 results in 2017 were lower than the national percentage. Factual fluency (number facts) identified as a target area arising from whole school monitoring.</p> | <p>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</p> <p>Data for PPG groups will be scrutinised during non-contact sessions by Pupil Premium Leader.</p> <p>TLR position to drive improvement in standards for PPG children from Sept 2017.</p> | LT and VJL | <p>ALL REVIEWS TO BE COMPLETED JANUARY 2019 WITH INERIM REVIEW MARCH 2018.</p> <p>Governors will examine progress towards targets termly in Strategic Development meetings.</p> |

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| Improve factual fluency of mathematics for EYFS/Y1 pupils for PPG pupils | <p>and Y6.</p> <p><b>PPG Leader release time to track and manage PPG pupils progress towards targets</b></p> <p><b>Train PPG Leader as an EYFS Maths Specialist to develop Teaching and Learning in EYFS and Year 1.</b></p> <p><b>EYFS Mastery training for EYFS staff in order to accelerate progress of PPG pupil in number so that they meet thenational expectation/4 points progress in number. That the gap narrows to 0.</b></p> |  |  | <p><b>BC LT</b></p> <p><b>BC VJL</b></p> <p><b>VJL BC</b></p> |  |
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|  | <p><b>Total budgeted cost</b></p> <p>DHT, EYFS/PPG leader and Y2 Specialist teacher £28,671.87</p> <p>LSA support £74,772.10</p> <p>Mathletics £378</p> <p>Rockstars £150</p> |
|--|---|

## ii. Targeted support

| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead       | When will you review implementation? |
|--|---|--|---|------------------|--------------------------------------|
| <p>Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)</p> <p>Higher rates of children at ARE Maths and Reading in EYFS/KS1 (PPG with able PPG children reaching greater depth level)</p> | <p>Small group sessions in class to target pupils- accelerate progress. LSA cover</p> <p>Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation.</p> <p>Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.</p> <p>Increase parental engagement- sessions to celebrate success for PPG children (special invitation)</p> <p>Additional EYFS LSA support to embed mastery and mathematical fluency in R and Y1 for PPG pupils.</p> <p>Booster sessions provided by SLT for PPG children</p> | <p><b>Results for KS2 demonstrate that reasoning and reading skills were lower in comparison to national figures with the gap between PPG and non pupil premium children being wider than the national figure.</b></p> <p>In KS1 and EYFS pupils are working at or above the national figures. KS2 pupils need to perform in line with national.</p> | <p><b>Project planning with deadlines and monitoring schedules to ensure these are effectively met and initiatives implemented.</b></p> <p><b>Data for PPG groups will be scrutinised during non-contact sessions by SLT members.</b></p> <p><b>TLR position to drive improvement in standards for PPG children from Sept 2017.</b></p> | LT JN BC and VJL | Termly                               |

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|  | <p><b>Total budgeted cost</b></p> <p>LSA support costs as previously stated.<br/>£74,72.10<br/>EYFS PPG LSA link and EYFS leader<br/>£13029.68</p> <p>EYFS mastery training to narrow the gap in EYFS Y1<br/>£225 training<br/>£1246.47 in house rolling out of initiative.</p> |
|--|---|

| Desired outcome  | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead      | When will you review implementation? |
|--|--|---|---|-----------------|--------------------------------------|
| Increased engagement/ resilience of PPG pupils in lessons- small group support and nurture intervention.   | <p>Celebration events to motivate learners to build resilience and improve learning behaviours</p> <p>To fund breakfast club and wrap around provision free of charge for the most vulnerable families to bring stability during difficult times.</p> <p>Emotional Literacy sessions run in the summer term to ensure that pupils are able become academically resilient and self-regulate emotions.</p> | <p>Pupils require motivation and resilience to succeed particularly in Y5/6. Engagement in Mathematics and BUG CLUB is often poorer for PPG children. They then are working below ARE or not attaining greater depth.</p> <p>Some PPG children do not have breakfast to enable them to be ready to learn. Also some parents find it difficult for one sibling to attend booster sessions if they have another child being collected at the end of the school day.</p> <p>Attendance of PPG children causes concern - particularly in Y6.</p> <p>Impact on writing scores in school demonstrates the value of investment in novel study.</p> | <p>Track increased participation in Mathematics with SLT examining this in PPD meetings to ensure that this impact on attainment/progress figures.</p> <p>Examine progress rates of PPG children accessing free wrap around care/booster sessions/emotional literacy sessions.</p> <p>Tracking system for emotional literacy sessions. Impact report in pupil case studies.</p> <p>Project planning for RECIPROCAL READING initiatives.</p> <p>Track engagement of PPG pupils in lessons.</p> | LT JN BC<br>VJL | Half termly                          |
| Increase PPG Reading %s at Age Related Expectation and Greater Depth by developing Reciprocal Reading in school and purchase of greater depth comprehension materials. | <p>Staff training for Reciprocal Reading . Leadership non-contact time to drive improvement in school via project planning.</p> <p>New reading material available to challenge for greater depth.</p>  | <p>PPG reading progress score issues were evident at the end of KS2 in 2017. This included at greater depth.</p>  | <p>Project planning to track improvements.</p>  |                 |                                      |
| Increase SEN % at ARE  | <p>Purchase and develop use of ARROW in school for SEN pupils (based on EEF evidence)</p>  | <p>SEN reading % at ARE do not meet the national figures.</p>   | <p>Project and impact planning to track progress towards targets.</p>   | BC DB           |                                      |
| Improved attendance for PPG boys so that they meet the target of 97%   | <p>Attendance awards and incentives given to the target group-development of Forest School activities.</p>   | <p>PPG boys attendance is below 96%</p>   | <p>Track pupils as part of project plan and include gender PPG category as part of attendance monitoring (half termly)</p>  | LT              |                                      |

