

Pupil Premium Strategy Report End of Year 2017 -2018

Summary information					
School	The Dolphin School				
Academic Year	2017/2018	Total PP budget	£95,000	Date of most recent PP Review	Jan 2018
Total number of pupils	302	Number of pupils eligible for PP	78 - 25.8%	Date for next internal review of this strategy	Jan 2019
Attendance 2017 2018	PP – 91.54% Non PP 94.39				

Barriers to future attainment and how to over-come them 2017- 2018

Barriers to learning well	Strategies to address the need	How will it be implemented?	Staff Lead	Impact
A Attitude to learning <ul style="list-style-type: none"> Having a fixed mind-set and 'can't do' attitude. Not believing school has any value and is not important Lack of resilience Lack of aspiration 	<ul style="list-style-type: none"> Continue the use of Dojo points in every Classroom – stickers and certificates used to encourage children. Introduce points system for in school achievements linked to the 4 school values; Resilience, Responsibility, Respect and Curiosity. Curious City curriculum and other projects throughout the year – making our school better / making positive changes / having a role to play. 	<ul style="list-style-type: none"> Continued from previous year. Stickers and certificates available of shared drive, weekly celebration assemblies to celebrate the use of the skills in lessons. HT or SLT to hand out stickers/certificates and Dojo points at the end of each celebration assembly. Weekly assembly in relation to school values and enquiry lead from curriculum. PP pupils to be involved in pupil voice sessions. PP pupils to work 	S Degg and SLT	<p>Pupil voice questionnaire showed majority of pupils are happy in school, 64% March 2018</p> <p>Pupil review carried out by Curious city, majority of pupils were positive about the enquiry led curriculum, 71% March 2018</p> <p>Pupils enjoy assemblies and are proud and pleased to get stickers/certificates etc.</p> <p>Pupils are aware of and understand our school values and what they mean. 81% say they try their best in school.</p>

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	<p>The Curious-city curriculum is an inspiring curriculum which allows the children to learn in the community about the community and regularly has visitors into school who inspire our children.</p>	<p>with Inclusion Manager/SLT to produce display board, learning walk</p> <ul style="list-style-type: none"> Class teachers to arrange visitors to inspire pupils and event to be covered in the school newsletter and shared on twitter. Inspiring visitors who represent the community of the school 		
<p>B Low self-esteem</p> <ul style="list-style-type: none"> Low self-worth Lack of confidence Unhappy children 	<ul style="list-style-type: none"> An opportunity for support with Pastoral Support worker who has a PP focus and works with a larger % of PP children. Up to date training for Pastoral Support Worker and Family support worker to enable needs to be met effectively. Sand tray therapy for Pastoral Support Worker Happiness surveys to highlight children/ families who may need support. Positive relationships between children and staff. Extra curriculum enrichment opportunities to engage, encourage and inspire children. All PP children are encouraged and supported to access a free club over the year. Performance opportunities – dance / music/sports after school clubs PP children are referred to holiday 	<ul style="list-style-type: none"> Family support worker to work with parents to address specific needs. Pastoral support worker to work with children to address specific needs. Pastoral Mentor to attend Mental Health conference. A range of clubs including dance, choir, football, science, art & craft and athletics are run by teaching / support staff for the children to participate in. All PP children are entitled to a club – this is tracked and monitored. Performances (Harvest, Christmas, Spring and end of year along with inter school music and dance performances organised and run by staff. Family Support Worker referrals to outside school programmes and support, ie holiday clubs/activities and Imayla 	<p>S Degg and SLT</p> <p>Pastoral Support Worker</p> <p>Family Support Worker</p>	<p>Always a good take up of after school clubs and Parents/Carers of PP children have been notified and encouraged to sign their child up for a club.</p> <p>Family support worker and Pastoral support worker have both had an impact on supporting our pupils and families with positive outcomes and more engaged pupils.</p> <p>SD and SM attended MH First Aid training.</p> <p>Several year groups did a performance for parents and the pupils enjoyed this.</p> <p>Family support Worker referred pupils who were premium as follows:</p> <ul style="list-style-type: none"> 15 children to the Unique Voice Summer 2018 Holiday Programme “Using Creativity to Explore, Educate and Empower Young People”. We referred another group in the Spring and another at Christmas. 20 + children to St Werburgh’s “City Farmer” weekend activities over the year

