

PUPIL PREMIUM – IMPACT

Pupil Premium Governor: Mr L Denis

Total allocation for the financial year 2018 -2019 is: £304,200. (adjusted)

Barriers to Achievement

When identifying where to target additional funding for disadvantaged pupils, barriers which may affect achievement are identified to ensure support is focussed on the needs of the individual pupils. Some of these barriers include:

Special Educational Needs (including EAL, literacy and numeracy, dyslexia/dyscalculia, medical)

Family unable to support learning at home

Low aspirations

Attendance and punctuality

Emotional Needs

Behaviour/concentration

Low self-esteem and self-confidence

Speech and Language

STRATEGY	PURPOSE	WHO	EXPECTED IMPACT	IMPACT	COST																																																																																																										
INTERVENTION	<p>Intervention provided for those pupils who are not making expected progress or who are below expected attainment in Reading, Writing and Maths.</p> <p>Intervention provided for those pupils who may have the potential to work at greater depth.</p>	Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards.	That all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.	<p>% of PP pupils achieving Expected Standard</p> <table border="1" data-bbox="1223 387 2002 499"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>52</td> <td>71</td> <td>62</td> <td>62</td> <td>66</td> <td>57</td> <td>59</td> <td>77</td> <td>52</td> </tr> <tr> <td>KS2</td> <td>42</td> <td>64</td> <td>72</td> <td>55</td> <td>64</td> <td>85</td> <td>58</td> <td>78</td> <td>82</td> </tr> </tbody> </table> <p>% of PP pupils achieving Higher Standard</p> <table border="1" data-bbox="1223 571 2002 683"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>24</td> <td>31</td> <td>17</td> <td>14</td> <td>6</td> <td>2</td> <td>17</td> <td>29</td> <td>21</td> </tr> <tr> <td>KS2</td> <td>13</td> <td>23</td> <td>28</td> <td>3</td> <td>3</td> <td>3</td> <td>16</td> <td>23</td> <td>33</td> </tr> </tbody> </table> <p>Progress of PP pupils by end of KS2</p> <table border="1" data-bbox="1223 754 1718 903"> <thead> <tr> <th>Y6</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1.09</td> <td>0.74</td> <td>2.91</td> </tr> <tr> <td>N-PP</td> <td>0.32</td> <td>0.27</td> <td>0.37</td> </tr> <tr> <td>National</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Positive Progress was seen in Reading and Maths and above the national average for progress of non-disadvantaged pupils nationally.</p> <p>Average Scaled Score</p> <table border="1" data-bbox="1223 1050 1926 1161"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>99.8</td> <td>103.8</td> <td>103.5</td> </tr> <tr> <td>Maths</td> <td>103.0</td> <td>103.9</td> <td>106.1</td> </tr> </tbody> </table>		Reading			Writing			Maths			2017	2018	2019	2017	2018	2019	2017	2018	2019	KS1	52	71	62	62	66	57	59	77	52	KS2	42	64	72	55	64	85	58	78	82		Reading			Writing			Maths			2017	2018	2019	2017	2018	2019	2017	2018	2019	KS1	24	31	17	14	6	2	17	29	21	KS2	13	23	28	3	3	3	16	23	33	Y6	Read	Write	Maths	PP	1.09	0.74	2.91	N-PP	0.32	0.27	0.37	National					2017	2018	2019	Reading	99.8	103.8	103.5	Maths	103.0	103.9	106.1	£81,842.00
	Reading			Writing			Maths																																																																																																								
	2017	2018	2019	2017	2018	2019	2017	2018	2019																																																																																																						
KS1	52	71	62	62	66	57	59	77	52																																																																																																						
KS2	42	64	72	55	64	85	58	78	82																																																																																																						
	Reading			Writing			Maths																																																																																																								
	2017	2018	2019	2017	2018	2019	2017	2018	2019																																																																																																						
KS1	24	31	17	14	6	2	17	29	21																																																																																																						
KS2	13	23	28	3	3	3	16	23	33																																																																																																						
Y6	Read	Write	Maths																																																																																																												
PP	1.09	0.74	2.91																																																																																																												
N-PP	0.32	0.27	0.37																																																																																																												
National																																																																																																															
	2017	2018	2019																																																																																																												
Reading	99.8	103.8	103.5																																																																																																												
Maths	103.0	103.9	106.1																																																																																																												