|                                   |  |  |  |                        |   |
|-----------------------------------|--|--|--|------------------------|---|
|                                   | <p>Increased sporting activities provided by school (free of charge to children) so that they build resilience and a determination to succeed.</p> <p>Behaviour support specialist role to support families and ensure individual pupils are well supported with emotional wellbeing in order for them to access educational provision. Immediate phonecalls for PPG target pupils .Drop in sessions for parental support and potential attendance plans to be formulated.</p> |  |  | <p>BC</p> <p>LT GW</p> |   |
| <p><b>Total budgeted cost</b></p> |  |  |  |                        | <p>Reciprocal Reading Training £550 including leader day</p> <p>£2270 purchase of ARROW and in house training</p> <p>1:1 phonics for PPG children (included in previous LSA costings)<br/>£14,436</p> |
| <b>Iv. Other approaches</b>       |  |  |  |                        |   |
| <b>Desired outcome</b>            | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b>      | <b>When will you review implementation?</b>   |

|  |   |   |  |       |   |
|--|---|---|--|-------|---|
| Support PPG attendance on residential/educational visits         | Supplement costs to school trips where class PPG % is high and where due to low contributions, visits would not be otherwise financially viable.                        | Increase engagement for PPG children due to educational visit experience.   | Budget monitoring                              | LT TC | Termly  |
| Support PPG to take part in musical instrument tuition           | Supplement costs to school trips where class PPG % is high and where due to low contributions, music lessons would not be otherwise financially viable for individuals. | Enable all children to access additional music tuition regardless of financial circumstances.   | Budget monitoring                              | LT TC | Termly  |
| That PPG EAL children perform in line with national expectations | Support EAL PPG pupils with EMTAS support   | PPG EAL children do not perform in line with national however this is further complicated by the majority of these pupils being SPLD SEN. | Tracking provided by SENDCO and class teachers | LT    | Termly  |
| <b>Total budgeted cost</b>                                       |   |   |  |       | EMTAS EAL £2302<br>Music £450<br>Educational Visit £220 |

| 5. Review of expenditure       |                        |   |   |      |
|--------------------------------|------------------------|---|---|------|
| Previous Academic Year         |                        | SEE IMPACT REPORTING ON 2016/17 DOCUMENTATION   |   |      |
| i. Quality of teaching for all |                        |   |   |      |
| Desired outcome                | Chosen action/approach | Estimated impact: Did you meet the success criteria?<br>Include impact on pupils not eligible for PP, if appropriate. | Lessons learned<br>(and whether you will continue with this approach) | Cost |

