



## Ribchester St. Wilfrid's C of E Primary School Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Ribchester St. Wilfrid's C of E Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£20,780	<b>Date of most recent PP Review</b>	January 2019
<b>Total number of pupils</b>	79 82 (January 2019)	<b>Number of pupils eligible for PP and PP+</b>	April to July 18 PP x 14 PP+ x 1 Sept to July 19 PP x 12 PP+ x 4	<b>Date for next internal review of this strategy</b>	July 2019

<b>Attendance rates for pupils' eligible for PP (2017 - 2018):</b>	97.92%
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2. Current attainment (2017 – 2018)		
	<b>Pupils eligible for PP (2 pupils) (national average)</b>	<b>Pupils not eligible for PP (9 pupils) (national average)</b>
<b>% achieving expected standard in Reading</b>	100% (64.3%)	100% (80%)
<b>% achieving expected standard in Writing (TA)</b>	50% (68.3%)	88.9% (83%)
<b>% achieving expected standard in GPS</b>	100% (67%)	77.8% (82.1%)
<b>% achieving expected standard in Maths</b>	50% (64%)	77.8% (80.5%)
<b>Average scale score in Reading</b>	99.5	106
<b>Average scale score in GPS</b>	104	107.4
<b>Average scale score in Maths</b>	96	105
<b>% Combined RWM</b>	50%	78%

**From Inspection dashboard (2018):**

KS2 progress:

- Writing and mathematics progress was in the bottom quintile (20%) for at least two years for all pupils.

KS2 attainment:

- There were no meaningful trends or differences for this measure

KS1 attainment:

- There were no meaningful trends or differences for this measure

Phonics in 2018:

- A very large majority of pupils (93%) met the phonics expected standard in year 1.

Behaviour:

- In 2017/18, the rate of overall absence (3.20%) was slightly below the national average for schools with a similar level of deprivation (3.54%).
- There were no permanent exclusions in the last three years. The national average in each of these years was zero.
- In 2016/17, there were no fixed term exclusions. The national average rate for schools with a similar level of deprivation was 0.27%. In 2016/17, there were no repeat exclusions. The national average rate for schools with a similar level of deprivation was 0.13%.

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

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|----------|--|
| <b>A</b> | Some pupils in KS1 and KS2, who are eligible for PP, are making less progress than other pupils across KS1 and KS2             |
| <b>B</b> | A portion of our pupil premium children are adopted from care. Attachment can significantly affect learning in different ways. |

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

- |          |   |
|----------|---|
| <b>C</b> | The intake is variable and an increasing number of PP pupils attend school with barriers which can include: low self-esteem and resilience which impacts on learning.<br>Some of the PP pupils tend to come from poorly supported home learning environments, so do not develop a love of learning resulting in low reading stamina, low stamina for writing and low application of maths skills in using and applying. |
|----------|---|

**4. Desired outcomes** (*Desired outcomes and how they will be measured*)

**Success criteria**

	<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
<b>A.</b>	Increased attainment and progress scores for PP in reading, writing and maths by end of Year 6.	Regular pupil progress meetings focus on attainment and progress of this group of pupils.
<b>B.</b>	Pupil categorised as High Attainers at end of KS1 will be tracked as a focus group throughout the year and given additional support in order to make same rates of progress as non-PP peers	Internal and end of KS1 tracking confirms that HA PP pupil make same progress as non-PP peers
<b>C.</b>	PP/PP+ pupils with social and emotional needs are supported within the school allowing for them to make at least expected rates of progress.	Internal tracking confirms that PP/PP+ pupils make at least expected rates of progress.

