



## Phoenix St Peter Academy - Pupil premium strategy statement 2018/19

1. Summary information					
<b>School</b>	Phoenix St peter Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£97,350	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	60 (32%)	<b>Date for next review of this strategy</b>	Booked for September 2019

2. Current attainment (End of KS2 Summer 2018)			
	<i>Pupils eligible for PP (12 pupils)</i>	<i>Pupils not eligible for PP (6 pupils)</i>	<i>All pupils (18 pupils)</i>
<b>% achieving in reading, writing and maths</b>	33%	83%	50%
<b>% making progress in reading</b>	-3.93	-0.54	-2.93
<b>% making progress in writing</b>	-0.97	+0.77	-0.46
<b>% making progress in maths</b>	-2.64	+2.36	-1.17

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	PP pupil's levels of spelling (knowledge of vocabulary and the meaning of words as well as ability to spell them ) and the ability to use new words orally and in written work is low and needs to be challenged.
<b>B.</b>	PP pupils who are low on entry making rapid progress in in order to achieve age related expectations by the end of their key stage.
<b>C.</b>	PP pupils' ability to reason mathematically and apply learning to real life problems.
External barriers	
<b>D.</b>	Home circumstances affecting aspirations, including low or no contact with school.
<b>E.</b>	High mobility (38% of current PP pupils on roll have had one or more school moves).

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Percentage of PP pupils achieving ARE on the year group spelling list will increase. Children will successfully use the words orally and then transfer this to written work. Writing outcomes will improve by at least 30% for PP pupils in every year group.
<b>B.</b>	The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Pupils who are low on entry and receive PP funding to accelerate progress by the end of the key stage to have diminished the difference (ASP and internal data) in reading, writing and maths combined.
<b>C.</b>	The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	ASP will show a diminished difference between our PP and national non PP pupils in maths
<b>D.</b>	PP pupils will be better ready to learn and have improved self-esteem.	Parents of PP pupils will have contact with school staff at least termly and PP pupils will have improved support for learning and self-esteem through school intervention.
<b>E.</b>	PP pupils who join the school part way through a key stage to make healthy attachments to new their peers and learning gaps will be quickly identified so that planned interventions supports them to catch up quickly.	PP pupils who join our school part way through a key stage will catch up to national by the end of the key stage.

## 5. Planned expenditure

Academic year

2018 to 2019

The three headings below demonstrate how we 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?
A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	<p>CPD for all staff on the use of spelling scheme. Implementation of the scheme across the whole school.</p> <p>Further development of T4W strategies for oral rehearsal.</p> <p>Debate training for Pp pupils in KS2</p>	<p>In year monitoring and analysis of spelling scores using current systems shows an issue with spelling skills and the children's ability to learn, use and apply higher level vocabulary. Pupils, but especially LOE PP boys, are still not spelling common HFWS correctly in their writing and have poor understanding of higher order words.</p> <p>A focus on oral skills has an impact and T4W strategies already implemented have shown positive benefits in pupil confidence and improved structure of written work.</p> <p>We have invested in the Pixl spelling strategy.</p> <p>Further investment in texts to support delivery of T4W to provide a language rich environment and activities will continue this year.</p>	<p>Performance management target</p> <p>Monitoring by English Leader</p> <p>Separate English Action Plan outlining details</p>	HT (Writing Leader)	October 2018, February and May 2019
B The progress of PP pupils who join our school part way through a key stage will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	<p>Staff training on high quality feedback, verbal and written comments.</p> <p>Develop the involvement of pupils in self-assessment and target setting</p> <p>Staff training on the Pixl approach to planning for gaps and accuracy of support for PP pupils</p>	<p>John Hattie research shows that feedback has high impact for low cost. It focuses both the teacher and the learner actions required to achieve a goal and can be about the learning activity itself, about the process of the activity or about the pupil's management of their learning. Pupils need to develop greater ownership of their own learning and have input into setting short-term personal and academic targets.</p> <p>PiXL's tailored programme provides a wealth of classroom strategies and resources and brings school leaders and specialists</p>	<p>In house training to deliver feedback and marking CPD.</p> <p>Monitoring of data.</p> <p>Book/ work scrutiny to ensure consistency in approach and adherence to school policy.</p> <p>Formal monitoring by SLT and governors.</p> <p>Pupil voice.</p>	HT, DHT and AHT	November 2018 and January 2019

