

Pupil Premium Strategy 2017/18



School Improvement Plan Priority 1 To improve progress and attainment of disadvantaged pupils.

1. Summary information					
School	Burlish Park Primary School. Stourport DY13 8LA				
Academic Year	2017/8	Total PP budget	£114,240.00	Date of most recent PP Review	Jan 18
Total number of pupils	461	Number of pupils eligible for PP	74 (16%)	Date for next internal review of this strategy <small>Previous internal reviews – July 2017, October '17, Dec 17, March 2018</small>	May 2018

2. Current attainment and Progress Measures from 2016/17		
Year 6 2016/17 cohort = 19 children R and W (1 child = approx. 5%) and 18 children for M (1child = approx. 5.5%)	<i>Pupils eligible for PPG Burlish Park Primary</i>	<i>Pupils not eligible for PPG National Average (National Other)</i>
	<i>EO KS2</i>	
% achieving at least the expected standard in R, W and M	26%	67%
% achieving scaled score of 100+ in Reading	37%	77%
% achieving scaled score of 100+ in Writing	68%	81%
% achieving scaled score of 100+ in Grammar, Spelling and Punctuation	53%	82%
% achieving scaled score of 100+ in Maths	32%	80%
% achieving a high scaled score in Reading	5%	29%
% achieving Greater Depth in Writing	5%	21%
% achieving high scaled score in Grammar, Spelling and Punctuation	5%	36%
% achieving high scaled score in Maths	11%	27%
Progress Measure for Reading	-5.41	0.33
Progress Measure for Writing	0.57	0.17
Progress Measure for Maths	-4.57	0.28



Year 2 2015/16 cohort = 10 children 1 child = 10%	<i>Pupils eligible for PPG Burlish Park Primary</i>	<i>Pupils not eligible for PPG National Average (National Other)</i>
% achieving at least expected standard in R, W and M	80%	
% achieving at least the expected standard in Reading	80%	79%
% achieving at least the expected standard in Writing	80%	72%
% achieving at least the expected standard in Maths	80%	79%
% achieving Greater Depth in Reading	60%	28%
% achieving Greater Depth in Writing	60%	18%
% achieving Greater Depth in Maths	60%	23%
% achieving Greater Depth in Reading, Writing and Maths	60%	2015/16 11%
Year 1 Phonics 2015/16 cohort 7 children. 1 child =14.3%		
% achieving the expected standard	71%	84%
Year 2 Phonics Retake 2016/7 cohort (2 children)		
% achieving the expected standard	100%	2015/16 64%
EYFS 2016/7 cohort 4 children. 1 child = 25%		
% achieving a good level of development	25%	73%



3. Barriers to future attainment (for pupils eligible for the PPG)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attainment and progress in Maths in KS2 for the pupils eligible for the Pupil Premium Grant (PPG)	
B.	Gaps in learning preventing pupils achieving Age Related Expectations and Expected progress from KS1 to the end of KS2	
C.	Social and emotional needs of the pupils eligible for the PPG.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of pupils eligible for the PPG. (<i>Attendance for 2016/17 95.38% 2015/16 95.23% and 2014/15 94.67%</i>)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved teaching and learning in reading and maths to lead to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes/or addressing basic skills	Accelerated progress for pupils eligible for PPG in Reading and Maths resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+, achieving expected progress from KS1 to the end of KS2 and being on track to meet desired outcomes.
B.	Gaps in learning in reading and maths are addressed leading to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes.	Accelerated progress for pupils eligible for PPG in reading and maths resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+, achieving expected progress from KS1 to the end of KS2 and being on track to meet desired outcomes.
C.	The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Pupils eligible for the PPG have the most suitable provision/intervention/support/staffing to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning. Thrive online shows progress against baseline skills for their developmental age.
D.	Increased attendance rates for pupils eligible for the PPG.	To rigorously monitor and improve the attendance of the pupils eligible for the PPG and reduce the number of persistent absentees among these pupils to below 10%.