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	clubs.			<p>where they get to learn about and experience animal husbandry.</p> <ul style="list-style-type: none"> • 3 children to St Werburgh's City Farm "Tribe" course for children in year 6 (we sent year 5!) to build teamwork skills and confidence as well as provide them with outdoor activities they often don't get in the holidays. • 4 children to IMAYLA 'Wildly Different Project' which provides a year of activities in the outdoors, including for the whole family at the end (this took place on Dartmoor this year). <p>Impact on Self Esteem is evidenced by pupil voice survey: 86% say they have friends to play with and are happy at play. 73% say they will ask staff if they don't understand something. 66% say school helps them have a healthy lifestyle 64% say they enjoy taking part in clubs.</p>
<p>C Academic ability – READING</p> <ul style="list-style-type: none"> • Working below age related expectations • Reading progress very slow • Comprehension of text weak • Lack of support / reading practise at home 	<ul style="list-style-type: none"> • 1:1 reading tuition with a TA 2-5 days per week depending on need. • Training programme for TAs to up-skill the provision. Switch on reading and writing, Better Reading Partners (BRP) and Talk boost which are all evidence based interventions. • Observations and feedback given by core leaders. • New reading materials for reluctant readers some identified 	<ul style="list-style-type: none"> • Following assessments, pupils are chosen to receive 1:1 reading tuition. This intervention is carried out by TAs and then monitored by English lead/Inclusion Manager. • Timetable of training created to continue to up-skill and develop provision delivered by TAs. • English lead/Inclusion Manager to carry out observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective 	<p>S Degg and English Lead – Steve Lung</p>	<p>Daily reading for targeted pupils, all showing progress made. Talk Boost training for all TAs and the majority had BRP training. One TA trained in Switch On reading and writing intervention. £1300 new books were ordered and now in Library. Special Book/reading events throughout the year have promoted reading to pupils and parents. Workshops were offered to all parents focusing on reading and how to</p>

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<ul style="list-style-type: none"> Reluctance in reading 	<p>via pupil choice</p> <ul style="list-style-type: none"> Reading workshop aimed at the older children in school based on fluency and comprehension of text. Reading workshop for parents with PP Parents being targeted to come Continue to develop a love of reading – staff as role models. Posters and displays showing staff and pupils reading in and out of school. Whole class text and regular reading aloud opportunities. Reading booster sessions Volunteer readers encouraged and welcomed into school. Parent workshop on the importance of reading as children enter school in EYFS. Targeted support for pp pupils both in the class (core learning) and through intervention. Bug club reading club was offered to all pupils and a specific group of 12 pupils who were pupil premium was set up, and delivered. All made progress in reading. 	<p>feedback for the staff leading the intervention.</p> <ul style="list-style-type: none"> School to approach the PTA to support the new school library and to request new reading materials as needed. Funding received from local Trust - £2,000 which we brought books for the library TA to carry out reading booster sessions for pupils in Y5. These will be implemented following initial assessments. Volunteers requested via our school newsletter. All volunteers to be DBS checked and receive appropriate training. Following a period of settling-in, the EYFS parents will be invited to a workshop led by BR, EYFS Lead to inform and advise them on how best to support their children with beginning to read. The workshop covers phonics and a range of strategies that will encourage children at this early stage. TAs are timetabled to work with highlighted children who have a specific need and require booster interventions. 		<p>support and develop pupils reading.</p> <p>All of our PP children have made at least +3 points progress in reading, see data tables below. One PP child who was an in year admission did not make expected progress. We will continue to monitor all PP Pupils for progress and attainment.</p> <p>EYFS Reading - All pupils made progress but mostly +1 or +2 points, except one SEN pupil. 5 pupils are at ARE and 41% of PP pupils achieved GLD</p> <p>Year 1 phonics 80% of all pupils passed. Although the difference between the pass rate of disadvantaged pupils and non-disadvantaged pupils is still significant, this has reduced by over 20% since the beginning of the academic year.</p> <p>End of KS1 SATS 40% of PP pupils achieved expected and 7 % achieved greater depth.</p>
<p>D Academic ability –</p>	<ul style="list-style-type: none"> 1:1 Maths tuition carried out by TAs in school. 	<ul style="list-style-type: none"> Following assessments, pupils are chosen to receive 1:1 maths tuition. 	<p>S Degg</p>	<p>All TAs completed KS2 SATS test to identify areas for further</p>