<p>PRE-TUTORING</p>	<p>To provide regular intervention on skills and concepts that they will be taught next.</p> <p>Parents will be invited in to school to work alongside their child to enable them to continue to work with them at home.</p>	<p>Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes.</p>	<p>The impact of this will be that they will be taught skills and concepts that they will be taught. This will allow them to take a greater part in the lesson, increase their confidence and allow them to make greater progress.</p> <p>Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>	<p>See Above</p>	<p>£8,045.00</p>
----------------------------	--	--	---	------------------	------------------

RE-VISITING	<p>To provide regular intervention which will develop learnt skills and ensure these skills are retained.</p> <p>Parents will be invited in to school to work alongside their child to enable them to continue to work with them at home.</p>	<p>Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes.</p>	<p>The impact of this will be that they will continue to re-visit skills and methods that they have been taught but have difficulty retaining or are not fully confident in and as a result make greater progress.</p> <p>Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>	<p>See Above</p>	£8,045.00																																																						
HIGHER ABILITY INTERVENTION	<p>To identify higher ability disadvantaged pupils and provide them with support to move them to work at greater depth in Reading, Writing and Maths.</p>	<p>Targeted intervention for GD PP children.</p>	<p>That these pupils will be working at greater depth within their stage of the curriculum.</p>	<p>% of PP pupils achieving Higher Standard/GD (KS1)</p> <table border="1" data-bbox="1223 919 1984 1026"> <thead> <tr> <th colspan="3">Read</th> <th colspan="3">Write</th> <th colspan="3">Maths</th> </tr> <tr> <th>2019</th> <th>2018</th> <th>2017</th> <th>2019</th> <th>2018</th> <th>2017</th> <th>2019</th> <th>2018</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>31</td> <td>24</td> <td>2</td> <td>6</td> <td>14</td> <td>21</td> <td>29</td> <td>17</td> </tr> </tbody> </table> <p>% of PP pupils achieving Higher Standard/GD (KS2)</p> <table border="1" data-bbox="1223 1098 1939 1204"> <thead> <tr> <th colspan="3">Read</th> <th colspan="3">Write</th> <th colspan="3">Maths</th> </tr> <tr> <th>2019</th> <th>2018</th> <th>2017</th> <th>2019</th> <th>2018</th> <th>2017</th> <th>2019</th> <th>2018</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>23</td> <td>13</td> <td>3</td> <td>3</td> <td>3</td> <td>33</td> <td>23</td> <td>16</td> </tr> </tbody> </table>	Read			Write			Maths			2019	2018	2017	2019	2018	2017	2019	2018	2017	17	31	24	2	6	14	21	29	17	Read			Write			Maths			2019	2018	2017	2019	2018	2017	2019	2018	2017	28	23	13	3	3	3	33	23	16	£4,800.00
Read			Write			Maths																																																					
2019	2018	2017	2019	2018	2017	2019	2018	2017																																																			
17	31	24	2	6	14	21	29	17																																																			
Read			Write			Maths																																																					
2019	2018	2017	2019	2018	2017	2019	2018	2017																																																			
28	23	13	3	3	3	33	23	16																																																			