5. Planned expenditure					
Academic year		2018 / 2019			
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	When will you review implementation?
Increased attainment and progress scores for PP in writing To ensure all children are given the opportunity to attain the higher standard in writing.	High quality: <ul style="list-style-type: none"> <li>teaching,</li> <li>modelling</li> <li>resources</li> </ul> TA intervention <ul style="list-style-type: none"> <li>Targeted 1-1 support</li> <li>Small groups intervention / support</li> </ul>	Whole school ethos of attainment	Progress of children tracked and monitored by teachers and in pupil progress meetings termly and by the Inclusion manager <ul style="list-style-type: none"> <li>Purchase of high quality resources.</li> <li>Whole staff training.</li> <li>Teaching assistant support during dedicated time each morning.</li> </ul>	AC / ND  TA support £3,000  Resources £500	Reviewed on a termly basis.
Raise attainment in mathematics to enable children to become confident and resilient learners when solving mathematical problems independently.	High quality: <ul style="list-style-type: none"> <li>teaching,</li> <li>modelling</li> <li>resources</li> </ul> TA intervention <ul style="list-style-type: none"> <li>Targeted 1-1 support</li> <li>Small groups intervention / support</li> </ul>	Whole school ethos of attainment	Progress of children tracked and monitored by teachers and in pupil progress meetings termly and by the Inclusion manager <ul style="list-style-type: none"> <li>Purchase of high quality resources.</li> <li>Whole staff training.</li> <li>Teaching assistant support during dedicated time each morning.</li> </ul>	AC / ET  TA support £3,000  Resources £500	Reviewed on a termly basis.
<b>Total budgeted cost</b>					<b>£7,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To support pupils and improve well-being/social and emotional development	Teaching assistant support <ul style="list-style-type: none"> <li>Small groups</li> <li>1:1 sessions</li> </ul> Staff training on Attachment led by Janette Wallis	High quality individualised support has shown will make a big difference.	Progress of children tracked and monitored by teachers. Boxall profile used to identify strengths, weaknesses and measure	AC / ELH TA = £4000 Training = £450	Reviewed on a termly basis.
To support PP children who are underachieving and have poorly supported home learning environments.	Teaching assistant support <ul style="list-style-type: none"> <li>Small groups</li> <li>1:1 sessions</li> </ul>	To increase support from parents at home with homework. Greater parental understanding and stronger home links increase the attainment and wellbeing of children.	Progress of children tracked and monitored by teachers and in pupil progress meetings termly and by the Inclusion manager	AC / ELH TA = £2000	Reviewed on a termly basis.
TA intervention with PPG children across the whole school	Targeted 1-1 & small groups	High quality individualised support under the direction of the classroom teacher to help narrow the gap. Interventions to be monitored half termly	Weekly meetings between teachers and TA's. Regular meetings to monitor progress and review children's work. Termly meetings between HT and the class teachers reviewing progress of all pupils but with a separate look at PPG groupings at class level.	AC TA = £2000	Reviewed on a termly basis.
Contingency Funds	Provision for resources / additional CPD <ul style="list-style-type: none"> <li>IDL</li> </ul>	Regular monitoring of effectiveness of interventions may indicate additional funding needed for resourcing and/or additional CPD. If more effective interventions are identified, we want to be able to respond swiftly.	To be identified throughout year as a response to pupil progress meeting and monitoring	AC / ELH £50 – IDL £1000	Reviewed on a termly basis.
<b>Total budgeted cost</b>					<b>£9,500</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To offer our pupils a wider breadth of experiences, inc curriculum learning and extra-curricular	Provision for school trips, activities linked to learning activities and including subsidies for Y5 and Y6 Residential Visit to Robin Wood	<ul style="list-style-type: none"> <li>o Activities and visits continue to be an integral part of our curriculum.</li> <li>o By paying in full for these visits the eligible PP pupils are able to take part as well as being able to allow whole classes to benefit from the experiences alongside their PP peers.</li> <li>o The residential visit for Year 5 and 6 forms part of our core offer now and helps prepare them for transition to high school as they mix with pupils from another school in our cluster who the majority of children then attend the same high school. <ul style="list-style-type: none"> <li>o Increase in their independence and confidence</li> <li>o Team work developed alongside their peers</li> </ul> </li> </ul>	Visits and visitors will be quality-assured against work outcomes.	AC  Visits / activities: £700  Residential: £300	Reviewed on an annual basis, and as each visit / activity takes place.
Participation in Shakespeare Schools' Festival – paid in full	Training for teacher to work with children in school to participate in the Festival in November 2019	<ul style="list-style-type: none"> <li>o Develop confidence of pupils</li> <li>o Allow pupils to experience performing in a Theatre</li> <li>o Introduction to the language and works of Shakespeare</li> </ul>	Quality-assured against work outcomes.	ET / AC  £1000	
Contingency Funds	<p>Pupils eligible for PP provision for:</p> <ul style="list-style-type: none"> <li>o Uniform</li> <li>o FS/KS1: Milk</li> <li>o KS2: Fruit / toast</li> <li>o After school clubs</li> </ul> <p>For any unforeseen costs or experiences that may occur during the year which will benefit pupils eligible for PP.</p>	<p>All eligible PP pupils had the correct and smart uniform in school</p> <ul style="list-style-type: none"> <li>• .Increase in self-esteem</li> </ul> <p>Pupils eligible for PP can have milk alongside their peers without any financial cost to parent(s)</p> <p>Regular monitoring may indicate additional funding needed for resourcing. If more effective provisions are identified, we want to be able to respond swiftly.</p>	To be identified throughout year as a response to pupil progress meeting and monitoring	AC / SLT & teachers  £2280	Reviewed on a termly / annual basis
<b>Total budgeted cost</b>					<b>£4280</b>

