

Pupil premium strategy statement (primary)

1. Summary information					
School	Attleborough Primary School				
Academic Year	2017/2018	Total PP budget	£99,320	Date of most recent PP Review	September 2017
Total number of pupils	391	Number of pupils eligible for PP	74 pupils	Date for next internal review of this strategy	January 2018

2. Current attainment			
	All Pupils	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	54%	38%	67%
% making progress in reading	70%	56%	77%
% making progress in writing	75%	56%	81%
% making progress in maths	63%	38%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Historically the progress of disadvantaged pupils who have low starting points do not make sufficient progress by the end of KS2. We are not closing the gap quickly enough.
B.	Gender gaps, with a particular focus on raising attainment of girls in Maths.
C.	A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.
D.	Behaviour issues for a small group of pupils across the school (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Historically the lack of parent engagement between home and school has been low. This prevents structured conversations and joining up the support between home and school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attainment and progress of pupil premium children in both Reading and Writing.	Teachers will be using key Talk for Writing techniques in English lessons. Children will have access to quality first English teaching and interventions.
B.	Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.	Teachers will be using CPA approach to introduce new mathematical concepts. Children will have access to quality first maths teaching and interventions.
C.	All children will have their social and emotional needs met.	Children will be assessed using the Boxall Profile and Thrive. Identified children will be included in the Nurture Group, have dedicated one-to-one Thrive support or other Social, Emotional and Mental Health (SEMH) interventions.
D.	Behavioural issues across the school are addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Increased attendance for pupils eligible for Pupil Premium – measure attendance every half term and take actions to address as necessary.	Overall PP attendance improves from 93.54% to 96% in line with national expectation.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Children are able to apply their learning in English to other areas of the curriculum showing independence and proficiency in writing for a range of purposes.	Implement Talk for Writing approach to teaching writing across the school. This will involve all classroom staff using the talk for writing methodology in class and when running relevant English interventions.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i> .	Regular monitoring of lessons by the subject leader. Monitoring of lesson plans to ensure T4W is planned for. Data analysis and pupil progress meetings.	English Subject Leader	January 2018 Cost £10,000
B All pupils’ progress in mathematics will be good – girls will make accelerated progress to close gender gap	Whole school taking part in research project funded by DfE to support girls’ progress in mathematics.	KS2 and some in-school data shows gender gap in attainment and progress in mathematics. Also anecdotal evidence of girls’ low self-confidence in mathematics. Although there is a focus on girls’ progress, the actions to be taken will support all pupils through developing positive growth mindset, understanding of metacognition and the use of the CPA Approach.	Two Project Leads have taken on the project for the school. They will complete CPD and disseminate to staff; Lead Expert to visit Project Leads and also conduct CPD for staff. Regular staff meetings to discuss research and the implementation of actions to support learning.	Maths Subject Leader	January 2018 Cost £3,000
B Maths Whizz – Children are able to develop a greater understanding of key mathematical concepts.	Children use a highly individualised online program which assesses their ‘Maths Age’ within all areas of the maths curriculum and targets their learning according to what each child needs. Maths Lead runs the session to support pupils as necessary.	Children who are low attainers often have gaps within their mathematical knowledge which need to be filled. QLA shows that fractions are a weak area for our pupils and Maths Whizz assessments support this as well. Pupils in 2015-16 made some good progress during the term that they used the program. It is also engaging as it presents as an online world.	Computing Suite is booked for Math Whizz for Wednesday and Thursday afternoons when Maths Lead is released. File of pupil starting points has been started and will be updated as pupils continue to use the program.	Maths Subject Leader	January 2018 Cost £10,500
A – D Children’s social, emotional and mental health will be supported leading to increased wellbeing and academic progress. If children are in the right place to learn, progress can take place.	Pastoral Support Advisor to be trained and deliver training to staff in the Thrive Approach. Designated staff to carry out Thrive sessions with specific children with concerns.	Increased percentage of children demonstrating anxieties which are affecting their capacity to learn. Thrive is a proven programme to support children with emotional difficulties and gives a structured approach to help them cope with emotional development.	The lead trained Thrive member of staff will be supported through the training. Designated staff meeting time will be allocated following training sessions to share with wider school community. Use of online materials supports the implementation of the thrive approach in all classes.	Deputy Headteacher for Inclusion & Pastoral Support Advisor	January 2018 Cost £5, 000

