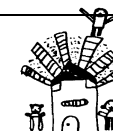


Actions	Fund allocation	Use of fund	How will impact be assessed?	Evidence (Summer 2016)																				
Actions focused on learning within the curriculum	£23,987	<ul style="list-style-type: none"> <li>• 'intervention champions' providing focused additional support through interventions</li> <li>• Membership of Transform Teaching School Alliance and therefore access to:               <ul style="list-style-type: none"> <li>✓ Improving Teacher Programme</li> <li>✓ Outstanding Teacher Programme</li> <li>✓ Middle Leadership development programme</li> <li>✓ Health Check Peer Review</li> </ul> </li> </ul>	pupil progress measures within an academic year, comparisons made to other groups in school and predicted grades	<p><b>EYFSP</b> 80% of PP pupils attained a GLD in comparison to 50% of non PP pupils and 60% of all pupils in school. This percentage was significantly above all pupils at LA (64%) and national (69%) level.</p> <p><b>KS1</b> At the end of year 2, PP outcomes in writing, maths and combined were higher than all pupils in school and all pupils in the LA. In maths, PP pupils closed the gap to national percentages (73%).</p> <table border="1" data-bbox="1541 810 2168 992"> <thead> <tr> <th></th> <th>School all</th> <th>School PP</th> <th>LA all</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>64%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>68%</td> <td>73%</td> <td>68%</td> </tr> <tr> <td>Combined</td> <td>54%</td> <td>64%</td> <td>53%</td> </tr> </tbody> </table>		School all	School PP	LA all	Reading	68%	64%	67%	Writing	54%	64%	58%	Maths	68%	73%	68%	Combined	54%	64%	53%
	School all	School PP	LA all																					
Reading	68%	64%	67%																					
Writing	54%	64%	58%																					
Maths	68%	73%	68%																					
Combined	54%	64%	53%																					



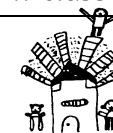
				<p><b>KS2</b></p> <p>At the end of year 6, PP outcomes in reading, writing, GPS and combined were in line with all pupils in school. PP combined score was in line with all pupils nationally and above all pupils in the LA.</p> <table border="1"> <thead> <tr> <th></th> <th>School all</th> <th>School PP</th> <th>LA all</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>65%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>65%</td> <td>71%</td> </tr> <tr> <td>Maths</td> <td>64%</td> <td>59%</td> <td>69%</td> </tr> <tr> <td>GPS</td> <td>64%</td> <td>65%</td> <td>69%</td> </tr> <tr> <td>Combined</td> <td>54%</td> <td>53%</td> <td>49%</td> </tr> </tbody> </table> <p><b><u>Transform Teaching School Alliance</u></b></p> <p>High quality CPD accessed from the TSA included:</p> <ul style="list-style-type: none"> <li>✓ Health Check peer review, undertaken in collaboration with two other schools</li> <li>✓ NQT training programme</li> <li>✓ Outstanding Teaching Assistant Programme - facilitated by our Lead Teaching Assistant</li> <li>✓ Outstanding Teacher Programme accessed</li> </ul>		School all	School PP	LA all	Reading	61%	65%	60%	Writing	64%	65%	71%	Maths	64%	59%	69%	GPS	64%	65%	69%	Combined	54%	53%	49%
	School all	School PP	LA all																									
Reading	61%	65%	60%																									
Writing	64%	65%	71%																									
Maths	64%	59%	69%																									
GPS	64%	65%	69%																									
Combined	54%	53%	49%																									



	£45,019	<ul style="list-style-type: none"> <li>increased adult : child ratio in the Foundation Stage Unit to support language development</li> </ul>	progress measures	<p>PP pupils in the EYFS made rapid progress and subsequently 80% achieved a GLD.</p> <p>The positive impact of increased adult:pupil ratio in the Foundation Stage Unit has included:</p> <ul style="list-style-type: none"> <li>Continuation of more small group focusses taking place and these have had a direct impact on progress and attainment across all areas of learning</li> <li>Further opportunities to engage in speaking and listening activities has had a positive impact on developing social skills and overall reading and writing attainment</li> <li>Continuation of Mini Boothers sessions (pre-nursery) have targeted the vulnerable</li> </ul>
Actions focused on social, emotional and behavioural issues	£34,142	<ul style="list-style-type: none"> <li>designated learning mentor to support targeted intervention with vulnerable pupils: eg. 1 : 1 work, small group social skills, emotional literacy development and employment of outside agencies as and when required</li> <li>Direct work with pupils and families through the FSW addressing social,</li> </ul>	pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires	<p><b>Learning Mentor</b> worked with 50 PP pupils - in effect 40% of PP pupils received some form of support. 15 of these were on an extensive, ongoing and/or multi-agency basis. This was a sustained increase on previous years. Pupils and families were supported through direct work, 1:1, parent work, tailored interventions and co-ordinating the school's attendance work. Learning Mentor also further developed the tracking of support given to Pupil Premium children, enabling school to better identify and target PP pupils that: are not making sufficient</p>