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? When and who will review the implementations and impact?
Improved teaching and learning in reading and maths to lead to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes/or addressing basic skills	<p>Non-negotiables in place in Maths and parents informed at Meet the Teacher Evening. To promote WAVE 1 class based provision ensuring accelerated progress for pupils, including planned TA led interventions.</p> <p>Training staff RWInc spelling scheme/Phonics</p> <p>Maths CPD on reasoning, number sense and fluency plus any areas identified in the maths subject knowledge and pedagogy audit given to staff on September TED</p> <p>Implement time slots for learning/embedding x facts in years 3 and 4</p> <p>Focus on use of TAs within lessons and across phases.</p> <p>Development of the Feedback policy.</p> <p>Development of Guided Reading across the whole school.</p>	<p>Research undertaken by the NFER and the DFE suggest high quality teaching for all is 1 of the 7 building blocks of schools successful in raising the attainment for disadvantaged pupils. Non-negotiables are based on the National Curriculum's minimum age related expectations for a specific year group. With the significant changes to the National Curriculum and assessment guidelines as of September 2014, each class has now been given age related objectives that they need to reach during the academic year. The teachers and children use these as one of the tools to help discuss individual's progress and levels of attainment.</p> <p>Training to demonstrate partner work to embed and revise spellings learnt, demonstrate how to use the resources to maximise progress and build teachers' confidence in introducing spelling rules. Effective use of the scheme has had proven impact</p> <p>http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/rwi/rwi_spelling_testimonials.pdf</p> <p>Evidence based strategies from the EEF suggest enhanced verbal and written feedback can increase progress by 8 months. The EEF toolkit suggests a +5 month impact on progress using reading comprehension strategies and +5 months for oral language interventions.</p>	<p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Performance Management targets.</p> <p>Autumn and Spring Formal Lesson Observations.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders.</p> <p>Analysis of the impact on progress since the end of Key Stage 1 - % on track to make that progress at the end of KS2.</p> <p>Staff CPD.</p> <p>Time will be given during staff meetings and through teacher release time to ensure the key messages are shared.</p> <p>Monitoring of the quality of provision will take place with the SLT and the phase leaders.</p> <p>Monitoring of timetables and planning by the Leadership team.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings.</p> <p>Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.</p> <p>Regular meetings with the Pupil Premium Team.</p>



<p>Gaps in learning in reading and maths are addressed leading to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes.</p>	<p>Non-negotiables in English and Maths.</p> <p>Training for Teaching Assistants to develop subject knowledge and teaching and learning strategies concerning grammar and reading, language for thinking, narrative pack.</p> <p>Resources to go alongside training to ensure impact of the training.</p> <p>Maths practical resources to aid the CPA approach to teaching maths throughout the school.</p> <p>Developing the range and quality of texts available for the pupils.</p> <p>Contribution to improve our resources – maths and English dictionaries and atlases.</p> <p>Specific training for TAs, Teachers, Leaders and Governors to enable them to carry out their roles effectively</p>	<p>EEF's research from 'Making Best Use of Teaching Assistants' -recommendations IV and V- Evidence based structured interventions. Strategies and resources introduced will support learning of all pupils. The training will improve the subject knowledge of teaching assistants and then, through dissemination by lead teachers and subject leads, good practice is shared with all.</p> <p>The EEF toolkit suggests a +5 month impact on progress using reading comprehension strategies and +5 months for oral language interventions.</p> <p>Following a Pupil Premium conference attended through the SSIF – the speaker shared successful practice in schools which included enabling areas within the classroom to develop pupils' independence and self-efficacy. We have carried out an audit of both classroom and of practical maths equipment.</p>	<p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Performance Management targets.</p> <p>Autumn and Spring Formal Lesson Observations.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders.</p> <p>Analysis of the impact on progress since the end of Key Stage 1 - % on track to make that progress at the end of KS2.</p> <p>Staff CPD.</p> <p>Time will be given during staff meetings and through teacher release time to ensure the key messages are shared.</p> <p>Monitoring of the quality of provision will take place with the SLT and the phase leaders.</p> <p>Monitoring of timetables and planning by the Leadership team.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings.</p> <p>Termly Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.</p> <p>Regular meetings with the Pupil Premium Team.</p> <p style="text-align: right;">Total budgeted cost £24, 054.30</p>
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ii. Targeted support			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When and who will review the implementations and impact?
Improved teaching and learning in reading and maths to lead to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes/or addressing basic skills	A Pupil Premium Teacher to work with our more able disadvantaged across KS2 both through interventions and support in lessons. Success @arithmetic Success @calculation 1:1 tuition for phonics	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers. <i>The EEF suggest +5 months impact for small group interventions.</i> <i>'Success@Arithmetic: provides targeted use of the Pupil Premium; supports the new National Curriculum for Mathematics; promote mathematical thinking and understanding; develops secure and fluent calculation methods through carefully staged progression; promotes a mastery approach; develops the mathematical subject knowledge of both teachers and teaching assistants and provides detailed evidence of progress and impact.'</i> (Taken from the Every Child Counts website.	Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils. Performance Management targets. Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders. Analysis of the impact on progress since the end of Key Stage 1 - % on track to make that progress at the end of KS2. Staff CPD. Monitoring of the quality of provision will take place with the SLT and the phase leaders. Termly/half termly monitoring of timetables. Termly Governor monitoring visits and regular reports to Governors during meetings. Termly Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.