|  |  |  |  |   |
|--|--|--|--|---|
| <p>Improved mathematical reasoning skills and factual fluency throughout school,</p> <p>Year1 N– 5.75<br/>Year 1S - 4.63<br/>Year 2K- 3.77<br/>Year 2S – 3.5<br/>Y3-3.7<br/>Y4-3.11<br/>Y5-3.38<br/>Y6-2.9</p> | <p><b>Staff training the development of factual fluency.</b></p> <p><b>Purchase ROCK STARS and Multiplication Rocks for new classes.</b></p> <p><b>LSA support in each class to drive PPG progress rates with class teacher- mastery expectations for pupils.</b></p> <p><b>Release time for DHT and Maths specialist Y2 teacher to target Y3, Y5 and 6 PPG pupils in maths reasoning techniques and factual fluency.</b></p> <p><b>Purchase and use of Mathletics to develop factual fluency.</b></p> <p><b>DHT release time to improve teaching in maths reasoning so that PPG are receiving at least good reasoning teaching.</b></p> <p><b>Provide booster sessions for PPG pupils in Y3, Y5 and Y6.</b></p> <p><b>PPG Leader release time to track and manage PPG pupils progress towards targets</b></p> | <p>The mathematical results shown on progress are demonstrating that all the training and development of staff is having a positive impact on progress, both for PP and Non-PP</p> <p>Times tables are improving and ROCK STARS and Multiplication Rocks will continue to drive this into next year and beyond. This scheme gives the rapid recall of multiplication facts a higher profile.</p> <p>All children are being exposed to maths mastery and taught through Maths No Problem. They also have Maths Of The Day which is an Active Maths Scheme that incorporates their mathematical knowledge in different ‘gaming’ contexts. This will again, continue to be developed and maintained into next year.</p> <p>Mathletics has and continues to be another useful way to get children engaged and develop mathematical fluency, particularly at home with parents. Moving forward with this, we will change it to just Ks1 and Ks2 as EYFS did not engage as productively with the scheme.</p> <p>DHT has worked with staff to develop their abilities when teaching deepening understanding and thinking skills, through class time and CPD opportunities in staff twilights.</p> <p>ER was released to work with PP children to boost their mathematical skills to get them to make exceeded progress to support them on getting closer to ARE.</p> <p>PP lead has tracked the children quite closely and moving forward with this, will utilise his time to manage and support PP children and not just track them.</p> | <p>As stated in the previous columns, we will continue with the schemes that we have stated as successful.<br/>We will continue to develop our TRG's within school with a mathematical focus to keep the profile of maths high and continue to develop quality first teaching in the subject.</p> <p>As stated we will remove EYFS from Mathletics as they did not have value for money.</p> <p>PP leader will help manage PP children and not just track them, through research of quality resources/schemes to help certain children and supporting teachers with best practise.</p> <p>Boosters will continue as and when needed and boosters have already started in year 6(from July this year) Next year's Year 5 and Year 6 are sitting in-between 3 – 3.5 points progress and this is something we will need to closely work alongside next year.</p> <p>Y4-3.11<br/>Y5-3.38</p> | <p>DHT,<br/>EYFS/PPG leader and Y2 Specialist teacher<br/>£28,671.87</p> <p>LSA support<br/>£74,772.10<br/>Mathletics<br/>£378<br/>Rockstars<br/>£150</p> |
|--|--|--|--|---|

|  |  | <p>Breaking that down to PP children is as follows:</p> <table><tr><th colspan="2">Maths end of year results - 2017/2018</th></tr><tr><th>KS2 ARE Maths</th><th>Ks1 and EYFS Maths</th></tr><tr><td>Year 6's –<br/>2/5 dev+<br/>1/5 ARE</td><td>EYFS –<br/>4/5 ARE<br/>1/5 above ARE</td></tr><tr><td>Year 5's –<br/>4/9 at dev+<br/>0 at ARE</td><td>Year 1's –<br/>9/15 dev +<br/>0/15 ARE<br/>3/15 above ARE</td></tr><tr><td>Year 4's –<br/>9/14 at dev+<br/>0 at ARE</td><td>Year 2's – 1/9 dev +<br/>4/9 ARE<br/>1/9 above ARE</td></tr><tr><td>Year 3's –<br/>3/10 at dev+<br/>1/10 ARE</td><td></td></tr></table> | Maths end of year results - 2017/2018 |  | KS2 ARE Maths | Ks1 and EYFS Maths | Year 6's –<br>2/5 dev+<br>1/5 ARE | EYFS –<br>4/5 ARE<br>1/5 above ARE | Year 5's –<br>4/9 at dev+<br>0 at ARE | Year 1's –<br>9/15 dev +<br>0/15 ARE<br>3/15 above ARE | Year 4's –<br>9/14 at dev+<br>0 at ARE | Year 2's – 1/9 dev +<br>4/9 ARE<br>1/9 above ARE | Year 3's –<br>3/10 at dev+<br>1/10 ARE |  |  |  |
|--|--|---|---------------------------------------|--|---------------|--------------------|-----------------------------------|------------------------------------|---------------------------------------|--|--|--|--|--|--|--|
| Maths end of year results - 2017/2018  |  |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |
| KS2 ARE Maths                          | Ks1 and EYFS Maths                                     |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |
| Year 6's –<br>2/5 dev+<br>1/5 ARE      | EYFS –<br>4/5 ARE<br>1/5 above ARE                     |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |
| Year 5's –<br>4/9 at dev+<br>0 at ARE  | Year 1's –<br>9/15 dev +<br>0/15 ARE<br>3/15 above ARE |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |
| Year 4's –<br>9/14 at dev+<br>0 at ARE | Year 2's – 1/9 dev +<br>4/9 ARE<br>1/9 above ARE       |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |
| Year 3's –<br>3/10 at dev+<br>1/10 ARE |  |   |                                       |  |               |                    |                                   |                                    |                                       |  |  |  |  |  |  |  |