		emotional and behavioural issues		<p>progress; not working at ARE; or receiving less additional support.</p> <p>Impact on these pupils includes:</p> <ul style="list-style-type: none"> <li>• Increased confidence and independence levels which are having a positive impact on progress and learning back in their classroom</li> <li>• Improved holistic index scores for specific children</li> <li>• Improved SDQ scores for Pupil Premium Plus children</li> <li>• 11 PP pupils with poor attendance had been targeted for intervention at the start of the academic year - 9 of these had improved by the end of the year</li> <li>• Almost all of parents/carers responded to school questionnaires stating that they believe behaviour is good at the school</li> <li>• Incidences where specific children are not receiving sufficient support are identified on a termly basis and additional transition information has been provided for PP pupils</li> </ul>
Actions focused on enrichment beyond the curriculum	£5,500	<ul style="list-style-type: none"> <li>• to support a wealth of trips, visits and visitors by heavily subsidised transport costs as well as</li> </ul>	attendance/participation of clubs, trips and residential plus overall attendance levels	A huge and varied range of enrichment opportunities - visits, visitors, experiences, extra-curricular clubs and residential visits were subsidised to enhance the in-class



		offering 3 residential opportunities with considerable reductions to costs		curriculum. 49 PP pupils attended 1 of our 3 residential this academic year at a heavily subsidised cost. This was an increased amount of pupils in comparison to the previous academic year.
	£20,299	<ul style="list-style-type: none"> <li>to provide a wide range of activities / clubs before and after school (sports and academic clubs)</li> </ul>	attendance levels of those children at clubs and anecdotal accounts of attitudes to school and learning	<p>Over 40 of the pupils attending our free Early Birds breakfast club last year were PP pupils (over 30% of PP pupils in the school). Focussed learning groups tailored to each age group have ensured that pupils start the day in a calm, structured and engaging way.</p> <p>Anecdotally, the start of the school day is calm and focussed with a continued reduction of pupils arriving late.</p> <p>Once again, almost all PP pupils have accessed an afterschool club this academic year including sports, dance, cooking and art. 67% of PP pupils in KS2 have regularly attended an after-school sports club.</p>
Actions focused on families and communities	£31,445	<ul style="list-style-type: none"> <li>to employ a 0.8 Family Support Worker to provide focused support to families as appropriate, including</li> </ul>	parental feedback as well as the reduction in numbers of children whose cases are held by	Our Family Support Worker worked with the families of 39 PP pupils across the school year - 14 of these on an extensive basis. This is an increase of previous years and reflects a move towards providing more



		sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes/one-to-one sessions as appropriate	Social Care	universal and early intervention support. 9 particularly complex and challenging families were supported as Priority Families cases and allocated to the FSW. 7 of these were prevented from requiring further escalation and/or social care involvement.
	£7,500	<ul style="list-style-type: none"> <li>to continue to maintain a shared post of an Attendance Officer</li> </ul>	attendance levels of targeted families compared to attendance levels of all groups	<p>PP pupils had an overall 95.7% attendance last academic year which was above the attendance percentage of non PP pupils. This attendance percentage was below the previous year (96.1%) but above the previous 3 years.</p> <p>High quality intervention supporting some of the most vulnerable families has continued to yield this positive percentage. This has continued to include, CAF meetings, home visits, 1:1 parent meetings, attendance at Early Birds and support from the Attendance Officer, Senior Safeguarding Lead and Family Support Worker.</p>
Activities focused on providing alternative learning pathways and specialist tuition	£15,498	<ul style="list-style-type: none"> <li>participation in the 'In Harmony' project working with 3 expert tutors plus the development of ensemble singing and a choir</li> </ul>	school attainment and progress overall along with Stakeholder feedback to events / performances  reflected in the number	<p>All PP pupils in years 3,4,5 and 6 were taken to see the Halle Orchestra perform at The Royal Concert Hall.</p> <p>All PP pupils in year 4 performed in a large concert at the Albert Hall.</p> <p>9 PP pupils from years 5 and 6 were taken to London to perform alongside other In</p>



			of pupils passing music exams	<p>Harmony schools.</p> <p>3 PP pupils from year 5 were funded to attend a Music residential.</p> <p>5 PP pupils achieved their grade 1 music exam and 1 achieved their grade 2.</p> <p>7 higher achieving PP children from year 6 accessed additional music lessons.</p> <p>All PP pupils from year 1-6 performed in a large whole-school music celebration.</p> <p>Anecdotally and through pupil dialogue, pupils have continued to develop a passion for music.</p> <p>This is reflected with increasingly high numbers of children achieving grades and music medals.</p>
--	--	--	-------------------------------	---

School receives £129,360

School spends £183,390

