

# Pupil premium strategy statement

| 1. Summary information        |                          |   |                           |   |            |
|-------------------------------|--------------------------|---|---------------------------|---|------------|
| <b>School</b>                 | Claremont Primary School |   |                           |   |            |
| <b>Academic Year</b>          | 2017/18                  | <b>Total PP budget</b>                  | £478,983                  |   |            |
| <b>Total number of pupils</b> | 671                      | <b>Number of pupils eligible for PP</b> | 356 (R-Y6)<br>30(Nursery) | <b>Date for next internal review of this strategy</b> | April 2018 |

| 2. Current attainment                 |          |                        |  |
|---------------------------------------|----------|------------------------|--|
|                                       |          | Pupils eligible for PP | Pupils not eligible for PP all National        |
| <b>% achieving GLD or above in EY</b> |          | 74%                    | Awaiting data (81% nationally 2017)            |
| <b>% passing Year 1 Phonics check</b> |          | 76%                    | Awaiting data (all pupils 81% nationally 2017) |
| <b>% achieving ARE KS1</b>            | Reading  | 68%                    | Awaiting data (all pupils 76% nationally 2017) |
|                                       | Writing  | 68%                    | Awaiting data (all pupils 68% nationally 2017) |
|                                       | Maths    | 71%                    | Awaiting data (all pupils 75% nationally 2017) |
| <b>% achieving ARE KS2</b>            | Reading  | 74%                    | Awaiting data (all pupils 71% nationally 2017) |
|                                       | Writing  | 86%                    | Awaiting data (all pupils 76% nationally 2017) |
|                                       | Maths    | 80%                    | Awaiting data (all pupils 75% nationally 2017) |
|                                       | Combined | 66%                    | Awaiting data (all pupils 61% nationally 2017) |

| <b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>                       |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| <b>A.</b>   | The majority of pupils start the Foundation Stage well below age related expectations all areas.   |
| <b>B.</b>   | Very low attainment in reading for on entry to Early Years and mobile children in Key Stages 1 & 2.  |
| <b>C.</b>   | Very high percentage of pupils have EAL.   |
| <b>D.</b>   | Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience.               |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| <b>E.</b>   | Attendance of pupil premium pupils is lower than those of non-disadvantaged pupils which has a detrimental effect on their learning at school. |
| <b>F.</b>   | High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and children.                         |
| <b>G.</b>   | Large numbers of parents have English as an additional language so are not able to support learning at home.                                   |

| <b>4. Desired Outcomes</b> |  |   |
|----------------------------|--|---|
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>                  | Accelerate attainment from entry to the end of EY of pupils eligible for PPF   | Pupils eligible for PPF will achieve aspirational targets by the end of Early Years   |
| <b>B.</b>                  | Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths of pupils eligible for PPF | Pupils eligible for PPF will achieve aspirational targets by the end of their key stage   |
| <b>C.</b>                  | Accelerate language acquisition and it's comprehension for pupils eligible for PPF with EAL                            | Pupils eligible for PPF who have EAL make expected or more progress.  |
| <b>D.</b>                  | To enrich the experience of pupils eligible for PPF through a range of different activities.                           | Pupils eligible for PPF will make accelerated progress in writing   |
| <b>E.</b>                  | To improve the attendance of pupils eligible for PPF   | Diminish the difference between the attendance of Pupils eligible for PPF and those not eligible for PPF to ensure improved progress and attainment.          |
| <b>F.</b>                  | To improve the physical and mental health and well-being of pupils eligible for PPF                                    | Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage. |
| <b>G.</b>                  | To enable parents of children eligible for PPF, to be able to support their children's learning.                       | Better parental engagement and accelerated progress and attainment in each year group.  |

| 5. Planned expenditure   |   |  |   |                        |                         |
|--|---|--|---|------------------------|-------------------------|
| Academic year  | 2017/18   |  |   |                        |                         |
| 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. |   |  |   |                        |                         |
| i. Quality of teaching for all   |   |  |   |                        |                         |
| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead             | Review                  |
| A.<br>Accelerate pupil attainment from entry to the end of EY.   | Physical Education Senior Leader in Education (SLE)   | EEF toolkit - Physical Development approaches provide 2+ months' progress.<br>Pupils enter school with well below average baselines in physical development. All EY staff will be supported by our PE SLE throughout the year on the fundamentals of movement. The aim is to improve gross motor control and improve writing.  | Monitoring by PE SLE<br>Monitoring of data and impact of interventions by class teachers and during pupil progress meetings   | EY AHT & SLT<br>PE SLE | April 2018<br>June 2018 |
| B.<br>Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths.   | Chess from Y2-6<br><br>Use of learning ladders to drive bespoke individual targets in core subjects<br><br>INSET by AG&T co-ordinator on teaching to the top in lessons focus on Reading and Writing<br><br>Introduction of Singapore Maths in Y2 | Teaching children chess from an early age provides our pupils with important new skills in how to problem solve and reason. It encourages flexibility in their approaches to learning and is a life-long skill.<br><br>EEF toolkit – Meta-cognition and self-regulation strategies provide +8 months' progress<br>All pupils are given individual targets in Reading, Writing and Maths and learning behaviours which are reviewed on a termly basis. They are discussed and evaluated with the children. All teachers will receive one day out of class per term to meet with their class and the targets and progress are shared with parents. (Learning Ladders).<br><br>EEF toolkit – Mastery learning provides +5 month's progress.<br>Staff meeting each term to be set aside for AG&T co-ordinator alongside different subject co-ordinators to train staff in what greater depth looks like in the new curriculum and how to integrate this into quality first classroom teaching.<br><br>INSET for all new to Year 1 and all Y2 staff in teaching of Singapore Maths and purchase of all materials. | Quality Assurance by SLT. Timetabled sessions with every class in each year group. Scheme of progression throughout the year and over the year groups. Regular Meetings with the Chess specialist<br>Dedicated time for staff to complete ladders.<br>Training for new staff on how to complete the ladders and expectations on what to include and discuss.<br>Multi-lingual letters to go to parents to ensure understanding of a new development.<br>Monitoring during book scrutiny and feedback to staff.<br>Planned role out through staff training.<br>Purchase of resources to support staff<br>Ring-fenced management time for AG&T, Reading and Writing co-ordinators to plan and implement INSET.<br>Program of support for staff after INSET<br>Book scrutiny to monitor impact by co-ords and LT<br><br>Regular INSET for new to Y1 and all Y2 staff.<br>Dedicated time Maths leads to observe lessons and scrutinise work books<br>Pupil Progress meeting | SLT                    | April 2018<br>June 2018 |