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<p>MATHS</p> <ul style="list-style-type: none"> Working below age related expectations Poor knowledge of place value Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home 	<ul style="list-style-type: none"> Programme of training for TAs around AREs and expectation. Observations and feedback given by core leaders. Maths question display / challenge (whole school) Math zone introduced to encourage maths through play (lunchtime intervention) Math resources purchased for each class. Maths workshops for parents Increase in the amount of maths homework including times tables practice. Targeted support for pp pupils both in the class (core learning) and through intervention. 	<p>This intervention is carried out by TAs and then monitored by the Maths lead/Inclusion Manager.</p> <ul style="list-style-type: none"> Timetable of training created to continue to up-skill and develop provision delivered by TAs Maths lead/Inclusion Manager to carry out observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention. In house maths training is made available to teaching assistants. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. Parent workshops targeted at PP parents lead by Numeracy Coordination. Numeracy Coordinator is currently developing a Maths Hub, this will continue throughout next year. 	<p>and Maths Lead – Kate Jenkins</p>	<p>development.</p> <p>Staff training focusing on maths delivered. Maths workshops offered to parent.</p> <p>TA have delivered maths support in relation to the class LO and delivered extra sessions for those who did not understand the LO.</p> <p>Attainment target for maths was exceeded for end of key stage 1 tests for all pupils. 53% PP pupils achieved expected and 7% achieved greater depth.</p> <p>The gap between our disadvantaged pupils and non-disadvantaged pupils needs to continue to be a focus this year. The amount of disadvantaged pupils in the year group increased from 9 to 15 through the year and this has had an impact on the attainment gap.</p>
<p>E Academic ability - WRITING</p> <ul style="list-style-type: none"> Working below age related expectations Weak spelling 	<ul style="list-style-type: none"> To develop a drama zone in the playground – to improve speaking and listening opportunities. Parents and Pupils to build a story telling area on the playground. Moderation and development of staff subject knowledge 	<ul style="list-style-type: none"> Drama zone led by SMSA/TA on duty in the playground encouraging positive social interaction, developing S&L skills, self-esteem and confidence. Staff training on speaking and listening / Speech and language 	<p>S Degg and English Lead – Steve Lung</p>	<p>Story telling area is now on the playground and includes a stage area, puppet theatre and oversized story telling chair and stools. Pupils are engaging with this area as part of class learning but also during play time when they are directing their own</p>