A – D The pedagogy of growth mind-set is evident in all aspects of the school. Children are motivated to learn and as a result take ownership over their learning. They believe all can achieve with effort and practice.	Staff briefed as to the thinking behind developing effective learning behaviours. Learning behaviours to be chosen by children. Embed effective learning behaviours across the school. Introduce and develop Growth Mindset as part of exploring learning behaviours and what makes them effective.	Following on from NB2B Action research (of which we were part of) Marcello Staricoff, JONK (Joy of Not Knowing) presented his work in schools in the South. His rationale is to develop a thinking skills approach to develop children's lifelong love of learning and thinking creatively. It has also been shown that children achieve best when they adopt a growth mindset approach (Carol Dwek) and develop their thinking skills. Developing children's intrinsic motivation in school will have more of a lasting impact on children's ability to learn and think creatively.	Whole staff training session with all stakeholders, including Midday Supervisors. Provide reading material to staff to add to their understanding of growth mindset. Conversations with children take place each half term – including questioning on how they learn in the classroom and what motivates them to achieve.	DHT (Teaching & Learning) & Tania McDaniel	January 2018 Cost £2,000
A-C Employ an extra teacher in Year 6 to create smaller class sizes so that all children receive a more personalised provision	Teachers can give each pupil more of their time and can better tailor the lesson plan to the pupils individual needs, as well as go into more detail in their feedback. This greater degree of personalised interaction will lead to the pupil being more engaged in lessons.	Existing research indicates that small classes can work well at improving pupil's performance and engagement in the classroom. The greatest improvements were for boys and pupils who were from a traditionally disadvantaged background. In a small class, teachers are able to interact with the class and oversee individuals' learning far better than in a class with 30+ pupils.	Employ a teacher so that class sizes in year 6 are between 21 and 25 pupils.	Headteacher, SLT and Year 6 Leader	January 2018 Cost £29,390
Quality of teaching for all total budgeted cost					£59890

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Closing the gap in Reading	RWI Fresh start	RWI Fresh Start is a phonics programme which helps to support and bridge gaps in children's phonic knowledge to help them to become more effective decoders and hence comprehenders. The approach also targets barriers to writing: equipping children with the sound and spelling knowledge so that they can make progress. This approach is used very successfully as a catch-up programme in primary and secondary settings and already in AJS we are seeing great results from this approach both within the intervention and in general class work.	TAs responsible for the intervention groups are well trained with one member of staff receiving 4 training days and another 2 full training days. The TAs are supported by the English Lead who offers support, advice and guidance to ensure progress.	English Leader	Children are tested on a 6 monthly basis against Salford Reading, Comprehension and through RWI Freshstart assessment forms. Cost £7,988
A Closing the gap in Reading	Project X Code Reading Programme	Project X Code is an intervention scheme with full resources and teaching handbooks that targets children working from ORT level 3 to level 9 with mature looking reading resources.	TAs were trained during the last academic year as to how to run the programme. New TAs to be trained this year.	English Leader	Children will be tested against Salford Reading Test and through NFER testing. Cost £3,744