|  |   |  |   |                               |                                 |
|--|---|--|---|-------------------------------|---------------------------------|
| <p><b>C.</b><br/>Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p> | <p>Reading training for all staff.</p> <p>Designated EAL support in class</p>   | <p>EEF toolkit – Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress.<br/>All new staff will attend training at a Reading Recovery certified reading centre in how to support all pupils in improving all aspects of their reading.<br/>Training for support staff from external consultant and in house</p> <p>The development of Language is supported by our trained bi-lingual team of 3 TAs and a teacher</p>        | <p>Dedicated training for member of staff at designated Reading Recovery teaching school, including monitoring visits from RR tutor.<br/>Time for staff to work with pupils.<br/>Monitoring of progress by RR teacher, class teacher and SLT during pupil progress.</p> <p>Targeted EAL pupils make accelerated progress from baseline.<br/>Pupil progress meetings</p> | <p>SLT</p>                    | <p>April 2018<br/>June 2017</p> |
| <p><b>D.</b><br/>To enrich pupil experience through a range of different activities.</p>   | <p>Specialist Art and Drama practitioners</p>   | <p>EEF toolkit – Arts participation provides +2 months progress.<br/>Every year group participates in project which develops pupils writing through drama and art work. Pupils talk about how much they enjoy this and the writing produced is always of an incredibly high quality.</p>   | <p>Quality Assurance<br/>Regular Meetings<br/>Pupil Voice</p>   | <p>SLT</p>                    | <p>April 2018<br/>June 2017</p> |
| <p><b>F.</b><br/>To improve the physical and mental health and well-being of pupils</p>  | <p>To employ an SLE for PE to provide high quality PE and school sport in all key stages.</p> <p>Place 2be counsellor to work with classes on circle time</p> | <p>EEF toolkit – Sports participation provides +2 month's progress.<br/>Appointment of an SLE for PE will provide high quality CPD for all staff impacting on pupil confidence, self-esteem and physical and mental well-being.</p> <p>EEF toolkit - Behaviour interventions provide +3 months' progress.<br/>At times issues arise from Place2talk that highlight whole class issues. The class teacher and resident counsellor can work through sessions with the whole class.</p> | <p>Quality assurance through timetable of monitoring and observations<br/>Regular meetings<br/>Pupil &amp; Staff Voice</p>  | <p>Deputy Head PE<br/>SLE</p> | <p>April 2018<br/>June 2017</p> |
| <b>Total budgeted cost</b>   |   |  |   |                               | <p>£141974</p>                  |

| <b>ii. Targeted support</b>   |   |   |  |                      |                                       |
|---|---|---|--|----------------------|---------------------------------------|
| <b>Desired outcome</b>  | <b>Action</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>Review</b>                         |
| A<br>Accelerate pupil attainment from entry to the end of EY.                                     | Gross and Fine motor control  | Many children have poor fine motor skills which inhibits their progress in writing.<br>Training is provided for new TAs to deliver targeted fine motor skills sessions every afternoon. Children are targeted for a term.   | Quality assurance of programs by lead staff.<br>Monitoring of data and impact of interventions by class teachers and during pupil progress meetings<br>Pupil voice<br>Parent voice                         | EY AHT               | April 2018<br>June 2017               |
|   | Speech and Language Therapy training for x2 TAs   | EEF toolkit - Communication and Language approaches provide +6 month's progress<br>TAs who have been trained in running speech and language sessions to target pupils who have been identified after assessment with a Speech and Language need. These children will have 2 early language support sessions per week for 16-20 weeks.   |  |                      |                                       |
|   | Play club   | EEF toolkit - Early Literacy approaches provide +4 month's progress<br>EEF toolkit - Parental Engagement approaches provide +5 month's progress<br>School will continue to invest in 'Play Club'. A targeted phonics support intervention for Phase 2 & 3 phonics. It is provided for targeted pupils and is completed by parents at home after receiving support from staff in school.                   |  |                      |                                       |
|   | Early Reading and Writing Support   | EEF toolkit - Early Literacy approaches provide +4 month's progress<br>A TA will continue to provide Early Reading and Writing support targeted pupils for 5 mornings a week.   |  |                      |                                       |
| B<br>Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths. | Training a Reading Recovery teacher to work with individuals in Y1 and impact on quality first teaching of reading across the school. | EEF toolkit - Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress.<br><br>Our data analysis shows that a number of disadvantaged pupils enter Y1 significantly below age related expectations<br>By having a specialist reading recovery teacher we aim to diminish the difference between their attainment and their non-disadvantaged peers. | Regular training for the member of staff<br>External supervision in place.<br>Pupil progress meetings<br>Programme of intervention<br>Learning Walks for quality assurance<br>Entry and exit points mapped | SLT & Inclusion Lead | December 2017, April 2018 & July 2018 |
|   | TA led:<br>Reading:<br>Phonics Intervention,<br>Catch-up Intervention,<br>Inference Training  | EEF toolkit - One-to-one tuition provides +5 months' progress.<br>Analysis of attainment data shows that a percentage of pupils in all year groups are not achieving in-line in reading and maths. TAs in each year group or  |  |                      |                                       |

