

## Pupil premium strategy statement – mid-term evaluation in blue

### 1. Summary information

|                               |  |   |  |   |                                       |
|-------------------------------|--|---|--|---|---------------------------------------|
| <b>School</b>                 | Perry Hall Primary School  |   |  |   |                                       |
| <b>Academic Year</b>          | 2017/18  | <b>Total PP budget</b>                  | £156985.00   | <b>Date of most recent PP Review</b>                  |                                       |
| <b>Total number of pupils</b> | 476 *inc<br>Nursery<br><br>421 *exc<br>Nursery<br><br>Plus 29's<br>provision | <b>Number of pupils eligible for PP</b> | 100 *inc<br>Nursery<br><br>99*exc<br>Nursery<br><br>Plus 29's<br>provision | <b>Date for next internal review of this strategy</b> | Feb 2018<br><br><br><br><br>July 2018 |

### 2. Current attainment

|   | <i>KS1 Pupils eligible for PP (your school)</i> |                 | <i>KS1 All Pupils (national average)</i> | <i>KS2 Pupils eligible for PP (your school)</i> |                 | <i>KS2 All Pupils (national average)</i> |
|---|---|-----------------|--|---|-----------------|--|
|   | PP Pupils                                       | % out of cohort |  | PP Pupils                                       | % out of cohort |  |
| <b>% of pupils achieving expected standard in reading, writing and maths</b>                            | N/A   | N/A             | N/A                                      | 9   | 15%             | 53%                                      |
| <b>% of pupils achieving expected standard making in reading</b>  | 11  | 18%             | 74%                                      | 10  | 17%             | 66%                                      |
| <b>% of pupils achieving expected standard in writing</b>   | 8   | 14%             | 65%                                      | 10  | 17%             | 72%                                      |
| <b>% of pupils achieving expected standard in maths</b>   | 8   | 14%             | 73%                                      | 10  | 17%             | 70%                                      |
| <b>% of pupils achieving the phonics standard in Year 1</b>   | 6   | 10%             | 81%                                      | N/A   | N/A             | N/A                                      |
| <b>% of pupils achieving the phonics standard in Year 2</b><br><i>Year 2 Phonics – 16 pupils (5 PP)</i> | 3   | 19%             | 91%                                      | N/A   | N/A             | N/A                                      |

| 3. Cohort information   |                  |         |           |         |         |         |         |         |         |
|-------------------------|------------------|---------|-----------|---------|---------|---------|---------|---------|---------|
|                         | Terrific for 2's | Nursery | Reception | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| Number of children      | 29 (26)          | 55 (61) | 60 (59)   | 60 (57) | 59 (60) | 59 (62) | 59      | 58 (61) | 59 (60) |
| Number of pupil premium | 29 (26)          | 1       | 10 (18)   | 11(11)  | 18 (19) | 12 (15) | 15 (24) | 14 (16) | 14 (21) |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |  |  |
|---|--|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |  |
| <b>A.</b>   | Due to the low starting points of our pupil premium children, we need to ensure that they have the key Mathematics and English skills to access the whole curriculum and achieve as well as other children.        |  |
| <b>B.</b>   | Pupils attitudes to learning (motivation) – Some of our pupils disengage from the curriculum due to the lack of resilience, the school needs to build opportunities for children to fail in a safe environment.    |  |
| <b>C.</b>   | All pupil premium children, including the more able pupil premium children do not always have the confidence and self-esteem to apply their skills outside of the core curriculum                                  |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |  |
| <b>D.</b>   | Parents and carers of children eligible for pp do not always feel confident in engaging with the school e.g. attendance at workshops, etc. This at times hinders them and the school in supporting these children. |  |
| <b>E.</b>   | Attendance rates for pupils eligible for pupil premium are 94% Which is lower than that of other children. This reduces their hours and causes them to fall behind.  |  |
| 5. Desired outcomes   |  |  |
|   | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>                                    |
| <b>A.</b>   | Children make at least good progress against the Age Related Expectations ( diminishing the gap)   | Diminished gap between pupil premium children and National |