<p>Gaps in learning in reading and maths are addressed leading to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes.</p>	<p>A Pupil Premium Team Teacher will have a 0.64 timetable commitment to the progress and attainment of disadvantaged pupils in KS2. This teacher will deliver high quality teaching and learning to targeted pupils. Teachers to work closely with the Pupil Premium Team Teacher to address and measure impact regarding the pupils' gaps in learning and barriers to learning.</p> <p>Use of Pupil Premium Teaching Assistants to address gaps in learning within the lesson or provide the opportunity by providing support to other pupils in the class in order for the teacher to be able to work with the disadvantaged pupils. Structured conversations each term support parental engagement in learning.</p> <p>Use of Narrative Pack Intervention Language Link 1:1 tuition TA interventions S & L</p>	<p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers. The EEF suggest +5 months impact for small group interventions.</p>	<p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils. Performance Management targets. Book looks and monitoring of timetables. Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders. Analysis of the impact on progress since the end of Key Stage 1 - % on track to make that progress at the end of KS2. Staff CPD. Time will be given during staff meetings and through teacher release time to ensure the key messages are shared. Monitoring of the quality of provision will take place with the SLT and the phase leaders. Termly Governor monitoring visits and regular reports to Governors during meetings. Termly Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls. Regular meetings with the Pupil Premium Team.</p> <p style="text-align: right;">Total budgeted cost £64,885.90</p>
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iii. Other approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When and who will review the implementations and impact?
<p>The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.</p>	<p>Thrive training for a member of the Pupil Premium Team. Thrive assessments and interventions by our Thrive practitioners. Readiness for learning/Key Opportunities Parent Partnership Meetings. Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA Music Teacher to provide music tuition as part of her timetable. Mindfulness Training Thrive update. Contribution towards the running of our school minibuses which are used regularly to enable our children to attend sporting events, schools trips and swimming lessons.</p>	<p>Implementing the Thrive Approach supports children, staff and senior leadership teams in a number of ways in relation to the Pupil Premium:</p> <ul style="list-style-type: none"> •It is an effective early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning. •It offers a structured training programme for staff which directly increases the effectiveness of intervention. Evidence in the EEF/Sutton Trust document shows that, for example, the positive impact of the deployment of Teaching Assistants is greatly increased when a structured approach is implemented. •The Thrive assessment and progress review tool provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base. (https://www.thriveapproach.co.uk/courses/funding/) <p>Research has shown that during an electroencephalogram (EEG), music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning (Davies, 2000).</p>	<p>Ensure Professional Development is up to date and in line with the needs of our children. Ensure the space and resources are of a high quality to raise the pupils' self-esteem. Ensure sufficient time is allocated for effectively delivering Thrive. Ensure assessments are carried out. Ensure all teachers and teaching assistants are aware of the intervention and the pupils/practitioners involved to raise the profile of the intervention and the self-esteem of the pupils involved. Termly ECM Meetings. Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders. Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings.</p> <p>Monitoring of progress by our Specialist Music Teacher.</p>