|   |  |  |   |                                   |  |
|---|--|--|---|-----------------------------------|--|
|   | <p>Maths:<br/>Numicon Intervention,<br/>Numbers Count,<br/>SEN:<br/>Toe-by-toe<br/>5-minute box</p> <p>Tutoring – “The Tutor Trust”</p> <p>Speech and Language Intervention from a specialist S&amp;L Therapist</p> <p>Specific Literacy Difficulty Specialist (SpLD: Reading)</p> <p>AG&amp;T small group workshops for pupils in writing</p> | <p>phase will be trained in Phonics, Catch-up Reading, Inference training, Numicon, Numbers Count, Toe-by-toe and 5 minute box. Sessions for individual and small group teaching are timetabled into every afternoon to ensure accelerated progress.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress.<br/>From data analysis those children who are not making expected progress are supported by additional hours with 1:1 tutors.</p> <p>EEF toolkit - Oral language Interventions provide +5 months' progress.<br/>A small group of disadvantaged pupils have been assessed with very specific Speech and Language needs. These need to be addressed. A Speech and Language Therapist is employed to meet the needs of these pupils.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress.<br/>As pupils move through school a small number fail to make expected progress in reading and writing. As these children are identified in pupil progress meetings they are screened by a specialist SpLD teacher and will then receive 1-1 tuition to meet their needs.</p> <p>EEF toolkit – Mastery learning provides +5 month's progress.<br/>To identify pupils who are working at greater depth and further deepen their work by providing small group tuition.</p> | <p>Targetted pupils<br/>Clear understanding of the aspects to greater depth of target.<br/>Quality assurance<br/>Entry and Exit point assessment.</p>       |                                   |  |
| <p>C.<br/>Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p> | <p>Appoint a specialist EAL teacher co-ordinate EAL team and teach International New Arrivals in Year 5 and 6</p>  | <p>EEF toolkit - Oral Language interventions provide +5 months' progress.<br/>The school will employ an EAL team who will deliver lessons to those pupils where EAL is a continued barrier to learning, to better meet their needs and accelerate progress. This will reduce class sizes in Y5 and 6 during English and there will be a lower teacher to pupil ratio thus improving progress.</p>  | <p>Quality assurance of programs by lead staff.<br/>Monitoring of data and impact of interventions by class teachers and during pupil progress meetings</p> | <p>SLT &amp; EAL lead teacher</p> | <p>December 2017, April 2018 &amp; July 2018</p> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <p>F.<br/>To improve the physical and mental health and well-being of pupils</p> | <p>Pastoral Interventions (Art Therapist &amp; Place2be)</p> <p>To employ an SLE for PE to provide high quality PE and school sport in all key stages.</p> | <p>EEF toolkit - Behaviour interventions provide +3 months' progress.<br/>A small number of our children come to school having experienced trauma at some point in their past. In order for them to be ready to learn these pupils need the opportunity to have counselling or therapy in a safe place to express their emotions. The school will employ counsellors through Place2be and an Art Therapist of 1 day a week.</p> <p>EEF toolkit - Sports participation provides +2 month's progress.<br/>School has a number of pupils who excel at sports and we will be targeting these pupils to attend specific after-school clubs and entering city-wide competitions with the aim of raising confidence, self-esteem, resilience and providing pupils with new life experiences.</p> | <p>Pupil voice<br/>Standards across year group<br/>Improvements in behaviour and interaction with others.</p>  | <p>SLT, AHT inclusion,<br/>Place2be co-ordinator and PE SLE</p> | <p>December 2017, April 2018 &amp; July 2018</p> |
| <p>G<br/>To enable parents to support their children's learning.</p>             | <p>EY Play Club</p>  | <p>EEF EY toolkit - Parental engagement provides +5 month's progress.<br/>EEF EY toolkit - Early Literacy approaches provide +4 month's progress.<br/>For many of our pupil their baseline scores in reading and phonics upon entry to EY are well below their chronological age. Many of our parents will also speak English as an additional language and/or may not have been to school .Targeted pupils and families in both Reception and Nursery will access 'Play club' which is a program of phonics support for Phases 2 &amp; 3 and are done at home encouraging parental involvement. Parents receive a training session from our EY AHT before they take the play bags home.</p>  | <p>Parental voice<br/>Pupil voice<br/>Timetable of award assemblies for pupils and parents to attend as they move through the different levels.<br/>Monitoring of standards across year group in pupil progress meetings</p> | <p>EY AHT</p>   | <p>December 2017, April 2018 &amp; July 2018</p> |
| <b>Total budgeted cost</b>   |  |   |  |   | <p>£238082</p>                                   |

| <b>iii. Other approaches</b>  |  |  |   |                   |               |
|---|--|--|---|-------------------|---------------|
| <b>Desired outcome</b>  | <b>Action</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>Review</b> |
| D.<br>To enrich pupil experience through a range of different activities. | Specialist Music Tuition                                       | EEF toolkit - Arts participation provides +2 month's progress.<br>All children should have the opportunity to learn to play a musical instrument. Disadvantaged pupils are provided with peripatetic music teachers in steel pans, samba and guitar.   | Music Co-ordinator timetabling all year groups and classes across the year<br>Quality Assurance<br>Regular Meetings | Music Lead        | June 2018     |
| D.<br>To enrich pupil experience through a range of different activities. | Subsidised visits  | Many pupils have limited experiences of the world around them. By providing subsidised trips pupils are motivated and engage with their learning, especially writing. Pupil voice has also shown that they are significant learning experiences.   | Pupil Voice<br>Attainment<br>Quality of work from visits<br>Data from pupil progress meetings                       | LT                | June 2018     |
| E.<br>To improve the attendance of pupil premium pupils.                  | Attendance Officer<br><br>PiP<br><br>Subsidised Breakfast Club | Children cannot make progress if they are late or not attending school.<br><br>The role of the AO is to monitor and track attendance and punctuality across school and support families to improve this.<br><br>To employ family support specialists to work alongside families who are having difficulties which are impacting on the learning of their child.<br><br>To support vulnerable pupils to have a breakfast and calm start to the morning. | Monitoring through attendance procedures<br><br>Monitoring through EHAs   | SLT               | June 2018     |
| <b>Total budgeted cost</b>  |  |  |   |                   | £98927        |

