1. Summary Information

Academic Year	2017/18	Total PP Budget	£57685	Date of most recent PP Review	July 18
Total number of pupils	405	Number of pupils eligible for PP	45	Date of next PP review	July 19

2. Attendance

Academic Year	Number of PP Pupils	% average attendance – PP Pupils	% average attendance – Non PP Pupils	Difference
2015-2016	41	95.56	95.65	0.09
2016-2017	34	94.89	95.87	0.98
2017-2018	45	93.23	96.43	3.20

3. Current Attainment

	Pupils eligible for PP	All Pupils	All Pupils (national average 2016/17)
EYFS			
% of pupils achieving a good level of development	0%	75%	71%
KS1			
% of pupils meeting expectations in reading	86%	85%	76%
% of pupils meeting expectations in writing	86%	75%	71%
% of pupils meeting expectations in mathematics	100%	85%	75%
KS2			
% of pupils meeting expectations in reading	69%	71%	72%
% of pupils meeting expectations in writing	85%	85%	76%
% of pupils meeting expectations in mathematics	54%	65%	75%

Pupil Premium 2018-19

Below is a summary of the main barriers to achievement faced by pupil premium eligible children for the academic year 2018-19. It includes how pupil premium funding is going to be spent to address those barriers, the reasons for the approach and how the impact is to be measured.

	Barriers to learning well	Strategies to address the need	How will it be measured for impact
A	**Attitude to learning** • 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	• 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 effective feedback and metacognition (learning to learn) • Further develop Quality Teaching First via staff performance management. This should focus on children's outcomes and strategies to use for effective feedback and metacognition (learning to learn) - This to be linked via SALT team to a more cyclic approach to Staff Development Meetings • 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. **Education Endowment Foundation suggest a potential gain of 9 additional months progress for effective feedback and a potential gain of 8 additional months progress for metacognition interventions**	• 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. Staff Development Meetings are increasingly focused on 'plan, do, review' approach • Less transition issues than previous year with more settled children at the start of term.

B	**Low Self Esteem** • Low self worth • Lack of confidence • Unhappy Children • Lack of resilience • Lack of aspiration	• learning to learn skills (metacognition) program with TA and DHT based on developing strategies for metacognition based on EEF 'Metacognition and Self-Regulated Learning: Guidance Report' – Train key teaching assistants in meta-cognition and effective feedback to support interactions with students. • 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 • Sand Tray therapy, Emotional Literacy Support for identified pupils to develop positive learning habits around feedback and learning to learn. **Education Endowment Foundation suggest a potential gain of 8 additional months progress for metacognition interventions**	• Program to define individual objectives with strategies to include defining SMART targets for each program and a *'what we see at the start against what we want at the end'* measured approach that is triangulated with other data including book scrutiny and pupil voice. • Strategies to include defining SMART targets for each therapy and a start/end approach (as above) that is triangulated with other data.
C	**Closing Gaps in Learning** • Working below age related expectations • Progress slow • Lack of support at home	• Embed the remodelling of the TA workforce to adjust and refine how and where TAs are used effectively. This includes providing a single managerial contact to oversee the initiative and develop the toolkit of measurable strategies to provide interventions tailored to individual needs with SMART targets. As part of this, gain a better understanding of pupils' individual barriers with brief support plans to	• 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.

		include all aspects of a child's barrier to learning.	• Number of children passing phonics screening to increase on previous years
		• Further develop phonics teaching and strategies with a phonics subject leader in Year to track and adapt phonics for pupil premium children	
		• Develop further the peer mentor/tutoring program with training for Bath Spa Students and TAs to run mentor groups for key children	• 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.
		Education Endowment Foundation suggest a potential gain of 8 additional months progress for effective peer tutoring **Education Endowment Foundation suggest a potential gain of 4 additional months progress for effective phonics**	
D	**Behaviour** • Negative behaviour to others / poor social skills • Low level disruptive behaviour during learning time. • Behavioural incidents affecting learning in class.	• Lunch time club for key children to provide pastoral support and help them develop social skills for interacting with peers. This to include forest skills and other 'deeper experiential' activities • Develop emotion coaching with staff to support behaviour • Introduction of behaviour support plans to define behaviour expectations and learning support around this for key children. **Sutton Trust for effective social and emotional learning suggests potential gain of 4 months**	• Reduction in incidences of bullying, aggressive behaviour and derogatory language – all tracked through the behaviour tracker. Incidences of low level disruption are minimal.