|   |  |   |  |   |
|---|--|---|--|---|
| <p>Improve factual fluency of mathematics for EYFS/Y1 pupils for PPG pupils</p> | <p>Train PPG Leader as an EYFS Maths Specialist to develop Teaching and Learning in EYFS and Year 1.</p> <p>EYFS Mastery training for EYFS staff in order to accelerate progress of PPG pupil in number so that they meet the national expectation/4 points progress in number. That the gap narrows to 0.</p> | <p>PP leader has completed EYFS workgroups in the community and has now become a work group lead himself for the Doncaster area. He has also trained to be a PD lead and is working closely with up to 30 schools in South Yorkshire.</p> <p>EYFS have begun to work closely with Year 1 and next year the transition into Ks1 will be smoother with a continuous provision approach in the initial stages and slowly reduced as the year goes on. This is something we will continue to develop and work on as the years go on, but a lot of ground work has begun. This is to ensure children settle quicker and carry on the high standard of working that is produced in the early years in maths (We don't want the expectations to be a lower than what is set in FS2). We won't have the impact of this until the end of next year and at midyear progress checks.</p> | <p>This depth of expertise and knowledge from the EYFS specialist will now be passed on and developed with the EYFS team next academic year. This will be through</p> <ul style="list-style-type: none"> <li>EYFS teachers joining in workgroups with 30 other schools in Doncaster, developing a stronger understanding on the core principles of maths</li> <li>TRGs focus on mastering maths and the small steps to this</li> <li>Developing support staff in small focus group sessions over the academic year</li> <li>EYFS specialist planning and carrying out a research activity with a target group in Year 1 in the core principles of counting to measure the impact at given intervals</li> </ul> <p>We are developing how maths is taught to the children and we are using Ten Town( a new EYFS resource) as a starting learning tool to teach the children.</p> <p>Transition has been smoother for the PP children into year 1 and we have not had that 'lull' that can happen due to change. Impact of this will be evident throughout the year although early signs are demonstrating good progress. How this provision in Year 1 will continue to be developed as it is the first year of teaching like this and will need improvements upon reflection and evaluation.</p> | <p>DHT, EYFS/PPG leader and Y2 Specialist teacher<br/>£28,671.87</p> <p>LSA support<br/>£74,772.10<br/>Mathletics<br/>£378<br/>Rockstars<br/>£150</p> |
| <p>ii. Targeted support</p>   |  |   |  |   |

