



## Rosslyn Park Primary and Nursery School Pupil Premium Strategy Web Statement

1. Summary Information					
<b>School</b>	Rosslyn Park Primary and Nursery School				
<b>Academic Year</b>	2017/18	<b>Total PP Budget</b>	£506,880	<b>Date of most recent PP Review</b>	29.6.17
<b>Total number of Pupils</b>	(F2-Y6) 583	<b>Number of pupils eligible for PP</b>	384 (65.9%)	<b>Date for next PP Strategy Review</b>	June 2018
<b>Total number of F1 Pupils</b>	74	<b>Number of Pupils eligible for EYFSP</b>	26 (35%)	<b>Total EYFSP Budget</b>	£9,100

2. Current attainment									
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (your school)</i>			<i>Pupils not eligible for PP National</i>		
<b>% achieving Good Level of Development</b>	49%			65%			(2016) 72%		
<b>% achieving pass mark at Year 1 phonics (32)</b>	69%			88%			(2016) 83%		
<b>% achieving secure or above in KS1</b>	R: 66%	W:60%	M:62%	R:68%	W:63%	M:68%	R:78% (2016)	W:70% (2016)	M:77% (2016)
<b>% achieving greater depth in KS1</b>	R:23%	W:17%	M:13%	R:17%	W:8%	M:17%	R:27% (2016)	W:15% (2016)	M:20% (2016)
<b>% achieving secure or above in reading, writing &amp; maths (comb.) KS2</b>	60%			53%			60% (2017)		
<b>% achieving greater depth in reading, writing &amp; maths (combined) KS2</b>	2%			6%			7% (2017)		
<b>Progress measure KS1 to KS2</b>	R: 0.33	W: 0.45	M:1.97	R:-0.93	W:-5.27	M:0.37	R:0	W:0	M:0
<b>Attendance 2016 -2017</b>	<b>94.4%</b>			95.9%			2017– 96%		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
A.	Low starting points in all areas of the curriculum on arrival at school.
B.	Poor oral language skills. Children arrive with little or limited language skills and this makes accessing the curriculum difficult for them
C.	Behaviour. Some children have behavioural difficulties or poor attitudes to learning which can impact on their learning or have the need for social and emotional support before they are ready to learn
<b>External barriers (Issues which also require action outside school, such as low attendance rates)</b>	
D.	Low attendance rates. Some children have attendance rates of less than 95% which prevents them from maximising their learning opportunities

<b>4. Outcomes (Desired outcomes and how they will be measured)</b>																																																														
A.	Raise achievement in reading across the school so that pupils achieve standards and progress that are in line, or above, pupils nationally by the end of each key stage at both the expected standard and greater depth.	100% of teaching will be judged good by the end of Summer Term 2018 with 30% graded as outstanding. At all key data points disadvantaged children's attainment will be in line or above pupils nationally and in line with National other pupils.																																																												
B.	Close the attainment gap throughout the school between boys and girls in reading, writing and mathematics so that boys in school (disadvantaged) achieve as well as boys nationally.	<p>The difference between PP and non PP pupils boys and between pupil premium girls and boys will decrease and be maintained where (Year 6 2017) there has been a positive impact.</p> <table border="1"> <thead> <tr> <th colspan="6">TARGETS 2017/18</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Number</th> <th>SSM</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS EX</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> <td></td> </tr> <tr> <td>EYFS GD</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> <td></td> </tr> <tr> <td>PHONICS</td> <td>85%</td> <td colspan="4"></td> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> <th>Comb</th> </tr> <tr> <td>KS1 (Y2) EX</td> <td>70%</td> <td>70%</td> <td>70%</td> <td colspan="2"></td> </tr> <tr> <td>KS1 (Y2) GD</td> <td>24%</td> <td>21%</td> <td>20%</td> <td colspan="2"></td> </tr> <tr> <td>KS2 (Y6) EX</td> <td>68%</td> <td>68%</td> <td>72%</td> <td>69%</td> <td>64%</td> </tr> <tr> <td>KS2 (Y6) GD</td> <td>12%</td> <td>12%</td> <td>15%</td> <td>15%</td> <td>7%</td> </tr> </tbody> </table>	TARGETS 2017/18							Reading	Writing	Number	SSM		EYFS EX	tbc	tbc	tbc	tbc		EYFS GD	tbc	tbc	tbc	tbc		PHONICS	85%						Reading	Writing	Maths	GPS	Comb	KS1 (Y2) EX	70%	70%	70%			KS1 (Y2) GD	24%	21%	20%			KS2 (Y6) EX	68%	68%	72%	69%	64%	KS2 (Y6) GD	12%	12%	15%	15%	7%
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C.	Improving standards in reading, writing and mathematics for the most able pupils throughout school so that pupils achieve the highest standards in reading, writing and mathematics combined that are in line with pupils nationally by July 2018.	<p>See targets above</p> <p>Standards will be improved for disadvantaged more able children.</p> <p>Half termly pupil progress meetings will be used to determine children's progress towards targets and further</p>																																																												

