

1. Summary Information					
Academic Year	2017/18	Total PP Budget	£60,520	Date of most recent PP Review	July 17
Total number of pupils	405	Number of pupils eligible for PP	40	Date of next external review	

2. Attendance				
Academic Year	Number of PP Pupils	% average attendance – PP Pupils	% average attendance – Non PP Pupils	Difference
2014-2015	41	95.45	96.28	0.83
2015-2016	41	95.56	95.65	0.09
2016-2017	34	94.89	95.87	0.98

3. Current Attainment			
	Pupils eligible for PP	All Pupils	All Pupils (national average)
EYFS	4	59	
% of pupils achieving a good level of development	25%	75%	69%
KS1	6	59	
% of pupils meeting expectations in reading	50%	81%	76%
% of pupils meeting expectations in writing	50%	71%	68%
% of pupils meeting expectations in mathematics	67%	86%	75%
KS2	4	60	
% of pupils meeting expectations in reading	75%	78%	71%
% of pupils meeting expectations in writing	75%	78%	76%
% of pupils meeting expectations in mathematics	50%	77%	75%

Barriers to learning well		Strategies to address the need	How will it be measured for impact
A	<p>Attitude to learning</p> <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 interest and engagement in learning 	<ul style="list-style-type: none"> • Ensure accelerated progress and raise attainment through Quality Teaching First with a Termly peer teacher coaching program through the school. With a focus on pupil premium children and developing strategies for quality feedback. • Staff are deeply involved in their performance management which has a focus on children's outcomes and strategies to use for effective teaching and learning • Well planned transition from year to year including to secondary school. Transitions to include discussions with parents and child to ensure best chance for smooth transitions. • Sand Tray therapy, Emotional Literacy Support for identified pupils <p>Education Endowment Foundation suggest a potential gain of 9 additional months progress for effective feedback</p>	<ul style="list-style-type: none"> • Coaching measured through benchmarking 'before and after' the coaching. Within the benchmarking, outcomes for children clearly defined and measured for impact at end – triangulated at pupil progress meetings, work scrutiny and lesson observations. • Teachers' performance management and Professional development log is regularly updated and evaluated for impact on outcomes for children. • Less transition issues than previous year with more settled children at the start of term. • Strategies to include defining SMART targets for each therapy and a bookmarking approach (as above) that is triangulated with other data.
B	<p>Low Self Esteem</p> <ul style="list-style-type: none"> • Low self worth • Lack of confidence • Unhappy Children • Lack of resilience • Lack of aspiration 	<ul style="list-style-type: none"> • learning to learn skills (metacognition) program with TA and DHT support • Family Link Adviser available out of class to work with parents and children to address specific needs. This includes up to date training for Family Link and a program of structured conversations to discuss attitudes to learning with parents and child 	<ul style="list-style-type: none"> • Program to define individual objectives with strategies to include defining SMART targets for each program and a bookmarking approach that is triangulated with other data including book scrutiny and pupil voice.

		<p>Education Endowment Foundation suggest a potential gain of 8 additional months progress for metacognition interventions</p>	
<p>C</p>	<p>Closing Gaps in Learning</p> <ul style="list-style-type: none"> • Working below age related expectations • Progress slow • Lack of support at home 	<ul style="list-style-type: none"> • Develop further the peer mentor/tutoring program with training for Bath Spa Students to run mentor groups for key children • Further develop the toolkit of measurable strategies that provides interventions tailored to the individual needs. Include SMART targets for Target books • Carry out Education Endowment Foundation (EEF) TA audit tool for effective TA deployment – use outcomes to adjust and refine how and where TAs are used to ensure effectiveness. Train teaching assistants in meta-cognition and effective feedback to support interactions with students. • Gain a better understanding of pupils’ individual barriers with brief support plans to include all aspects of a child’s barrier to learning including attendance and behaviour and methods to track meta-cognitive learning. • SALT support to help implement Writing Planning and monitor this through performance management • Develop phonics teaching and strategies with a new phonics subject leader in Year 1 and identifying good practice in other schools. <p>Education Endowment Foundation suggest a potential gain of 8 additional months progress for effective peer tutoring</p> <p>Education Endowment Foundation suggest a potential gain of 4 additional months progress for effective phonics</p>	<ul style="list-style-type: none"> • Peer Mentoring Program to define individual objectives with strategies to include defining targets for each session (both academic and meta-cognitive) this is triangulated with book scrutiny and pupil voice. • Increase in percentage of pupils’ achieving age related expectations by the end of each key stage. Improvement in attainment and progress of Pupil Premium Children in Reading, Writing and Mathematics. • Number of children passing phonics screening to increase on previous years