|                   |  |  |
|-------------------|--|--|
| <b>B.&amp; C.</b> | An increase in motivation, attitudes to learning and an increased degree of confidence and independence. | Through internal monitoring pupil premium children make better progress in all subjects. |
| <b>D..1</b>       | The school to provide opportunities for parents to support their children throughout school              | Workshop attendance increase by 50%  |
| <b>E.</b>         | Improve attendance from 94% to 96.2 %  | For the attendance of pupil premium children to be in-line with national averages.       |

| <b>6. Planned expenditure</b>  |   |   |   |  |  |
|--|---|---|---|--|--|
| <b>Academic year</b>   |   | <b>2016/17</b>  |   |  |  |
| 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. |   |   |   |  |  |
| <b>i. Quality of teaching for all</b>  |   |   |   |  |  |
| <b>Desired outcome</b>   | <b>CHTen action / approach</b>                                    | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                        | <b>When will you review implementation?</b>  |
| Children make at least good progress against the Age Related Expectations (diminishing the gap)  | Developing feedback to pupils - Staff training and implementation | Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | <ul style="list-style-type: none"> <li>• Training selected using evidence of effectiveness.</li> <li>• Use phase meetings to deliver training.</li> <li>• Monitor impact of training</li> <li>• Identification and work alongside another successful setting to develop peer to peer support</li> </ul> | Head Teacher and Assistant head teachers | Feb 2018<br>Then monitored every half term   |
|  | Introduction of ELKLAN to staff working in EYFS and KS1           | Communication and language enable us to access all learning. Speech and language training will support the school in  |   | Speech and Language lead in school       | March 2018<br>Then monitored every half term |

|   |                                   |   |   |  |  |
|---|-----------------------------------|---|---|--|--|
|   |                                   | identifying developmental delay and implement support.  |   |  |  |
| An increase in motivation, attitudes to learning and an increased degree of confidence and independence.  | Staff training and implementation | Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development managing one's own motivation towards learning. | <p>a) Training on self and peer assessment and use of using targets by children – using evidence of effectiveness.</p> <p>b) Application of skills</p> <p>c) To develop plan, do, review within early years encouraging independence and self-motivation.</p> <ul style="list-style-type: none"> <li>• Use staff meetings to deliver training.</li> <li>• Monitor impact of training</li> <li>• Identification and work alongside another successful setting to develop peer to peer support</li> </ul> | Head Teacher and Assistant head teachers | March 2018<br>Feb 2018<br>Then monitored every half term |
| <p>£36,033 (this is based on 30 days monitoring by SLT)</p> <p>£2,240(Training and revisiting cost)</p> <p>£4,000 (resources across school)</p> |                                   |   |   |  |  |
| <b>ii. Targeted support</b>   |                                   |   |   |  |  |
| <b>Desired outcome</b>  | <b>CHTen action/approach</b>      | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                        | <b>When will you review implementation?</b>              |

|   |   |   |   |  |                    |
|---|---|---|---|--|--------------------|
| <p>Children make at least good progress against the Age Related Expectations (diminishing the gap)</p>          | <p>Training for staff on oral language Interventions and small group targeted interventions</p>                         | <p>The EFF tool highlights that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Evidence indicates that one to one and small group interventions can be effective, on average accelerating learning by approximately five additional months' progress. Intensive tuition in small groups is often provided to support lower attaining learners or tHTe who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | <ul style="list-style-type: none"> <li>• Use phase meetings to deliver training.</li> <li>• Monitor impact of training</li> <li>• Review interventions half termly</li> <li>• Identification and work alongside another successful setting to develop peer to peer support</li> </ul> |  | <p>Half termly</p> |
| <p>An increase in motivation, attitudes to learning and an increased degree of confidence and independence.</p> | <p>Behavior and emotional needs intervention<br/><br/>1-1 support from the Assistant Educational Physiologist (AEP)</p> | <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal</p>  | <ul style="list-style-type: none"> <li>• Training for identified staffing in each phase.</li> <li>• Implementation of intervention</li> <li>• Monitoring of intervention</li> </ul>   | <p>Phase leaders and inclusion and safe guarding manager</p> | <p>Half termly</p> |

**Training – all staff 2 hours**

**Time to deliver interventions – based on 50% of pupils in each year group receiving x1 intervention 30 mins ( 50% of this is led by class teachers 20% by level 3 TAs 30% by HLTAs)**