		action.						
D.	Overall attendance rates will continue to improve and the % of PAs will reduce	Overall attendance will reach 96% <table border="1"> <tr> <td></td> <td>Disadvantaged Target</td> </tr> <tr> <td>Attendance increase</td> <td>96%</td> </tr> <tr> <td>PAs decrease</td> <td>8.2%</td> </tr> </table>		Disadvantaged Target	Attendance increase	96%	PAs decrease	8.2%
	Disadvantaged Target							
Attendance increase	96%							
PAs decrease	8.2%							

5. Planned expenditure					
Academic year		2017 - 18			
The three headings below enable schools to demonstrate how they are using 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 the implementation?
100% of teaching will be judged to be at least good with 30% judged as outstanding by the end of July 2018.	Continue with the coaching programme and the peer-to-peer observations. Four NQTs to access the Transform training programme	Coaching programme was very successful 2016/17. 'Peer to peer observation' to support the spread of consistently good and better practice across school.	Regular SDG and SLT meetings to discuss progress. Comprehensive paperwork. SDG to monitor progress through robust monitoring programme.	SDG (Senior Development Group)	Half termly (or sooner in weekly meetings)
Close the attainment gap throughout the school between boys and girls in reading, writing and mathematics so that boys in school (disadvantaged) achieve as well as boys and girls nationally at both the expected standard and greater depth.	Overstaffing model to allow for smaller classes in year 6 and in Year 5 (English and maths) and the Formative Feedback model across school.	Smaller classes allow for more focussed teaching time for those that need it. Through the 'Formative Feedback' model children can be immediately identified for intervention to get them swiftly back on track. Year 5 cohort with particular need.	Lesson observations Book scrutiny Data analysis Pupil Progress meetings Pupil interviews	SDG Maths Lead English Lead	At least half termly
Raise achievement in reading across the school so that pupils achieve standards and progress	Read, Write Inc training (Inset days 30 <sup>th</sup> and 31 <sup>st</sup> August 2017) and implementation across	Whole school phonics, reading and writing programme in school. Consistency and clarity	Regular SDG and SLT meetings. Follow up days from R, W Inc trainer. Data analysis from NC	SDG English Lead Reading Recovery	At least half termly

that are in line, or above, pupils nationally by the end of each key stage at both the expected standard and greater depth.	the school building on the progress 2016/17. F1 to year 3 children involved in the daily programme. TAs delivering Read, Write Inc 1 to 1 tutoring, Fresh Start Programme, Reciprocal Reading, Teach for 10 Programmes. Reading recovery Teacher employed.	around the Teaching of reading the 'Rosslyn way'. End of 2016/17 data indicates the need to increase the % children reaching expected and greater depth in Reading.	assessments and R,W Inc assessments. AHT for Lower School undertaking Read, Write Inc assessments and organising groups accordingly.	Teacher	
<b>ii. Targetted 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 the implementation?</b>
Increase the number of children working at ARE+ diminishing the difference between Rosslyn disadvantaged pupils and National disadvantaged and other.  Cost: £417,509	Overstaffing model: Year 6 classes of 25 (all other year groups 30). All year groups have additional teacher for Formative Feedback. Year five have additional class and class base every morning for English and Maths (four classes). Identified full time teaching assistant for the vast majority of classes.	Reducing size of classes has previously been successful. Formative feedback model will allow for immediate intervention to close gaps. Opportunity for more carefully targeted planning for class, small group and individual progress.	Through robust monitoring programme including: Pupil Progress meetings Observations Data analysis Book scrutiny Pupil interviews Team Planning with English and Maths Leads.	SDG AHT for Upper School	Half termly
Increase the number of children working at expected and greater depth in Reading through making accelerated progress. Including increasing the number of Year 1 children passing the Phonics Screening.	Employment of Reading Recovery Teacher. Year 1 children assessed for the programme, target children identified. Year 2 and 3 children identified for follow up Reciprocal Reading Programme. Regular testing of phonics	Children 'catch up' through specific interventions ie 1 to 1 tutoring, Switch On, reciprocal Reading and Reading Recovery. Previous success with SO, T410, and Reading Recovery. Read, Write Inc 1 to 1 tutoring will fit alongside whole	Observation Data analysis Pupil Progress Meetings Pupil Interviews Moderation of children's reading. English Lead and AHT for Lower school regularly monitoring (drop ins) Shared	SDG English Lead Reading Recovery Teacher Teaching Assistants	Continuous assessment of impact. Report back at least half termly.

