

Pupil premium strategy for Green Lane Primary and Nursery School

1. Summary information					
School	Green Lane Primary and Nursery School				
Academic Year	2017-18	Total PP budget (inc ever 6)	£92,400	Date of most recent PP Review	May 18
Total number of pupils	432	Number of pupils eligible for PP (inc ever 6)	58	Date for next internal review of this strategy	Sep 18

2. 2017 attainment attend of KS2		
	<i>Pupils eligible for PP (your school, 2016 and not taking into account pupils who didn't take the test)</i>	<i>Pupils not eligible for PP</i>
% achieving EXS+ in reading, writing & maths	41%	56%
% achieving 'high' standard in reading, writing & maths	0%	9%
average progress score in reading	-1.3	-1.8
average progress score in writing	-2.1	-2
average progress score in maths	0	-0.7
average scaled score in reading	99.8	102
average scaled score in maths	101.6	104
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		

A.	Weaker sentence structure and use of standard English in KS2 is limiting the number of pupils achieving the expected standard and the high standard (greater depth) at KS2	
B.	Our PP pupils are not making sufficient progress from the end of KS1-2 in reading which is affecting the overall number of pupils attaining the expected standard and the higher standard (greater depth) at KS2	
C.	There is a gap between the number of PP pupils and non PP pupils achieving the higher standard in maths at KS2	
External barriers		
D.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and impacts detrimentally on progress	
E.	Personal organisation skills – homework completed on time, regular attendance at booster sessions, participation in extra-curricular activities etc. is a barrier to both academic and social success, particularly in year 6	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Increased number of disadvantaged pupils attaining the expected standard and the high standard in writing at the end of KS2 as a result of accelerated progress throughout KS2. In school tracking data and end of KS2 assessment will be used to measure the outcomes.	PP Pupils without additional identified barriers to learning such as SEN achieve the expected standard in writing at the end of KS2 and/or make better than expected progress from KS1. Increased number of PP pupils achieve the higher standard (greater depth) in writing)
B	Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving both the high standard (greater depth) and the expected standard in reading at the end of KS2	PP Pupils without additional identified barriers to learning such as SEN achieve the expected standard in maths at the end of KS2 and/or make better than expected progress from KS1. Increased number of PP pupils achieve the higher standard (greater depth) in reading
C	Higher rates of progress in maths across KS2 for pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving the high standard (greater depth) in maths at the end of KS2	PP Pupils without additional identified barriers to learning such as SEN achieve the expected standard in maths at the end of KS2 and/or

		make better than expected progress from KS1. Increased number of PP pupils achieve the higher standard (greater depth) in maths
D	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with whole school target.
E	Greater engagement with booster sessions and extra-curricular activities. Homework completed regularly and on time	Pupils have strategies to set personal goals and evaluate their success as well as managing their own motivation towards learning. Participation in boosters and extra-curricular events increase. Homework is completed regularly and on time.

4. Planned expenditure

Academic year

2017-18

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	Impact Review
A. Increased number of disadvantaged pupils attaining the expected standard and the high standard in writing at the end of KS2 as a result of accelerated progress throughout KS2. In	Staff training on teaching spelling and grammar across the whole school (see School Development Plan) School leaders released half a day a	We want to invest some of the PP in longer term change which will help all pupils. The new curriculum has raised the expectations for pupils in spelling and grammar. As this is holding a number of our pupils back from achieving the expected standard we want to improve provision for this from	Use INSET days and weekly staff meetings to deliver training. Peer observations of one another's teaching and learning walks focussing on spelling and grammar. Weekly monitoring of practice,	Writing Lead Teaching and learning lead Spelling lead Inclusion	May 2018 Number of disadvantaged pupils predicted to achieve EXS at KS2: 78% (up 13% from 2017) Number of non-disadvantaged pupils