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<ul style="list-style-type: none"> Poor language and communication skills Lack of support at home 	<ul style="list-style-type: none"> Staff to attend SALT training to support pupils and to train staff. 'Welcomm' Speech and Language screening bought in for EYFS early identification of need used to assess speech and language need for EYFS. This also supports referrals to Speech and Language Therapist (SALT). Speaking and listening opportunities increased throughout the year – assessment allowing for effective planning by the class teacher Extended writing opportunities each week Development of speaking and listening skills. 	<p>delivered by both SALT and English lead.</p> <ul style="list-style-type: none"> 'Welcomm' assessment programme is used within the first few weeks of September to quickly establish those pupils who need extra input to develop their early oral skills. English lead highlight specific children (PP) who need extra booster in class due to gaps in knowledge or lack of support at home. Interventions such as social skills games, speaking and listening activities and speech and language support led by TAs in the school. 		<p>play. 'Welcomm' used to assist referrals to SALT All TAs received Talk Boost Training. SALT involvement via drop in sessions has engaged parents well. Out of the 7 parents who attended the SALT drop in 5 were parents of PP pupils. One TA and Inclusion Lead attended Switch On Training – for reading and writing. Pupils writing displayed throughout the school. Opportunities for free writing during playtimes have positively engaged pupils. KS1 SATS results for PP in Writing 40% achieved expected and 40% achieved greater depth. *Writing will continue to be a focus for next year.</p>
<p>F Behaviour</p> <ul style="list-style-type: none"> Low level disruptive behaviour during learning time Negative behaviour towards others / poor social skills Behavioural incidents effecting the learning in the class 	<ul style="list-style-type: none"> Clear behaviours systems and processes in place. Behaviour system in each class to ensure continuity and a high expectation from all. Social skill groups rolled out by Pastoral Support Worker and TAs when required. Persistent poor behaviour communicated home and dealt with in partnership with families. Social Skills group introduced at lunchtimes with Pastoral Support 	<ul style="list-style-type: none"> Established within in school – just needs maintaining and consistency Social skill / communication groups introduced. These interventions are led by Pastoral Support Worker/TAs Zones to be introduced and to run during the lunch hour. (drama , maths, reading, etc) 	<p>S Degg and SLT</p>	<p>Lunch time club sessions delivered and focusing on social skills.</p> <p>Behaviour has been tracked each term over the school year and we have seen improvements including decreasing exclusions. The amount of Dojo's, our positive behaviour points, has become more imbedded across the school and this is tracked each term. Pupils respond well to getting Dojo's and for low level</p>

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	<p>Worker. 75% of pupils who attended were PP</p> <ul style="list-style-type: none"> Lunchtime zones organised to reduce possible poor behaviour through boredom. Behaviour plans for individual children to be been devised as needed. Boxing Club to run at lunch times targeting KS2 PP pupils. KS2 PP pupils to be supported by LPW with a focus on mentoring, up to 6 places. 			<p>behaviour this system is having an impact across the schools.</p> <p>We will be introducing 'The Dolphin Standard' in September 2018 which will sit alongside our school values and details what is expected in school and throughout the day.</p> <p>Behaviour Tracking on SPTO shows that PP, SEN and EAL pupils are given less red cards from other groups.</p> <p>Exclusions decreased over the year and were linked to a small group of pupils, most of which were PP and all had individualised behaviour support/reward plans</p>
<p>G Attendance</p> <ul style="list-style-type: none"> High level of broken weeks Persistent absentees (below 90% attendance) 	<ul style="list-style-type: none"> Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. Pupils dropping close to 95% attendance are tracked carefully Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. Persistent absentees met with regularly. EWO called in if necessary. Special certificate and small prize given to pupils with 100% attendance at the end of the year Regular attendance updates and 	<ul style="list-style-type: none"> Office staff track attendance and make phone calls daily to confirm non-attendance if no reason has been given. SLT track and monitor attendance of all pupils including pp. Any attendance that drops close to 95% (an increase on last year's – 90%) is addressed. Phone conversations are used to highlight the school concern and then a face to face meeting with families is arranged if needed. The aim is to support the family and help them to address the reason for poor attendance in school. 	<p>S Degg and SLT</p> <p>Support from Office staff and Family and Pastoral Support worker</p>	<p>Attendance is monitored and tracked daily. Phone calls made on a daily basis.</p> <p>HT holds attendance meeting with parents if less than 90%. Attendance has improved over the year.</p> <p>Pupils can earn a pin each term if 100% attendance and attendance monkey is awarded each week in celebration assembly.</p> <p>PP attendance is at 91.54% for the year which is still below the expected 96%.</p>

