

Pupil Premium Strategy – Sunnymede Junior School 2017-18

Pupil Premium funding is a grant allocated to schools based on the number of pupils eligible for free school meals (FSM) and those who have been eligible at any time in the past six years. Looked after children are also eligible for this funding. Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of achievement (attainment and progress) of these pupils. At Sunnymede Junior School, the Headteacher, Deputy Head and Governing Body decide how best to spend the PPG in order to improve provision and outcomes for pupils.

Our aim is to provide targeted support to pupils funded through PPG to ensure that they reach their potential and that they make the best possible progress, both academically and socially. In addition, the school aims to raise achievement (attainment and progress) of all pupils eligible for Pupil Premium funding so that their performance is at least in line with other non- disadvantaged pupils. At Sunnymede Junior School, we endeavour to provide high standards of education, through First Quality Teaching and having high expectations of every pupil.

Some of our funding is spent on providing learning support assistants (LSAs) to support and work with targeted groups or individual pupils eligible for PPG and assist in accelerating their progress. Some of the PPG is used to fund high quality small group focused teaching by additional experienced teachers to support the First Quality teaching in class. Additionally, Pupil Premium funding is used to remove any 'barriers to learning' which may exist. Amongst other factors, these may include low self-esteem, poor attendance, gaps in learning or a lack of confidence. All pupils funded through PPG should be given opportunities that they may not always have access to, through experiencing trips and participating in some of our extra-curricular provision such as our wide variety of clubs or music lessons. These experiences enhance pupils' development. Additional interventions may be needed for these pupils to support the social and emotional aspects of learning for key pupils to enable them to thrive in group situations, have confidence in themselves and raise self-esteem. Pupil Premium funding is used to ensure all pupils are happy and have positive learning experience.

1. Summary information							
Total number of pupils	266	Number of pupils eligible for PPG in Year 3	16	Number of pupils eligible for PPG in Year 5	9	Allocated budget: Carry forward from 16/17	£48,840 £7,730
Number of pupils eligible for PPG	40 children 15%	Number of pupils eligible for PPG in Year 4	7	Number of pupils eligible for PPG in Year 6	8	Total PP budget:£ 56,170	£ 56,170

Barriers to future attainment (for pupils eligible for PPG)
In-school barriers (issues to be addressed in school)
High percentage of disadvantaged pupils across the school have Special Educational Needs, EAL or have multiple barriers
Poor attainment at KS1 – lots of gaps in understanding basic concepts
Some of the PPG children have been identified as coming from poor home learning environments
Engagement and support from parents/carers
Low self-esteem, low confidence and low aspirations and expectations of what pupils could achieve
External barriers (issues which also require action outside school)
Emotional and mental health issues
A minority of disadvantaged pupils have poor attendance. Last year's overall attendance for our pupils funded through PPG was 93.8%

Desired Outcomes and Planned Expenditure for all PPG pupils	
Academic Year	2017/18
The headings below enable schools to demonstrate how we are using the Pupil Premium Funding to improve classroom pedagogy, provide targeted support and support whole school strategies	

Desired Outcome	Chosen action/approach	Success Criteria	Cost
<p>To monitor the effectiveness of provision for pupils eligible for this funding and ensure provision (interventions, booster work, 1-1 tuition) are of a good quality</p> <p>Barriers to learning identified and bespoke interventions/provision is implemented for disadvantaged pupils focusing on key issues</p> <p>Teachers are held to account for the progress of disadvantaged pupils</p> <p>The progress of disadvantaged pupils is tracked, ensuring they receive targeted additional support where necessary.</p>	<p>1 x day per week for Deputy head/Inclusion Manager to:</p> <ul style="list-style-type: none"> - manage PPG funding (planning, implementing, monitoring and evaluating impact) - ensure LSAs work effectively and advise them/provide training to assist them in their role of supporting pupils with a range of needs - support teachers in holding structured conferences with pupils - hold pupil progress meetings (disadvantaged pupils will form the basis of pupil progress meetings) 	<p>A greater number of disadvantaged pupils reach age related expectations</p> <p>Disadvantaged pupils make expected or better than expected progress</p> <p>The gap between disadvantaged pupils and 'other' pupils is diminished</p>	£11,616