| 6. Review of expenditure   |  |   |  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
|--|--|---|--|-----------------|----------------------|---------------------|--------|-----|----------------------|-----|--------|---|-----|-----|--------|-----|-----|---|--------|-----|-----|---|--------|-----|-----|---|--------|-----|-----|-----|--|
| Previous Academic Year   |  |   |  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| i. Quality of teaching for all   |  |   |  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Desired outcome  | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)   |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| A.<br>Accelerate pupil attainment from entry to the end of EY.                                     | Physical Education Senior Leader in Education (SLE)                          | <table border="1"> <thead> <tr> <th></th> <th>End of Year</th> <th>National (2016)</th> </tr> </thead> <tbody> <tr> <td>Moving and Handling</td> <td>84%</td> <td>92%</td> </tr> <tr> <td>Health and Self care</td> <td>78%</td> <td>90%</td> </tr> </tbody> </table>   |  | End of Year     | National (2016)      | Moving and Handling | 84%    | 92% | Health and Self care | 78% | 90%    | Pupil progress has been outstanding from low start points and pupils are now broadly in-line with national average. |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
|  |  |   | End of Year  | National (2016) |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Moving and Handling  | 84%  | 92%   |  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Health and Self care   | 78%  | 90%   |  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| B.<br>Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths. | Chess from Y2-6  | <p>A vast majority of pupils say how much they enjoy playing Chess in school.<br/>Many pupils say that it has improved their thinking skills and makes them more confident.<br/>“...it helps me in making choices.”<br/>“...it has made me better at my times tables because of the counting of the moves.”<br/>Teachers say that there</p>   | <p>Chess has been highly successful and pupils are overwhelmingly positive about their experiences in Chess. Look at how we can broaden experiences with competitions with other schools.<br/>Targeting of pupils with the capacity to excel at chess to have other experiences.</p> |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
|  | Use of learning ladders to drive bespoke individual targets in core subjects | <p>Pupils and parents have reported that they like the learning ladders as it allows them to see where to improve in both academic and pastoral targets as well as being able to see what progress they need to make by the end of the year and track themselves in R, W and M throughout the year.<br/>Combined attainment in Reading, Writing and Maths for Pupil Premium pupils is in-line with floor standards for all pupils in almost all years and above other pupils in nearly all year groups.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Non-PP pupils</th> <th>Pupil Premium pupils</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>54%</td> <td>72%</td> <td>-</td> </tr> <tr> <td>Year 2</td> <td>71%</td> <td>65%</td> <td>64%</td> </tr> <tr> <td>Year 3</td> <td>57%</td> <td>50%</td> <td>-</td> </tr> <tr> <td>Year 4</td> <td>41%</td> <td>66%</td> <td>-</td> </tr> <tr> <td>Year 5</td> <td>28%</td> <td>63%</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>31%</td> <td>66%</td> <td>61%</td> </tr> </tbody> </table> | Year Group   | Non-PP pupils   | Pupil Premium pupils | National            | Year 1 | 54% | 72%                  | -   | Year 2 | 71%   | 65% | 64% | Year 3 | 57% | 50% | - | Year 4 | 41% | 66% | - | Year 5 | 28% | 63% | - | Year 6 | 31% | 66% | 61% | <p>Teachers continually say how useful the ladders have been and how they have supported pupils in making progress in both academic and pastoral targets.<br/>Teachers say that they have seen pupils become more self-aware and responsible for their learning and behaviour in class. Pupils say that they enjoy seeing how they are progressing and moving from through the traffic light system.</p> |
| Year Group   | Non-PP pupils  | Pupil Premium pupils  | National   |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 1   | 54%  | 72%   | -  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 2   | 71%  | 65%   | 64%  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 3   | 57%  | 50%   | -  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 4   | 41%  | 66%   | -  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 5   | 28%  | 63%   | -  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |
| Year 6   | 31%  | 66%   | 61%  |                 |                      |                     |        |     |                      |     |        |   |     |     |        |     |     |   |        |     |     |   |        |     |     |   |        |     |     |     |  |

INSET by AG&T co-ordinator on teaching to the top in lessons

Teachers report being much more confident in the teaching of Mastery in lessons. Monitoring shows that more children are being challenged in lessons and that more pupils are being moved onto more challenging work more quickly.

The percentage of pupils working at mastery has improved over the year and greater focus now need to be on Reading in KS2 and writing in KS1.

**End of KS1**

| Subject           | School – Whole cohort of 87 | National Average 2016 |
|-------------------|-----------------------------|-----------------------|
| Reading           | 26%                         | 24%                   |
| Writing           | 16%                         | 13%                   |
| Maths             | 23%                         | 18%                   |
| R, W & M Combined | 14%                         | 9%                    |

**End of KS2**

| Subject           | School - Consistent cohort of 74 | National Average 2017 |
|-------------------|----------------------------------|-----------------------|
| Reading           | 14%                              | 25%                   |
| Writing           | 18%                              | 18%                   |
| Maths             | 26%                              | 23%                   |
| R, W & M Combined | 5%                               | 9%                    |

Introduction of Singapore Maths in Y1

Progress for Pupil Premium children in Maths was outstanding in Year 1 and attainment for pupil premium children was above non-pupil premium children and broadly in-line with national figures for the end of KS1 for other (non-PP) pupils.