## 6. Review of expenditure

Previous Academic Year: 2017 / 2018 £17,740

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost																																																																																																																																																																
1. Increased attainment and progress scores for PP in reading, writing and maths by end of Year 6.	<ul style="list-style-type: none"> <li>TA intervention</li> <li>Targeted 1-1 support</li> <li>Small groups intervention / support</li> </ul>	<p><b>KS1: 6 pupils</b> Success Criteria: Met <b>Attainment:</b></p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>0</td> <td>0</td> <td>6</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Writing</b></td> <td>1</td> <td>17</td> <td>5</td> <td>83</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Maths</b></td> <td>1</td> <td>17</td> <td>5</td> <td>83</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>Expected Progress of Pupil Premium Pupils</b> (From starting point: End of EYFS)</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress (2 terms)</th> <th colspan="2">More than expected Progress (3+ terms)</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>1</td> <td>17</td> <td>2</td> <td>33</td> <td>3</td> <td>50</td> </tr> <tr> <td><b>Writing</b></td> <td>0</td> <td>0</td> <td>4</td> <td>66</td> <td>2</td> <td>33</td> </tr> <tr> <td><b>Maths</b></td> <td>2</td> <td>33</td> <td>3</td> <td>50</td> <td>1</td> <td>17</td> </tr> </tbody> </table> <p><b>KS2: 7 pupils</b> Success Criteria: Partially Met <b>Attainment</b></p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>1</td> <td>14</td> <td>6</td> <td>86</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Writing</b></td> <td>4</td> <td>57</td> <td>3</td> <td>43</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Maths</b></td> <td>4</td> <td>57</td> <td>2</td> <td>29</td> <td>1</td> <td>14</td> </tr> </tbody> </table> <p><b>Expected Progress of Pupil Premium Pupils</b> (From starting point: End of KS1)</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress (2 terms)</th> <th colspan="2">More than expected Progress (3+ terms)</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>1</td> <td>14</td> <td>6</td> <td>86</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Writing</b></td> <td>3</td> <td>43</td> <td>3</td> <td>43</td> <td>1</td> <td>14</td> </tr> <tr> <td><b>Maths</b></td> <td>3</td> <td>43</td> <td>4</td> <td>57</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	<b>Reading</b>	0	0	6	100	0	0	<b>Writing</b>	1	17	5	83	0	0	<b>Maths</b>	1	17	5	83	0	0		July 2018						Below Expected progress		Expected progress (2 terms)		More than expected Progress (3+ terms)		No.	%	No.	%	No.	%	<b>Reading</b>	1	17	2	33	3	50	<b>Writing</b>	0	0	4	66	2	33	<b>Maths</b>	2	33	3	50	1	17		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	<b>Reading</b>	1	14	6	86	0	0	<b>Writing</b>	4	57	3	43	0	0	<b>Maths</b>	4	57	2	29	1	14		July 2018						Below Expected progress		Expected progress (2 terms)		More than expected Progress (3+ terms)		No.	%	No.	%	No.	%	<b>Reading</b>	1	14	6	86	0	0	<b>Writing</b>	3	43	3	43	1	14	<b>Maths</b>	3	43	4	57	0	0	<p>Regular pupil progress meetings took place with teaching staff and the attainment and progress of these pupils was discussed. Further support, where required, was put in place.</p> <p>Pupils eligible for PP will continue to be tracked and monitored to ensure that they make as much progress as other pupils across KS1 and KS2 in reading, writing and maths. This will be measured by teacher assessments which will be moderated internally and externally within the local cluster of schools</p>	<p>TA support £9747.76</p> <p><b>Total: £9747.76</b></p>