<p>school tracking data and end of KS2 assessment will be used to measure the outcomes.</p>	<p>week from class to monitor implementation and impact of training and support practice</p>	<p>EYFS upwards.</p> <p>Research base</p> <p><i>Improving Literacy In Key Stage 2: Guidance Report (This supports our approach to the process of writing)</i></p> <p><i>Closing the gap with the new primary national curriculum September 2014 (NCTL)</i></p> <p><i>Improving Writing with a focus on guided writing: Primary National Strategy 2007</i></p> <p><i>Transforming Writing: Interim Evaluation Report (National Literacy Trust) 2012</i></p> <p><i>Academic Research into Effective Writing (James Clements) 2016</i></p> <p><i>Good Writers (National Strategies: Pie Corbett) 2008</i></p>	<p>progress in books and learning environments</p> <p>Book looks to monitor basic literacy skills are being taught and mistakes in pupils' work addressed.</p>	<p>Lead</p> <p>Assessment Lead</p>	<p>predicted to achieve EXS+ at KS2: 83% (up 9% from 2017)</p> <p>Gap between disadvantaged and non-disadvantaged has closed by 4%</p>
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<p>B. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving both the high standard (greater depth) and the expected standard in reading at the end of KS2</p>	<p>Support from LA consultant to further develop reading</p> <p>Investment in personal copies of texts for pupils across the school to take home to allow greater engagement</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. The new curriculum has raised the expectations for pupils in reading. As reading underpins all areas of learning, we want to ensure our pupils are able to access all areas of the curriculum through a high level of bot fluency and understanding.</p> <p>Research base https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/Reading-at-the-Transition-(Interim-Evidence-Brief)-June-2014</p> <p><i>Building an outstanding reading school- Oxford School Improvement</i></p> <p>http://www.readingrockets.org</p> <p><i>Creating a reading culture in a primary school- Julie King (Education show 2017)</i></p> <p><i>Reading: the next steps Supporting higher standards in schools DfE 2015</i></p> <p>http://www.ascd.org/publications/books/107034/chapters/Develop-and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx</p> <p><i>Teaching effective vocabulary DfE 2008</i></p>	<p>Use INSET days and weekly staff meetings to deliver training.</p> <p>Relaunch of guided reading to better suit the new curriculum</p> <p>'Power of reading' teaching approach launched across the school</p> <p>Peer observations of one another's teaching and learning walks focussing on impact of guided reading sessions</p>	<p>Reading lead</p> <p>Teaching and Learning Lead</p> <p>Assessment Lead</p>	<p>Number of disadvantaged pupils achieving EXS+ in Feb 2018 mock SATs: 64% (up 17% on 2017 KS2 results) GD: 27% (up 21% from 2017 KS2 results)</p> <p>Number of non-disadvantaged pupils achieving EXS+ in Feb 2018 mock SATs: 77% (up 12% on 2017 KS2 results) GD: 29% (up 4% on 2017 KS2 results)</p> <p>Gap between disadvantaged and non-disadvantaged has closed by 17%</p>
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<p>C. Higher rates of progress in maths across KS2 for pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving the high standard (greater depth) in maths at the end of KS2</p>	<p>Staff training on 'challenge for all' embedded throughout the school year</p> <p>Maths leader released weekly to monitor the impact of staff training, progress in pupils' books, quality of teaching</p> <p>Support from maths specialist from the LA to support in 'mastery teaching'</p>	<p>Fewer pupils eligible for PP are achieving the high standard (greater depth) in maths than non PP pupils at the end of KS2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>EFF research indicates mastery learning impacts upon pupil progress made in numeracy.</p> <p>Research base <i>Developing Mathematics in Primary School – NCETM</i></p> <p><i>Developing Reasoning and Problem solving Case Study – Learning excellence award</i></p> <p><i>Closing the gap with the new primary curriculum - NCTL September 2014</i></p> <p><i>'Teaching Backwards' Andy Griffiths</i></p>	<p>Use INSET days and weekly staff meetings to deliver training.</p> <p>Weekly monitoring of practice, progress in books and learning environments</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Monitor the impact of intervention groups and/or 1:1 tuition</p>	<p>Maths lead</p> <p>Assessment Lead</p> <p>Teaching and Learning Lead</p>	<p>Number of disadvantaged pupils achieving EXS+ in May 2018 mock SATs: 63% (down 8% on 2017 KS2 results) GD: 6% (down 12% from 2017 KS2 results)</p> <p>Number of non-disadvantaged pupils achieving EXS+ in May 2018 mock SATs: 78% (down 1% on 2017 KS2 results) GD: 22% (down 4% on 2017 KS2 results)</p> <p>Follow up actions: Introduction of 'booster' classes led by SLT</p> <p>Support from maths consultant with planning</p>
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<p>E. Greater engagement with booster sessions and extra-curricular activities. Homework completed regularly and on time</p>	<p>Curriculum development to support 'split screen objectives' which develop learning skills as well as the academic</p> <p>Homework club after school targeted at PP pupils</p>	<p>Guy Claxton's 'Building Learning Power' research demonstrates the positive impact of pupils' understanding the way in which they learn.</p> <p>Research base <i>A pupil premium Handbook for Cambridgeshire Schools</i></p>		<p>Teaching and learning Lead</p>	
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Total budgeted cost					£21,648
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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	Impact Review
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<p>A. Weaker sentence structure and use of standard English in KS2 is limiting the number of pupils achieving the expected standard and the high standard (greater depth) in writing at KS2</p>	<p>'Catch up' intervention groups – from EYFS to KS2</p>	<p>We want to ensure PP pupils are making good or better progress from the start of their education with us to avoid a gap in attainment appearing by KS2. We have redeployed staff with a proven track record in supporting pupil progress to deliver booster groups both within and beyond the school day.</p>	<p>Continued focus on PPG pupils in progress meetings Targets for PP pupils to be included on the SDP PP 'Champion' to maintain the high profile of PP pupils (Inclusion Lead)</p>	<p>Inclusion Lead Assessment Lead Teaching and learning Lead</p>	<p>Number of disadvantaged pupils predicted to achieve EXS at KS2: 78% (up 13% from 2017) Number of non-disadvantaged pupils predicted to achieve EXS+ at KS2: 83% (up 9% from 2017) Gap between disadvantaged and non-disadvantaged has closed by 4%</p>
<p>B. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving both the high standard (greater depth) and the expected standard in reading at the end of KS2</p>	<p>'Catch up' intervention groups – from EYFS to KS2 Book clubs and library groups to encourage and foster a love of reading</p>	<p>We want to ensure PP pupils are making good or better progress from the start of their education with us to avoid a gap in attainment appearing by KS2. We have redeployed staff with a proven track record in supporting pupil progress to deliver booster groups both within and beyond the school day.</p>	<p>Continued focus on PPG pupils in progress meetings Targets for PP pupils to be included on the SDP PP 'Champion' to maintain the high profile of PP pupils (Inclusion Lead)</p>	<p>Inclusion Lead Assessment Lead Teaching and learning Lead</p>	<p>Number of disadvantaged pupils achieving EXS+ in Feb 2018 mock SATs: 64% (up 17% on 2017 KS2 results) GD: 27% (up 21% from 2017 KS2 results) Number of non-disadvantaged pupils achieving EXS+ in Feb 2018 mock SATs: 77% (up 12% on 2017 KS2 results) GD: 29% (up 4% on 2017 KS2 results) Gap between disadvantaged and non-disadvantaged has closed by 17%</p>