<p>Increased attendance rates for pupils eligible for the PPG.</p>	<p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG. To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils. Parent Partnership Meetings. Readiness for learning/ Key Opportunities Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA. Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the Headteacher</p>	<p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.' (https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures)</p>	<p>Close monitoring by: Governors, Headteacher, Pupil Premium Lead, Pastoral Lead, Pupil Premium Teaching Assistant, School Secretary and EWO.</p> <p>Regular conversations formally and informally with the Pupil Premium Teaching Assistant. Termly attendance reports. Monitoring of attendance using tracking system. Conversations with teachers and teaching assistants about individuals Pupil Premium Team to attend the monthly attendance meetings with the Headteacher. Governor monitoring visits and reports to Governors during meetings.</p> <p>Continue to raise the profile of attendance: Attendance display in the entrance area. New attendance mascot. Updates on the newsletter. Holiday forms to be requested from the Headteacher and Deputy Headteacher. Transfer of the meaning and importance to the children. Attitude + Attendance = Achievement</p> <p style="text-align: right;">Total budgeted cost £25,299.80</p>
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6. Review of expenditure				
Previous Academic Year		2016/17		
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)	Cost
Accelerated progress for pupils eligible for PPG in Writing.	<p>Staff training on Developing Narrative September TED.</p> <p>Staff training on Planning to address children's specific needs.</p> <p>October TED.</p> <p>Staff training on Reading into Writing November Training.</p> <p>Follow up Teaching and Learning Sessions for collaborative planning.</p> <p>Phase Leader Monitoring Schedule Planned.</p> <p>Development of Working Walls (WAGOLLS) and Book Monitoring.</p>	<p>To invest in an area of priority that should have impact on all pupils.</p> <p>Seeking expert advice on the current assessment frameworks and strategies for developing Writing.</p> <p>Pupil Premium Review feedback.</p> <p><u>Impact on writing</u></p> <p>70% of our disadvantaged achieved scaled score of 100+ in Writing at the end of KS2 which, although is below the comparison with 79% National Other 2015/16, it is 20% higher than last year.</p> <p>Average progress in writing for 2016/17 for all year groups was more than +3.0 apart from Nursery which was +2.9.</p>	<p>All staff embraced the new 'Reading into Writing' planning – we have seen huge changes in the provision of our curriculum with a layered planning approach giving the opportunity for children to develop a variety of writing skills.</p> <p>IN 2017/18, we shall maintain the same approach to planning, which has had impact. We do need to continue to address basic spelling and punctuation errors and adopt non-negotiables for English. A drive for consistency of high standards and expectations is required with a minimum expected progress to be increased to +3.3 in order to improve progress measures from KS1 to KS2.</p> <p>We shall also learn from the impact a radical change in the provision of Teaching and Learning can have on progress and attainment and will use this to ensure impact on progress and attainment of reading and maths.</p>	



Improvement in Speech and Language for pupils eligible for PP.	Staff Training – Developing Narrative September TED ½ a day a week SALT sessions including staff training, resources and support.	92.3% of pupils involved in the Narrative Pack provision have made expected or better than expected progress in Writing 65.4% of pupils have made better than expected progress in Writing. Average points progress for this group was +4.2 64.3% of the pupils are on track to meet Yr6 expectations of progress since the end of KS1.	Continue this provision. Teaching Assistant Survival Training Attention and Listening	Total budgeted cost £17,602
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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)	Cost
Accelerated progress for pupils eligible for PPG in Writing.	Smaller class sizes – deployment of experienced teachers. Same teachers carrying out precision teaching with pupils eligible for the PPG in 1:1, 1:2 and small group work. Use of Parent Partnership Meetings.	<u>Impact on writing</u> 70% of our disadvantaged met the expected standard in Writing at the end of KS2 which, although is below the comparison with 79% National Other2015/16, it is 20% higher than last year. Average progress in writing for 2016/17 for all year groups was more than +3.0 apart from Nursery which was +2.9.	Although we have seen accelerated progress within the year for writing in Year 5 +3.5 and Year 6 +5.6 we recognise that we need more impact earlier on in the Key Stage. See plans for this year regarding 1:1 and small group provision from Teachers.	