To ensure smooth introduction of Singapore Maths into Year 2.

|               | Final | National KS1 (2016) |
|---------------|-------|---------------------|
| All           | 67%   | 75%                 |
| Pupil Premium | 72%   |                     |
| Non-PP        | 56%   |                     |

| <p><b>C.</b><br/>Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p> | <p>Reading training for all staff.</p>  | <p>Progress of Pupil premium pupils in reading where EAL is a barrier is outstanding (89.7%) at an average of 3.4 points over the year (3 points is good progress)</p> <table border="1"> <thead> <tr> <th colspan="3">Pupils achieving ARE + in Reading across school</th> </tr> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>PP EAL pupils</td> <td>60%</td> <td>71%</td> </tr> <tr> <td>Other EAL</td> <td>40%</td> <td>54%</td> </tr> </tbody> </table> | Pupils achieving ARE + in Reading across school |                |          |         | Baseline | End of Year | PP EAL pupils | 60%     | 71% | Other EAL | 40% | 54%   | <p>Progress is excellent and attainment is increasing. Staff are positive about the impact that training has had and it has been very successful sharing training with all adults in school rather than just teachers. TAs are now trained to teach guided reading sessions to children.</p> |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
|--|---|--|---|----------------|----------|---------|----------|-------------|---------------|---------|-----|-----------|-----|-------|--|------|-----|--|------------|----------------|----------|---------|-----|-----|-----|---------|-----|-----|-----|-------|-----|-----|-----|--|
|  | Pupils achieving ARE + in Reading across school   |  |   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
|  | Baseline  | End of Year  |   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| PP EAL pupils  | 60%   | 71%  |   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Other EAL  | 40%   | 54%  |   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| <p>Designated EAL support in class</p>   | <p>Progress of EAL pupils has been outstanding and attainment remains high, considering the percentage who are International New Arrivals.</p> <p>Key Stage 1</p> <table border="1"> <thead> <tr> <th></th> <th>EAL pupils</th> <th>Non-EAL pupils</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>92%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>66%</td> <td>92%</td> <td>68%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table> <p>Key Stage 2</p> <table border="1"> <thead> <tr> <th></th> <th>EAL pupils</th> <th>Non-EAL pupils</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66%</td> <td>71%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>79%</td> <td>76%</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>71%</td> <td>75%</td> </tr> </tbody> </table> |  | EAL pupils                                      | Non-EAL pupils | National | Reading | 69%      | 92%         | 76%           | Writing | 66% | 92%       | 68% | Maths | 70%  | 100% | 75% |  | EAL pupils | Non-EAL pupils | National | Reading | 66% | 71% | 71% | Writing | 85% | 79% | 76% | Maths | 82% | 71% | 75% | <p>Attainment is at least in line with national standards by the end of KS1 and above national standards and other pupils by the end of KS2 in nearly all areas.</p> |
|  | EAL pupils  | Non-EAL pupils   | National  |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Reading  | 69%   | 92%  | 76%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Writing  | 66%   | 92%  | 68%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Maths  | 70%   | 100%   | 75%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
|  | EAL pupils  | Non-EAL pupils   | National  |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Reading  | 66%   | 71%  | 71%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Writing  | 85%   | 79%  | 76%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |
| Maths  | 82%   | 71%  | 75%   |                |          |         |          |             |               |         |     |           |     |       |  |      |     |  |            |                |          |         |     |     |     |         |     |     |     |       |     |     |     |  |

|   |   |  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|---|---|--|---|---------------|-----|-------------------|-----|--------|---------------|-----|-------------------|-----|--------|---------------|-----|-------------------|-----|--------|---------------|-----|-------------------|-----|--------|---------------|-----|-------------------|-----|--------|---------------|-----|-------------------|-----|--|
| <p>D.<br/>To enrich pupil experience through a range of different activities.</p> | <p>Specialist Art and Drama practitioners</p>   | <p>Pupil voice shows that the work of specialist Art and Drama practitioners is a highlight of learning during the year. In each year group pupils are making at least good progress (3 points) and in some are making outstanding progress.</p> <p><u>Y1-6 Progress in Writing PP vs. Non-PP</u></p> <table border="1" data-bbox="678 264 1014 727"> <tr> <td rowspan="2">Year 1</td> <td>Pupil Premium</td> <td>2.9</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>3.3</td> </tr> <tr> <td rowspan="2">Year 2</td> <td>Pupil Premium</td> <td>3.0</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>3.6</td> </tr> <tr> <td rowspan="2">Year 3</td> <td>Pupil Premium</td> <td>2.7</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>3.0</td> </tr> <tr> <td rowspan="2">Year 4</td> <td>Pupil Premium</td> <td>3.2</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>4.0</td> </tr> <tr> <td rowspan="2">Year 5</td> <td>Pupil Premium</td> <td>3.8</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>5.7</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>Pupil Premium</td> <td>3.9</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>9.0</td> </tr> </table> | Year 1  | Pupil Premium | 2.9 | NOT Pupil Premium | 3.3 | Year 2 | Pupil Premium | 3.0 | NOT Pupil Premium | 3.6 | Year 3 | Pupil Premium | 2.7 | NOT Pupil Premium | 3.0 | Year 4 | Pupil Premium | 3.2 | NOT Pupil Premium | 4.0 | Year 5 | Pupil Premium | 3.8 | NOT Pupil Premium | 5.7 | Year 6 | Pupil Premium | 3.9 | NOT Pupil Premium | 9.0 | <p>Pupils thoroughly enjoy their Drama and Art workshops and teachers state the improved quality of writing around these sessions. We need to think about how we can better link these to the topics that are being studied in class rather than them being stand alone.</p> |
| Year 1  | Pupil Premium   | 2.9  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 3.3  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| Year 2  | Pupil Premium   | 3.0  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 3.6  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| Year 3  | Pupil Premium   | 2.7  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 3.0  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| Year 4  | Pupil Premium   | 3.2  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 4.0  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| Year 5  | Pupil Premium   | 3.8  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 5.7  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| Year 6  | Pupil Premium   | 3.9  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | NOT Pupil Premium   | 9.0  |   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
| <p>F.<br/>To improve the physical and mental health and well-being of pupils</p>  | <p>To employ an SLE for PE to provide high quality PE and school sport in all key stages.</p> | <p>High Quality PE lessons for all – PE and Nutrition and Health and well-being<br/>Staff up skilled in teaching of PE to create a whole school approach<br/>X50 Sports Leaders trained to deliver lunchtime clubs to KS1 and EY.<br/>Fit Friday introduced to support children coming in early to school with healthy breakfast.<br/>Increased competitions – x12 School games competitions over the year.<br/>Increased the number of clubs available to pupils at lunchtime and afterschool.</p>  | <p>Children talk about how much better lunchtimes are with sports leaders.<br/>Sport leaders are very proud of their position and the role that they play. We need to better identify future sport leaders who are pupil premium children.<br/>Lunchtime organisers have said how much better and easier it is for them to do their job while the sports leaders are on the playground.<br/>Pupils are much happier with the amount of activities which are available at lunchtime.</p> |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |
|   | <p>Place 2be counsellor to work with classes on circle time</p>                               | <p>Pupils report that they enjoy working with the Place2Be counsellor in class. Where she has worked in classes the incidence of persistent negative behaviours have reduced and there were many fewer instances of repeat behaviour</p>   | <p>Teachers have said how positive circle times are with our place 2 Be counsellor and how they support children in understanding their role in class based issues.<br/>We need to better target the counsellor at newer qualified teachers to support their development.</p>   |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |        |               |     |                   |     |  |