**AEP time based on 20 pupils receiving 30 min 1-1 every week from Harry**

**Monitoring - this is based on 20 days monitoring by SLT**

**iii. Other approaches**

| Desired outcome   | CHTen 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? |
|---|---|---|---|----------------------------------|--------------------------------------|
| The school to provide opportunities for parents to support their children throughout school | Workshops for parents on how to support your child with core skills<br><br>Real project for all EYFS staff – working with identified families to develop language and communication | Parental involvement and understanding of the curriculum and language development in the early years and primary education supports the child in gaining confidence in making progress. | <ul style="list-style-type: none"> <li>• Staff to create a workshop based on the needs of both the parents and the children</li> <li>• Staff to attend training for the real project (12 week programme)</li> </ul>   | Head Teacher and assistant heads | On a half termly basis               |
| Improve attendance from 94% to 96.2 % in line with National                                 | To send out letters to remind parents about attendance<br><br>To reward of tHTE attending regularly   | Attendance ensures children are learning and have a regular routine. If they are not in school they can not make progress.  | <ul style="list-style-type: none"> <li>• Weekly meetings with the education and family engagement officer</li> <li>• Meetings to be held with parents</li> <li>• Praise for good attendance</li> <li>• Inclusion team to work with parents and pupils</li> <li>• Report to link governor</li> </ul> | Inclusion Team and Head Teacher  | Fortnightly basis                    |

|                            |  |  |  |  |           |
|----------------------------|--|--|--|--|-----------|
|                            |  |  |  |  |           |
| <b>Total budgeted cost</b> |  |  |  |  | See below |

|   |  |                |            |
|---|--|----------------|------------|
| <b>30 days monitoring by SLT</b>          | <i>RK/CG/AB/MD</i>   | <b>28,620</b>  | <b>18%</b> |
| <b>SLT Members x 2 Staff Meetings</b>     | <i>30 weeks x 1 hr 45 mins = 52.5 hours = 8.1 days</i>                     | <b>3,646</b>   | <b>2%</b>  |
| <b>Assistant Educational Psychologist</b> | <i>Direct &amp; Indirect time from AM reports</i>                          | <b>3,700</b>   | <b>2%</b>  |
| <b>Intervention Costings</b>              | <i>Estimated annual costs based on termly profile</i>                      | <b>91,499</b>  | <b>58%</b> |
| <b>Monitoring</b>                         | <i>RK &amp; CR 5 hrs x 6 half terms = 30 hours = 4.6 days</i>              | <b>2,257</b>   | <b>1%</b>  |
| <b>Parent Workshops</b>                   | <i>RK &amp; 1 Teacher 1 hr x 7 = 7 hours x 2 terms = 14 hrs = 2.2 days</i> | <b>1,008</b>   | <b>1%</b>  |
| <b>Trips</b>                              | <i>Estimated annual contribution re. non-payers</i>                        | <b>1,007</b>   | <b>1%</b>  |
| <b>Support Staffing Costs</b>             | <i>N Heer / C Bellingham 50% Pupil Premium x annual cost</i>               | <b>25,248</b>  | <b>16%</b> |
| <b>TOTAL OF ABOVE COST CATEGORIES</b>     |  | <b>156,985</b> |            |