Cost:£54,842	to access children's need. Teach for 10 offered where necessary. Fresh Start programme delivered by TAs. KS2 children assessed for programme, managed and monitored by English Lead. English Lead to deliver training on Shared Reading, to be embedded in Autumn 1.	school programme and allow children to catch up and fit back into the programme at ARE.	Reading. AHT for Lower School, regularly assessing Read, Write Inc and reorganising groups accordingly. Regular Phonics testing of Year 1 and Year 2 retake children, data collated by AHT for lower School and additional intervention put in place where necessary.		
Learning Opportunities for Disadvantaged Children will be at least equal to Non Disadvantaged children.  Cost:£25,000	School Governors committed to allocating budget to subsidise residential visits for years 2, 4 and 6 and two visits per year by £5 for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment including music tuition.	PP children gain the same experiences out of the classroom as non PP children leading to a richer curriculum and wider learning.	Budget in place to subsidise class visits and residential visits. Feedback from children and adults including parents/ carers. Work scrutiny.	SDG Governors Learning Mentors	Report to Governors termly.
Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised.  Cost: £25,438	Targetted Breakfast Club for identified children providing a calm start and before school mentoring (Learning Mentor and Health Mentor). Learning Mentor and Health Mentor timetabled to work every morning with identified children. For identified children this may be 1 to 1 or small group work.	Evidence indicates that children supported by the Health Mentor and Learning Mentors meet more of their learning targets. Children are able to cope better in class and are more ready to learn. Breakfast Club enables children to have a calm start to the day and be more ready to do their learning. The number of 5+	Health Mentor and Learning Mentors directed to children identified as at risk from 'behaviour going into the Red' and possible Fixed Period Exclusions. Monthly behaviour reports will show a reduction in the number of children causing concern and the number of incidents. Data analysis. Pupil Progress Meetings.	SDG Learning Mentor AHT for Upper School Health Mentor	Monthly behaviour report

		logs continues to decrease.			
F1 –Improve the ‘Readiness for Nursery’ of children due to start F1. Cost: £9,100 EYPP (Included in additional adult total ‘Desired Outcome’ 1)	Additional adult employed to cover F1 teacher to work with children and parents/carers prior to the children starting F1.	Parents/carers and children’s knowledge and understanding of expectations and curriculum content is increased, with children more prepared/ready for starting school and in a position to make rapid and increased progress.	Baseline data Observations Data tracking and analysis	SDG AHT for EYFS	At least half termly.

**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?	Staff Lead	When will you review the implementation?													
Attendance will increase to 96%. Absence will reduce for disadvantaged children: <table border="1" data-bbox="116 770 448 927"> <thead> <tr> <th colspan="3">Target</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Attendance</td> <td>All</td> <td>96%</td> </tr> <tr> <td>Disad</td> <td>96%</td> </tr> <tr> <td rowspan="2">Persistent Absence</td> <td>All</td> <td>8.2%</td> </tr> <tr> <td>Disad</td> <td>8.2%</td> </tr> </tbody> </table> Cost: £14,640	Target			Attendance	All	96%	Disad	96%	Persistent Absence	All	8.2%	Disad	8.2%	Attendance Officer to revise rewards and incentives. Boy friendly themes and prizes to motivate boys such as Superheroes, bikes etc. Attendance Officer to identify and pursue Persistent Absentees.	Progress led by Attendance Officer was extremely successful in 2015/16. When picking up attendance in the Summer term Attendance Officer had immediate impact.	Attendance priority will be kept high through weekly phase attendance assemblies. Continued employment of Attendance Officer.	SDG Attendance Officer	Attendance data reviewed termly. Attendance report created weekly.
Target																		
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Total Expenditure: £537,429																		