| <p>Higher rates of children at ARE Maths and Reading in KS2 (PPG with able PPG children reaching greater depth level)</p> <p>Higher rates of children at ARE Maths and Reading in EYFS/KS1 (PPG with able PPG children reaching greater depth level)</p> | <p>Small group sessions in class to target pupils- accelerate progress. LSA cover</p> <p>Provide 1:1 phonics interventions for PPG pupils to ensure that they meet the national expectation.</p> <p>Increased parental workshops across school so that parents can support their children effectively. Non contact time for leaders.</p> <p>Increase parental engagement- sessions to celebrate success for PPG children (special invitation)</p> <p>Additional EYFS LSA support to embed mastery and mathematical fluency in R and Y1 for PPG pupils.</p> <p>Booster sessions provided by SLT for PPG children</p> | <p>The % at ARE is improving particularly in maths and this year we were above the national average in KS1 and KS2 SATS as well as % GLD at EYFS level overall.</p> <p>1:1 interventions had a huge impact on phonics screening and we achieved above national average.</p> <p>Breaking that down to PP children is as follows:</p> <table><tr><th colspan="2">Ks2 ARE - 2017/2018</th></tr><tr><th>KS2 ARE Maths</th><th>KS2 ARE Reading</th></tr><tr><td>Year 6's –<br/>2/5 dev+<br/>1/5 ARE</td><td>Year 6's–<br/>1/5 dev+<br/>1/5 ARE<br/>1/5 above ARE</td></tr><tr><td>Year 5's –<br/>4/9 at dev+<br/>0 at ARE</td><td>Year 5's–<br/>2/9 dev+<br/>2/9 ARE<br/>1/9 above ARE</td></tr><tr><td>Year 4's –<br/>9/14 at dev+<br/>0 at ARE</td><td>Year 4's –<br/>1/14 dev +<br/>7/14 ARE<br/>1/14 above ARE</td></tr><tr><td>Year 3's –<br/>3/10 at dev+<br/>1/10 ARE</td><td>Year 3's –<br/>2/10 dev +<br/>2/10 ARE<br/>2/10 above ARE</td></tr></table> <table><tr><th colspan="2">EYFS/Ks1 ARE - 2017/2018</th></tr><tr><th>Maths</th><th>Reading</th></tr><tr><td>EYFS –<br/>4/5 ARE<br/>1/5 above ARE</td><td>EYFS –<br/>4/5 ARE<br/>1/5 above ARE</td></tr><tr><td>Year 1's –<br/>9/15 dev +<br/>0/15 ARE<br/>3/15 above ARE</td><td>Year 1's –<br/>10/15 ARE<br/>3/15 above ARE</td></tr><tr><td>Year 2's – 1/9 dev +<br/>4/9 ARE<br/>1/9 above ARE</td><td>Year 2's –<br/>0/9 dev +<br/>3/9 ARE<br/>1/9 above ARE</td></tr></table> | Ks2 ARE - 2017/2018 |  | KS2 ARE Maths | KS2 ARE Reading | Year 6's –<br>2/5 dev+<br>1/5 ARE | Year 6's–<br>1/5 dev+<br>1/5 ARE<br>1/5 above ARE | Year 5's –<br>4/9 at dev+<br>0 at ARE | Year 5's–<br>2/9 dev+<br>2/9 ARE<br>1/9 above ARE | Year 4's –<br>9/14 at dev+<br>0 at ARE | Year 4's –<br>1/14 dev +<br>7/14 ARE<br>1/14 above ARE | Year 3's –<br>3/10 at dev+<br>1/10 ARE | Year 3's –<br>2/10 dev +<br>2/10 ARE<br>2/10 above ARE | EYFS/Ks1 ARE - 2017/2018 |  | Maths | Reading | EYFS –<br>4/5 ARE<br>1/5 above ARE | EYFS –<br>4/5 ARE<br>1/5 above ARE | Year 1's –<br>9/15 dev +<br>0/15 ARE<br>3/15 above ARE | Year 1's –<br>10/15 ARE<br>3/15 above ARE | Year 2's – 1/9 dev +<br>4/9 ARE<br>1/9 above ARE | Year 2's –<br>0/9 dev +<br>3/9 ARE<br>1/9 above ARE | <p>Progress rates overall are as follows</p> <table><tr><th>Reading</th></tr><tr><td>Year1 N-6.2<br/>Year1 S-5.6<br/>Y2S-2.5<br/>Y2K- 3.5<br/>Y3-3.8<br/>Y4-3.18<br/>Y5-3.44<br/>Y6-3.7</td></tr><tr><th>Maths</th></tr><tr><td>Year1 N– 5.75<br/>Year 1S - 4.63<br/>Year 2K- 3.77<br/>Year 2S – 3.5<br/>Y3-3.7<br/>Y4-3.11<br/>Y5-3.38<br/>Y6-2.9</td></tr></table> <p>We need to ensure the amber groups above are making at least expected/good levels of progress to ensure more PP children are reaching ARE and developing that greater depth.