MENTORING	The purpose of this approach is to provide some of our most disadvantaged and vulnerable pupils the chance to discuss any issues which they may have in school or outside school. Each mentored pupil has an adult that they know they can go to if and when they need to as well as allocated time during the school week to spend with their mentor.	Teaching Assistants are assigned a selection of disadvantaged pupils who teachers have identified as those who would benefit from mentoring.	That these pupils will be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without the emotional distractions that they may have. As a result, these pupils will make greater progress.	See progress of PP pupils by end of KS2	£8,045.00									
DYSLEXIA	Pupils identified for testing who are possibly displaying dyslexic traits. Pupils are tested using the 'Nessy' Programme. Those who are identified as having dyslexic tendencies then receive specialised intervention.	The Nessy programme has been introduced for those pupils who have been identified as having dyslexic traits.	PP pupils who have been identified as having dyslexic traits are provided with extra support which will enable them to make greater progress in Reading and Writing.	Average Progress of those who received NESSY intervention compared with all Progress in Writing. <table border="1" data-bbox="1223 1026 1556 1142"> <thead> <tr> <th></th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>Nessy</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <th>Y6 (9)</th> <td>3.22</td> <td>0.18</td> </tr> </tbody> </table>		Writing			Nessy	ALL	Y6 (9)	3.22	0.18	£12,068.00
	Writing													
	Nessy	ALL												
Y6 (9)	3.22	0.18												

<p>SPEECH AND LANGUAGE</p>	<p>With a changing school intake, it has become evident that pupils are arriving in school with speech and language issues that are creating a barrier to their learning. As a result, the school has employed a speech and language specialist to identify those with S&L issues and develop individual programmes to address these issues.</p>	<p>Pupils tested for Speech and Language developmental issues. 1:1 intervention provided throughout the academic year.</p>	<p>Speech and Language issues are quickly identified and support put in place to ensure that S&L is not a barrier to learning. As a result, a greater proportion of pupils will achieve GLD by the end of reception and increased ability to access their age expected curriculum.</p>	<p>EYFS Good Level of Development 65% of FSM pupils achieved a GLD compared with 73% of non-FSM in school and 74% of Non-FSM nationally.</p> <p>Communication and Language</p> <table border="1" data-bbox="1223 376 2004 561"> <thead> <tr> <th></th> <th>FSM Sch</th> <th>Non-FSM Sch</th> <th>Non-FSM Nat</th> </tr> </thead> <tbody> <tr> <td>Listen & Attention</td> <td>80</td> <td>85</td> <td>88</td> </tr> <tr> <td>Understanding</td> <td>75</td> <td>79</td> <td>87</td> </tr> <tr> <td>Speaking</td> <td>80</td> <td>87</td> <td>87</td> </tr> </tbody> </table>		FSM Sch	Non-FSM Sch	Non-FSM Nat	Listen & Attention	80	85	88	Understanding	75	79	87	Speaking	80	87	87	<p>£18,862.00</p>
	FSM Sch	Non-FSM Sch	Non-FSM Nat																		
Listen & Attention	80	85	88																		
Understanding	75	79	87																		
Speaking	80	87	87																		
<p>THIRD SPACE LEARNING</p>	<p>Identified PP pupils to take part in on-line tuition after school in Maths.</p>	<p>33 Y5/Y6 PP pupils are given a personalised programme based on initial as well as ongoing assessments on-line.</p>	<p>The impact of this personalised programme will be greater progress and engagement in Maths with the majority of them achieving the Expected Standard at the end of Y6.</p>	<p>Maths 2019 KS2</p> <table border="1" data-bbox="1223 991 2004 1139"> <thead> <tr> <th></th> <th>Dis-School</th> <th>Non-Dis National</th> </tr> </thead> <tbody> <tr> <td>Attainment</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>Progress</td> <td>2.91</td> <td>0.37</td> </tr> <tr> <td>Scaled Score</td> <td>106.1</td> <td>106.1</td> </tr> </tbody> </table>		Dis-School	Non-Dis National	Attainment	83%	84%	Progress	2.91	0.37	Scaled Score	106.1	106.1	<p>£13,794.00</p>				
	Dis-School	Non-Dis National																			
Attainment	83%	84%																			
Progress	2.91	0.37																			
Scaled Score	106.1	106.1																			