<p>C. Higher rates of progress in maths across KS2 for pupils eligible for PP leading to greater value added at the end of KS2 and more pupils achieving the high standard (greater depth) in maths at the end of KS2</p>	<p>'Catch up' intervention groups – from EYFS to KS2</p> <p>Governor directly linked to PP, undertaking regular audits of progress, pupil conferencing</p>	<p>We want to ensure PP pupils are making good or better progress from the start of their education with us to avoid a gap in attainment appearing by KS2.</p> <p>We have redeployed staff with a proven track record in supporting pupil progress to deliver booster groups both within and beyond the school day.</p>	<p>Continued focus on PPG pupils in progress meetings</p> <p>Targets for PP pupils to be included on the SDP</p> <p>PP 'Champion' to maintain the high profile of PP pupils (Inclusion Lead)</p>	<p>Inclusion Lead</p> <p>Assessment Lead</p>	<p>Number of disadvantaged pupils achieving EXS+ in May 2018 mock SATs: 63% (down 8% on 2017 KS2 results) GD: 6% (down 12% from 2017 KS2 results)</p> <p>Number of non-disadvantaged pupils achieving EXS+ in May 2018 mock SATs: 78% (down 1% on 2017 KS2 results) GD: 22% (down 4% on 2017 KS2 results)</p> <p>Follow up actions: Introduction of 'booster' classes led by SLT</p> <p>Support from maths consultant with planning</p>
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Total budgeted cost	£32,594
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iii. Other approaches