		together at regular conferences to share ideas and support.			
B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	<p>Review and implement a revised curriculum (Horizons)</p> <p>Develop structural learning approaches across the school</p> <p>Achievement for All Associate Visits to support leaders</p>	<p>Gary Wilson / Steve Biddulph research shows that where pupils have been engaged by a relevant curriculum with cross-curricular and “boy friendly” methods of teaching, levels of motivation have increased and pupils (particularly boys) made better than expected progress. Feedback from schools who have implemented a rich curriculum is positive - Silkmore moved from Special Measures to outstanding.</p>	<p>Planning scrutiny</p> <p>Book/ work scrutiny</p> <p>Monitoring of data</p>	HT, DHT and AHT	November 2018, March 2019 and June 2019
C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	<p>Staff training on developing the use of reasoning.</p> <p>Identification of pupils for targeted intervention including 1stclass@number.</p> <p>TA support in Maths lessons</p>	<p>Analysis of 2017/8 achievement in maths shows that whilst there has been an improvement in the ability of pupils to carry out formal calculations, they are less confident in reasoning.</p>	<p>Planning scrutiny</p> <p>Book/ work scrutiny</p> <p>Monitoring of data</p>	Maths Leader	October, December 2018 and February, April and June 2019
D The confidence of our PP pupils will increase to allow them to fully take part in the curriculum.	<p>Targeted mentoring support for al PP pupils</p> <p>Youth club</p> <p>Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn.</p>	<p>In in-depth analysis of the pp boys (including parent interviews) currently attending the school identified low self-esteem as key barrier to success at school.</p>	<p>Pupil voice – pupils questionnaire</p> <p>Formal monitoring by SLT and governors</p>	HT and AHT	December 2018 and February, April and June 2019
<b>Total budgeted cost</b>					£30,000

<b>ii. Targeted support</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>
<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p> <p>B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p> <p>C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.</p>	<p>1:1 tuition</p> <p>Small groups</p> <p>Interventions</p> <p>Before school and after school interventions for Phonics, reading and maths</p> <p>Summer school and Easter school</p> <p>Induction programme for new starters including, supporting them to make strong attachments socially, accurate assessment of academic ability and understanding of any possible barriers to learning. Led by PP Teacher</p> <p>Achievement for All Associate Visits to support leaders</p>	<p>Teacher or LSA provision of intensive support to target specific needs is shown to have a positive impact on progress.</p> <p>Previous 1:1 support and use of targeted interventions within school have also shown good levels of progress, particularly when initial screening to identify pupils and their specific needs has been thorough and effective.</p> <p>Interventions may be delivered outside of normal lessons.</p>	<p>Progress and attainment tracking data</p> <p>Work scrutiny</p> <p>Monitoring of LA pupils</p> <p>Pixl, PIRA and PUMA test scores</p>	<p>Reading and writing leaders</p> <p>LSA interventions monitored by SLT and maths lead</p>	<p>December 2017, March and June 2019</p>
<b>Total budgeted cost</b>				£40,000	
<b>iii. 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>
<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p>	<p>Purchase of high quality texts for class book corners and school library to immerse pupils in a language rich environment.</p>	<p>Reading exposes pupils to other styles, other voices, other forms, and other genres of writing. A love of reading improves language development and quality of writing.</p> <p>Expectation for 2018/19 is that children will read a minimum of 5 times a week and preferably daily.</p>	<p>Pupil questionnaires</p> <p>Monitoring of Home-school diaries</p> <p>Reading awards</p>	DHT	<p>November 2017 and March 2018</p>

	<p>Parent workshops on reading</p> <p>Waterstones visits for PP pupils</p> <p>Provide PP pupils with books to be kept at home</p> <p>Daily reading 1;1 with PP pupils who do not read with an adult at home</p>	<p>Research shows that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>			
D PP pupils will be better ready to learn and have improved self-esteem.	<p>Home school communication books</p> <p>Marvellous Me</p> <p>Parent workshops</p> <p>Parents as volunteers</p> <p>Walking bus / transport</p>	<p>Across 50 studies, parental involvement was positively associated with achievement. socialization had the strongest positive association with achievement. (Dr Hill 2017)</p>	<p>Monitoring of contact of PP parents with school staff and attendance to school events.</p> <p>Evaluation of impact of volunteering</p>	AHT	
<b>Total budgeted cost</b>					£20,000

Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Talk for Writing Books Conference Courses	In all year groups except Y3 the percentage of PP children on track for writing increased substantially with some increases above 50%, with significant increases in PPG meeting GD in Years 1, 5 and 6.	Where Talk 4 Writing was not embedded (Y3) progress was not good enough. Ensure all new teachers have comprehensive Talk 4 Writing training. Target PP children to meet national percentage for each class next year in writing.	<b>£750</b>
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Read Write Inc Phonics	78% of PP pupils passed the PSC in Y1 (compared to 84% of all pupils)  83% of PP pupils passed the PSC in Y2 (compared to 95% of all pupils)	Tighter focus on assessing spelling when children progress from our phonics programme will ensure we are able to track and monitor PP progress in spelling.	<b>£1,760</b>
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Daily 1:1 reading	In all year groups the percentage of PP children achieving ARE for reading increased substantially. 67% of PP children passed the reading test in Y6.	Ensure that all missed sessions are caught up on so that <u>all</u> PP children read with an adult 1:1 at least 3 times per week.	<b>£9,125</b>
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Priority marking and feedback	Recent Review of School Effectiveness identified that all PP children are making strong or substantial progress as a result of quick response from teachers to address misconceptions.	Ensure all PP children have individualised writing and maths targets and that marking and feedback also addresses secretarial skills to ensure presentation matches that of non PP children.	<b>£18,252</b>
The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Small group teaching in year 4 (Jan-May).	All children in this group made substantial progression in all areas. 100% of PP children in the group are now working at ARE.	Provide opportunities for new Y4 teacher to deliver small group teaching for those at risk of falling behind.	<b>£12,665</b>

## ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																	
The difference in attainment between PP pupils and national expectations in Maths and English will diminish.	In class 1;1 support from learning mentor/teacher	<table border="1"> <thead> <tr> <th></th> <th>2018 Disadv</th> <th>2019 Disadv</th> <th>National</th> <th>National Other</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>60</td> <td>50</td> <td>72</td> <td>74</td> </tr> <tr> <td>PSC</td> <td>54</td> <td>78</td> <td>83</td> <td>85</td> </tr> <tr> <td>KS1 Reading</td> <td>50</td> <td>67</td> <td>75</td> <td>79</td> </tr> <tr> <td>KS1 Writing</td> <td>30</td> <td>58</td> <td>70</td> <td>74</td> </tr> <tr> <td>KS1 Maths</td> <td>50</td> <td>67</td> <td>76</td> <td>80</td> </tr> <tr> <td>KS2 Reading</td> <td>42</td> <td>40</td> <td>73</td> <td>85</td> </tr> <tr> <td>KS2 Writing</td> <td>58</td> <td>60</td> <td>78</td> <td>83</td> </tr> <tr> <td>KS2 Maths</td> <td>42</td> <td>50</td> <td>79</td> <td>80</td> </tr> <tr> <td>KS2 Combined</td> <td>33</td> <td>20</td> <td>65</td> <td>71</td> </tr> <tr> <td>KS2 R Progress</td> <td>-3.92</td> <td>+1.43</td> <td>+0.03</td> <td>+0.31</td> </tr> <tr> <td>KS2 W Progress</td> <td>-0.97</td> <td>+4.29</td> <td>+0.03</td> <td>+0.24</td> </tr> <tr> <td>KS2 M Progress</td> <td>-2.63</td> <td>+0.3</td> <td>+0.03</td> <td>+0.31</td> </tr> </tbody> </table>		2018 Disadv	2019 Disadv	National	National Other	GLD	60	50	72	74	PSC	54	78	83	85	KS1 Reading	50	67	75	79	KS1 Writing	30	58	70	74	KS1 Maths	50	67	76	80	KS2 Reading	42	40	73	85	KS2 Writing	58	60	78	83	KS2 Maths	42	50	79	80	KS2 Combined	33	20	65	71	KS2 R Progress	-3.92	+1.43	+0.03	+0.31	KS2 W Progress	-0.97	+4.29	+0.03	+0.24	KS2 M Progress	-2.63	+0.3	+0.03	+0.31	Extend in class support from learning mentor to all PP children at risk of falling behind.	<b>£15,121.24</b>
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The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Afternoon intervention delivered by DHT	<ul style="list-style-type: none"> <li>• All but one of AfA pupils made expected or better than expected progress in Reading, Writing and Maths.</li> <li>• 8 pupils at ARE in all three subjects which represents substantial progress.</li> <li>• Impact Stories: <ul style="list-style-type: none"> <li><u>Pupil A - Reception</u> GLD Substantial progress Nominated and won Value Champion award</li> <li><u>Pupil B - Year 1</u> Met ARE in all areas Substantial progress 12 red cards in autumn term, 5 in spring, 0 in summer</li> <li><u>Pupil C - Year 2</u> Met ARE in KS1 SATs in maths and reading Substantial progress in all areas</li> <li><u>Pupil D - Year 2</u> Improved punctuality (but still PA) Substantial progress in all areas (not yet ARE)</li> <li><u>Pupil E - Year 4</u> Now out of persistent absent category Working within ARE in all areas Substantial progress in all areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the teacher responsible for delivering intervention in Y6 is supported by Deputy Headteacher so that the high quality and positive impact is sustained.</li> </ul>	<b>£12,495.17</b>																																																																	
PP pupils will be better ready to learn and have improved self-esteem.	Achievement for All	<ul style="list-style-type: none"> <li>• All but one of AfA pupils made expected or better than expected progress in Reading, Writing and Maths.</li> <li>• 8 pupils at ARE in all three subjects which represents substantial progress.</li> <li>• Impact Stories: <ul style="list-style-type: none"> <li><u>Pupil A - Reception</u> GLD Substantial progress Nominated and won Value Champion award</li> <li><u>Pupil B - Year 1</u> Met ARE in all areas Substantial progress 12 red cards in autumn term, 5 in spring, 0 in summer</li> <li><u>Pupil C - Year 2</u> Met ARE in KS1 SATs in maths and reading Substantial progress in all areas</li> <li><u>Pupil D - Year 2</u> Improved punctuality (but still PA) Substantial progress in all areas (not yet ARE)</li> <li><u>Pupil E - Year 4</u> Now out of persistent absent category Working within ARE in all areas Substantial progress in all areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure targets are broken down further.</li> <li>• Ensure handover with new teacher of AfA pupils.</li> </ul>	<b>£10,575</b>																																																																	