<p>Improvement in Speech and Language for pupils eligible for PP.</p>	<p>Spring Term – Sound Training To boost vocabulary development and literacy skills. To open up access to the curriculum. To boost reading ages.</p> <p>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA</p> <p>Narrative Pack Interventions training, support and resources. Early Years Speech and Language trained Teaching Assistant to carry out interventions and assessments. ½ a day a week SALT sessions including staff training, resources and support. Parent Partnership Meetings.</p>	<p><u>Sound training impact</u></p> <p>80% of the disadvantaged pupils who had Sound Training met the expected standard in Writing at the end of KS2 – they all made better than expected progress in writing during this academic year.</p> <p><u>The impact of music tuition</u> over the year has been significant, and this was demonstrated in the Year 3 Summer Term concert where all pupils including all the disadvantaged pupils were able to perform 6 pieces on the recorder from memory and sing 6 songs from memory. Overall, the impact for having the very flexible approach has helped the disadvantaged pupils in both year groups to deepen their learning, make faster progress, which for the majority of pupils has equated to the same progress as their peers.</p> <p><u>Impact on Speech and Language in EY</u></p> <p>100% of the pupils in Early Years have made expected or better than expected progress in Speaking.</p>	<p>Continue and enhance music provision by timetabling tuition time with our Music Specialist Teacher.</p> <p>Continue provision and ensure skills and strategies are embedded in classroom practice.</p>	<p>Total budgeted cost £86,936.35</p>
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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)	Cost																
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	<p>Thrive training for our Thrive practitioners around working with Looked after Children.</p> <p>Thrive assessments and interventions by our Thrive practitioners.</p> <p>Readiness for learning/Key Opportunities</p> <p>Parent Partnership Meetings.</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA</p> <p>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA</p>	<p><u>Impact of Parent Partnership Meetings</u></p> <table border="1"> <thead> <tr> <th></th> <th>Expected progress</th> <th>Better than Expected progress</th> <th>Expected or better than expected progress</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>37%</td> <td>54%</td> <td>91%</td> </tr> <tr> <td>Reading</td> <td>59%</td> <td>37%</td> <td>96%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>35%</td> <td>85%</td> </tr> </tbody> </table> <p>The impact of music tuition over the year has been significant, and this was demonstrated in the Year 3 Summer Term concert where all pupils including all the disadvantaged pupils were able to perform 6 pieces on the recorder from memory and sing 6 songs from memory. Overall, the impact for having the tuition's very flexible approach has helped the disadvantaged pupils in both year groups to deepen their learning, make faster progress, which for the majority of pupils has equated to the same progress as their peers.</p>				Expected progress	Better than Expected progress	Expected or better than expected progress	Writing	37%	54%	91%	Reading	59%	37%	96%	Maths	50%	35%	85%	<p>Continue with Change for Life Breakfast Club.</p> <p>Continue and enhance music provision by timetabling tuition time with our Music Specialist Teacher.</p>	
	Expected progress	Better than Expected progress	Expected or better than expected progress																			
Writing	37%	54%	91%																			
Reading	59%	37%	96%																			
Maths	50%	35%	85%																			



<p>Increased attendance rates for pupils eligible for the PPG.</p>	<p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.</p> <p>To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.</p> <p><i>This area of focus is to continue due to the improvement in attendance during the previous academic year as a result of this system being in place and the need for some individuals to continue to improve their attendance.</i></p> <p>Parent Partnership Meetings.</p> <p>Readiness for learning/ Key Opportunities</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA</p>	<p>Attendance of this key group:</p> <p>2016/17 (95.38%)</p> <p>2015/16 (95.23%)</p> <p>2014/15 (94.67%)</p>	<p>Continue to raise the profile of attendance:</p> <p>Attendance display in the entrance area.</p> <p>New attendance mascot.</p> <p>Updates on the newsletter.</p> <p>Holiday forms to be requested from the Headteacher and Deputy Headteacher.</p> <p>Transfer of the meaning and importance to the children.</p> <p>Attitude + Attendance = Achievement</p>	<p>Total budgeted cost £26,913.05</p>
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7. Additional detail



In this section you can annex or refer to **additional** information which you have used to support the sections above.

- Pupil Premium data and intervention evidence
- School data dashboards