Review of Expenditure					
Previous Academic year		2016-17			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost	
100% teaching will be graded	Development of coaching	The % of lessons now judged as	The coaching/peer to peer work	£288,161	

<p>at least good with 20% graded outstanding by the end of July 2017.</p> <p><u>Cost £288,161</u></p>	<p>programme in school and peer-to-peer observation (three new teachers to release AHTs to enable peer-to-peer observation programme to take place).</p>	<p>good or outstanding has risen to 90%. The 10% that require improvement are occasional and show improvement.</p>	<p>has had a lot of impact and received positive feedback from teachers about their own practice. This will continue in the new academic year 2017/18.</p>																																																																																																																														
<p>The majority of children will be working at ARE.</p> <table border="1" data-bbox="120 443 421 746"> <thead> <tr> <th colspan="5">Projections All children</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>spg</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td colspan="4">57% GLD</td> </tr> <tr> <td>1</td> <td>64</td> <td>64</td> <td>61</td> <td></td> </tr> <tr> <td>1</td> <td colspan="4">Phonics 75%</td> </tr> <tr> <td>2</td> <td>63</td> <td>59</td> <td>61</td> <td></td> </tr> <tr> <td>3</td> <td>67</td> <td>60</td> <td>64</td> <td>60</td> </tr> <tr> <td>4</td> <td>69</td> <td>52</td> <td>67</td> <td>66</td> </tr> <tr> <td>5</td> <td>67</td> <td>60</td> <td>69</td> <td>57</td> </tr> <tr> <td>6</td> <td>70</td> <td>65</td> <td>70</td> <td>67</td> </tr> <tr> <td>6</td> <td colspan="4">62% Combined</td> </tr> </tbody> </table> <p><u>Cost: 68250</u></p>	Projections All children						R	W	M	spg	F2	57% GLD				1	64	64	61		1	Phonics 75%				2	63	59	61		3	67	60	64	60	4	69	52	67	66	5	67	60	69	57	6	70	65	70	67	6	62% Combined				<p>Overstaffing model to allow for smaller classes in Years 5 and 6 and a 'Formative Feedback model' across school.</p>	<table border="1" data-bbox="934 371 1234 564"> <thead> <tr> <th colspan="5">Summer 2 All children</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>spg</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td colspan="4">57% GLD</td> </tr> <tr> <td>1</td> <td colspan="4">Phonics 79%</td> </tr> <tr> <td>2</td> <td>68</td> <td>63</td> <td>66</td> <td></td> </tr> <tr> <td>6</td> <td>63</td> <td>73</td> <td>77</td> <td>68</td> </tr> <tr> <td>6</td> <td colspan="4">59% Combined</td> </tr> </tbody> </table> <table border="1" data-bbox="934 592 1234 785"> <thead> <tr> <th colspan="5">Summer 2 Disadvantaged Chn</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>spg</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td colspan="4">49% GLD</td> </tr> <tr> <td>1</td> <td colspan="4">Phonics 69%</td> </tr> <tr> <td>2</td> <td>66</td> <td>60</td> <td>62</td> <td></td> </tr> <tr> <td>6</td> <td>65</td> <td>75</td> <td>77</td> <td>71</td> </tr> <tr> <td>6</td> <td colspan="4">60% Combined</td> </tr> </tbody> </table>	Summer 2 All children						R	W	M	spg	F2	57% GLD				1	Phonics 79%				2	68	63	66		6	63	73	77	68	6	59% Combined				Summer 2 Disadvantaged Chn						R	W	M	spg	F2	49% GLD				1	Phonics 69%				2	66	60	62		6	65	75	77	71	6	60% Combined				<p>The Formative Feedback model has been extremely successful across school with strong increases in attainment and progress art all key data points. The data for year 5 and particularly year 6 indicate that smaller classes has enabled more targeted and focused work and this has impacted on progress and attainment for disadvantaged children. Our disadvantaged in Year 6, particularly disadvantaged girls have made accelerated progress with the girls attainment being higher than national other.</p>	<p>£68250</p>
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1 Phon	69%	79%																																																																																																																															
2	66%	68%																																																																																																																															
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6	65%	63%																																																																																																																															