<p>To monitor and improve the attendance of specific pupils funded through PPG.</p> <p>Attendance for disadvantaged pupils rises to at least national average (96%) unless there are specific reasons for certain pupils.</p> <p>Pupils funded through PPG make at least expected progress because they attend school more regularly</p>	<p>Office Manager, Deputy head and Headteacher to monitor attendance of disadvantaged pupils.</p> <p>Office manager to provide weekly reports on specific pupils and send letters to parents when appropriate.</p> <p>Those disadvantaged pupils not meeting school expectations are referred to EWS where appropriate and school attendance meetings are held.</p>	<p>Attendance for disadvantaged pupils meets the school's expected figure of 96% or more</p> <p>Attendance for targeted disadvantaged pupils improves</p> <p>Attainment data shows these pupils making at least expected progress</p>	<p>£500</p>
<p>To target specific pupils who need extra support with their learning</p> <p>Disadvantaged pupils (and those with SEND or EAL) are able to make expected progress, relative to their starting points</p> <p>Pupils have improved self-esteem due to additional interventions implemented and adult support</p> <p>Pupils' individual needs are met in the delivery of the intervention and any gaps in previous learning are addressed.</p> <p>Disadvantaged pupils accessing the interventions narrow their learning gaps between them and 'other' pupils</p>	<p>Strategic and targeted deployment of high-quality LSAs/HLTAs within each year group, with a particular focus on English and maths</p> <p>1 x LSA working 25 hours per week with target pupils (class support in AM and interventions PM)</p> <p>5 x 30 minutes per day (before or after school) for HLTA to deliver interventions for targeted disadvantaged pupils e.g. handwriting, grammar</p> <p>1st Class@Number 2 maths intervention delivered by LSA (3 afternoons)</p>	<p>Data shows that targeted disadvantaged pupils make at least expected progress</p> <p>Targets at the end of the year are achieved</p> <p>Pupils accessing interventions make accelerated progress from the baseline interventions undertaken</p>	<p>£7073</p> <p>£1139</p> <p>£1580</p>
<p>To help disadvantaged pupils reach their full potential in maths and English through high quality teaching within a smaller group.</p>	<p>Quality First Teaching</p> <p>Pupils funded through PPG will form the basis of pupil progress meetings. Teachers will identify barriers to learning and ways to overcome these</p>	<p>A greater number of disadvantaged pupils reach age related expectations</p> <p>Disadvantaged pupils make expected or better than expected progress</p>	

<p>To encourage positive attitudes to learning and assist disadvantaged pupils in making accelerated progress to meet age related expectations</p> <p>Disadvantaged pupils make expected progress or better than expected progress due to learning barriers being removed</p> <p>Pupils have improved self-esteem, perseverance, resilience and confidence. Small group teaching will allow teaching to be personalised to each pupil's needs</p>	<p>Small group teaching or 1-1 tuition by additional teachers employed as follows:</p> <p>1 day of experienced UPS teacher to teach small writing groups at £162.50 a day x 38 weeks</p> <p>Four hours per week x 38 weeks booster with teacher (May need less weeks or spread over three afternoons)</p> <p>4 days of experienced MPS teacher to teach small groups in reading writing and maths in Years 3 and 6</p>	<p>The gap between disadvantaged pupils and 'other' pupils is diminished</p>	<p>£6175</p> <p>£5928</p> <p>£9295</p>
<p>To improve the support for parents/carers at home and break down any barriers to learning that are hindering progress</p> <p>Any barriers are identified through structured conversation meetings with parents and provision put in place</p> <p>Where applicable, parents are signposted to external support that could help with issues</p> <p>Pupils make progress because barriers are removed</p> <p>Pupils will take more ownership in improving their learning</p> <p>Feedback will redirect or refocus either the teacher's or the pupil's actions to achieve a goal</p>	<p>Achievement For All project (Structured Conversations and CPD)</p> <p>One day supply a week £180 x 38 weeks to release teachers to carry out conferencing/structured conversations with their disadvantaged pupils and also teacher-led targeted work/interventions</p> <p>Resources provided to pupils and parents to support learning at home</p> <p>CPD to support teachers in improving their teaching and learning practice as Quality First teaching is paramount.</p>	<p>Attainment and progress data for those disadvantaged pupils, where barriers/issues have been identified, improves and is in line with non-disadvantaged pupils</p> <p>Improved home learning environments (evidenced through structured conversations between parents and teachers)</p> <p>Disadvantaged pupils talk of things being more settled at home due to support given</p> <p>Aspirations for these pupils are boosted</p>	<p>£3425</p> <p>£6840</p>
<p>To improve attitudes to learning</p>	<p>Growth Mindset workshop (working directly with disadvantaged pupils)</p>	<p>Attainment and progress data for those disadvantaged pupils improves</p>	<p>£900</p>

