



Pupil Premium Strategy Statement

Finedon Infant School and Finedon Mulso CE Junior School (EYFS, KS1 and KS2)



1. Summary information					
School	Finedon Infant School (FIS) and Finedon Mulso Junior School (FMJS)				
Academic Year	2017	Total PP budget for FIS Total PP budget for FMJS	£32,260 £81,980	Date of most recent PP Review both schools Infant school	February 2017 June 2017
Total number of pupils FIS Total number of pupils FMJS	125 167	Number of pupils eligible for PP FIS Number of pupils eligible for PP FMJS	23 59	Date for next PP Strategy Review	Feb 18
2. Current attainment (summer 2017)					
EYFS		<i>Pupils eligible for PP FIS 2017</i>	<i>Pupils not eligible for PP (national average) 2015/16</i>	<i>Pupils not eligible for PP FIS 2017</i>	
% reaching at least expected standard in reading		83%	80%	86%	
% reaching at least expected standard in writing		83%	75%	71%	
% reaching at least expected standard in number		83%	81%	79%	
% reaching at least expected standard in speaking		100%	87%	89%	
% reaching GLD		66%	72%	66%	
KS1		<i>Pupils eligible for PP FIS 2017</i>	<i>Pupils not eligible for PP (national average) 2015/16</i>	<i>Pupils not eligible for PP FIS 2017</i>	
% reaching at least expected standard in reading		100%	78%	74%	
% reaching at least expected standard in writing		100%	70%	59%	

% reaching at least expected standard in maths	100%	77%	74%
KS2	<i>Pupils eligible for PP FMJS 2017</i>	<i>Pupils not eligible for PP (national average) 2015/16</i>	<i>Pupils not eligible for PP FMJS 2017</i>
% reaching the expected standard or above in reading, writing & maths	30%	60%	54%
% reaching the expected standard in EGPS	70%	78%	75%
% making at least expected standard in reading	60%	72%	67%
% making at least expected standard in writing	60%	79%	71%
% making at least expected standard in maths	50%	76%	71%

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*)

- | | |
|-----------|---|
| A. | Poor oral language skills, leading to limited ability to comprehend, express, describe, explain and reason. This impacts on reading, writing and maths potential. |
| B. | Lack of opportunities to read at home impacts on reading fluency and comprehension skills which in turn limits vocabulary choices when responding to written comprehension questions for reading and writing. |
| C. | Children demonstrate an underdeveloped ability to apply a persistent and determined learning attitude leading to fewer PP children making accelerated progress.
Not enough children assessed as or targeted to exceed year group expectations. |
| D. | Lack of ability to transfer phonic and morphologic knowledge to spelling. |

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

- | | |
|-----------|---|
| E. | Low aspirations and exposure to life experiences. Limited parental engagement due to own school experiences, leading to low attendance at clubs because parents don't understand the value. |
| F. | Parents view and value of the importance of school is poor, leading to low attendance of PP pupils across the schools. |

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	An improvement in oral language skills will lead to an improvement in PP children's reading, writing and maths results therefore rapidly closing the gap with their peers (across all year groups).	The % children working at expected in reading, writing and maths will increase compared to the previous year and be in line or better than national. The % of children exceeding expectation in reading, writing and maths will increase and be in line or better than national.
B.	In KS1 PP children's phonics and reading results will rapidly close the gap with their peers. In KS2 PP children's reading outcomes will rapidly improve so that they close the gap with their peers.	100% of Year 1 PP children will pass the phonics screening. 100% of year 2 PP children in 2017/18 retaking phonics test will pass. The gap in achievement in reading and phonics (Year 1) is significantly narrowed. In KS2 % of PP children meeting end of year expectations in reading will be in line with or better than their peers across all year groups. The number of PP children reading at home on a regular basis will improve across both schools.
C.	Successful strategies in early identification of children who demonstrate a potential for work at a greater depth. Greater opportunities for challenge provided. Successful strategies employed to develop persistent learning attitudes that support pupils to meet the requirement of greater depth.	The number of PP pupils exceeding expectations will increase in all year groups in all subjects. The number of PP meeting expected expectation will increase in all year groups in all subjects.
D.	High quality teaching and learning (including assessment) will swiftly identify gaps in knowledge. Spelling will not be a factor that prevents children from achieving expected or exceeding by the end of the year.	The % of PP children that are assessed as expected and exceeding in writing and SPAG will be at least in line with national.
E.	Provide opportunities for a range of extra-curricular experiences. Provide parents with opportunity and support to engage in children's learning.	Wellbeing scores equal to peers. Uptake of clubs and experiences equal to peers. A greater number of PP parents will attend learning and information sessions within school compared to the previous year.
F.	Improved attendance of PP pupils across the school. Individual pupils and families are targeted. Improved communication between school and parents.	Attendance of PP children will be in line with or better than peers in all year groups. Attendance for PP children will improve from the previous year.