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<p>Cost: £57,222 (Personnel) £12,000 CPD/resourcing</p>			<p>the gap is diminishing as the children move through school. However there are still differences and differences between school disadvantaged and national other to close. The school intends to continue with the work carried out in 2016/17 and embed further. This will begin with a two day refresher training and induction for new staff at the beginning of the year alongside further shared reading training.</p>	
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ii. Targeted support																																																																										
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost																																																																						
<p>More children working at ARE+ reducing the gap between disadvantaged pupils and National.</p> <table border="1" data-bbox="116 1086 495 1225"> <thead> <tr> <th></th> <th>%</th> <th>R</th> <th>W</th> <th>M</th> <th>sp</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>D</td> <td>63</td> <td>59</td> <td>61</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>NO'16</td> <td>78</td> <td>70</td> <td>77</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>D</td> <td>70</td> <td>65</td> <td>70</td> <td>67</td> <td>62</td> </tr> <tr> <td>6</td> <td>NO'16</td> <td>72</td> <td>79</td> <td>76</td> <td>78</td> <td>60</td> </tr> </tbody> </table>		%	R	W	M	sp	C	2	D	63	59	61			2	NO'16	78	70	77			6	D	70	65	70	67	62	6	NO'16	72	79	76	78	60	<p>Smaller classes in years 5 and 6 facilitating planning for accelerated progress. Introduce the Formative Feedback model.</p>	<p>Data across school indicates that the gap is diminishing for disadvantaged children as they go through school with year 6 school disadvantaged combined reaching 60% the same as national other.</p> <table border="1" data-bbox="927 1158 1310 1297"> <thead> <tr> <th></th> <th>%</th> <th>R</th> <th>W</th> <th>M</th> <th>sp</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>D</td> <td>66</td> <td>60</td> <td>62</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>NO'16</td> <td>78</td> <td>70</td> <td>77</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>D</td> <td>65</td> <td>75</td> <td>77</td> <td>75</td> <td>60</td> </tr> <tr> <td>6</td> <td>NO'17</td> <td>71</td> <td>79</td> <td>75</td> <td>78</td> <td>60</td> </tr> </tbody> </table> <p>In many cases the disadvantaged group exceeded their targets.</p>		%	R	W	M	sp	C	2	D	66	60	62			2	NO'16	78	70	77			6	D	65	75	77	75	60	6	NO'17	71	79	75	78	60	<p>The difference between school disadvantaged and national other has diminished at all key points; EYFS GLD, Phonics, end of KS1 and end of KS2. There are still differences to diminish and progress towards this to maintain and so this will remain as a target for next year. Year 6 will remain in small classes and year 5, although in classes of 30 will be split into four teaching groups every morning.</p>	
	%	R	W	M	sp	C																																																																				
2	D	63	59	61																																																																						
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<p>Pupil progress in year 6 will be</p>	<p>Overstaffing model to keep</p>	<table border="1" data-bbox="927 1417 1348 1473"> <thead> <tr> <th>Attainment</th> <th>R</th> <th>W</th> <th>M</th> <th>SP</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>6 Dis</td> <td>65</td> <td>75</td> <td>77</td> <td>75</td> <td>60</td> </tr> </tbody> </table>	Attainment	R	W	M	SP	C	6 Dis	65	75	77	75	60	<p>The school needs to maintain the</p>																																																											