<p>Disadvantaged pupils have positive learning behaviours/attitudes to learning through improved self-esteem, perseverance, resilience and confidence.</p> <p>Disadvantaged pupils will be nurtured and encouraged to flourish</p>	<p>(£300) + £300 for Growth Mindset pocket book £300</p>		
<p>Improved progress and attainment in reading for higher achievers in Year 4</p>	<p>Reading Gladiators programme</p>	<p>Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high ability in reading</p>	<p>£400</p>
<p>To offer a counselling service through 'Working for Children' for those pupils in need of emotional reassurance and support</p> <p>Disadvantaged pupils who need skilled emotional support are given the help they need</p> <p>To support pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.</p> <p>To remove emotional barriers through pastoral support and help pupils work through any issues which may be affecting their happiness and emotional development</p> <p>Barriers to learning are overcome and pupils are settled and ready to learn after a counselling session</p>	<p>Cost of School Counsellor who works predominantly with disadvantaged pupils (visits the school regularly)</p>	<p>Positive mental health has a positive impact on progress and achievement</p> <p>Good mental health will help to facilitate learning</p> <p>Attendance of disadvantaged pupils improves because emotional barriers are removed and pupils are keen to attend school</p>	<p>£1300</p>
<p>To support pupils who find lunchtimes at school challenging</p> <p>Afternoon learning is accessed quickly due to pupils being settled and calm</p>	<p>MDA to support vulnerable disadvantaged pupils on the playground, developing skills in forming/maintaining friendships or providing a lunchtime club</p>	<p>Behaviour issues of these pupils is minimal</p> <p>Vulnerable pupils integrate well with their peers</p>	<p>£2769</p>

Games target specific social needs for pupils			
<p>To ensure equal access to enrichment activities</p> <p>To enhance the curriculum, ensure pupils funded through PPG are able to participate and to give them the opportunity to experience new cultural, educational and challenging activities.</p> <p>Pupils' social and emotional development is enhanced due to attendance on these trips</p>	<p>To subsidise cost of Kingswood residential for Year 6 disadvantaged pupils</p> <p>Trip subsidies as required</p>	<p>Attendance on these trips for disadvantaged pupils is the same percentage as non-disadvantaged pupils</p> <p>Pupils' perceptions of the trip and how it has helped them socially and emotionally</p>	<p>£980</p> <p>£500</p>
<p>To enrich the curriculum, ensure disadvantaged pupils are able to access resources, participate in clubs they would like to be involved in and to give them the opportunity to experience new and challenging activities.</p>	<p>Sundries / clubs (cost of resources to support disadvantaged pupils as required)</p> <p>Cost of resources for parents following structured conversations</p>	<p>Attendance for clubs for disadvantaged pupils is the same percentage as non-disadvantaged pupils if not higher</p> <p>Attendance for disadvantaged pupils improves</p>	£1000
	<p>UNALLOCATED for a specific project yet to be identified e.g. Attendance improvement measures, additional pastoral support as required</p>		£ 4770

End of Key Stage 2 2017 SATs Data

Reading (% of pupils achieving the expected standard or higher standard)

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils 2017
Expected Standard	0	77	80	81	77	71
Higher Standard	0	15	23	25	29	25

English Grammar, Punctuation and Spelling (GPS) (% of pupils achieving the expected standard or higher standard)

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils 2017
Expected Standard	0	85	87	87	82	77
Higher Standard	0	15	27	29	36	31

Writing (% of pupils achieving the expected standard or greater depth)

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils 2017
Expected Standard	0	69	82	84	81	76
Greater depth	0	8	26	29	21	18

Maths (% of pupils achieving the expected standard or higher standard)

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils 2017
Expected Standard	0	69	74	75	80	75
Higher Standard	0	0	11	13	27	23

Reading, Writing and Maths combined (% of pupils achieving the expected standard or higher standard)

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils
Expected Standard	0	54	70	72	67	61
Higher Standard	0	0	5	6	11	9

*We are no longer given a national figure for the % of disadvantaged pupils nationally who met the expected standard or were working at a higher standard. Schools are now expected to compare the results of their school's disadvantaged pupils with 'other' pupils nationally.