**ii. Targeted support**

| Desired outcome   | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach) |                 |                      |                 |     |   |     |        |        |     |  |  |
|---|--|---|--|-----------------|----------------------|-----------------|-----|---|-----|--------|--------|-----|--|--|
| A<br>Accelerate pupil attainment from entry to the end of EY. | Gross and Fine motor control   | Reception pupils achieving ELG in Writing<br><table border="1" data-bbox="674 323 1312 472"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2016)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>35%</td> <td>74%</td> <td rowspan="2">73%</td> </tr> <tr> <td>Non-PP</td> <td>34%</td> <td>61%</td> </tr> </tbody> </table> |  | Baseline        | End of Year          | National (2016) | PP  | 35%   | 74% | 73%    | Non-PP | 34% | 61%  | Pupil Premium pupils are making excellent progress towards Age Related expectation.<br>How can we use the intervention to benefit all pupils rather than just PP children. |
|   |  | Baseline  | End of Year  | National (2016) |                      |                 |     |   |     |        |        |     |  |  |
|   | PP   | 35%   | 74%  | 73%             |                      |                 |     |   |     |        |        |     |  |  |
| Non-PP  | 34%  | 61%   |  |                 |                      |                 |     |   |     |        |        |     |  |  |
| Speech and Language Therapy training for x2 TAs               | Reception pupils achieving ELG in Speaking<br><table border="1" data-bbox="674 647 1312 796"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2016)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>45%</td> <td>79%</td> <td rowspan="2">85%</td> </tr> <tr> <td>Non-PP</td> <td>30%</td> <td>65%</td> </tr> </tbody> </table> |   | Baseline   | End of Year     | National (2016)      | PP              | 45% | 79%   | 85% | Non-PP | 30%    | 65% | Pupil Premium pupils are making excellent progress towards Age Related expectation.<br>How can we use the intervention to benefit all pupils rather than just PP children. |  |
|   | Baseline   | End of Year   | National (2016)  |                 |                      |                 |     |   |     |        |        |     |  |  |
| PP  | 45%  | 79%   | 85%  |                 |                      |                 |     |   |     |        |        |     |  |  |
| Non-PP  | 30%  | 65%   |  |                 |                      |                 |     |   |     |        |        |     |  |  |
| Play club   | Percent age of pupils at age related expectations in reading<br><table border="1" data-bbox="674 890 1361 975"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium Pupils</td> <td>9%</td> <td>82%</td> </tr> </tbody> </table>   |   | Baseline   | End of Year     | Pupil Premium Pupils | 9%              | 82% | Play club contributes to the significant improvement in reading attainment and accelerates progress for a vast majority of our pupils. Continue to target pupil premium pupils for this intervention. |     |        |        |     |  |  |
|   | Baseline   | End of Year   |  |                 |                      |                 |     |   |     |        |        |     |  |  |
| Pupil Premium Pupils  | 9%   | 82%   |  |                 |                      |                 |     |   |     |        |        |     |  |  |