</p> <p>There are a lot of PP sitting on developing+ level and with quality first teaching/intervention/quality resources and schemes, these children should achieve ARE by the end of that academic year or sooner.</p> <p>Continue to drive standards to achieve ARE more in line with National.</p> <p>Engage parents in workshops alongside their children?</p> <p>We have started Boosters earlier for the Year 6 children (Summer 2) so they have an extra half term.</p> <p>Reading will become a whole school priority focus to raise standards and teaching practise. Reading rewards are being encouraged for reading 5 times a week in class. Homework club runs once a week, free to encourage learning engagements with staff. This has been around the 15-20 children mark for attendance.</p> | Reading | Year1 N-6.2<br>Year1 S-5.6<br>Y2S-2.5<br>Y2K- 3.5<br>Y3-3.8<br>Y4-3.18<br>Y5-3.44<br>Y6-3.7 | Maths | Year1 N– 5.75<br>Year 1S - 4.63<br>Year 2K- 3.77<br>Year 2S – 3.5<br>Y3-3.7<br>Y4-3.11<br>Y5-3.38<br>Y6-2.9 | <p>LSA support costs as previously stated.<br/>£74,72.10<br/>EYFS PPG<br/>LSA link and EYFS leader<br/>£13029.68</p> <p>EYFS mastery training to narrow the gap in EYFS Y1<br/>£225 training<br/>£1246.47 in house rolling out of initiative</p> |
|--|---|---|---------------------|--|---------------|-----------------|-----------------------------------|---|---------------------------------------|---|--|--|--|--|--------------------------|--|-------|---------|------------------------------------|------------------------------------|--|---|--|---|--|---------|---|-------|---|--|
| Ks2 ARE - 2017/2018  |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| KS2 ARE Maths  | KS2 ARE Reading   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 6's –<br>2/5 dev+<br>1/5 ARE  | Year 6's–<br>1/5 dev+<br>1/5 ARE<br>1/5 above ARE   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 5's –<br>4/9 at dev+<br>0 at ARE  | Year 5's–<br>2/9 dev+<br>2/9 ARE<br>1/9 above ARE   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 4's –<br>9/14 at dev+<br>0 at ARE   | Year 4's –<br>1/14 dev +<br>7/14 ARE<br>1/14 above ARE  |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 3's –<br>3/10 at dev+<br>1/10 ARE   | Year 3's –<br>2/10 dev +<br>2/10 ARE<br>2/10 above ARE  |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| EYFS/Ks1 ARE - 2017/2018   |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Maths  | Reading   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| EYFS –<br>4/5 ARE<br>1/5 above ARE   | EYFS –<br>4/5 ARE<br>1/5 above ARE  |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 1's –<br>9/15 dev +<br>0/15 ARE<br>3/15 above ARE   | Year 1's –<br>10/15 ARE<br>3/15 above ARE   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year 2's – 1/9 dev +<br>4/9 ARE<br>1/9 above ARE   | Year 2's –<br>0/9 dev +<br>3/9 ARE<br>1/9 above ARE   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Reading  |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year1 N-6.2<br>Year1 S-5.6<br>Y2S-2.5<br>Y2K- 3.5<br>Y3-3.8<br>Y4-3.18<br>Y5-3.44<br>Y6-3.7  |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Maths  |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |
| Year1 N– 5.75<br>Year 1S - 4.63<br>Year 2K- 3.77<br>Year 2S – 3.5<br>Y3-3.7<br>Y4-3.11<br>Y5-3.38<br>Y6-2.9  |   |   |                     |  |               |                 |                                   |   |                                       |   |  |  |  |  |                          |  |       |         |                                    |                                    |  |   |  |   |  |         |   |       |   |  |