Evaluation

|                        | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  | <i>Evaluation</i>   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
|------------------------|--|--|---|----------------|--------------------------------|---------------|------------|---------------|-----|------------------------|-----|----|------------------------|----|--|----------------|--------------------------------|--------------|------------|----|----|---------------|-----------------------------------|----|------------------------|----|--|----------------------|---------|--|---------|--|-------------|--|-------------|---------------|-------------|---------------|-------------|---------------|------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------------------|----|--|----|--|----|--|
| <b>A.</b>              | Children make at least good progress against the Age Related Expectations (diminishing the gap)          | Diminished gap between PP children and National  | <p>Data for Pupil Premium (PP) pupils 2018 show:</p> <p><u>RECEPTION</u></p> <table border="1" data-bbox="747 508 1575 683"> <thead> <tr> <th>GLDs</th> <th>% working at ARE</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>78</td> </tr> <tr> <td>Disadvantaged</td> <td>TBC</td> </tr> <tr> <td>Disadvantaged exc. SEN</td> <td>TBC</td> </tr> </tbody> </table>  | GLDs           | % working at ARE               | All Pupils    | 78         | Disadvantaged | TBC | Disadvantaged exc. SEN | TBC |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| GLDs                   | % working at ARE   |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| All Pupils             | 78   |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged          | TBC  |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged exc. SEN | TBC  |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| <b>B.&amp; C.</b>      | An increase in motivation, attitudes to learning and an increased degree of confidence and independence. | Through internal monitoring pupil premium children make better progress in all subjects. | <p><u>KEY STAGE 1</u></p> <table border="1" data-bbox="747 764 1999 941"> <thead> <tr> <th>Year 1 phonics</th> <th>% working at expected standard</th> <th>2017 average</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>84</td> <td>81</td> </tr> <tr> <td>Disadvantaged</td> <td>67</td> <td>70</td> </tr> <tr> <td>Disadvantaged exc. SEN</td> <td>80</td> <td></td> </tr> </tbody> </table><br><table border="1" data-bbox="747 982 1999 1159"> <thead> <tr> <th>Year 2 Phonics</th> <th>% working at expected standard</th> <th>2017 average</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>93</td> <td>92</td> </tr> <tr> <td>Disadvantaged</td> <td>79 (Below National by 1 children)</td> <td>86</td> </tr> <tr> <td>Disadvantaged exc. SEN</td> <td>93</td> <td></td> </tr> </tbody> </table><br><table border="1" data-bbox="747 1200 1999 1464"> <thead> <tr> <th rowspan="2">Key Stage 1 Outcomes</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Mathematics</th> </tr> <tr> <th>2018 School</th> <th>2017 National</th> <th>2018 School</th> <th>2017 National</th> <th>2018 School</th> <th>2017 National</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>78</td> <td>76</td> <td>80</td> <td>68</td> <td>80</td> <td>75</td> </tr> <tr> <td>Disadvantaged</td> <td>53</td> <td>63</td> <td>58</td> <td>54</td> <td>58</td> <td>62</td> </tr> <tr> <td>Disadvantaged exc. SEN</td> <td>71</td> <td></td> <td>79</td> <td></td> <td>79</td> <td></td> </tr> </tbody> </table> | Year 1 phonics | % working at expected standard | 2017 average  | All Pupils | 84            | 81  | Disadvantaged          | 67  | 70 | Disadvantaged exc. SEN | 80 |  | Year 2 Phonics | % working at expected standard | 2017 average | All Pupils | 93 | 92 | Disadvantaged | 79 (Below National by 1 children) | 86 | Disadvantaged exc. SEN | 93 |  | Key Stage 1 Outcomes | Reading |  | Writing |  | Mathematics |  | 2018 School | 2017 National | 2018 School | 2017 National | 2018 School | 2017 National | All Pupils | 78 | 76 | 80 | 68 | 80 | 75 | Disadvantaged | 53 | 63 | 58 | 54 | 58 | 62 | Disadvantaged exc. SEN | 71 |  | 79 |  | 79 |  |
| Year 1 phonics         | % working at expected standard   | 2017 average   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| All Pupils             | 84   | 81   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged          | 67   | 70   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged exc. SEN | 80   |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Year 2 Phonics         | % working at expected standard   | 2017 average   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| All Pupils             | 93   | 92   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged          | 79 (Below National by 1 children)  | 86   |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged exc. SEN | 93   |  |   |                |                                |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Key Stage 1 Outcomes   | Reading  |  | Writing   |                | Mathematics                    |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
|                        | 2018 School  | 2017 National  | 2018 School   | 2017 National  | 2018 School                    | 2017 National |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| All Pupils             | 78   | 76   | 80  | 68             | 80                             | 75            |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged          | 53   | 63   | 58  | 54             | 58                             | 62            |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |
| Disadvantaged exc. SEN | 71   |  | 79  |                | 79                             |               |            |               |     |                        |     |    |                        |    |  |                |                                |              |            |    |    |               |                                   |    |                        |    |  |                      |         |  |         |  |             |  |             |               |             |               |             |               |            |    |    |    |    |    |    |               |    |    |    |    |    |    |                        |    |  |    |  |    |  |