|                           | Early Reading and Writing Support   | <p>Reception pupils achieving ELG in Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2016)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>20%</td> <td>74%</td> <td rowspan="2">77%</td> </tr> <tr> <td>Non-PP</td> <td>20%</td> <td>61%</td> </tr> </tbody> </table> <p>Reception pupils achieving ELG in Writing</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2016)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>35%</td> <td>74%</td> <td rowspan="2">73%</td> </tr> <tr> <td>Non-PP</td> <td>34%</td> <td>61%</td> </tr> </tbody> </table>   |                 | Baseline | End of Year | National (2016)           | PP     | 20% | 74%  | 77% | Non-PP | 20% | 61% |     | Baseline | End of Year | National (2016) | PP | 35%    | 74% | 73% | Non-PP | 34%    | 61% | Early writing and reading support shows that it is having impact on pupil attainment. We need to ensure that the practice which is accelerating both reading and writing is used with pupils who are not pupil premium to close that gap. |   |        |     |     |     |   |
|---------------------------|---|---|-----------------|----------|-------------|---------------------------|--------|-----|--|-----|--------|-----|-----|-----|----------|-------------|-----------------|----|--------|-----|-----|--------|--------|-----|---|---|--------|-----|-----|-----|---|
|                           | Baseline  | End of Year   | National (2016) |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| PP                        | 20%   | 74%   | 77%             |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Non-PP                    | 20%   | 61%   |                 |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
|                           | Baseline  | End of Year   | National (2016) |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| PP                        | 35%   | 74%   | 73%             |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Non-PP                    | 34%   | 61%   |                 |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
|                           | TA led:<br>Reading:<br>Phonics Intervention, Catch-up Intervention, Inference Training<br>Maths:<br>Numicon Intervention, Numbers Count, SEN:<br>Toe-by-toe<br>5-minute box | <p>Interventions for targeted children proved successful throughout the school and led to an increased percentage of pupil premium children being on track in combined reading, writing and maths in almost every year.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Baseline</th> <th>End of Year</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>55%</td> <td>72%</td> <td>-</td> </tr> <tr> <td>Year 2</td> <td>67%</td> <td>62%</td> <td>64%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>50%</td> <td>-</td> </tr> <tr> <td>Year 4</td> <td>59%</td> <td>66%</td> <td>-</td> </tr> <tr> <td>Year 5</td> <td>37%</td> <td>63%</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>52%</td> <td>66%</td> <td>61%</td> </tr> </tbody> </table> | Year Group      | Baseline | End of Year | National                  | Year 1 | 55% | 72%  | -   | Year 2 | 67% | 62% | 64% | Year 3   | 50%         | 50%             | -  | Year 4 | 59% | 66% | -      | Year 5 | 37% | 63%   | - | Year 6 | 52% | 66% | 61% | Interventions for pupils have been successful with all pupils involved. We will be looking at reviewing reading interventions so that they fit within the whole school framework for the teaching of reading and writing. |
| Year Group                | Baseline  | End of Year   | National        |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 1                    | 55%   | 72%   | -               |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 2                    | 67%   | 62%   | 64%             |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 3                    | 50%   | 50%   | -               |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 4                    | 59%   | 66%   | -               |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 5                    | 37%   | 63%   | -               |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Year 6                    | 52%   | 66%   | 61%             |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
|                           | Tutoring – “The Tutor Trust”  | <p>Pupils accessing Tutor Trust provision made outstanding progress of 7.2 points over the year compared to expected progress of 3 points.<br/>The percentage of pupils meeting age related expectations doubled from baseline to those achieving at least Expected standard at the end of KS2.</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>Tutor Trust pupils at ARE</td> <td>23%</td> <td>51%</td> </tr> </tbody> </table>   |                 | Baseline | Final       | Tutor Trust pupils at ARE | 23%    | 51% | Continue to identify pupils at risk of not meeting expected standard and making sure that they get the extra support to accelerate progress. |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
|                           | Baseline  | Final   |                 |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |
| Tutor Trust pupils at ARE | 23%   | 51%   |                 |          |             |                           |        |     |  |     |        |     |     |     |          |             |                 |    |        |     |     |        |        |     |   |   |        |     |     |     |   |

|   |  |  |  |
|---|--|--|--|
|   | Speech and Language Intervention from a specialist S&L Therapist   | Pupils who have had S&L intervention from a therapist have made good progress towards their own personal S&L targets.  | The school recognises the importance of speech and language being the basis for reading and writing. We are committed to ensuring all pupils with a need receive the support that they need and bespoke learning to support them.  |
|   | Specific Literacy Difficulty Specialist (SpLD: Reading)  | 100% of pupils accessing SpLD support for reading made accelerated progress in comparison to the chronological change in age over the year.  | Continue to identify which pupils are at risk of falling behind due to specific SpLD difficulties and ensure that they are targeted appropriately.   |
|   | AG&T small group workshops for pupils in writing   | Pupils made negligible gains in through attendance at the workshops.<br>Many said that it was not challenging enough and   | Review with AG&T co-ordinator to look at a more succesful way to challenge and push those AG&T children which ensures progression and coverage.  |
| C.<br>Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning. | Appoint a specialist EAL teacher co-ordinate EAL team and teach International New Arrivals in Year 5 and 6 | All INA pupils in both Year 5 and Y6 made outstanding progress from their baselines to the end of the year.  | Through on-going INSET, the EAL team will be re-focussing hwo they teach INA PP pupils in school. A renewed focus on phonics and teaching to a specific assessment framework focussed on language knowledge which is consistent across school and regardless of age.   |
| F.<br>To improve the physical and mental health and well-being of pupils  | Pastoral Interventions (Art Therapist & Place2be)  | Counsellors report excellent engagement with both parents and children.<br>82% of teachers report that children have improved mental health after 1-1 sessions with Place2be<br>80% of parents report that children have improved mental health after 1-1 sessions with Place2Be.<br>Teachers report significantly higher engagement from children in their learning at the end of their sessions.<br>Counsellors report excellent engagement from all children participating in programmes. | We recognise the need to continue to support the therapeutic needs of our pupils through targeted sessions.<br>To better monitor the impact of these sessions on pupils.   |
|   | To employ an SLE for PE to provide high quality PE and school sport in all key stages.                     | Teachers report that they are significantly more confident in their teaching of PE and school games.<br>100% of pupils report that the enjoy PE and school sport more.<br>Pupils report that they are much more clear in how to move on in their physical development in lessons and that they are more confident in their own abilities.<br>Pupils particularly enjoy gymnastics, the mini-mile, Fit Friday and the competitions that the school entered last year.                         | PE has become a highly visible in school due to the focus on it through the employment of an SLE.<br>To better monitor the attendance at both clubs and competitions and target identified groups to ensure participation for all.<br>To continue to increase staff confidence in different sports so that they have a wider breadth of knowledge. |

|  |              |  |   |
|--|--------------|--|---|
| G<br>To enable parents to support their children's learning. | EY Play Club | Parent participation was high and only 1 of the 11 pupil premium pupils didn't complete all the sessions. Parental feedback was wholly positive about the programme. | To continue to offer this to parents and intervene more quickly when a lack of participation is identified. |
|--|--------------|--|---|