A Closing the gap in reading and Writing	Year group interventions focusing on vocabulary teaching, T4W strategies and sentence structures	Year 5 intervention targeting lower ability pupil premium children to overlearn the T4W text, develop their vocabulary and work on sentence structures.	HLTA plans the activities in conjunction with English Lead to ensure that the work completed will support quality first teaching and learning in class.	English Leader.	Cost £585
A Closing the gap in reading, writing and maths	One to one tuition of one vulnerable child.	1:1 teaching with fully qualified teacher working on identified gaps in learning in English and Maths.	Teacher plans work aligned to difficulties in class and to pre-teach forthcoming lessons to build confidence and resilience.	English Leader and class teacher	Cost £900
C Children will have their social, emotional and mental health needs met.	Nurture Group	Nurture groups are an in-school, psychosocial intervention of groups of less than 12 students that effectively replace missing or distorted early nurturing experiences for both children and young adults; they achieve this by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. Nurture groups have a positive evidence base with over 62 academic studies in the last two decades. Children attending nurture groups showed significant gains in academic attainment as measured by their total scores on their baseline assessment. (Reynolds et al. 2009; Seth-Smith et al. 2010) This included metacognition skills (Gerrard 2005) and language and literacy skills (Hosie 2013). At AJS we are seeing positive results with children who have attended the Nurture Group.	The HLTA and TA responsible for the Nurture Group are have attended The Theory and Practice of Nurture Groups 3 day course. The Nurture Group staff are supported by the DHT/SENCO, a Year 4 Teacher and the Pastoral Support Advisor. Weekly meetings are held to share planning and review the progress of pupils attending the Nurture Group. Whole School (Teachers, HLTAs and TAs) training session on Nurture Groups to support staff to develop and embed a nurturing culture, enhance teaching and learning and promote healthy outcomes for children by focusing on emotional needs and development was held in November 2016	DHT/SENCO & Tania McDaniel	Children are assessed on a 6 monthly basis using the Boxall Profile. Cost £1,000
C Children will have their social, emotional and mental health needs met.	The Thrive Approach	The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children that supports optimal social and emotional development.	The Pastoral Support Advisor (PSA) responsible for the Thrive Approach is completing the 10 Day Practitioner Course – Childhood Years. AJS will use Thrive-Online to screen whole classes and assess individual children to identify their underlying emotional needs and select practical activities to help them.	DHT/SENCO & PSA	PSA Cost £8,171
C Children will have their social, emotional and mental health needs met.	Counselling	Mental health issues are relatively common, with around 10% of 5 to 16 year old pupils experiencing them.(Green et al (2005) Mental health of children and young people in Great Britain, 2004). Sadly, children do not always get the help that they need as quickly as they should. Issues such as anxiety, low mood, depression, conduct and eating disorders can impact significantly on their happiness and future life chances. Future in Mind, the Government report of the Children and Young People's Mental Health and Wellbeing Taskforce, recognised the crucial role that schools could play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children.	AJS employs a qualified School based Counsellor and Psychotherapist who works with pupils and families. The DHT/SENCO and PSA meet with the counsellor each half term to review the progress of pupils and assess the impact of the counselling intervention.	DHT/SENCO, PSA and School Counsellor	Half termly counselling review meeting. School Based Counsellor Cost £8372
Targeted support total budgeted cost					£24,888

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?
C. Problem behaviour across school addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school	SLT	Jun 2018 Cost £1,000
E Increased attendance rates	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2018 Cost £1620
A – D Implement more parent teacher consultations so that parents can be kept abreast of pupils attainment and progress on a half termly basis	Structured conversations Teachers are regularly holding progress meetings with all parents. To engage all parents and also have the child present to discuss their learning and what they are working on, to ensure the child sees their part in their learning. DH/Senior leaders to be involved in meetings to give challenge and support.	The school is moving away from the traditional parent evenings towards giving parents opportunities to come in on a regular basis at the start of the school day. These conversations between parents and teachers can include the pupils as well which means that they have a chance to talk about their learning. These will result in higher quality conversations. Teachers have less parents to see each week compared with a significant amount on an evening after a day of teaching.	Teachers to monitor meetings with parents and actively seek out parents to make alternative arrangements when appointments can't be kept. A designated time after school every six weeks allows catch up appointments to be made.	HT	Termly Jan 2018 Cost £4,050
E To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential visits.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	SLT	January 2018 Cost £7,572
E PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school eg appropriate footwear, PE kit etc	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier.	By offering support PP children are able to fully participate in school life, attendance, attitude towards learning and ultimately progress may be improved.	Monies will be allocated at the discretion of the head teachers and the PP lead on a case by case basis.	Head teachers PP lead	June 2018 Cost £300