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementa
A. The % children working at expected in reading, writing and maths will increase compared to the previous year and be in line or better than national.	Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.	Based on in school impact, in progress and achievement (Year 1 & 2, 2016/17). Monitoring (learning walks, book trawls) demonstrated good impact. The number of PP children moving from below to expected increased in year 1. The number of pupils that exceeded in Year 2 increased.	End of year progress is as good or better than their peers. The gap in achievement is narrowed (in the current year 2 – 2017/18). The achievement gap in Year R maths will narrow.	FP	Termly First review will take place in Oct, 17
A.The % of children exceeding expectation in reading, writing and maths will increase and be in line or better than national.	Use of targeted support through clear and concise provision mapping, planning and assessment. Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning. Additional teachers employed in KS2 to target learning needs of PP.	FP – independent Research (Russel. A, Webster.R, Blatchford.P (2013) Maximising the Impact of Teaching Assistants . p.10,11,12,13,14. Deployment, Preparedness, Practice. See above. This approach has previously been successfully demonstrated in other groups – see Year 1 & Year 2 results (2016/17)	End of year progress is as good as or better than their peers.	FP	Oct, 17 Termly First review will take place in Oct, 17
Total budgeted cost					Infant:21,093 Junior:44,698

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?	Staff lead	When will you review implementa
<p>B.100% of year 2 PP children retaking phonics test will pass. 100 % of Year 1 PP children that pass will increase.</p> <p>The gap in achievement in reading and phonics (Year 1 and 2) is significantly narrowed.</p>	<p>Targeted support through teacher planned intervention and after school reading.</p> <p>Interventions identified in Pupil Premium meetings to be implemented and evaluated termly. Discussions with parents take place regularly.</p> <p>Beanstalk</p> <p>Switch On Reading</p>	<p>Special Educational Needs and Disabilities Code of Practice (2014/15), Assess, Plan, Do, Review - Chapter 6 identifies the benefits of early identification as well as need to employ a robust assessment, planning and review system. https://suerobinson2.wordpress.com/pupil-premium-research-report/</p> <p>Pupil voice demonstrated that pupil's confidence in reading had improved.</p> <p>Switch On assessments demonstrated that pupils reading had improved in previous year 16/17.</p>	<p>Assessment will be robust and monitoring will take place termly through PP meetings. Provision maps will identify children needing additional support/intervention. Intervention will be RAG rated. Children's reading book levels will improve by at least one colour per term. Teachers planning and TA feedback.</p> <p>Pupil voice, staff voice and parent voice. Regular termly monitoring.</p> <p>Continued training for staff. 6 weekly checks on progress.</p>	FP	Termly First review will take place in Oct, 17
<p>B.In KS2 % of PP children meeting end of year expectations in reading will be in line with or better than their peers across all year groups.</p>	<p>Targeted support through teacher planned intervention and before school reading.</p> <p>Interventions identified in Pupil Premium meetings to be implemented and evaluated termly. Discussions with parents take place regularly.</p> <p>Switch On Reading</p>	<p>Special Educational Needs and Disabilities Code of Practice (2014/15), Assess, Plan, Do, Review - Chapter 6 identifies the benefits of early identification as well as need to employ a robust assessment, planning and review system. https://suerobinson2.wordpress.com/pupil-premium-research-report/</p>	<p>Assessment will be robust and monitoring will take place termly through PP meetings. Provision maps will identify children needing additional support/intervention. Intervention will be RAG rated. Children's reading book levels will improve by at least one colour per term. Teachers planning and TA feedback.</p> <p>Continued training for staff.</p>	LS	Termly First review will take place in Oct, 17