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>D. Increased attendance rates for pupils eligible for PP</p>	<p>We have appointed an additional member of staff to our attendance and pastoral team to support the monitoring and</p>	<p>The attainment of our PPG pupils is unlikely to attend if they are not in school.</p> <p>The attendance of our PPG pupils is lower than that of their non PPG peers and we aim to increase this</p>	<p>Inclusion Leader and pastoral and attendance lead to meet half termly with EWO to discuss attendance of all pupils falling below 90% and all PPG pupils below 95%.</p>	<p>Inclusion Leader</p>	<table border="1"> <thead> <tr> <th>Overall attendance</th> <th>2015 – 2016</th> <th>2016 – 2017</th> <th>2017 – 2018</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>85</td> <td>62</td> <td>52</td> </tr> <tr> <td></td> <td>93.90%</td> <td>92.95%</td> <td>95.02%</td> </tr> <tr> <td>No Pupil Premium</td> <td>385</td> <td>402</td> <td>343</td> </tr> <tr> <td></td> <td>96.45%</td> <td>96.57%</td> <td>96.05%</td> </tr> </tbody> </table>	Overall attendance	2015 – 2016	2016 – 2017	2017 – 2018	Pupil Premium	85	62	52		93.90%	92.95%	95.02%	No Pupil Premium	385	402	343		96.45%	96.57%	96.05%
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	ongoing work to improve pupil attendance and punctuality. LA EWO support	to over 96%	Termly attendance reports to Governors to identify improvement and areas to develop		
E. Greater engagement with booster sessions and extra-curricular activities. Homework completed regularly and on time	<p>ELSA support</p> <p>Social skills support group</p> <p>Participation in Forest Schools sessions</p> <p>Participation in LA pupil support service</p> <p>Pastoral support to secure participation in extracurricular activities</p> <p>Homework club staffed</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>We aim to increase the engagement of a small number of PP pupils with school and learning. Whilst we are working closely with a number of external agencies, we will use the funding to provide a range of opportunities for pupils to access.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Continue to monitor behaviour but also monitor engagement in extracurricular activities, boosters and returning homework in on time etc.</p>	<p>Deputy</p> <p>Inclusion Manager</p> <p>ELSA</p>	<p>100% of disadvantaged pupils participated in 'booster' sessions</p> <p>Disadvantaged pupils already attend the free clubs that are run across the school : Book Club Skipping Station, Board Games Club, Choir club, Choir and Makaton Club</p> <p>Buzy Lizzy Art lunchtime club sponsors one placement or gives a placement at a reduce cost for any pupil identified as being vulnerable</p> <p>Going forward...</p> <p>The clubs letter for September 2018 will include the following: If your child is on free school meals and eligible for pupil premium we may be able to support your child attending a club. Please contact Jo Davey in the first instance. JD and NT to meet once a term (10 days before club letters go out) and identify any disadvantaged/vulnerable pupils who may benefit from particular clubs</p>

Total budgeted cost	£38,158
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5. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
				£27,700

<p>A. Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard in writing at KS2</p>	<p>Staff training on teaching spelling and grammar across the whole school (see School Development Plan)</p> <p>Staff training on high quality feedback</p> <p>School leaders released half a day a week from class to monitor and support practice</p>	<p>Success criteria achieved</p> <p>The number of pupils achieving the expected standard in writing at KS2, particularly those accessing PP, has significantly increased.</p> <table border="1" data-bbox="562 276 1435 368"> <thead> <tr> <th>Key Stage 2</th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Expected Standard Writing</td> <td>35</td> <td>65</td> <td>51</td> <td>74</td> </tr> </tbody> </table> <p>Value added for pupils, especially those accessing PP, has significantly increased.</p> <table border="1" data-bbox="562 515 1485 639"> <thead> <tr> <th></th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Key Stage 1 - Key Stage 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Value Added Writing</td> <td>-7.1</td> <td>-2.1</td> <td>-6.3</td> <td>-2</td> </tr> </tbody> </table> <p>The number of pupils achieving the expected standard in writing at KS1, particularly those accessing PP, has also significantly increased.</p> <table border="1" data-bbox="562 823 1491 948"> <thead> <tr> <th></th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Key Stage 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Expected Standard Writing</td> <td>36</td> <td>57</td> <td>60</td> <td>74</td> </tr> </tbody> </table>	Key Stage 2	PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Expected Standard Writing	35	65	51	74		PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Key Stage 1 - Key Stage 2					Value Added Writing	-7.1	-2.1	-6.3	-2		PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Key Stage 1					Expected Standard Writing	36	57	60	74	<p>Training for staff on teaching spelling and grammar has proven to be effective – we have already implanted staff training for spelling in the Autumn term.</p> <p>School leaders will continue to be released weekly to monitor the impact of actions and we have now appointed a leader for spelling.</p> <p>All school leaders meet weekly with the HT to discuss progress towards their action plans.</p> <p>Pupils' books are scrutinised on a regular basis to ensure feedback is high quality. Our March 2017 Ofsted inspection highlighted the need to ensure mistakes were not being repeated and checking this has formed part of our weekly monitoring.</p>	
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B. Higher rates of progress in maths across KS2 for high attaining pupils eligible for PP