Other approaches total budgeted cost	£14,542
Total budgeted cost	£99,320

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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
Increased attainment and progress of pupil premium children in both Reading and Writing.	T4W techniques used in English lessons.	<p>All year groups use the Talk 4 Writing approach to teach narrative and non-fiction.</p> <p>Impact: Percentage of pupils attaining the expected standard in writing and above did drop from the start of year to the end of year but this was mainly similar to non-PP. Less PP pupils made good progress in Year 5 compared to non-PP, similar amounts made good progress in Year 4 and more PP made good progress in Years 3 and 6. More PP pupils made accelerated progress across all year groups.</p> <p>PP pupils talked about enjoying writing more because they felt they had more storyline and structure to follow, they had phrases and vocabulary which they could magpie.</p>	<p>Continue to use Talk 4 Writing to improve attainment and progress of all pupils.</p> <p>Shared writing benefits all pupils as they can see an 'experienced learner' model the thought processes behind their writing and can also 'magpie' phrases, sentences etc to support their independent writing.</p> <p>Disadvantaged pupils continue to need further exposure to good level vocabulary (particularly within contexts) so that they can close the gap with non-PP.</p> <p>Lower attainment by end of year may be because of closer working with English Lead to ensure that the standards for writing are being applied consistently including those which inform end of Key Stage Two teacher assessment.</p>	
	Whole Class Guided Reading	<p>This has been successfully used within Years 5 and 6 and will start to be used in the rest of Key Stage 2. Allows pupils to benefit from listening to others' ideas and listen to modelled ideas from the teacher.</p> <p>Across year groups, there were improvements in attainment in reading for the expected standard and above the expected standard. Gaps still exist between PP and non-PP. The gap remains between attainment for PP and non-PP although more PP pupils made good progress in Years 5 and 6 and larger numbers made accelerated progress in Years 4, 5 and 6 compared to non-PP. The pupils making this better progress are working below the expected standard which accounts for the attainment gap remaining.</p>	<p>Roll out whole class guided reading across year groups in KS2 and use collaborative techniques within this approach to ensure that children have a chance to talk in depth with children with different perspectives.</p> <p>Whole class guided reading benefits all pupils as they are able to listen to the ideas of others, here children and teachers modelling more complex skills such as inference and begin to apply it independently.</p> <p>If accelerated progress continues, more PP pupils will attain the expected standard and higher standards.</p>	

<p>Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.</p>	<p>SSIF Project – use of co-operative learning, metacognition and CPA approach as well as Growth Mindset.</p>	<p>All teachers beginning to use co-operative learning tasks in class allowing all pupils to have the 'space' to give their ideas as well as learn from each other. CPD on CPA approach has had a positive impact on teaching – more teachers using manipulatives to support their teacher. More concrete manipulatives planned to be used from September and bar modelling training planned for Autumn 1.</p> <p>Impact: Teachers have reported that all pupils seem more engaged in maths lessons, learning walks and lesson observations have shown that pupils are more active in their learning and are beginning to use concrete and pictorial representations to support their learning although this is still mainly teacher directed.</p> <p>Percentages of PP pupils achieving the expected standard and above remained similar from Start to End of year. The percentages achieving expected standard between PP and non-PP were similar in Year 6 (in school data). In years 3, 4 and 5 the gap either stayed the same or decreased although a larger gap still remains. PP pupils mainly made similar progress to non-PP or made better progress. Some of these pupils are still working below the standard so their progress has not closed the gap at the expected standard or above.</p>	<p>Introduce further co-operative learning tasks, continue to develop use of metacognitive strategies to support learners in working independently, provide further training on CPA approach and subject knowledge.</p> <p>This will support all learners because 'experienced learners' such as teachers and other children will model to others how they go about completing tasks, it will continue to develop the number sense and fluency of learners – for example learning multiplication tables which some PP pupils may not have support in learning at home.</p> <p>Improved engagement in learning mathematics will increase attainment, love of mathematics and support the development of a growth mindset as pupils see themselves as being successful.</p>	
<p>Increased attainment and progress of pupil premium children in both Reading and Writing.</p> <p>Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.</p> <p>All children will have their social and emotional needs met.</p>	<p>Employ an extra teacher in Year 6 to create smaller class sizes so that all children receive a more personalised provision</p>	<p>Extra teacher employed for Year 6 – year group split into four classes with circa 24 pupils in each class.</p> <p>Impact: Teachers able to give pupils more individualised attention in lesson time to support their learning. PP pupils and those with SEMH needs could be target more through verbal feedback in their work.</p> <p>Employment of extra member of staff along with job share also meant that all PP pupils could be offered small group tuition in Spring and Summer term for maths, reading and writing. The majority of parents took advantage of this. Allowed us to support those who needed to get to expected standard, higher standard and also those who may have had SEN needs as well.</p> <p>In the KS2 tests, there were gaps between the number of pupils achieving the expected standard in maths and writing although more achieved the expected standard in reading. Disadvantaged pupils achieved better progress scores compared to 'All pupils' in reading, writing and maths except for those in the low prior attainment group for writing and low and middle prior attainment group for maths.</p>	<p>Continue to employ an extra Year 6 teacher to reduce class sizes and allow for 'quality first teaching' interventions throughout the year.</p> <p>Offering tuition during the school day increased the uptake of tuition for PP group. Continue to use this strategy to support PP pupils in Spring 2019.</p>	