HANDWRITING	Identified pupils are given handwriting intervention to improve their fine motor skills and develop their ability and enjoyment of writing.	Pupils in Key Stage 2 identified who need extra intervention to improve their handwriting skills and develop the fluency of their writing.	Pupil Premium boys particularly are given the opportunity to develop their fine motor skills and handwriting each morning. As a result, they will become less reluctant writers and enjoy writing which will provide them with the skills to make at least expected progress in writing.	<p>% of PP pupils achieving Expected Standard</p> <table border="1" data-bbox="1223 272 1619 387"> <thead> <tr> <th></th> <th>Dis Sch</th> <th>Non Nat</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>57%</td> <td>73%</td> </tr> <tr> <td>KS2</td> <td>85%</td> <td>83%</td> </tr> </tbody> </table> <p>% of PP pupils achieving Higher Standard</p> <table border="1" data-bbox="1223 483 1628 598"> <thead> <tr> <th></th> <th>Dis Sch</th> <th>Non Nat</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>2%</td> <td>17%</td> </tr> <tr> <td>KS2</td> <td>3%</td> <td>24%</td> </tr> </tbody> </table>		Dis Sch	Non Nat	KS1	57%	73%	KS2	85%	83%		Dis Sch	Non Nat	KS1	2%	17%	KS2	3%	24%	NA
	Dis Sch	Non Nat																					
KS1	57%	73%																					
KS2	85%	83%																					
	Dis Sch	Non Nat																					
KS1	2%	17%																					
KS2	3%	24%																					
TIMESTABLES	Identified pupils are given intervention to improve their mental recall of timestables facts to enable them to make greater progress in developing their overall mathematical ability.	Pupils identified as under-achieving in Maths and those who have been identified as having weak mental recall of multiplication facts.	PP Pupils making at least expected progress in maths due to improved mental recall of number facts, in particular timestables.	<p>% of PP pupils achieving Expected Standard</p> <table border="1" data-bbox="1223 818 1619 933"> <thead> <tr> <th></th> <th>Dis Sch</th> <th>Non Nat</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>52%</td> <td>79%</td> </tr> <tr> <td>Y6</td> <td>82%</td> <td>84%</td> </tr> </tbody> </table> <p>% of PP pupils achieving Higher Standard</p> <table border="1" data-bbox="1223 1029 1628 1144"> <thead> <tr> <th></th> <th>Dis Sch</th> <th>Non Nat</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>21%</td> <td>24%</td> </tr> <tr> <td>Y6</td> <td>33%</td> <td>32%</td> </tr> </tbody> </table>		Dis Sch	Non Nat	Y2	52%	79%	Y6	82%	84%		Dis Sch	Non Nat	Y2	21%	24%	Y6	33%	32%	NA
	Dis Sch	Non Nat																					
Y2	52%	79%																					
Y6	82%	84%																					
	Dis Sch	Non Nat																					
Y2	21%	24%																					
Y6	33%	32%																					

HOMEWORK CLUB	Identified pupils are given the opportunity to succeed in doing their homework in a quiet, studious environment where help is at hand and where any misconceptions can be dealt with.	Identified KS2 pupils are provided with the opportunity to complete their homework after school.	Homework will be completed and misconceptions from class can be addressed, leading to increased understanding of concepts taught. Alongside this, the pupil will not get 'into trouble' for not completing homework which in turn will lead to greater self-esteem and self-confidence. As a result, greater progress will be made.	Disadvantaged pupils completing homework regularly and with support to ensure that the learning taking place in class is being reinforced. See progress.	£500.00
PLAY THERAPY	To provide specialist 1:1 emotional support for pupils who have emotional difficulties for a variety of reasons.	Pupils who have been identified as requiring specific emotional support.	To enable pupils to be supported emotionally to allow them to develop an awareness of their emotions and strategies to deal with them.	Happy and fulfilled pupils who are able to express and deal with their emotions in a positive way and to deal with aspects of their lives that may not be going so well. To develop their resilience and to ensure they are more able to manage and express their emotions.	£8750.00