		<p><u>Pupil F - Year 5</u> 22 red cards in last year, 5 this year Strong progress in all areas</p> <p><u>Pupil G - Year 6</u> ARE in all areas (passed writing and maths in SATS) Substantial progress in all areas</p>		
PP pupils will be better ready to learn and have improved self-esteem.	Thrive	<ul style="list-style-type: none"> <li>• Thrive activities facilitated by Thrive practitioner enabled a recently bereaved pupil to talk openly about the death and how they felt. This led to their demeanour in school becoming more positive.</li> <li>• 2 pupil's baseline assessments identified them as 'Being': the initial stage of Thrive where they are developing their own belief they are safe, special and their needs will be met by others. After two terms of Thrive, both pupils had developed their emotional resilience and perception of others, enabling them to move into and near completion of the second stage, Doing.</li> <li>• The pupils' emotional resilience and personal understanding has been noticed significantly in their behaviour. Both pupils were receiving the most 'red card incidents' in their Key Stages in Autumn Term. However, by end of Spring, one pupil had had no incidents and the other had reduced by 70%. Both pupils were able to discuss what had led to the incident and were able to accept and talk about the consequences, something that they were previously unable to accept.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive must happen consistently and if change occurs the pupils are pre-warned.</li> <li>• Thrive assessments must be completed with the Thrive practitioner and the staff member who knows them best.</li> </ul>	<b>£505</b>