<p>The pedagogy of growth mind-set is evident in all aspects of the school. Children are motivated to learn and as a result take ownership over their learning. They believe all can achieve with effort and practice.</p>	<p>Staff briefed as to the thinking behind developing effective learning behaviours. Learning behaviours to be chosen by children. Embed effective learning behaviours across the school. Introduce and develop Growth Mindset as part of exploring learning behaviours and what makes them effective.</p>	<p>The SSIF Project has further supported this aspect of learning. Teachers indicate focus learning behaviours in lessons and praise those who show these behaviours. Children have written stories for the learning behaviour superheroes. Teachers have been given literature to read on brain plasticity and growth mindset and have had staff meetings about it. Assemblies have also been held for pupils on growth mindset. Impact: Most children demonstrate the learning behaviours on a daily basis in class. In pupil discussions, children talk openly about the fact that they can get better at things through practice. However, there are still some children who may show a 'fixed mindset' in certain subjects or lessons. There is no specific evidence that PP pupils are more or less likely to have a fixed mindset.</p>	<p>This approach will continue to be used – further work with all staff and pupils needs to continue so that the message of growth mindset continues to be embedded and introduced to new cohorts.</p>	
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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
<p>Increased attainment and progress of pupil premium children in both Reading and Writing.</p>	<p>RWI Freshstart</p>	<p>The majority of Year 5 and 6 pupils who did Freshstart made improvements in their reading age, comprehension age, spelling age and Fresh Start Scores. Impact: Four pupils were PP – two of these made progress in all areas, one made progress in all areas except comprehension and one made progress in their comprehension and FreshStart scores only. One pupil made significant progress in their reading age (33months) and comprehension age (27months).</p>	<p>Fresh Start supported pupils in learning a wide range of reading skills and some writing skills as well. Due to staff illness later in the year, the FreshStart groups could not take place. Groups of pupils who need support in 2018-19 could be carried out in short burst sessions revising sounds and associated spelling patterns.</p>	
	<p>Project X Code</p>	<p>Project X Code was mainly used with Years 3 to 5 to support reading. Impact: Children have been very receptive to the mature resources available for those struggling readers. These books have been used successfully not only to motivate children in small group work with TAs, but also are well used by Reading Volunteers in the school and Reader Leaders.</p>	<p>Continue to balance Project x Code work in classes alongside whole-class guided reading to develop inference and thinking skills. English Leader to train new members of staff and provide a refresher to ensure they have a good understanding of the programme and ensure that they are using the resources to good effect.</p>	