Staff training to upskill teachers in mathematical reasoning (see School Development Plan)

Support from maths specialist from the LA to support in 'mastery teaching'

Success criteria achieved

The number of pupils achieving the expected standard in maths at KS2, particularly those accessing PP, has significantly increased.

Key Stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Expected Standard Maths	29	71		71	79

The number of pupils attaining greater depth in maths has increased

Key stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
High Standard Maths	6	12		14	26

Value added for pupils, especially those accessing PP, has significantly increased.

Key Stage 1 - Key Stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Value Added Maths	-4.1	0		-1.6	-0.7

Key Stage 1	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Expected Standard Maths	64	71		76	85

The number of pupils achieving the expected standard in maths at KS1, including those accessing PP, has also significantly increased.

Training for staff has better equipped them to teach reasoning and pupils' books shows evidence of an increased amount and quality of mathematical reasoning work in pupils' books.

We will now focus on further challenging our pupils in maths to ensure there are a greater number of pupils achieving a greater depth of understanding by the end of KS2.

E. Further develop meta-cognition and self-regulation strategies	Curriculum development to support 'split screen objectives' which develop learning skills as well as the academic Provide social skills groups as appropriate to support development of positive relationships			
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated 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 £32,594

<p>A. Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard in writing at KS2</p>	<p>'Catch up' intervention groups – from EYFS to KS2</p>	<p>Success criteria achieved</p> <p>The number of pupils achieving the expected standard in writing at KS2, particularly those accessing PP, has significantly increased.</p> <table border="1" data-bbox="562 276 1431 365"> <thead> <tr> <th>Key Stage 2</th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Expected Standard Writing</td> <td>35</td> <td>65</td> <td>51</td> <td>74</td> </tr> </tbody> </table> <p>Value added for pupils, especially those accessing PP, has significantly increased.</p> <table border="1" data-bbox="562 512 1482 638"> <thead> <tr> <th></th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Key Stage 1 - Key Stage 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Value Added Writing</td> <td>-7.1</td> <td>-2.1</td> <td>-6.3</td> <td>-2</td> </tr> </tbody> </table> <p>The number of pupils achieving the expected standard in writing at KS1, particularly those accessing PP, has also significantly increased.</p> <table border="1" data-bbox="562 820 1491 948"> <thead> <tr> <th></th> <th>PPG 2016</th> <th>PPG 2017</th> <th>Non PPG 2016</th> <th>Non PPG 2017</th> </tr> </thead> <tbody> <tr> <td>Key Stage 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Expected Standard Writing</td> <td>36</td> <td>57</td> <td>60</td> <td>74</td> </tr> </tbody> </table> <p>Beginning intervention groups in EYFS has had a clear impact on the attainment of pupils, especially those accessing the PP.</p> <table border="1" data-bbox="562 1117 1514 1262"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">PPG</th> <th colspan="3">Non PPG</th> </tr> <tr> <th>2015</th> <th>2016</th> <th>2017</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>EYFSP</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Good Level of Development</td> <td>57</td> <td>60</td> <td>80</td> <td>85</td> <td>80</td> <td>83</td> </tr> </tbody> </table>	Key Stage 2	PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Expected Standard Writing	35	65	51	74		PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Key Stage 1 - Key Stage 2					Value Added Writing	-7.1	-2.1	-6.3	-2		PPG 2016	PPG 2017	Non PPG 2016	Non PPG 2017	Key Stage 1					Expected Standard Writing	36	57	60	74		PPG			Non PPG			2015	2016	2017	2015	2016	2017	EYFSP							Good Level of Development	57	60	80	85	80	83	<p>'Catch up' interventions proved highly successful across all years and had a noticeable impact upon pupil's attainment and progress.</p> <p>These interventions have been planned and are already underway for the academic year 2017-18.</p>	
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B. Higher rates of progress in maths across KS2 for high attaining pupils eligible for PP

'Catch up' intervention groups – from EYFS to KS2

Success criteria achieved

The number of pupils achieving the expected standard in maths at KS2, particularly those accessing PP, has significantly increased.