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	<p>reminders go out in the school newsletter</p> <ul style="list-style-type: none"> • Competition between year groups and attendance monkey awarded in celebration assembly each week. • Attendance team meet termly to look at attendance of all children with a specific focus on PP children. Family support worker works with families who need support 	<p>Where absences are persistent, HT will arrange for the EWO to become involved.</p> <ul style="list-style-type: none"> • Pastoral and Family Support Worker support families and pupils to increase attendance. • Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. 		<p>Authorised absences 4.9%, Unauthorised absences 1.8% Late before registration 2.2% Late after registration 0.6% Improving attendance will continue to be a focus next year.</p>
<p>H Resources / basic needs</p> <ul style="list-style-type: none"> • Lack of proper school uniform (clothes not fitting / unwashed...) • Lack of proper PE kit • Lack of equipment at home to attempt homework (pencils, paper...) • Hunger - Not eating breakfast before school • Lack of opportunity 	<ul style="list-style-type: none"> • Uniform vouchers offered which is £40 per year per PP child. • Breakfast club subsidised, as needed.- often with an attendance focus • Paid After school club, 1x year • Regular meetings including coffee mornings each week with Family Support worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. • Educational visits and residential trips subsidised throughout the school year for our PP families 	<ul style="list-style-type: none"> • This decision is made by SLT in consultation with our Family support worker. Each situation is different and the school will do its best to provide what each child needs. • Family, Pastoral support workers and Inclusion manager will meet regularly to discuss families that may have been referred by class teachers. Current provision / support is reviewed and further actions are set if the need is there. • Agreed reduced fee for school visits. 	<p>S Degg and SLT</p>	<p>Positive impact of Family Support Worker engaging families. Parent survey was mainly positive and parents were mainly happy and felt supported at The Dolphin School.</p> <p>Parent survey February 2018: 93% of families say 'my child feels happy at the school' 95% of families say 'my child feels safe at school' 83% of families say 'my child makes good progress' 91% of families say 'my child is well looked after at this school'</p>
<p>I Social, emotional and mental health issues</p>	<ul style="list-style-type: none"> • Referral process in place for any concerns about a pupil • 1:1 support / 'Time to Talk' sessions with Family Support 	<ul style="list-style-type: none"> • If a class teacher / Teaching assistant is concerned about a child emotional state or health, they can refer to Pastoral and or Family Support 	<p>S Degg and SLT</p>	<p>Music therapy has been delivered with positive results. Specific outcomes are detailed in MT reports. 5 out of 6 pupils engaging in Music</p>

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<ul style="list-style-type: none"> • Disruption at home • Family bereavement • Parent mental health • Family illness • Possible child protection concerns • Anxiety • Tiredness 	<p>worker to tackle issues such as bereavement, family breakdown, parenting, low self-esteem, financial issues, help with housing including housing agency and signposting to charities and agency to support parents and their needs.</p> <ul style="list-style-type: none"> • Referrals to outside agencies made including counselling for parents • Effective liaison and contact with outside agencies e.g. LPW, Early Help • If pupils struggling with tiredness, hunger anxiety etc. staff to refer to Family Support worker to see if support can be given to parents/carers and or Pastoral Support worker to see if support can be given to pupil. • Sand tray therapy • Music Therapy 	<p>Worker. They will then work with the child / family to ascertain the support that is needed. Support that can be given in school is then organised and timetabled in. Support that requires intervention from outside agencies is sought.</p> <ul style="list-style-type: none"> • Sand tray therapy training is being investigated for Pastoral support worker. Pupils who would benefit from a block of therapy sessions would be timetabled in. • Music therapy sessions are delivered for pupils identified and agreed by SDEgg and parents. 	<p>Family support worker</p> <p>Pastoral support worker</p>	<p>Therapy were PP. Pupils and or parents referred to FSW or PSW and support have been reactive and well as proactive.</p>

Overall costings 2017- 2018

Staffing costs

TA Costs	£56,804.91
Inclusion Lead Costs	£6,461.15
Family Support worker and Pupil Pastoral Support mentor Costs	£18,765
Music Therapy	£3,933

Total £85,964.06

School Uniform Vouchers	£1,560
School Trip School Contribution	£780
After School Activity Club 1x per year	£3,350
Resources to support learning	£670

Total £6360

Training for Interventions

External Dyslexia Training	£500
2 X 'Switch On' Literacy Intervention Training 2 days	£550

Total £1050

Incidentals including breakfast and afterschool club etc.	<i>£2000</i>
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Overall Total £95,374.06

Data:

Analysis – Year 1 (18/50 pupils) both classes combined

Reading		Writing		Maths	
Attainment at/above	Points Progress	Attainment at/above	Points Progress	Attainment at / above	Points Progress
PP 33 /17.6 Non PP 75 /25	PP 2.6 Non PP 3	PP 33 /0 Non PP 72 /19	PP 2.3 Non PP 3.3	PP 39/5.6 Non PP 69/31	PP 2.4 Non PP 3

- All pupils have made progress in all areas.