'Other' pupils nationally means the % of pupils nationally who are NOT disadvantaged. This constitutes a higher figure. For example, in 2017, the % of **all** pupils nationally meeting the expected standard in writing was 76% (this includes disadvantaged and non-disadvantaged pupils). 'Other' pupils nationally achieved 81% (this figure is higher because it has removed the disadvantaged pupils from the data set).

Thus, this year, 69% of our disadvantaged pupils met the expected standard in writing and we must compare this with 81% (other pupils nationally). As you can see, we are not comparing like with like. This is in order to ensure schools are focusing on diminishing the difference with non-disadvantaged pupils nationally rather than with disadvantaged pupils nationally. This, of course, makes 'diminishing the difference' extremely challenging.

The national gap between disadvantaged pupils in THIS school with OTHER pupils nationally

<i>13 disadvantaged pupils so 1 disadvantaged pupil = 8%</i>	School Disadvantaged pupils 2017 (%)	National Non-disadvantaged ('other') pupils 2017 (%)	Difference (%)	Analysis
Reading Expected Standard	77	77	0	<p>We have 'diminished the difference' and the attainment of our disadvantaged pupils at EKS2 matches 'other' pupils nationally.</p> <p>Using a highly skilled teacher to develop reading comprehension skills (within small group intervention work in the afternoon) was an effective strategy and enabled our disadvantaged pupils to understand how to interpret specific questions and answer these precisely.</p>

EGPS Expected Standard	85	82	+3	<p>We have more than 'diminished the difference' and the attainment of our disadvantaged pupils at EKS2 was 3% higher than national.</p> <p>The same highly skilled teacher was used to improve our disadvantaged pupils' knowledge and understanding of EGPS. This was an area of development identified in January 2017 and additional afternoon intervention work taught by a teacher was implemented. This also improved standards significantly.</p>
Writing Expected Standard	69	81	-12	<p>Our differential is 1.25 pupils.</p> <p>It was unfortunate that the teacher we employed to work with our Year 6 disadvantaged pupils became ill during the time that writing was being targeted and this affected the number of sessions taught to our disadvantaged pupils.</p> <p>Teachers also needed to analyse writing more carefully to identify specific areas to be addressed within writing (with the use of personal progress trackers and marking more effectively).</p>
Maths Expected Standard	69	80	-11	<p>Our differential is 1.3 pupils</p> <p>Although the difference between the school's disadvantaged pupils and the school's 'other' pupils is smaller (6%) as opposed to comparing it with 'other' pupils nationally, it is clear that maths is still a big area of development for the school.</p> <p>As can be seen in the results for reading and EGPS, using a teacher for targeted intervention work</p>

				is an effective strategy that needs to be used for maths. This may then increase the number of disadvantaged pupils meeting the expected standard or higher standard.
R,W,M combined Expected Standard	54	67	-13	Our differential is 1.5 pupils

In addition, our disadvantaged pupils benefited from being taught in smaller class sizes for English and maths due to an additional teacher being employed to work in Year 6. This enabled teachers to really target disadvantaged pupils in their class. The use of an HLTA to cover Year 6 classes so that teachers could work specifically with targeted disadvantaged pupils using Quality First Teaching for some targeted intervention work was also another strategy that was tried.

Average Scaled Scores

	School Disadvantaged pupils school 2016 (2 pupils)	School Disadvantaged pupils 2017 (13 pupils)	School All pupils 2017 (82 pupils)	School Non-disadvantaged ('other') pupils 2017 (69 pupils)	National Non-disadvantaged ('other') pupils 2017*	National ALL pupils
Reading	85.0	102.5	104.8	105.3	105.4	104.1
EGPS	87.0	105.0	107.3	107.7	107.0	106.0
Maths	88.0	100.0	102.7	103.3	105.3	104.2

A scaled score of 100 represents achievement of the national standard. There is no scaled score for writing as teacher assessment is used.