|        |                           |                      |   |
|--------|---------------------------|----------------------|---|
|        | <u>F.F.T. 20 Outcomes</u> |                      |   |
|        | Maths                     | Reading              | PP and SEN  |
| Year 6 |                           |                      |   |
| Year 5 | 2/9 children were W       | 2/9 children were W  | 1 child on a support plan and is also EAL   |
| Year 4 | 2/14 children were W      | 2/14 children were W | 4 of the children are on support plans<br>1 had an SEN statement<br>5 SEN   |
| Year 3 | 1/10 children were W      | 2/10 children were W | 4 of the children are on support plans<br>1 was also EAL<br>4 SEN<br><br>This class has a particular high % of SEN with a total of 9 children |
| Year 2 | /9 children were W        | /9 children were W   | 4 of the children are on support plans<br>1 had an SEN statement<br>5 SEN   |
| Year 1 | 6/15 children were W      | 6/15 children were W | 3 of the children are on support plans  |

| <p>Increased engagement/ resilience of PPG pupils in lessons- small group support and nurture intervention.</p>   | <p>Celebration events to motivate learners to build resilience and improve learning behaviours</p> <p>To fund breakfast club and wrap around provision free of charge for the most vulnerable families to bring stability during difficult times.</p> <p>Emotional Literacy sessions run in the summer term to ensure that pupils are able become academically resilient and self-regulate emotions.</p> | <p>Pupils require motivation and resilience to succeed particularly in Y5/6. Engagement in Mathletics and BUG CLUB is often poorer for PPG children. They then are working below ARE or not attaining greater depth.</p> <p>Some PPG children do not have breakfast to enable them to be ready to learn. Also some parents find it difficult for one sibling to attend booster sessions if they have another child being collected at the end of the school day.</p> <p>Attendance of PPG children causes concern - particularly in Y6.</p> <p>PPG children's reading results below :</p> <table><tr><th colspan="2">Reading ARE – 2017/2018</th></tr><tr><td>Year 6's–<br/>1/5 dev+<br/>1/5 is above ARE<br/>1/5 are ARE</td><td>Year 5's–<br/>2/9 dev+<br/>1/9 is above ARE<br/>2/9 are ARE</td></tr><tr><td>Year 4's –<br/>1/14 dev +<br/>7/14 ARE<br/>1/14 above ARE</td><td>Year 3's –<br/>2/10 dev +<br/>2/10 ARE<br/>2/10 above ARE</td></tr><tr><td>Year 2's – 0/9 dev +<br/>3/9 ARE<br/>1/9 above ARE</td><td>Year 1's –<br/>10/15 ARE<br/>3/15 above ARE</td></tr></table> | Reading ARE – 2017/2018 |  | Year 6's–<br>1/5 dev+<br>1/5 is above ARE<br>1/5 are ARE | Year 5's–<br>2/9 dev+<br>1/9 is above ARE<br>2/9 are ARE | Year 4's –<br>1/14 dev +<br>7/14 ARE<br>1/14 above ARE | Year 3's –<br>2/10 dev +<br>2/10 ARE<br>2/10 above ARE | Year 2's – 0/9 dev +<br>3/9 ARE<br>1/9 above ARE | Year 1's –<br>10/15 ARE<br>3/15 above ARE | <p>Track increased participation in Mathletics with SLT examining this in PPD meetings to ensure that this impact on attainment/progress figures.</p> <p>Examine progress rates of PPG children accessing free wrap around care/booster sessions/emotional literacy sessions.</p> <p>Tracking system for emotional literacy sessions. Impact report in pupil case studies.</p> <p>We are looking at holding breakfast clubs.</p> <table><tr><th>Year 6 (6 PP children)</th></tr><tr><td>All 6 children engaged with Mathletics really well.</td></tr><tr><td>2/6 engaged with Bug club and there were the 2 girls who were above national average.</td></tr><tr><td>2/6 engaged in an emotional artwork intervention at the beginning of the school year which they found helpful.</td></tr><tr><th>Year 5 (8 PP children)</th></tr><tr><td>1/8 children engaged well with Mathletics outside of school. The class teacher included this into the school timetable to increase engagement but this was not supported at home.</td></tr><tr><td>A similar picture for Bug Club where the class teacher included it into the school week but was not supported at home.</td></tr><tr><td>2/8 children accessed Busy Bees and 2/8 children accessed breakfast club.</td></tr></table> | Year 6 (6 PP children) | All 6 children engaged with Mathletics really well. | 2/6 engaged with Bug club and there were the 2 girls who were above national average. | 2/6 engaged in an emotional artwork intervention at the beginning of the school year which they found helpful. | Year 5 (8 PP children) | 1/8 children engaged well with Mathletics outside of school. The class teacher included this into the school timetable to increase engagement but this was not supported at home. | A similar picture for Bug Club where the class teacher included it into the school week but was not supported at home. | 2/8 children accessed Busy Bees and 2/8 children accessed breakfast club. |
|---|--|--|-------------------------|--|--|--|--|--|--|---|--|------------------------|---|---|--|------------------------|---|--|---|
| Reading ARE – 2017/2018   |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| Year 6's–<br>1/5 dev+<br>1/5 is above ARE<br>1/5 are ARE  | Year 5's–<br>2/9 dev+<br>1/9 is above ARE<br>2/9 are ARE   |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| Year 4's –<br>1/14 dev +<br>7/14 ARE<br>1/14 above ARE  | Year 3's –<br>2/10 dev +<br>2/10 ARE<br>2/10 above ARE   |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| Year 2's – 0/9 dev +<br>3/9 ARE<br>1/9 above ARE  | Year 1's –<br>10/15 ARE<br>3/15 above ARE  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| Year 6 (6 PP children)  |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| All 6 children engaged with Mathletics really well.   |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| 2/6 engaged with Bug club and there were the 2 girls who were above national average.   |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| 2/6 engaged in an emotional artwork intervention at the beginning of the school year which they found helpful.  |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| Year 5 (8 PP children)  |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| 1/8 children engaged well with Mathletics outside of school. The class teacher included this into the school timetable to increase engagement but this was not supported at home. |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| A similar picture for Bug Club where the class teacher included it into the school week but was not supported at home.  |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| 2/8 children accessed Busy Bees and 2/8 children accessed breakfast club.   |  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |
| <p>Increase PPG Reading %s at Age Related Expectation and Greater Depth by developing Reciprocal Reading in school and purchase of greater depth comprehension materials.</p>     | <p>Staff training for Reciprocal Reading . Leadership non-contact time to drive improvement in school via project planning.</p> <p>New reading material available to challenge for greater depth.</p>  |  |                         |  |  |  |  |  |  |   |  |                        |   |   |  |                        |   |  |   |