	Year group interventions focusing on vocabulary teaching, T4W strategies and sentence structures	Year 5 teachers reported that pupils who overlearned the text through extra sessions were more likely to use the structure to support their own writing. One PP pupil worked on a 1:1 basis with English Lead (also class teacher) to support reading and writing. Impact: The children involved in the extra group work showed greater stamina for writing in class and confidence to share their ideas as a result of pre-teaching. The Pupil Premium child who received extra 1:1 support showed great progress in his reading comprehension and writing composition. Unfortunately this extra support did not have such a positive impact on stamina or speed in the classroom because of below average behaviours for learning.	Class teachers to continue to focus on pupil premium children as part of quality first teaching and ensure that any children selected for further intervention have support with their behaviours for learning to ensure an even greater impacts are realised.	
Increased attainment and progress of pupil premium children in both Reading and Writing.	Year 6 1:1 Tuition	PP pupils were offered support through tuition in the lead up to SATs – groups targeted reaching the expected standard and higher standard. Impact: Average progress for PP was 0.16 which was above non-PP (-3.38). More PP pupils achieved the expected standard than non-PP (87% : 66.6%) and slightly more made the higher standard than non-PP. They were also more likely to attain the expected standard in writing although this was still below the national benchmark.	Continue to offer PP pupils support in reading and writing through small group tuition and intervention work during Year 6.	
Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.	Year 6 1:1 Tuition	PP pupils were offered support through tuition in the lead up to SATs – groups targeted reaching the expected standard and higher standard. Impact: Average progress for PP was -3.93 which was slightly less than non-PP (-3.78). PP were less likely to achieve the expected standard however more PP achieved the higher standard. Average Point Scores for PP was higher at KS1 than non-PP which may have impacted on progress.	Continue to offer PP pupils support in maths through tuition in Spring Term and also through intervention work during Year 6. Analyse APS scores and numbers of pupils in each prior attainment group for PP at Key Stage 1. Track SATs outcomes throughout Year 6 for PP.	

Increased attainment of PP children in Maths. Attainment of maths to be at least in line with national figures.	Maths Whizz	25 PP pupils used Maths Whizz last year. Impact: Mainly pupil in Years 5 and 6 made higher levels of progress in their Maths Age than Years 3 and 4. Many pupils made over a year's progress in 8 months of using Maths Whizz. Place value, properties of number, shape and space and handling data were areas which saw the highest average increases in maths age. Progress was similar to non-PP pupils who also did Maths Whizz.	Maths Whizz has worked well in filling knowledge gaps for pupils. Having Year 6 peer tutors towards the end of the year was beneficial in supporting Lower KS2 pupils further.	
Children will have their social, emotional and mental health needs met.	Thrive Approach	Pastoral support advisor was fully trained in the Thrive Approach and all pupils from Years 3 to 5 were assessed using Thrive. Pupils who required support were identified and were offered Nurture or Forest School to support their SEMH needs. Impact: Thrive assessments have been carried out in every class, which allowed us to identify pupils key weaknesses and the PSA has developed a plan for these children so that key groups of staff can work with them.	Thrive pupils will be re-assessed at the end of each year. We plan to have at least one more Thrive practitioner trained in the coming year. To enable us to work with more vulnerable children.	
	Nurture	HLTA and TA running the groups attended training. Sessions for Nurture groups ran during the year to support a small group of pupils. Impact: There has some limited impact, as running regular groups has been difficult this year with some of the challenges that our children have.	Nurture and Forest school provision is re-assessed at the end of each year,	
	Forest School			
	Counselling	Counselling support was provided to pupils until Easter 2018. Impact: The children who had had a trauma in their lives benefitted from having counselling. This has now finished. Children now work with our thrive practitioner	Counselling provision will be re-assessed at the end of each year and will look at external counselling provision to support pupils, who need more support than our Thrive practitioner can offer.	
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
Behavioural issues across the school are addressed.	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention	Pastoral support advisor has worked increasingly more closely with teachers and parents to use the behaviour policy consistently across the school, meet with pupils about their behaviour and liaise with parents as well.	Continue to develop the consistency of the behaviour policy across the school and the communication between teachers, PSA and parents.	