Progress Measures

	Reading	Writing	Maths
All pupils	+0.43	+0.51	-1.81
Pupil Premium Pupils	+2.58	+0.01	-0.36
Non-Pupil Premium Pupils	0.00	+0.60	-2.10

A progress measure of 0 indicates that pupils at Sunnymede Junior School do, on average, the same as children nationally with similar starting points to them. A positive progress measure indicates that pupils at Sunnymede Junior School do, on average, better than pupils nationally with similar starting points to them. A negative progress measure indicates that children at Sunnymede Junior School do, on average, worse than pupils nationally with similar starting points to them.

There is currently no progress measure to show the national average for pupils not funded by Pupil Premium.

Year 5 (End of Summer 2017)

Steps progress to end of Summer Term

Steps Progress	All pupils (63)	Non-disadvantaged pupils (55)	Disadvantaged pupils (8)	Gap
Reading	6.4	6.4	6.6	+0.2
Writing	6.3	6.2	6.5	+0.3
Maths	6.3	6.3	6.4	+0.1

Percentage of expected or better progress for Year 5 disadvantaged and non-disadvantaged pupils

	All pupils (63)	Non-disadvantaged pupils (55)	Disadvantaged pupils (8)	Gap
Reading	98	98	100	+2
Writing	97	96	100	+4
Maths	97	97	100	+3

Percentage of more than expected progress for Year 5 disadvantaged pupils and non-disadvantaged pupils

	All pupils (63)	Non-disadvantaged pupils (55)	Disadvantaged pupils (8)	Gap
Reading	41	38	63	+25
Writing	25	24	38	+14
Maths	30	31	25	-6 Equivalent to 0.5.pupil

Attainment % working at or above ARE at end of Summer Term

	All pupils (63)	Non-disadvantaged pupils (55)	Disadvantaged pupils (8)	Gap
Reading	87	89	75	-14 Equivalent to 1 pupil
Writing	83	84	75	-9 Equivalent to 0.6.pupil
Maths	83	86	63	-23 Equivalent to 2 pupils

One disadvantaged pupil = 13%

Year 4 (July 2017)

Steps progress to end of Summer Term

Steps Progress	All pupils (64)	Non-disadvantaged pupils (53)	Disadvantaged pupils (11)	Gap
Reading	5.9	5.9	6.0	+0.1

Writing	5.5	5.5	5.6	+0.1
Maths	5.8	5.8	6.1	+0.3

Percentage of expected or better progress for Year 4 disadvantaged and non-disadvantaged pupils

	All pupils (64)	Non-disadvantaged pupils (53)	Disadvantaged pupils (11)	Gap
Reading	77	77	73	-4 Equivalent to 0.5 pupil
Writing	55	53	64	+11
Maths	58	57	64	+7

Percentage of more than expected progress for Year 4 disadvantaged and non-disadvantaged pupils

	All pupils (64)	Non-disadvantaged pupils (53)	Disadvantaged pupils (11)	Gap
Reading	9	9	9	=
Writing	6	6	9	+3
Maths	19	17	27	+10

Attainment % working at or above ARE at end of Summer Term

	All pupils (64)	Non-disadvantaged pupils (53)	Disadvantaged pupils (11)	Gap
Reading	73	72	82	+10
Writing	61	62	55	-7 Equivalent to just less one pupil
Maths	63	64	55	-9 Equivalent to one pupil

1 disadvantaged pupil = 9%

Year 3 (July 2017)

Steps progress to end of Summer Term

Steps Progress	All pupils (60)	Non-disadvantaged pupils (54)	Disadvantaged pupils (6)	Gap
Reading	6.2	6.3	5.8	-0.5
Writing	6.3	6.2	6.3	+0.1
Maths	6.2	6.2	6.0	-0.2

Percentage of expected or better progress for Year 3 disadvantaged and non-disadvantaged pupils

	All pupils (60)	Non-disadvantaged pupils (54)	Disadvantaged pupils (6)	Gap
Reading	90	91	83	-8

				Equivalent to 0.5 pupil
Writing	98	100	83	-17 Equivalent to one pupil
Maths	82	82	83	+1

Percentage of more than expected progress for Year 3 disadvantaged and non-disadvantaged pupils

	All pupils (60)	Non-disadvantaged pupils (54)	Disadvantaged pupils (6)	Gap
Reading	30	33	0	-33 Equivalent to two pupils
Writing	25	22	50	+28
Maths	37	39	17	-22 Equivalent to 1.3 pupils