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<p>2. Pupils categorised as High Attainers at end of KS1 will be tracked as a focus group throughout the year and given additional support in order to make same rates of progress as non-PP peers</p>	<ul style="list-style-type: none"> <li>TA intervention</li> <li>Targeted 1-1 support</li> <li>Small group support</li> </ul>	<p><b>KS2: 1 pupil categorised as High Attainer in Maths</b></p> <p><b>Attainment</b></p> <table border="1" data-bbox="891 201 1552 395"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> </tr> </tbody> </table> <p><b>Expected Progress (From starting point: End of KS1)</b></p> <table border="1" data-bbox="891 427 1552 687"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress (3 terms)</th> <th colspan="2">More than expected Progress (4+ terms)</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>0</td> <td>0</td> <td>1</td> <td>100</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Success Criteria: Met</p>		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	Reading	0	0	1	100	0	0	Writing	0	0	1	100	0	0	Maths	0	0	0	0	1	100		July 2018						Below Expected progress		Expected progress (3 terms)		More than expected Progress (4+ terms)		No.	%	No.	%	No.	%	Reading	0	0	1	100	0	0	Writing	0	0	1	100	0	0	Maths	0	0	1	100	0	0	<p>Pupil progress meetings have taken place with teaching staff and the attainment and progress of these pupils have been discussed. Further support, where required, was put in place.</p>	<p>TA support: £919.60</p> <p><b>Total: £919.60</b></p>
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<p>3. Improve % of PP pupils passing phonics test by end of Year 1 and Year 2 re-take.</p>	<ul style="list-style-type: none"> <li>Streamed phonics group in KS1</li> <li>Introduction of No Nonsense Spelling from Y2 to Y6</li> <li>KS1 PP pupils receive an additional phonics boost every day 15mins</li> <li>Additional CPD for KS1 staff teaching phonics.</li> </ul>	<p><b>Phonics Screening Assessments – Year 1</b></p> <table border="1" data-bbox="857 818 1464 978"> <thead> <tr> <th></th> <th>Year 1 Check Score</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>37/40</td> </tr> <tr> <td>Child B</td> <td>38/40</td> </tr> </tbody> </table> <p><b>Phonics Screening Assessments – Year 2 re-check</b></p> <table border="1" data-bbox="857 1002 1464 1193"> <thead> <tr> <th></th> <th>Year 1 Score</th> <th>Re-Check Score</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>26/40</td> <td>39/40</td> </tr> <tr> <td></td> <td>25/40</td> <td>39/40</td> </tr> </tbody> </table> <p>Success Criteria: Met</p>		Year 1 Check Score	Child A	37/40	Child B	38/40		Year 1 Score	Re-Check Score	Child A	26/40	39/40		25/40	39/40	<p>Year 1 –Both children received additional TA support. Both children passed the Year 1 phonic check. Year 2 – Both children received additional TA support. Both children passed the re-check with excellent results.</p>	<p>TA support £1103.52</p> <p>Staff Training £591</p> <p><b>Total: £1694.52</b></p>																																																																	
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4. Improve language skills of pupils eligible for PP in Key Stage 1	<ul style="list-style-type: none"> <li>TA intervention – daily 1:1 sessions with TA (10 mins)</li> <li>Input from the Speech and Language service</li> </ul>	<p>3 pupils</p> <p><b>Attainment</b></p> <table border="1" data-bbox="891 181 1552 344"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>0</td> <td>0</td> <td>3</td> <td>100</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Writing</b></td> <td>1</td> <td>33</td> <td>2</td> <td>66</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>Expected Progress of Pupil Premium Pupils</b> (From starting point: End of EYFS)</p> <table border="1" data-bbox="891 405 1552 635"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress (2 terms)</th> <th