Increased attendance for pupils eligible for Pupil Premium – measure attendance every half term and take actions to address as necessary.	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	Attendance meetings with parents were organised when pupils' attendance fell below Regular meetings were held with Head teacher to discuss pupils whose attendance was a concern. Impact: Parents have been invited to meet with the PSA and/or Headteacher which has mad parents think more about when their children need to be off school	Continue to closely monitor attendance of pupils. We now hold tiered meetings with the parents of children who have poor attendance. We have to be consistent and review attendance on a regular basis – looking back over 6 week blocks. We have learnt to be supportive to parents although firm about the need for pupils to be in school to learn.	
A-D outcomes Improved attainment in reading, writing and maths; improved support with pupils with SEMH needs and address behavioural issues	Implement more parent teacher consultations so that parents can be kept abreast of pupils attainment and progress on a half termly basis	Reception teachers regularly met with parents for parent meetings in the morning and also held parent cafes on learning. Years 3 to 6 continued to see parents in Autumn and Spring term in the evenings. Parents had access to teacher e-mails so that they could directly contact pupils if required.	Both parents and staff have welcomed the new approach and will continue to use this in 2017/2018. We have learnt that for some of our families it is important for us to be tenacious in our approach to get them into school to discuss their child's progress, however this is a small number and teachers will often use other opportunities to engage with parents, such as through sharing learning sessions alongside their child, or phone calls home.	
Increased attendance for pupils eligible for Pupil Premium – measure attendance every half term and take actions to address as necessary.	Offer enrichment activities PP Contingency fund used to support PP pupils for other needs – e.g. uniform	Breakfast Club was offered to PP pupils each morning during school term to support pupils in arriving at school on time as well as providing a healthy breakfast which would impact positively on their learning during the day. Residential? School trips?	Continue to offer Breakfast Club to all PP pupils.	

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Maths																
Year group	no of PP pupils	% age Expected Start of Year	Non PP	% Expected End of Year	Non PP	Difference Start>End	% Above Expected Start of Year	Non PP	% Above Expected End of Year	Non PP	Difference Start>End	% Good progress	Non PP	% Above good progress	Non PP	
3	10	50%	46%	50%	74%	0%	10%	31%	40%	56%	30%	60%	69%	50%	54%	
4	18	31%	67%	50%	76%	19%	28%	48%	28%	47%	0%	67%	63%	45%	23%	
5	27	56%	75%	59%	77%	3%	22%	54%	26%	38%	4%	70%	62%	30%	18%	
6	25	60%	65%	64%	67%	4%	32%	39%	32%	31%	0%	64%	47%	20%	8%	
Reading																
Year group	no of PP pupils	% age Expected Start of Year	Non PP	% Expected End of Year	Non PP	Difference Start>End	% Above Expected Start of Year	Non PP	% Above Expected End of Year	Non PP	Difference Start>End	% Good progress	Non PP	% Above good progress	Non PP	
3	10	20%	41%	50%	85%	30%	10%	26%	30%	64%	20%	60%	64%	40%	54%	
4	18	67%	77%	78%	81%	11%	39%	57%	50%	65%	11%	78%	64%	56%	23%	
5	27	67%	76%	78%	72%	11%	39%	54%	50%	48%	11%	56%	60%	30%	20%	
6	25	60%	65%	68%	58%	8%	36%	43%	44%	31%	8%	40%	32%	24%	8%	
Writing																
Year group	no of PP pupils	% age Expected Start of Year	Non PP	% Expected End of Year	Non PP	Difference Start>End	% Above Expected Start of Year	Non PP	% Above Expected End of Year	Non PP	Difference Start>End	% Good progress	Non PP	% Above good progress	Non PP	
3	10	70%	72%	30%	36%	-40%	60%	56%	20%	18%	-40%	30%	10%	20%	5%	
4	18	56%	67%	39%	76%	-17%	22%	44%	33%	47%	11%	56%	53%	28%	25%	
5	27	48%	75%	44%	70%	-4%	30%	43%	22%	35%	-8%	44%	56%	30%	13%	
6	25	60%	57%	52%	50%	-8%	36%	40%	32%	19%	-4%	48%	30%	16%	6%	