Attainment % working at or above ARE at end of Summer Term

	All pupils (60)	Non-disadvantaged pupils (54)	Disadvantaged pupils (6)	Gap
Reading	88	91	67	-24 Equivalent to 2.5 pupils
Writing	80	83	50	-33 Equivalent to two pupils
Maths	78	80	67	-13 Equivalent to 0.75 pupil

One pupil = 17%

Review of Expenditure			
Previous Academic Year		2016-17	
Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons learned (and whether we will continue with this approach)
To work with and support small groups of targeted disadvantaged in English and maths to encourage positive attitudes to learning and assist them in making accelerated progress to meet age related expectations	<p>2 x LSA classroom support hours (2 LSAs each working five <u>mornings</u> per week) (16.75 hrs x 2)</p> <p>These were placed in Year 3 and Year 5</p>	<p>Year 3</p> <p>Reading 83% made expected or better progress.</p> <p>Writing 83% made expected or better progress. 50% made more than expected progress.</p> <p>Maths 83% made expected or better progress. 17% made more than expected progress.</p> <p>Year 5</p> <p>Reading 100% made expected or better progress. 63% made more than expected progress</p> <p>Writing 100% made expected or better progress. 38% made more than expected progress.</p> <p>Maths 100% made expected or better progress. 25% made more than expected progress.</p>	<p>Many of our LSAs will no longer have a class LSA role, so the HLTAs will have to target disadvantaged pupils in class.</p> <p>Having additional LSA support in class has enabled disadvantaged pupils to</p>
To provide targeted additional support through delivering interventions to ensure accelerated progress for disadvantaged pupils	1 x LSA working 3 x PM per week (or equivalent) on target pupils / year groups	<p>Two Year 5 class teachers worked directly with groups of disadvantaged pupils using an HLTA to cover their class (following teacher input).</p> <p>Year 5 writing (8 targeted PPG funded pupils)</p>	Teacher led additional provision was a new strategy trialled this year. Teachers are the best people to provide targeted work as they have knowledge of the needs of disadvantaged pupils. This strategy needs to be continue as

		<p>100% made expected or better progress 38% made more than expected progress. 75% working at or above ARE 25% working above ARE</p> <p>Where LSAs and HLTAs worked with small groups in the afternoon, good progress can be evidenced through targeted interventions, such as precision teaching, Rapid Reading, phonics, 1stClass@Number2 and pre-teaching.</p>	<p>an effective means of ensuring additional work is followed through in class.</p> <p>At a conference about improving outcomes for disadvantaged pupils, it was said that the best practice is for disadvantaged pupils to stay in class. Thus, additional provision needs to be looked at and perhaps delivered before and after school.</p>
<p>To ensure LSAs work effectively and advise them/provide training to assist them in their role of supporting pupils with a range of needs so that pupils make good progress in their learning.</p> <p>To ensure teachers are accountable for the progress of disadvantaged pupils. To track the progress of disadvantaged pupils, ensuring they received targeted additional support where necessary.</p>	<p>½ day per week managing pupil premium (planning, monitoring and evaluating impact, training LSAs to work effectively).</p>	<p>LSAs became more skilled in providing targeted support for more vulnerable pupils.</p> <p>Teachers are now becoming more accountable for the progress of disadvantaged pupils following discussions at Pupil Progress meetings and PMR meetings. Teachers are increasingly targeting disadvantaged pupils in class.</p>	<p>More time needs to be allocated to manage the needs of disadvantaged pupils due to their multiple barriers and needs. This will include monitoring attendance more closely.</p> <p>Teachers need have a greater understanding of the gaps disadvantaged pupils have and address this through targeted work in class and marking.</p> <p>Practice of LSA and HLTAs has led to more effective support for pupils, leading to higher pupil achievement. Training will need to continue to develop their practice.</p>
<p>To ensure equal access to enrichment activities To enhance the curriculum, ensure pupils funded through PPG are able to participate and to give them the opportunity to experience new cultural, educational and challenging activities.</p>	<p>To subsidise cost of Kingswood residential to Year 6 disadvantaged pupils (currently 13 disadvantaged pupils in this year group)</p>	<p>Year 6 disadvantaged pupils were able to participate in the residential trip along with their peers, giving them the opportunity to experience new and challenging activities. In addition, this developed their confidence, perseverance and social skills.</p> <p>Funded visits linked to the National Curriculum ensured that all disadvantaged pupils had a memorable experience which enriched their learning.</p>	<p>We will continue to fund enrichment activities for disadvantaged pupils to ensure they have the same opportunities as non-disadvantaged pupils.</p>