<p>EASTER CLUB</p>	<p>The Easter club is provided to enable disadvantaged pupils to have experiences that they may not ordinarily have the opportunity to experience due to a variety of factors. The club will be run by school staff, who will organise trips and arrange a programme for the week. These may include a cinema trip, sports activities, horse riding, the 'From Farm to Fork' programme at Tesco and a farm visit.</p>	<p>Disadvantaged pupils will be given the opportunity to attend the school Easter club.</p>	<p>PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers and adults and developing social skills.</p>	<p>See Evaluations</p> <p>28 children were provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this is that these children had a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers, being safe and enjoyment.</p>	<p>£12,703.00 (Easter/Summer Combined cost)</p>
---------------------------	---	---	--	--	---

<p>SUMMER CLUB</p>	<p>The Summer School Club is provided for disadvantaged pupils in school who are unlikely to have a family holiday during the 6 week holidays or for pupils who would benefit from some time away from their family environment or to provide some respite for them and/or their families.</p> <p>The club will be run by school staff, who will organise trips and arrange a stimulating programme for the week. These may include; Bowling, The Monkey Farm, Arts and Crafts, Cookery and Sporting activities.</p>	<p>Disadvantaged pupils will be given the opportunity to attend the school Summer club.</p>	<p>PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers and adults, being safe and developing social skills.</p>	<p>See Evaluations</p> <p>45 children were provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this is that these children had a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers, being safe and enjoyment.</p>	<p><u>See Easter Club</u></p>
---------------------------	--	---	--	--	-------------------------------

EDUCATIONAL PSYCHOLOGIST	<p>An Educational Psychologist employed by the school to help those children who need help with psychological issues that are affecting their ability to take a full and positive role within school and who may require a range of strategies to allow them to access the curriculum.</p>	<p>Children will be identified who are having difficulties in accessing the curriculum for a variety of reasons.</p>	<p>The Educational Psychologist will work with PP children who have emotional and/or behavioural difficulties. This may result in further referrals and assessments made to identify the most appropriate action to take to ensure each child is catered for. As a result, children are provided with the support they need to ensure they are able to take a full part in the school curriculum.</p>	<p>10 Pupil Premium Pupils have received specialist EP intervention.</p>	<p>£12,059.00</p>
---------------------------------	--	--	---	--	-------------------