W = 8 pupils made +3 and 6 pupils are at or above ARE

R = 1 pupil made +5 and 6 pupils are at or above ARE

8 pupils made +3

M =1 pupil made +5 and 7 pupils are at or above ARE

9 pupils made +3

- The difference is still significant in attainment and progress between PP and Non PP. This will be a major focus next year with TA support.

Actions - Diminishing Differences

- In Sept 2018 – Booster groups for all areas need to be delivered for PP
- In Sept 2018 the TA in each Year 2 class to deliver focused R, W & M booster interventions.
- Measuring the progress before and after each intervention each term for all PP pupils in their year group.
- Progress and interventions will be reviewed each term and adjustments made as needed.
- TAs have had training in BRP and Talk Boost and will have additional training in the next academic year.
- To offer all, but target PP, parent's sessions in each year group focusing on how to help pupils at home to enhance R, W and M as related to that Year group.
- After school homework club to continue in September for all, but targeting PP
- SENCO to progress investigations for 3 pupils who are well below ARE, ie possible EP involvement etc.

Analysis – Year 2 (14/57 pupils)

Reading		Writing		Maths	
Attainment At /above	Points Progress	Attainment At / above	Points Progress	Attainment At/above	Points Progress

PP 35.7 / 7.1 Non PP 79.1 / 79.1	PP 2.3 Non PP 3.2	PP 35.7 / 0 Non PP 72.1/ 72.1	PP 2.2 Non PP 2.9	PP 50 /7.1 Non PP 86/ 86	PP 2.6 Non PP 3.3
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- All pupils made progress except for one in Reading. They were an in year starter and has additional needs which impact their engagement.
W= 1 pupil made +4 and 6 pupils made +3 points progress
5 pupils are at ARE but 6 pupils are well below ARE.
R= 1 pupil made +5 and 8 pupils made +2 or 3 points progress
4 are at ARE but 3 are well below.
M= 1 pupil made +5 and 8 pupils made +3 points progress
7 pupils are at or above ARE but 3 are well below.
- The difference is still significant in attainment and progress between PP and Non PP. This will be a major focus next year with TA support.

Actions - Diminishing Differences

- In Sept 2018 – Booster groups for all areas need to be delivered for PP
- In Sept 2018 the TA in each Year 3 class to deliver focused R, W & M booster interventions. Especially focusing on Writing.
- Measuring the progress before and after each intervention each term for all PP pupils in their year group.
- Progress and interventions will be reviewed each term and adjustments made as needed.
- TAs have had training in BRP and Talk Boost and will have additional training in the next academic year.
- To offer all, but target PP, parent’s sessions in each year group focusing on how to help pupils at home to enhance R, W and M as related to that Year group.
- After school homework club to continue in September for all, but targeting PP
- SENCO is aware of all pupils who are well below ARE and investigations have been carried out and will continue throughout the year.

Analysis – Year 3 (11/58 pupils)

Reading		Writing		Maths	
Attainment at / above	Points Progress	Attainment at/above	Points Progress	Attainment at/above	Points Progress
PP 40 / 20 Non PP 63 / 33	PP 3.4 Non PP 3.7	PP 50 / 0 Non PP 57 / 11	PP 3.1 Non PP 3.4	PP 40/ 10 Non PP 62/23	PP 3.7 Non PP 3.7

- Pupils have made progress in all areas and most significantly in maths.
W= 1 pupil made +5, 7 pupils made +3 points progress. 5 pupils are at ARE and one pupils is significantly below ARE but has made +3 points progress
R = 1 pupil made +4, 3 pupils made +4 and 5 pupils made +3 points progress. 4 are at ARE and one pupil is significantly below ARE but has made +4 points progress.
M= All pupils made +3 or above points progress. 4 pupils are at ARE and one pupil is significantly below but they have made +6 points progress.
- The difference is still significant in attainment between PP and Non PP but progress is similar or very close. There will continue to be a focus for TAs to deliver interventions focusing on PP pupils to diminish the difference.