### iii. Other approaches

| Desired outcome   | Chosen action/approach        | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)   |   |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |
|---|-------------------------------|---|--|---|-------------------------------|---|---|-------------------------|-------|-----|-------|------|-----------------------------|-------|------|-------|------|--|
| D.<br>To enrich pupil experience through a range of different activities. | Specialist Music Tuition      | 100% of pupils said that they enjoyed their music sessions with specialist teachers.<br>Pupils report that peripatetic music teachers add value to their learning and is an experience that they will remember in the future.<br>Many say that they would like to continue to play instruments in the future.<br>Pupils report:<br>"...it helps me to calm down and be happier."<br>"...it puts the bad memories away when I play the drums."   | We have found that pupils really enjoy their music tuition and that all pupils from Y3-6 will have an experience of playing instruments each year as they progress from Y3-6. Many pupils have the chance to have prolonged periods of tuition and we will be looking at introducing more instruments next year. |   |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |
| D.<br>To enrich pupil experience through a range of different activities. | Subsidised visits             | Pupils say that trips are a highlight of their year in school and it helps in their work when they get back to school.<br>Teachers report that there is a significant improvement in behaviour and content of work in the build up to and after school trips.   | Visits are planned out for pupils throughout the year. We are looking to better plan progression of visits so that we are able to achieve the schools aim of being able to provide the possibility of achieving all 50 of the National Trusts list of 50 things to do before you're 11 ¾.                        |   |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |
| E.<br>To improve the attendance of pupil premium pupils.                  | Attendance Officer            | <table border="1"> <thead> <tr> <th></th> <th>PA (10% all pupils) Claremont</th> <th>PA (10% all pupils, national)</th> <th>Overall pupil absence Claremont (Nurs-Y6)</th> <th>Overall pupils absence (Yrs 1-6) national</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium 2016/2017</td> <td>6.16%</td> <td>19%</td> <td>3.77%</td> <td>6.4%</td> </tr> <tr> <td>Non Pupil Premium 2016/2017</td> <td>9.21%</td> <td>8.2%</td> <td>4.58%</td> <td>3.8%</td> </tr> </tbody> </table> |  | PA (10% all pupils) Claremont             | PA (10% all pupils, national) | Overall pupil absence Claremont (Nurs-Y6) | Overall pupils absence (Yrs 1-6) national | Pupil Premium 2016/2017 | 6.16% | 19% | 3.77% | 6.4% | Non Pupil Premium 2016/2017 | 9.21% | 8.2% | 4.58% | 3.8% | Attendance of pupil premium pupils is in-line with attendance other pupils nationally. Persistent absence is better than other pupils nationally.<br>We aim to continue to provide an excellent service to our families and will look to continue to raise the bar for attendance for all families at Claremont. |
|   | PA (10% all pupils) Claremont | PA (10% all pupils, national)   | Overall pupil absence Claremont (Nurs-Y6)  | Overall pupils absence (Yrs 1-6) national |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |
| Pupil Premium 2016/2017   | 6.16%                         | 19%   | 3.77%  | 6.4%                                      |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |
| Non Pupil Premium 2016/2017   | 9.21%                         | 8.2%  | 4.58%  | 3.8%                                      |                               |   |   |                         |       |     |       |      |                             |       |      |       |      |  |

|                         |                            |  |  |  |                                |                          |  |                         |       |      |       |      |   |
|-------------------------|----------------------------|--|--|--|--------------------------------|--------------------------|--|-------------------------|-------|------|-------|------|---|
|                         | PiP                        | <table border="1"> <tr> <td data-bbox="674 129 810 276"></td> <td data-bbox="810 129 960 276">School PA (10% all pupils)</td> <td data-bbox="960 129 1093 276">National PA (10% other pupils)</td> <td data-bbox="1093 129 1227 276">School absence (Nurs-Y6)</td> <td data-bbox="1227 129 1359 276">National Other pupil absence (Yrs 1-6)</td> </tr> <tr> <td data-bbox="674 276 810 384">Pupil Premium 2016/2017</td> <td data-bbox="810 276 960 384">6.16%</td> <td data-bbox="960 276 1093 384">8.2%</td> <td data-bbox="1093 276 1227 384">3.77%</td> <td data-bbox="1227 276 1359 384">3.8%</td> </tr> </table> |  | School PA (10% all pupils)             | National PA (10% other pupils) | School absence (Nurs-Y6) | National Other pupil absence (Yrs 1-6) | Pupil Premium 2016/2017 | 6.16% | 8.2% | 3.77% | 3.8% | <p>Families who have been supported by PiP workers have shown an improvement in both attendance and punctuality of pupils at school with a reduction of persistent absence. School PA for pupil premium pupils is below that of other pupils nationally and absence is in-line.</p> <p>To continue to identify vulnerable families that need support.</p> |
|                         | School PA (10% all pupils) | National PA (10% other pupils)   | School absence (Nurs-Y6)   | National Other pupil absence (Yrs 1-6) |                                |                          |  |                         |       |      |       |      |   |
| Pupil Premium 2016/2017 | 6.16%                      | 8.2%   | 3.77%  | 3.8%                                   |                                |                          |  |                         |       |      |       |      |   |
|                         | Subsidised Breakfast Club  | <p>Pupils and parents say that they enjoy breakfast club especially the amount of activities which are on offer. The introduction of Fit Friday and daily dance and cheerleading has been very succesful</p>   | <p>To continue to monitor pupil and parent voice. Rotate activities so that more children are encouraged to participate.</p> |  |                                |                          |  |                         |       |      |       |      |   |