<p>The difference in attainment between PP pupils and national expectations in Maths and English will diminish.</p>	<p>1:1 Tuition</p>	<table border="1"> <thead> <tr> <th></th> <th>Subject</th> <th>Scaled Score Sept</th> <th>Scaled Score May</th> <th>Progress Score</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>Reading</td> <td>93</td> <td>92</td> <td>-1.5</td> </tr> <tr> <td></td> <td>Maths</td> <td>89</td> <td>96</td> <td>+1.2</td> </tr> <tr> <td>Child B</td> <td>Reading</td> <td>88</td> <td>102</td> <td>-1.7</td> </tr> <tr> <td></td> <td>Maths</td> <td>82</td> <td>96</td> <td>-7.55</td> </tr> <tr> <td>Child C</td> <td>Reading</td> <td>80</td> <td>101</td> <td>+11.82</td> </tr> <tr> <td></td> <td>Maths</td> <td>88</td> <td>100</td> <td>+9.47</td> </tr> <tr> <td>Child D</td> <td>Reading</td> <td>88</td> <td>97</td> <td>-0.7</td> </tr> <tr> <td></td> <td>Maths</td> <td>90</td> <td>101</td> <td>+2.3</td> </tr> <tr> <td>Child E</td> <td>Reading</td> <td>89</td> <td>97</td> <td>No prior attainment</td> </tr> <tr> <td></td> <td>Maths</td> <td>92</td> <td>99</td> <td>No prior attainment</td> </tr> <tr> <td>Child F</td> <td>Reading</td> <td>93</td> <td>93</td> <td>-0.5</td> </tr> <tr> <td>Child G</td> <td>Maths</td> <td>90</td> <td>101</td> <td>-0.7</td> </tr> <tr> <td>Child H</td> <td>Maths</td> <td>90</td> <td>100</td> <td>+2.38</td> </tr> <tr> <td colspan="2"><b>Avg for all pupils with tuition</b></td> <td><b>88</b></td> <td><b>98</b></td> <td><b>+2.38</b></td> </tr> </tbody> </table>		Subject	Scaled Score Sept	Scaled Score May	Progress Score	Child A	Reading	93	92	-1.5		Maths	89	96	+1.2	Child B	Reading	88	102	-1.7		Maths	82	96	-7.55	Child C	Reading	80	101	+11.82		Maths	88	100	+9.47	Child D	Reading	88	97	-0.7		Maths	90	101	+2.3	Child E	Reading	89	97	No prior attainment		Maths	92	99	No prior attainment	Child F	Reading	93	93	-0.5	Child G	Maths	90	101	-0.7	Child H	Maths	90	100	+2.38	<b>Avg for all pupils with tuition</b>		<b>88</b>	<b>98</b>	<b>+2.38</b>	<ul style="list-style-type: none"> <li>• Ensure 1:1 tuition for children who are behind starts before the beginning of Year 6.</li> <li>• Ensure new joiners/PP pupils have a comprehensive induction.</li> </ul>	<p><b>£7,259</b></p>
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<p>The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.</p>	<p>1:1 daily focussed teaching EY</p>	<p>One child accessed this consistently and made substantial progress (5 steps) and met GLD.</p>	<p>Ensure all children in EY are screened for eligibility for PPG quickly in Autumn so that all eligible children are targeted all year.</p>	<p><b>£2,404</b></p>																																																																											

iii. Other approaches																														
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																										
PP pupils will be better ready to learn and have improved self-esteem.	Home to school taxi	This pupil's attendance improved from 84% to 96% in one year and he met ARE in Reading and Maths.	<ul style="list-style-type: none"> <li>A beneficial intervention where attendance is the barrier to learning.</li> </ul>	<b>£1,560</b>																										
PP pupils will be better ready to learn and have improved self-esteem.	Y6 breakfast club Sept- May	<table border="1"> <thead> <tr> <th>Arithmetic Scores (out of 40)</th> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>20-24 marks</td> <td>0%</td> <td>14%</td> <td>18%</td> <td>10%</td> </tr> <tr> <td>25 and 29 marks</td> <td>10%</td> <td>23%</td> <td>18%</td> <td>10%</td> </tr> <tr> <td>30 marks or more</td> <td>0%</td> <td>5%</td> <td>18%</td> <td>62%</td> </tr> <tr> <td><b>Average score</b></td> <td><b>11 marks</b></td> <td><b>17 marks</b></td> <td><b>20 marks</b></td> <td><b>29 marks</b></td> </tr> </tbody> </table>	Arithmetic Scores (out of 40)	Oct	Dec	Feb	May	20-24 marks	0%	14%	18%	10%	25 and 29 marks	10%	23%	18%	10%	30 marks or more	0%	5%	18%	62%	<b>Average score</b>	<b>11 marks</b>	<b>17 marks</b>	<b>20 marks</b>	<b>29 marks</b>	<ul style="list-style-type: none"> <li>Consider only targeted early morning arithmetic for Y6 PP pupils who are at risk of not reaching expected standard in maths.</li> </ul>	<b>£4,740</b>	
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## 6. Additional detail

- Improved awareness and scrutiny from governors has led to greater accountability of SLT in relation to PP strategy.
- Follow up.