Actions - Diminishing Differences

- In Sept 2018 – Booster groups for all areas need to be delivered for PP
- In Sept 2018 the TA in each Year 4 class to deliver focused R, W & M booster interventions.
- Measuring the progress before and after each intervention each term for all PP pupils in their year group.
- Progress and interventions will be reviewed each term and adjustments made as needed.
- TAs have had training in BRP and Talk Boost and will have additional training in the next academic year.
- To offer all, but target PP, parent's sessions in each year group focusing on how to help pupils at home to enhance R, W and M as related to that Year group.
- After school homework club to continue in September for all, but targeting PP
- SENCO to monitor pupil who is well below ARE, although they are making excellent progress, +6 in maths, +4 in reading and +3 in writing

Analysis – Year 4 (16 /53 pupils)

Reading		Writing		Maths	
Attainment at / above	Points Progress	Attainment at / above	Points Progress	Attainment at /above	Points Progress
PP 38 / 0 Non PP 77/37	PP 2.9 Non PP 3.3	PP 25 / 0 Non PP 74 /31	PP 2.7 Non PP 3.1	PP 13 / 0 Non PP 71/28	PP 2.8 Non PP 3.1

- Pupils have made progress in all areas
W = 10 pupils are +3 or above, 4 pupils are ARE and 4pupils are -1 from ARE.
R= 11 pupils are +3 or above, 6 pupils are at ARE
M= 11 pupils are +3 or above, 2 are at ARE and 7 are -1 from ARE.
2 pupils are significantly below ARE in all 3 areas but SENCO is aware and additional support has been put in place.
- The difference is still significant in attainment between PP and Non PP but progress is very close. There will continue to be a focus for TAs to deliver interventions focusing on PP pupils to diminish the difference.

Actions - Diminishing Differences

- In Sept 2018 – Booster groups for all areas need to be delivered for PP
- In Sept 2018 the TA in Year 5 and additional directed TAs to deliver focused R, W & M booster interventions.
- Measuring the progress before and after each intervention each term for all PP pupils in their year group.
- Progress and interventions will be reviewed each term and adjustments made as needed.
- TAs have had training in BRP and Talk Boost and will have additional training in the next academic year.
- To offer all, but target PP, parent's sessions in each year group focusing on how to help pupils at home to enhance R, W and M as related to that Year group.
- After school homework club to continue in September for all, but targeting PP

Analysis – Year 5 (7/30 pupils)

Reading		Writing		Maths	
Attainment at/above	Points Progress	Attainment at/above	Points Progress	Attainment at/above	Points Progress
PP 86/ 14 Non PP 78 / 30.8	PP 3.3 Non PP 3.3	PP 86/14 Non PP 52/4	PP 2.6 Non PP 2.6	PP 86/ 14 Non PP 78/26	PP 2.9 Non PP 2.9

- Pupils have all made progress in all areas
W = 5 pupils made 3+ or above progress, 1 pupil made +1 and 1pupil made + 2 points progress. 6 pupils are at ARE and 1 pupil is -2 from ARE.
R= All made +3 or above points progress. 6 pupils are ARE and 1 is -1 from ARE.
M = All made +3 points progress or above except 1 who made +2 but they are at ARE. All pupils are ARE or above
- PP and Non PP pupils are making the same progress in all areas. PP pupils have higher attainment in all areas particularly in writing.