Key Stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Expected Standard Maths	29	71		71	79

The number of pupils attaining greater depth in maths has increased

Key stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
High Standard Maths	6	12		14	26

Value added for pupils, especially those accessing PP, has significantly increased.

Key Stage 1 - Key Stage 2	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Value Added Maths	-4.1	0		-1.6	-0.7

Key Stage 1	PPG 2016	PPG 2017		Non PPG 2016	Non PPG 2017
Expected Standard Maths	64	71		76	85

The number of pupils achieving the expected standard in maths at KS1, including those accessing PP, has also significantly increased.

'Catch up' interventions proved highly successful across all years and had a noticeable impact upon pupil's attainment and progress.

These interventions have been planned and are already underway for the academic year 2017-18.

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated 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																																										
D. Increased attendance rates for pupils eligible for PP	<p>We have appointed an additional member of staff to our attendance and pastoral team to support the monitoring and ongoing work to improve pupil attendance and punctuality.</p> <p>LA EWO support</p>	<p>Success criteria partially met</p> <p>Attendance for the academic year 2015-16</p> <table border="1" data-bbox="562 357 1413 533"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>85</td> <td>92.37</td> <td>4.83</td> <td>2.80</td> </tr> <tr> <td>Not Pupil Premium</td> <td>398</td> <td>96.19</td> <td>2.66</td> <td>1.15</td> </tr> </tbody> </table> <p>Attendance for the academic year 2016-17</p> <table border="1" data-bbox="562 652 1514 804"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>81</td> <td>93.45</td> <td>4.27</td> <td>2.22</td> </tr> <tr> <td>Not Pupil Premium</td> <td>394</td> <td>96.51</td> <td>2.36</td> <td>1.08</td> </tr> </tbody> </table> <p>Number of pupils persistently absent</p> <table border="1" data-bbox="562 892 1514 987"> <thead> <tr> <th></th> <th>Whole school</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>2015 -16</td> <td>11 pupils</td> <td></td> <td></td> </tr> <tr> <td>2016 - 17</td> <td>7 pupils</td> <td></td> <td></td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	85	92.37	4.83	2.80	Not Pupil Premium	398	96.19	2.66	1.15		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	81	93.45	4.27	2.22	Not Pupil Premium	394	96.51	2.36	1.08		Whole school	PP	Non PP	2015 -16	11 pupils			2016 - 17	7 pupils			<p>There has been a noticeable improvement in the attendance of our PPG pupils since the appointment of an additional member of our Pastoral team. Success can be attributed to several key factors: increased capacity to communicate effectively with parents, weekly reporting on the attendance of all pupils with actions immediately taken, increased capacity to meet with pupils on a 1:1 basis to provide personalised attendance plans and appropriate rewards.</p> <p>We are now seeing a real improvement in the attendance of our PP pupils and so we will continue funding this post through the academic year 2017-18.</p>	£38,158
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<p>C. Behavioural issues of small number of pupils in KS2 addressed</p>	<p>ELSA support</p> <p>Support from a local secondary school</p> <p>Social skills support group</p> <p>Participation in Forest Schools</p> <p>Breakfast provided in school</p> <p>Identify a targeted behaviour intervention for identified students.</p> <p>Participation in LA pupil support service</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	<p>Success criteria achieved</p> <p>Number of exclusions:</p> <p>Academic year 2016-17</p> <table border="1" data-bbox="566 304 1263 564"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>11</td> <td>12</td> <td>23</td> </tr> <tr> <td>Spring Term</td> <td>12</td> <td>4</td> <td>16</td> </tr> <tr> <td>Summer Term</td> <td>3</td> <td>0</td> <td>3</td> </tr> </tbody> </table>		PPG	Non PPG	Total	Autumn Term	11	12	23	Spring Term	12	4	16	Summer Term	3	0	3	<p>We have benefitted from the support provided by the LA Pupil Support Service team to take preventative measures to avoid pupils reaching school exclusion.</p> <p>Participation in Forest School sessions and the appointment of a mentor for pupils with challenging behaviour has had a noticeable impact upon the number of pupils requiring exclusion from school.</p> <p>We will continue to fund the ELSA role and the Forest School sessions for the academic year 2017-18 with an aim of zero exclusion for our pupils.</p>	
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