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<p>accelerated. Projections: Reading Secure 70% Writing Secure 65% SPAG Secure 67% Maths Secure 70% Combined Secure 62%</p>	<p>classes small. Identified full time teaching assistant for each class.</p>	<table border="1" data-bbox="927 118 1355 181"> <tr> <td></td> <td>NO'17</td> <td>71</td> <td>79</td> <td>75</td> <td>78</td> <td>60</td> </tr> <tr> <td></td> <td>School</td> <td>63</td> <td>73</td> <td>77</td> <td>77</td> <td>59</td> </tr> </table> <table border="1" data-bbox="945 217 1355 373"> <thead> <tr> <th colspan="4">Y6 Disadvantaged Progress</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>2016 Prog</td> <td>-3.05</td> <td>-4.8</td> <td>-0.99</td> </tr> <tr> <td>2017 Prog</td> <td>-0.90</td> <td>0.34</td> <td>+0.88</td> </tr> <tr> <td>Difference</td> <td>+2.15</td> <td>+5.14</td> <td>+1.87</td> </tr> </tbody> </table> <p>In many cases the disadvantaged group has exceeded their targets and exceeded national other in maths and is equal combined. The disadvantaged group exceeded the school attainment in reading, writing and combined.</p>		NO'17	71	79	75	78	60		School	63	73	77	77	59	Y6 Disadvantaged Progress					R	W	M	2016 Prog	-3.05	-4.8	-0.99	2017 Prog	-0.90	0.34	+0.88	Difference	+2.15	+5.14	+1.87	<p>increased progress and achievement and diminish differences even further. Reading specifically has been identified as an area for whole school focus.</p>	
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<p>Learning opportunities for PP children will be at least equal to non PP children.  <u>Cost: £25,000</u></p>	<p>School Governors are committed to allocating budget to subsidise residential visits for years 2, 4 and 6 and two visits per year by £5 for all children.</p>	<p>A range of activities, visits, visitors and residential visits have been planned into the curriculum over the year. No disadvantaged child has been excluded from any of these activities.</p>	<p>It was agreed to use a similar portion of the budget to subsidise these activities 2017/18. The school has worked really hard to develop the curriculum to enthuse, motivate and have meaning for the children. When reviewing the curriculum at the end of the year it was clear that the impact of this is being seen in the increased attainment and progress across school.</p>	<p>£25,000</p>																																		
<p>Increase the number of children working at ARE in English, closing the gap between PP and National (See above projections and targets)</p>	<p>Introduce and embed Read, Write Inc as a whole school strategy. Develop 1 to 1 tutoring support for identified children. In KS2 deliver Fresh Start Programme. Continue the Reading Recovery programme. Introduce Reciprocal Reading intervention programme.</p>	<p>Data across school indicates that the gap is diminishing for disadvantaged children as they go through school with year 6 school disadvantaged combined reaching 60% the same as national other.</p> <table border="1" data-bbox="927 1347 1263 1455"> <thead> <tr> <th></th> <th>%</th> <th>R</th> <th>W</th> <th>sp</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>D</td> <td>66</td> <td>60</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>NO'16</td> <td>78</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>D</td> <td>65</td> <td>75</td> <td>75</td> <td>60</td> </tr> </tbody> </table>		%	R	W	sp	C	2	D	66	60			2	NO'16	78	70			6	D	65	75	75	60	<p>Read, Write Inc implemented for a year and along with interventions and the development of shared reading has had an impact on attainment and progress with an increase at all four key reporting stages. In many cases the attainment of disadvantaged children is very</p>											
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	Continue with Switch On and Teach for 10 programmes.	<table border="1" data-bbox="927 121 1261 148"> <tr> <td>6</td> <td>NO'17</td> <td>71</td> <td>79</td> <td>78</td> <td>60</td> </tr> </table> <p data-bbox="927 156 1328 217">In many cases the disadvantaged group exceeded their targets.</p> <table border="1" data-bbox="927 220 1301 344"> <tr> <td colspan="2">Attainment</td> <td>R</td> <td>W</td> <td>SP</td> <td>C</td> </tr> <tr> <td rowspan="2">6</td> <td>Dis</td> <td>65</td> <td>75</td> <td>75</td> <td>60</td> </tr> <tr> <td>NO'17</td> <td>71</td> <td>79</td> <td>78</td> <td>60</td> </tr> <tr> <td colspan="2">School</td> <td>63</td> <td>73</td> <td>77</td> <td>59</td> </tr> </table> <p data-bbox="927 387 1346 632">In many cases the disadvantaged group has exceeded their targets and exceeded national other in maths and is equal combined. The disadvantaged group exceeded the school attainment in reading, writing and combined.</p>	6	NO'17	71	79	78	60	Attainment		R	W	SP	C	6	Dis	65	75	75	60	NO'17	71	79	78	60	School		63	73	77	59	close to school other and in the case of Y6 disadvantaged children outperformed school other. Across the school it is clear that the gap is diminishing as the children move through school. However there re still differences and differences between school disadvantaged and national other to close. The school intends to continue with the work carried out in 2016/17 and embed further. This will begin with a two day refresher training and induction for new staff at the beginning of the year alongside further shared reading training.				