Actions - Diminishing Differences

- In Sept 2018 – Booster groups for all areas need to be delivered for PP
- In Sept 2018 the TA in Year 6 will continue to support pupils who are PP so they can continue to be pushed to achieve above and beyond ARE.
- Measuring the progress before and after each intervention each term for all PP pupils in their year group.
- Progress and interventions will be reviewed each term and adjustments made as needed.
- TAs have had training in BRP and Talk Boost and will have additional training in the next academic year.
- To offer all, but target PP, parent’s sessions in each year group focusing on how to help pupils at home to enhance R, W and M as related to that Year group.
- After school homework club to continue in September for all, but targeting PP

Analysis - EYFS (12/54 pupils)

W = All made progress +3 or above except one SEN pupil. 5 pupils are at ARE.
 R= All pupils made progress but mostly +1 or +2 points, except one SEN pupil. 5 pupils are at ARE.
 N = All pupils made +3 or above points progress. 8 pupils are at ARE and 1 is only - 0.5 away from ARE. One SEN pupil significantly below.
 Sh, Sp, M = All pupils have made +4 points progress and 9 are at ARE

EYFS

- 64% achieved GLD, 59.4% boys (66% of cohort), 70.8% girls, 41.7% of PP children (5/12)
- Achieved Reading ELG – 65% of cohort, 59.4% boys, 70.7% girls, 41.7% PP children
- Achieved Writing ELG - 65% of cohort, 59.4% boys, 70.7% girls, 41.7% PP children
- Achieved Number ELG- 73.2% of cohort, 68.8% boys, 79.2%% girls, 66.7% PP children

- Achieved Shape, Space and Measure ELG – 80.4% of cohort, 78.1% boys, 83.3% girls, 75% PP children
- Children have made +4.1 (3 is expected) points progress towards achieving GLD. Starting points are low, this was validated during OFSTED and looking at baseline school does.
- Boys made +4.2 points progress, Girls +3.8 and PP +4.1 to achieve GLD Non PP +4.1 to achieve GLD.
- Cohort made +3.9 in reading, +3.9 in writing, +3.6 in number +3.9 in SSM

Actions - Diminishing Differences

- Pass details to year 1 teacher and SENCO to monitor T1 to see if any additional needs are flagged.

Additional detail

- We had 78 pupils eligible for pupil premium this year. This is 25.8% of the total school population.
- We had no pupils in the forces
- We had two pupils In Care, one adopted and two in kinship care.
- We have received a total of £95,000 in pupil premium funding this year, 2017-2018

Focus must continue to be on diminishing differences in Reading, Writing and Maths. Attainment and progress difference too large although progress has been made by all pupils this is not accelerated enough. Except for Year 5 where progress and attainment was good.

KS1

The gap between our disadvantaged pupils and non-disadvantaged pupils needs to continue to be a focus this year. The amount of disadvantaged pupils in the year group increased from 9 to 15 through the year and this has had an impact on the attainment gap.

KS2

Year 5 – PP pupils continue to achieve better than non pp so there is no difference to be diminished.

No year six until Sept 2018

Next Year 2018-19

Next year we will received 101 x £1,390 (140,390) and 3 x £1,900.00 (£5700). A total of: £146,090. This amount may increase if we have new pupils in Reception who are entitled to free school meals or whose parents are in the Forces.

Focus for 2018 - 2019:

- To increase the % of pupil premium children attaining the expected standard in each year group and diminish the difference between pupil premium and non-pupil premium children.

- To appoint a new Pupil premium lead with dedicated leadership time to focus on this area
- CPD training for all staff to – what does it mean to be a PP child? With a focus on what does the money do and for what purpose.
- Look at PP offer for all families e.g. clubs and uniform
- PP lead to work with family support worker to target support to PP families
- PP lead to work with Pastoral mentor to target support to PP children
- Pupil premium passport – conversations with families what would make the difference
- Additional enrichment e.g. boxing
- Peer review about Pupil premium
- Create a local hub with other local schools to work and work out how to close the gap
- Continue regular moderation to ensure the data is accurate – this will be through phase leaders and regular phase meetings as well as pupil progress meetings and agenda item of SLT.
- Continue to implement interventions with clear entry and exit criteria and ensure all interventions are evidenced based. The Inclusion lead will be tracking these.
- The Senior Leadership team will be regularly monitoring teaching and learning and its impact on outcomes.

Written by Sharon Degg, Inclusion Leader July 2018