<p>PUPIL AND FAMILY SUPPORT</p>	<p>2 support mentors each employed for 3 days per week to work with pupils and their families. This may be to provide 1:1 or group support, signposting to specific agencies and for general support and advice.</p>	<p>Children will be identified by staff who would benefit from some specific and targeted support for a variety of reasons; social development, bereavement counselling, anger management, attendance/punctuality, friendship, signposting to specialist agencies.</p>	<p>The range of specific support provided to pupils will enable them the opportunity to take a full and active part in the life of the school as well as to know that they will be supported by the school. This will lead to improved attendance and punctuality, improved participation in social activities, improved emotional well-being and improved ability to express their feelings positively towards peers and adults. As a result, their emotional needs will be met and they will be more able to focus on their learning.</p>	<p>Attendance : 4 Year Trend</p> <table border="1" data-bbox="1223 268 2018 453"> <thead> <tr> <th></th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>94.97%</td> <td>95.41%</td> <td>95.70%</td> <td>96.19%</td> </tr> <tr> <td>Non-Pupil premium</td> <td>96.37%</td> <td>96.36%</td> <td>96.75%</td> <td>96.20%</td> </tr> <tr> <td>Gap</td> <td>-1.4%</td> <td>-0.95%</td> <td>-1.05%</td> <td>-0.01</td> </tr> </tbody> </table> <p>Pupil Premium attendance is rising and the gap is closing.</p>		2015-2016	2016-2017	2017-2018	2018-2019	Pupil Premium	94.97%	95.41%	95.70%	96.19%	Non-Pupil premium	96.37%	96.36%	96.75%	96.20%	Gap	-1.4%	-0.95%	-1.05%	-0.01	<p>£30,609.00</p>
	2015-2016	2016-2017	2017-2018	2018-2019																					
Pupil Premium	94.97%	95.41%	95.70%	96.19%																					
Non-Pupil premium	96.37%	96.36%	96.75%	96.20%																					
Gap	-1.4%	-0.95%	-1.05%	-0.01																					
<p>BREAKFAST BOXES</p>	<p>To provide breakfast for children who have not eaten in the morning.</p>	<p>Any pupil who has come in to school without having breakfast can access the breakfast boxes in each year band.</p>	<p>Pupil behaviour, motivation, concentration and health will improve if they are not hungry and if they are able to eat before the school day.</p>	<p>A steady rise in attendance has been seen over the last three years (see above). Three-Year Progress</p> <table border="1" data-bbox="1223 1134 1812 1286"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-2.21</td> <td>-1.45</td> <td>0.86</td> <td>1.09</td> </tr> <tr> <td>Writing</td> <td>-1.75</td> <td>0.50</td> <td>-1.33</td> <td>0.74</td> </tr> <tr> <td>Maths</td> <td>-1.01</td> <td>1.43</td> <td>1.45</td> <td>2.91</td> </tr> </tbody> </table>		2016	2017	2018	2019	Reading	-2.21	-1.45	0.86	1.09	Writing	-1.75	0.50	-1.33	0.74	Maths	-1.01	1.43	1.45	2.91	<p>£450.00</p>
	2016	2017	2018	2019																					
Reading	-2.21	-1.45	0.86	1.09																					
Writing	-1.75	0.50	-1.33	0.74																					
Maths	-1.01	1.43	1.45	2.91																					

STRUCTURED PEER TUTORING	<p>The structured peer tutoring programme set up to improve the reading of high frequency words and age expected words for children in Year 2 and 3.</p>	<p>Children will be identified who are having difficulty with their sight vocabulary and reading. Many of these children will be disadvantaged children, particularly in year 3.</p>	<p>Daily focussed reading of high frequency and age related words will increase confidence when reading and improve progress in reading attainment. This will have a significant impact in all areas of the curriculum.</p>	<p>Phonics 4-year trend</p> <table border="1" data-bbox="1223 231 2000 379"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Dis</td> <td>52%</td> <td>69%</td> <td>69%</td> <td>70%</td> <td>68%</td> <td></td> </tr> <tr> <td>Non</td> <td>76%</td> <td>83%</td> <td>84%</td> <td>83%</td> <td>82%</td> <td>83%</td> </tr> </tbody> </table> <table border="1" data-bbox="1223 418 1547 566"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2019</th> </tr> <tr> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Dis</td> <td>74%</td> <td></td> </tr> <tr> <td>Non</td> <td>79%</td> <td>84%</td> </tr> </tbody> </table>		2016		2017		2018		Sch	Nat	Sch	Nat	Sch	Nat	Dis	52%	69%	69%	70%	68%		Non	76%	83%	84%	83%	82%	83%		2019		Sch	Nat	Dis	74%		Non	79%	84%	£9,050.00
	2016		2017			2018																																					
	Sch	Nat	Sch	Nat	Sch	Nat																																					
Dis	52%	69%	69%	70%	68%																																						
Non	76%	83%	84%	83%	82%	83%																																					
	2019																																										
	Sch	Nat																																									
Dis	74%																																										
Non	79%	84%																																									
JACKANORY	<p>To develop a love of reading and to increase the amount of reading for disadvantaged pupils in Year 6 and 2.</p>	<p>Identified PP pupils from Year 6 to be a reading buddy for a reluctant reader in Year 2. At the end of each session, the younger pupils choose a book to take home and return once it has been read.</p>	<p>An increase in reading participation for disadvantaged pupils who are reluctant readers or who rarely read at home. The older pupils are reading and asking questions, helping the younger pupils to understand the book they are reading. As a result the Y6 pupils are also developing their comprehension of reading as well as developing their questioning skills and improving the pupils exposure to reading a range of texts.</p>	<p>Reading Progress</p> <table border="1" data-bbox="1223 702 2007 777"> <thead> <tr> <th>Y6</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.45</td> <td>0.86</td> <td>1.09</td> </tr> </tbody> </table> <p>Reading Attainment</p> <table border="1" data-bbox="1223 850 2007 962"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>52%</td> <td>71%</td> <td>62%</td> </tr> <tr> <td>KS2</td> <td>42%</td> <td>64%</td> <td>72%</td> </tr> </tbody> </table>	Y6	2017	2018	2019	Reading	-1.45	0.86	1.09		2017	2018	2019	KS1	52%	71%	62%	KS2	42%	64%	72%	£300.00																		
Y6	2017	2018	2019																																								
Reading	-1.45	0.86	1.09																																								
	2017	2018	2019																																								
KS1	52%	71%	62%																																								
KS2	42%	64%	72%																																								