colspan="2">More than expected Progress (3+ terms)</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>100</td> </tr> <tr> <td><b>Writing</b></td> <td>0</td> <td>0</td> <td>1</td> <td>33</td> <td>2</td> <td>66</td> </tr> </tbody> </table> <table border="1" data-bbox="857 660 1464 820"> <thead> <tr> <th colspan="2">Phonics Screening Assessments – Year 1</th> </tr> <tr> <th></th> <th>Year 1 Check Score</th> </tr> </thead> <tbody> <tr> <td><b>Child A</b></td> <td>37/40</td> </tr> <tr> <td><b>Child B</b></td> <td>38/40</td> </tr> </tbody> </table> <table border="1" data-bbox="857 852 1464 1011"> <thead> <tr> <th colspan="3">Phonics Screening Assessments – Year 2 re-check</th> </tr> <tr> <th></th> <th>Year 1 Score</th> <th>Re-Check Score</th> </tr> </thead> <tbody> <tr> <td><b>Child A</b></td> <td>26/40</td> <td>39/40</td> </tr> </tbody> </table> <p style="text-align: center;">Success Criteria: Met</p>		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	<b>Reading</b>	0	0	3	100	0	0	<b>Writing</b>	1	33	2	66	0	0		July 2018						Below Expected progress		Expected progress (2 terms)		More than expected Progress (3+ terms)		No.	%	No.	%	No.	%	<b>Reading</b>	0	0	0	0	3	100	<b>Writing</b>	0	0	1	33	2	66	Phonics Screening Assessments – Year 1			Year 1 Check Score	<b>Child A</b>	37/40	<b>Child B</b>	38/40	Phonics Screening Assessments – Year 2 re-check				Year 1 Score	Re-Check Score	<b>Child A</b>	26/40	39/40	<p>Rapid progress was made by all 3 children, who have difficulties with language skills, in order to pass the Phonic check.</p> <p>1 pupils is ½ term below in attainment for writing. All 3 have made exceeding progress in reading and 2 for writing.</p> <p>This will continue for as long as these pupils require this extra support / intervention to help develop their speech and language skills.</p>	<p>TA support: £2758.80</p> <p><b>Total: £2758.80</b></p>
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5. Maths is a key priority for school improvement plan. Increased attainment and progress scores for PP in maths.	<p>Introduction of CPA (Concrete to Pictorial to Abstract) methods using appropriate strategies from Singapore Maths.</p> <ul style="list-style-type: none"> <li>TA intervention</li> <li>Targeted 1-1 support</li> <li>Small groups intervention / support</li> </ul>	<p><b>KS1: 6 pupils Attainment</b></p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Maths</b></td> <td>1</td> <td>17</td> <td>5</td> <td>83</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p><b>Expected Progress of Pupil Premium Pupils</b> (From starting point: End of EYFS)</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress</th> <th colspan="2">More than expected Progress</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Maths</b></td> <td>2</td> <td>33</td> <td>3</td> <td>50</td> <td>1</td> <td>17</td> </tr> </tbody> </table> <p><b>KS2: 7 pupils</b></p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below</th> <th colspan="2">On track</th> <th colspan="2">Ahead</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Maths</b></td> <td>4</td> <td>57</td> <td>2</td> <td>29</td> <td>1</td> <td>14</td> </tr> </tbody> </table> <p><b>Expected Progress of Pupil Premium Pupils</b> (From starting point: End of KS1):</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="6">July 2018</th> </tr> <tr> <th colspan="2">Below Expected progress</th> <th colspan="2">Expected progress (2 terms)</th> <th colspan="2">More than expected Progress (3+ terms)</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><b>Maths</b></td> <td>3</td> <td>43</td> <td>4</td> <td>57</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">Success Criteria: Met in KS1 Partially Met in KS2</p>		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	<b>Maths</b>	1	17	5	83	0	0		July 2018						Below Expected progress		Expected progress		More than expected Progress		No.	