D	<p>Behaviour</p> <ul style="list-style-type: none"> • Negative behaviour to others / poor social skills • Low level disruptive behaviour during learning time. • Behavioural incidents affecting learning in class. 	<ul style="list-style-type: none"> • Lunch time club for key children to provide pastoral support and help them develop social skills for interacting with peers • Clear whole school behaviour system and process in place with time set aside to develop rewards further • Introduction of behaviour support plans to define behaviour expectations and learning support around this for key children. <p>Sutton Trust for effective social and emotional learning suggests potential gain of 4 months</p>	<ul style="list-style-type: none"> • Reduction in incidences of bullying, aggressive behaviour and derogatory language – all tracked through the behaviour tracker. Incidences of low level disruption are minimal.
E	<p>Attendance</p> <p>High level of broken weeks Persistent absentees (below 90% attendance)</p>	<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 • Contact with parents of any pupil dropping below 95% to gather story and offer support • Persistent absentees lead to a meeting with the Education Welfare Officer. • Certificates for children who have achieved 100% attendance all year • Regular attendance updates and reminders in the school newsletter 	<ul style="list-style-type: none"> • Attendance figures for Pupil premium children are in line with non-pupil premium children

Pupil Premium 2016-17

In 2016-7 the total Pupil Premium we received was £57015.32 and this year it is £60520
Our Pupil Premium was and is being spent on:

- Professional development of all teaching staff to securing high quality teaching in every lesson.
- Additional teaching assistant hours to provide support for teachers and help provide targeted interventions
- Additional teaching assistant hours to support the emotional well-being of pupils through nurture intervention and/or 1:1 mentoring
- Raising the awareness of vulnerable children in each class to help identify the need for early interventions and strategies that can be used to improve outcomes.
- Establishing a strategy for pupil premium interventions that followed a cyclic “plan / do / review / re-plan” model

This has raised pupil achievements through:

- Improved attainment and progress for those pupils who received reading, writing and mathematics intervention
- Excellent end of EYFS and KS1 results
- Improved behaviour and engagement in lessons
- Additional support and advice given to individual families as necessary
- Good attendance.

Our pupil premium strategy is reviewed annually.

2016-17 How the money was spent:

Amount received: £57,015

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| 1. Increasing parental engagement with a weekly Preview Club - PP parents joined their child at the end of a school day (between 3-3.30pm) to preview next week's learning and support home reading and homework. The objective is to take the struggle out of home learning and provide a 'neutral place' for adults to support their child. | £1,064 |
| 2. Playleaders' Lunchtime nurture group and social skills run by Family Link Adviser and two additional TAs | £11,536 |
| 3. Social Skills - Ipals project with a 3rd party provider to build community links between adults in a care home and vulnerable children. It engaged children in their local community and built self-worth and identity using ICT. | £1,490 |
| 4. Non-contact time for the Deputy Head to work with children on a peer to peer mentoring initiative for mathematics and reading. | £6703 |
| 5. HLTA support for a Parental engagement –Home support program inviting specific parents in to talk with FLA and DHT about ways to support their child's learning at home. | £1,526 |
| 6. Extra Curricular provision like breakfast club and music lessons | £1,634 |
| 7. 1:1 support for specific children. | £12,833 |
| 8. Teaching assistant targeted interventions and support for reading/writing and mathematics. | £18,899 |
| 9. Increased focus on assessing and monitoring Pupil Premium children – ensuring Pupil Premium children have a high profile in planning, teaching and assessment within the classroom - each child was tracked individually by the class teacher on a weekly basis. This information was used to provide targeted interventions | £1,330 |