| KS2 expected  | Reading        |              | Writing        |              | SPaG           |              | Mathematics    |              |
|---------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
|               | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. |
| All Pupils    | 90             | 72           | 88             | 76           | 93             | 77           | 95             | 75           |
| Disadvantaged | 90             | 60           | 81             | 66           | 90             | 66           | 95             | 63           |

| KS2 Greater<br>depth | Reading        |              | Writing        |              | SPaG           |              | Mathematics    |              |
|----------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
|                      | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. |
| All Pupils           | 32             | 25           | 10             | 18           | 42             | 31           | 32             | 23           |
| Disadvantaged        | 30             | 14           | 5              | 10           | 40             | 21           | 15             | 13           |

| Average Point Score | Reading        |              | Writing        |              | Mathematics    |              |
|---------------------|----------------|--------------|----------------|--------------|----------------|--------------|
|                     | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. | 2018<br>School | 2017<br>Nat. |
| All Pupils          | 3.5            | 0.0          | 0.8            | 0.0          | 6.0            | 0.0          |
| Disadvantaged       | 3.9            | -0.7         | 1.7            | -0.4         | 4.8            | -0.6         |

Good progress is also evident through regular monitoring:

Looking at the monitoring there has been a significant improvement in the opportunities for PP children, ensuring opportunities for challenge, self-help strategies, peer assessment and application of skills

| <p><b>D..1</b></p>   | <p>The school to provide opportunities for parents to support their children throughout school</p>  | <p>Workshop attendance increase by 50%</p>   | <p>Workshops and support sessions were provided for parents. They were successful with an increase in interest from previous years.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;"><u>2015-16</u></th> <th style="text-align: center; width: 33%;"><u>2016-17</u></th> <th style="text-align: center; width: 33%;"><u>2017-18</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Maths workshop -7 parents</li> <li>• Read Write Inc Workshop-18 parents</li> <li>• SATS workshop KS2 – 49 parents</li> <li>• KS1 Reading workshop – 8 parents</li> <li>• SATS workshop KS1 – 29 parents</li> <li>• Reading KS2 workshop – 12 parents</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Maths and calculation policy workshop -16 parents</li> <li>• Read Write Inc Workshop -27 parents</li> <li>• SATS workshop KS2 – 15 parents</li> <li>• KS1 Reading workshop – 14 parents</li> <li>• SATS workshop KS1 – 39 parents</li> <li>• Reading KS2 workshop –21 parents</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Maths workshop – 18 parents</li> <li>• Read Write Inc Workshop -31 parents</li> <li>• SATS workshop KS2 – 27 parents</li> <li>• KS1 Reading workshop -17 parents</li> <li>• SATS workshop KS1 – 20 parents</li> <li>• Reading KS2 workshop –18 parents</li> </ul> </td> </tr> </tbody> </table> | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <ul style="list-style-type: none"> <li>• Maths workshop -7 parents</li> <li>• Read Write Inc Workshop-18 parents</li> <li>• SATS workshop KS2 – 49 parents</li> <li>• KS1 Reading workshop – 8 parents</li> <li>• SATS workshop KS1 – 29 parents</li> <li>• Reading KS2 workshop – 12 parents</li> </ul> | <ul style="list-style-type: none"> <li>• Maths and calculation policy workshop -16 parents</li> <li>• Read Write Inc Workshop -27 parents</li> <li>• SATS workshop KS2 – 15 parents</li> <li>• KS1 Reading workshop – 14 parents</li> <li>• SATS workshop KS1 – 39 parents</li> <li>• Reading KS2 workshop –21 parents</li> </ul> | <ul style="list-style-type: none"> <li>• Maths workshop – 18 parents</li> <li>• Read Write Inc Workshop -31 parents</li> <li>• SATS workshop KS2 – 27 parents</li> <li>• KS1 Reading workshop -17 parents</li> <li>• SATS workshop KS1 – 20 parents</li> <li>• Reading KS2 workshop –18 parents</li> </ul> |
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| <p><b>E.</b></p>   | <p>Improve attendance from 94.2% to 96.1% ( in line with National)</p>  | <p>PP children to be in line with National Averages for attendance, hence having an impact on outcomes</p>   | <p>Attendance is 95 % - although there has been an increase it is not yet in line with National averages.</p>   |                |                |                |  |   |  |