E	**Attendance** High level of broken weeks Persistent absentees (below 90% attendance)	• 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	• Attendance figures for Pupil premium children are in line with non-pupil premium children

Pupil Premium 2017-18

Our pupil premium strategy is reviewed annually.

2017-18 *How the pupil premium funding was spent and the impact of the expenditure on eligible (and other) pupils:*
Amount received: £ 57,695

Item	Cost	Impact
1. *Ensure accelerated progress and raise attainment through Quality Teaching First. This included a termly peer teacher coaching program through the school. With a focus on pupil premium children and developing strategies for quality feedback.*	*15,207*	*Children made clear gains during every coaching cycle – data triangulated at pupil progress meetings, work scrutiny and lesson observations.* *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.*
2. *Increasing parental engagement with a weekly Reading Club - PP parents joined their child at the end of a school day (between 3.15-3.45pm) to read at school together in support of home reading and homework. The objective is to take the struggle out of home reading/learning and provide a 'neutral place' for parents to support their child.*	*454*	*Regular home reading established which included supported providing parents with information on reading strategies, ensuring children's books were up to date and help with choosing appropriate books. Children who accessed the intervention all achieved their reading target*
3. *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*	*1,227*	*Closer links with parents and their child's learning. Impact included additional support and advice for individual families as necessary. This included parents sharing concerns around bereavement, illness, family break up. This facilitated identifying appropriate school interventions that were used to support key children's needs.*

			Engagement with families in Accessing professional services to support their child's learning and wellbeing.
4.	*Sand Tray therapy, Emotional Literacy Support for identified pupils*	*11,587*	*Every program included SMART targets – programs were adjusted accordingly and soft impact measured – in a majority of cases children made progress on set targets.*
5.	*Deputy Head to work with children on a peer to peer mentoring for mathematics to support Metacognition and impact on mental calculation skills.*	*2,055*	*All mentors improved and engaged with metacognition and self-regulated learning skills – it increased mentors mathematical confidence and understanding of how to learn. This had a direct effect on classroom confidence in mathematics. Mentees were able to critically reflect on next steps and engage in evaluating their learning. It had a significant impact on their mathematical confidence in class and in the group intervention. Data from Arithmetic tests suggest an average improvement of almost 90% for each child*
6.	*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. This included regular training sessions for teaching assistants in meta-cognition and effective feedback to support interactions with students.*	*3,526*	*Complete remodelling of the TA workforce to ensure all TAs are well utilised and focused on impact and pupil outcomes. The workforce should be flexible and able to quickly respond to pupils' needs following pupil progress and whole school data. This is to start in September 2018 and shall be measured and evaluated carefully.*
7.	*Develop phonics teaching and strategies with a new phonics subject leader in Year 1 and identifying good practice in other schools.*	*2,975*	*100% of pupil premium children passed the Year 1 phonics screening test. 100% of pupil premium children who took the re-test in Year 2 passed.*
8.	*Teacher led interventions in reading, writing and mathematics. Including Leadership support to help implement writing that is more effective, monitor progress and evaluate impact of interventions.*	*7,301*	*Improvement in children's outcomes and quality of teaching. Assessment and tracking updated to ensure a robust system that offers parity across year groups and vulnerable groups*

			Gaps between pupil premium children and their peers are diminishing. *End of KS1 data shows pupil premium children achieved above their peers in reading, writing and mathematics. End of KS2 data shows pupil premium children were broadly in line with their peers in reading and writing.*
9. *Lunch time club for key children to provide pastoral support and help them develop social skills for interacting with peers run by Family Link Adviser and two additional TAs*	*4,970*		*Lunch program included SMART targets –and soft impact measured – in most cases children made progress on set targets. There has also been a reduction in incidences of bullying, aggressive behaviour and derogatory language at lunch*
10. *1:1 support for specific children in danger of fixed term exclusion or permanent exclusion*	*5,496*		*Emotional support for parent and child to facilitate a positive transition to a more appropriate setting. Child now excelling in the setting. Other children's support plans have successfully prevented a number of fixed term exclusions.*
11. *Musical tuition, breakfast club trip support*	*1,663*		*Enrichment and access to a wider range of experiences for pupil premium children.*
12. *Community engagement to develop Social Skills and enrich children's experience– including Gardening and the 'Alive' 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.*	*1.234*		*It engaged children in their local community and built self-worth and identity. Regional data suggests that Pupil Premium Children do not access history (or languages) in KS4. This should provide an experiential link to history that impacts at a later key stage.*
13.			