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<p data-bbox="114 738 488 871">Reduce number of incidents of inappropriate behaviour in PP children to ensure learning time is maximised.</p> <table border="1" data-bbox="118 879 450 1038"> <tr> <td colspan="4">Children causing concern – 5+ logs</td> </tr> <tr> <td></td> <td>No.</td> <td>Disad</td> <td>Non</td> </tr> <tr> <td>Oct'16</td> <td>34</td> <td>79% (27)</td> <td>21% (7)</td> </tr> <tr> <td>Target</td> <td>10 in July</td> <td>50%</td> <td>50%</td> </tr> </table> <p data-bbox="114 1070 282 1098"><u>Cost: £15,600</u></p>	Children causing concern – 5+ logs					No.	Disad	Non	Oct'16	34	79% (27)	21% (7)	Target	10 in July	50%	50%	Targeted Breakfast Club for identified children providing a calm start and before school mentoring. Health Mentor in place working 1 to 1 with identified children. Use of learning mentors to support children needing social and emotional support.	<table border="1" data-bbox="927 738 1261 895"> <tr> <td colspan="4">Children causing concern – 5+ logs</td> </tr> <tr> <td></td> <td>No.</td> <td>Disad</td> <td>Non</td> </tr> <tr> <td>Oct'16</td> <td>34</td> <td>79% (27)</td> <td>21% (7)</td> </tr> <tr> <td>Target</td> <td>10 in July</td> <td>50%</td> <td>50%</td> </tr> </table> <p data-bbox="927 903 1341 963">Incidents of 5+ logs has decreased across the year.</p>	Children causing concern – 5+ logs					No.	Disad	Non	Oct'16	34	79% (27)	21% (7)	Target	10 in July	50%	50%	Health Mentor time will increase 2017/18 to five days a week, supporting with behaviour every morning. Also the Learning mentors timetable has changed as she had to support in class at the end of 2016/17. The learning mentor is also available every morning to support children. This means that both mentors are available to support children through English and maths every morning.	£15,600
Children causing concern – 5+ logs																																				
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<p data-bbox="114 1206 465 1305">Improve the oral and written language skills of identified children.</p> <p data-bbox="114 1350 282 1377"><u>Cost: £18,813</u></p>	Read, Write Inc and targeted support. Introduction of Read, Write Inc to include F1. Overstaffing model enables additional support for ECAT in EYFS	<table border="1" data-bbox="927 1206 1357 1393"> <tr> <td colspan="4">Communication &amp; Language %</td> </tr> <tr> <td></td> <td>L &amp; A</td> <td>Und'g</td> <td>Speakg</td> </tr> <tr> <td>Attainm't Ex</td> <td>26%</td> <td>37%</td> <td>31%</td> </tr> <tr> <td>Attain't GD</td> <td>0</td> <td>0</td> <td>2%</td> </tr> <tr> <td>Progress Ex</td> <td>94%</td> <td>94%</td> <td>90%</td> </tr> <tr> <td>Rapid Progr</td> <td>81%</td> <td>85%</td> <td>75%</td> </tr> </table>	Communication & Language %					L & A	Und'g	Speakg	Attainm't Ex	26%	37%	31%	Attain't GD	0	0	2%	Progress Ex	94%	94%	90%	Rapid Progr	81%	85%	75%		£18,813								
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Total				
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate.</i></b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Attendance will reach 96% Absence will reduce for disadvantaged children: % of sessions missed 3.9%, 10% or more to 9% <u>Cost: £25,133</u>	Use of individual, class and cluster reward incentives. Attendance Officer to pursue Persistent Absentees.	Attendance for disadvantaged group 94.4% and for whole school 95.7%. Persistent Absence % is 6.82% and 5.85% for whole school. These are the raw figures excluding nursery and leavers.	The school Attendance Officer has returned to school (June ) from maternity leave and immediately attendance began to increase, particularly that of disadvantaged children and disadvantaged boys; 93.28%, 93.31% and 95.9%.	£25,133
Total Expenditure: <b>£510,179</b>				

## 6. Additional detail

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