<p>To ensure equal access to the National Curriculum and enable disadvantaged pupils to learn new skills they might have experienced before.</p>	<p>To subsidise cost of swimming for Year 4 disadvantaged children (currently 10 pupils)</p>	<p>73% of disadvantaged pupils achieved stage 5 or 6 in swimming (64% progressed through three swimming stages 36% progressed through two swimming stages) 82% of disadvantaged pupils can swim 25 metres in a forward or back stroke 45% of disadvantaged pupils can swim 25 metres in a forward and a back stroke</p>	<p>This will now be funded through Sports Premium.</p>
<p>To remove emotional barriers through pastoral support and to help pupils work through any issues which may be affecting their happiness and emotional development. To support pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.</p>	<p>Cost of School Counsellor who works predominantly with disadvantaged children</p>	<p>Giving vulnerable pupils the opportunity to access counselling services has led to greater resilience and perseverance when faced with a challenge.</p>	<p>A high amount of disadvantaged pupils have emotional needs and need to access this service.</p>
<p>To help disadvantaged reach their full potential in writing and address identified gaps, assisting in making accelerated progress. To improve writing skills for targeted disadvantaged pupils who are either not at age related expectations or to help them reach above age related expectations.</p>	<p>One day of experienced UPS teacher to teach small writing groups</p>	<p>Year 4 writing (11 targeted disadvantaged) 64% made expected or better progress 9% made more than expected progress. 55% working at or above ARE 9% working above ARE</p> <p>Year 3 writing (6 targeted disadvantaged pupils) 83% made expected or better progress. 50% made more than expected progress. 50% working at or above ARE</p> <p>Positive attitudes to writing, increased confidence in their writing skills and improved quality of writing was commented by the class teachers in pupil progress meetings as well as evident in their class work.</p>	<p>This is an effective strategy as gaps in writing are identified and specifically addressed in small group teaching.</p>
<p>To work with targeted disadvantaged pupils to reach their full potential in reading, writing, grammar or maths, addressing gaps in their learning and assist in accelerating their progress.</p>	<p>1-1 tuition places or equivalent individual or small group support work</p>	<p>Year 6 Reading (13 targeted disadvantaged pupils) 77% achieved the expected standard 15% achieved a greater depth Average scaled score: 102.5</p>	<p>Using a teacher to teach reading comprehension and grammar skills has enabled Year 6 disadvantaged pupils to achieve well, particularly in relation to non-disadvantaged</p>

<p>To develop self-esteem, perseverance, resilience and confidence in these subjects.</p>		<p>Year 6 GPS (13 disadvantaged pupils) 85% achieved the expected standard 15% achieved a greater depth Average scaled score: 105.0</p> <p>Year 6 writing (13 disadvantaged pupils) 69% achieved the expected standard 8% achieved a greater depth</p>	<p>pupils. (See Year 6 data analysis)</p> <p>This approach will be used again but also used to improve standards in maths.</p>
<p>To enrich the curriculum, ensure disadvantaged pupils are able to access resources, participate in clubs they would like to be involved in and to give them the opportunity to experience new and challenging activities.</p>	<p>Sundries / clubs (cost of resources to support PPG pupils as required)</p>	<p>Disadvantaged pupils were able to participate in clubs where it benefitted them, giving them the opportunity to experience new and challenging activities. This developed their confidence and social skills. The number of disadvantaged pupils attending clubs has increased over the year.</p> <p>Punctuality and attendance improved for some targeted disadvantaged pupils who were given incentives.</p>	<p>This is an on-going miscellaneous costs.</p>
<p>To support a disadvantaged pupil emotionally and socially. To engage a disadvantaged pupil with their learning.</p>	<p>1-1 support for named pupil</p>	<p>Along with support from the SEMH specialist team, a consistent management plan was devised and full-time 1-1 support was needed to be able to follow this. As a result, the pupil's behaviour improved significantly and the pupil began to engage with learning.</p>	<p>This pupil now has an EHCP and a high level funding has been given to meet her needs.</p>