%	No.	%	No.	%	<b>Maths</b>	2	33	3	50	1	17		July 2018						Below		On track		Ahead		No.	%	No.	%	No.	%	<b>Maths</b>	4	57	2	29	1	14		July 2018						Below Expected progress		Expected progress (2 terms)		More than expected Progress (3+ terms)		No.	%	No.	%	No.	%	<b>Maths</b>	3	43	4	57	0	0	<p><b>KS1:</b> The 1 pupil who is below in attainment is also one of the 2 pupils who are below in progress. Further support is being put in place for these 2 children.</p> <ul style="list-style-type: none"> <li>1/2 who is below in progress and attainment has complex needs which are effecting progress and attainment.</li> <li>1/2 has is ½ term below and still has a possibility of closing the gap and achieving ARE, if the social and emotional needs can be met.</li> </ul> <p><b>KS2:</b> 3 pupils who are below in attainment are also the same 3 pupils who below in progress. Further support is being put in place for the 2 children who are still at our school.</p> <ul style="list-style-type: none"> <li>1/3 is SEN who is below in progress and attainment.</li> <li>1/3 has is ½ term below and still has a possibility of closing the gap and achieving ARE.</li> </ul> <p>1/3 had significant gaps in his knowledge which were being targeted with additional support, however this child was in Year 6 and was not anticipated that he</p>	(part of point 1's costings) TA support £9747.76
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Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
<p>6. Increase opportunities for pupils eligible for PP to participate and experience educational / cultural visits/activities</p>	<p>Provision and payment for:</p> <ul style="list-style-type: none"> <li>○ Educational Visits – pay in full</li> <li>○ Residential Visit – Year 5 and Year 6 – contribution</li> <li>○ Creepy Crawley Roadshow visit to school</li> <li>● Participation in Shakespeare Schools’ Festival – pay in full</li> </ul>	<p>Activities and visits continue to be an integral part of our curriculum. By paying for these visits the eligible PP pupils are able to take part as well as being able to allow whole classes to benefit from the experiences alongside their PP peers.</p> <p>Shakespeare Festival:</p> <ul style="list-style-type: none"> <li>○ Developed confidence in pupils</li> <li>○ Allowed pupils to experience performing in a Theatre</li> <li>○ Introduced pupils to the language and works of Shakespeare</li> </ul> <p style="text-align: center;">Success Criteria: Met</p>	<p>Continue – this is valued by PP families. It supports our school ethos and helps us ensure pupils are able to participate and experience educational / cultural visits/activities</p>	<p>£261 £300 £120  £959  <b>Total: £1640</b></p>
<p>7. Contingency Funds</p>	<p>Pupils eligible for PP provision for:</p> <ul style="list-style-type: none"> <li>○ Uniform</li> <li>○ FS/KS1: Milk</li> <li>○ KS2: Fruit / toast</li> <li>○ After school clubs</li> </ul> <p>For any unforeseen costs or experiences that may occur during the year which will benefit pupils eligible for PP.</p>	<p>Children continue to wear the correct uniform alongside their peers, thus increasing their self-esteem.</p> <p>100% uptake of payments towards FS/KS1 milk and KS2 fruit / toast at morning break</p> <p style="text-align: center;">Success Criteria: Met</p>	<p>Continue – this is valued by PP families. It supports our school ethos and helps us ensure pupils</p> <ul style="list-style-type: none"> <li>○ have the correct and smart uniform in school and thus increase their self-esteem</li> <li>○ can have milk alongside their peers without any financial cost to parent(s)</li> <li>○ can have a snack at break time alongside their peers without any financial cost to parent(s)</li> </ul>	<p>£77.25 £180 £168.40 £339  £89.40  <b>Total: £854.05</b></p>