ADMINISTRATION COSTS

To ensure that pupil premium money is targeted towards the needs of individual children and that there is careful planning, monitoring and evaluation of the impact of strategies to close the gap between PP and NPP pupils.

With around 250 pupil premium children in school, identifying appropriate individual provision and support requires planning, monitoring and evaluating to ensure the best outcomes for the children.

Careful monitoring and evaluation of the impact of strategies put in place will ensure that the school is catering for the individual needs of all Pupil Premium children and that we are providing them with the best opportunities to help them progress and catch up with their non-pupil premium peers.

Progress: 3-Year Trend

2017 KS2	Sch Dis	Sch Non	Sch All	Nat Non
Read	-1.45	1.25	0.29	0.29
Write	0.50	-0.25	-0.01	0.17
Maths	1.43	3.39	2.69	0.28
2018 KS2	Sch Dis	Sch Non	Sch All	Nat Non
Read	0.86	2.22	1.6	0.31
Write	-1.33	1.47	0.19	0.24
Maths	1.45	5.08	3.43	0.31
2019 KS2	Sch Dis	Sch Non	Sch All	Nat Non
Read	1.09	2.56	1.90	0.32
Write	0.74	-0.28	0.18	0.27
Maths	2.91	4.20	3.62	0.37

Average Scales Score: 3-Year Trend

	2017	2018	2019
Reading	99.8	103.8	103.5
Maths	103.0	103.9	106.1

£6,823.00

RESIDENTIAL TRIPS	To ensure that all children are provided with the same opportunities, regardless of circumstances and to provide an inclusive school curriculum to make sure that all children are able to benefit from the experiences a residential trip provides.	Disadvantaged pupils are identified who are not able to attend residential trips due to financial constraints. These children will be offered the chance to take part in their year bands residential experience.	Children will be given the opportunity to spend some time away with their peers and to enjoy activities to develop self-esteem and improve emotional well-being as well as developing their social skills and building relationships outside of their normal friendship groups in a range of different environments.	Y6 PARIS – £493.00 Y5 WALES CAMP - £380.00 Y4 NEWCASTLE - £175.00 Y3 CONDOVER HALL - £330.00	<u>£1,419.00</u>
RESOURCES	To ensure resources are provided, catering for the needs of pupil premium children.	Resources for a variety of interventions will be provided to enable disadvantaged pupils the opportunity to progress and develop throughout the whole curriculum.	A range of resources will be provided to ensure pupils are able to progress throughout the whole curriculum regardless of circumstances. As a result, Pupil Premium children will have the opportunity to increase their progress in Reading, Writing and Maths and achieve their full potential.	See Progress in Admin Costs	<u>£39,648.00</u>

EXPENDITURE				£277,812.00	
--------------------	--	--	--	-------------	--