|   |   |   |  |        |                   |       |  |  |                 |       |                  |     |   |
|---|---|---|--|--------|-------------------|-------|--|--|-----------------|-------|------------------|-----|---|
| <p>Increase SEN % at ARE</p>  | <p>Purchase and develop use of ARROW in school for SEN pupils (based on EEF evidence)</p>   | <p>SEN reading % at ARE do not meet the national figures.</p>   | <p>Replaced by Lexia and started in Summer 2018.</p> |        |                   |       |  |  |                 |       |                  |     |   |
| <p>Improved attendance for PPG boys so that they meet the target of 97%</p> | <p>Attendance awards and incentives given to the target group-development of Forest School activities.</p> <p>Increased sporting activities provided by school (free of charge to children) so that they build resilience and a determination to succeed.</p> <p>Behaviour support specialist role to support families and ensure individual pupils are well supported with emotional wellbeing in order for them to access educational provision. Immediate phonecalls for PPG target pupils .Drop in sessions for parental support and potential attendance plans to be formulated.</p> | <p>47% (15 out of 32 boys) of PP boys are below 97% for attendance<br/>53% (17 boys) are 97% or above</p> <p>Poor attendance does have an effect on outcomes.</p> <p><u>Attendance figures</u></p> <table><tr><td>PP attendance</td><td>95.1 %</td></tr><tr><td>Non PP attendance</td><td>96.1%</td></tr><tr><td></td><td></td></tr><tr><td>Boys attendance</td><td>95.1%</td></tr><tr><td>Girls attendance</td><td>95%</td></tr></table> | PP attendance  | 95.1 % | Non PP attendance | 96.1% |  |  | Boys attendance | 95.1% | Girls attendance | 95% | <p>We offer a more extensive range of sporting clubs and all after school clubs now. We allow all PP children access to all clubs, most of which are free or heavily subsidised. BC has actively engaged more Year 5-6 boys in after school sports provision to develop a sense of pride and self worth. This resilience he works on with the children does support them back in the whole school environment.</p> <p>We are looking at breakfast clubs to engage children in coming to school promptly and daily. Reward incentives are being used to encourage attendance.</p> <p>Attendance is still below the picture of the school, However we are just increasing the attendance figures when we compare to girls PP.</p> |
| PP attendance   | 95.1 %  |   |  |        |                   |       |  |  |                 |       |                  |     |   |
| Non PP attendance   | 96.1%   |   |  |        |                   |       |  |  |                 |       |                  |     |   |
|   |   |   |  |        |                   |       |  |  |                 |       |                  |     |   |
| Boys attendance   | 95.1%   |   |  |        |                   |       |  |  |                 |       |                  |     |   |
| Girls attendance  | 95%   |   |  |        |                   |       |  |  |                 |       |                  |     |   |

|  |  |  |       |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
|--|--|--|-------|---------|---------|-------|----|-----|-----|-----|----|-----|---|-----|----|---|---|---|----|-----|-----|-----|--|--|
| Support PPG attendance on residential/educational visits         | Supplement costs to school trips where class PPG % is high and where due to low contributions, visits would not be otherwise financially viable                          | Increased engagement for PPG children due to educational visit experience.   |       |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| Support PPG to take part in musical instrument tuition           | Supplement costs to school trips where class PPG % is high and where due to low contributions, music lessons would not be otherwise financially viable for individuals.. | Increased engagement for PPG children to experience and learn a new art form   |       |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| That PPG EAL children perform in line with national expectations | Support EAL PPG pupils with EMTAS support  | <p>EMTAS supported one day a week for the whole year and support was directed where it was most needed, shared between 4 children in total.</p> <p><u>Progress table of children EMTAS worked with</u></p> <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>LK</td><td>3.5</td><td>1.5</td><td>2.5</td></tr><tr><td>MK</td><td>3.5</td><td>2</td><td>0.5</td></tr><tr><td>DK</td><td>2</td><td>3</td><td>3</td></tr><tr><td>JS</td><td>2.5</td><td>1.5</td><td>2.5</td></tr></table> <p>JS also was on a support plan for learning difficulties and the proposed plan was a return to their home country at the end of the academic year, therefore family did not always support school's requests.</p> |       | Reading | Writing | Maths | LK | 3.5 | 1.5 | 2.5 | MK | 3.5 | 2 | 0.5 | DK | 2 | 3 | 3 | JS | 2.5 | 1.5 | 2.5 |  |  |
|  | Reading  | Writing  | Maths |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| LK   | 3.5  | 1.5  | 2.5   |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| MK   | 3.5  | 2  | 0.5   |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| DK   | 2  | 3  | 3     |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |
| JS   | 2.5  | 1.5  | 2.5   |         |         |       |    |     |     |     |    |     |   |     |    |   |   |   |    |     |     |     |  |  |

## 6. IMPACT REPORT

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