		Switch On assessments demonstrated that pupils reading had improved in previous year 16/17.	6 weekly checks on progress.		
C.The number of PP pupils meeting and exceeding expectations will increase in all year groups and in all subjects.	<p>To investigate assessments that will identify potential for high achievement – such as Laevers Welbeing Scales.</p> <p>Target pupils who are identified as able to exceed.</p> <p>Targeted support through teacher planned intervention.</p> <p>Early identification of need.</p> <p>After/before school reading interventions identified through Pupil Premium meetings to be implemented and evaluated termly.</p> <p>Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p> <p>LSA training support (Mary Tulley)</p>	<p>To use a screening measure that does not score children on current attainment levels, but instead measures potential ability.</p> <p>https://www.newschoolsnetwork.org/sites/default/files/The%20impact%20of%20small%20class%20sizes.pdf</p> <p>Impact from previous year demonstrated that pupil’s progress is accelerating.</p> <p>https://suerobinson2.wordpress.com/pupil-premium-research-report/</p> <p>Research suggests that LSA’s that are skilled and deployed effectively do impact on learning (Russell, Webster and Blatchford, 2010)</p>	<p>Assessment will be robust and monitoring will take place termly through PP meetings.</p> <p>Provision maps will identify children needing additional support/intervention. Intervention will be RAG rated.</p> <p>Teachers planning and TA feedback.</p>	FP/LS	Termly
D.The % of PP children assessed as at least expected in writing and SPAG will be in line with national by the end of the year.	<p>No nonsense Spelling Scheme for KS 2 to target spelling.</p> <p>Use of spelling assessments to identify gaps and target children.</p> <p>Children given additional targeted spelling support.</p>	<p>Analysis of PP transition has identified that lack of ability to transfer phonic knowledge to spelling as well as remember spelling patterns and rules is preventing children from meeting expected in writing. It is the reason for pupils achieving glow scores in the KS1 grammar test 2016/17.</p>	<p>Termly spelling assessments.</p> <p>Monitoring of English books and spelling books.</p>	FP	Termly
Total budgeted cost					<p>Infant: 3,100</p> <p>Junior:14,200</p>

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 implementation?
B.The number of PP children reading at home on a regular basis will increase.	<p>Promote reading activities through competition and promotion of reading e.g. author of the month and reading books stickers and rewards.</p> <p>Develop an enjoyment of reading and reading culture across both schools.</p> <p>Pupil voice will indicate interests and books will be purchased to meet demand.</p> <p>Improved communication with parents.</p> <p>Opportunities for parents to engage in reading within school.</p>	<p>An internal investigation into reading at home through home school reading books identified that children are not reading regularly at home.</p> <p>In the year previous, a reward system was trialled. This identified that children's reading had improved. A pupil voice suggested that children are motivated by the element of competition. Moss (2000)</p> <p>Parental feedback from school reading events was positive.</p>	<p>Parent and pupil voice.</p> <p>Rewards monitoring.</p> <p>Reading record monitoring.</p> <p>Reading progress monitoring.</p>	FP/LS	Termly
Total budgeted cost					Infant:£100 Junior:£200
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?
E.Uptake of clubs and experiences equal to or greater than peers.	<p>School £100 voucher</p> <p>Offer a wider range of clubs and target PP children</p> <p>Revision books</p>	<p>Gardening club (school initiative) has a good uptake from pupil premium children. Data demonstrates that some clubs are not well attended by Pupil Premium children.</p>	<p>Registers will be taken of uptake. Uptake of clubs will be equal to or greater than peers.</p>	FP	Termly

F.Attendance of PP children will be in line with or better than peers in all year groups. Attendance for PP children will not fall below 93%.	Use of PSA to target vulnerable children and families. Cool Milk Vodafone	Previous year demonstrated the significant impact of PSA involvement, particularly in attendance. 2015/16 attendance for PP –91.9% 2016/17 attendance for PP –94.8% PP persistent attendance is in line with national average 2016 (RoL) -5.2% missed sessions	Monitoring of achievement and attendance and wellbeing through PP review.	FP	Termly
budgeted cost					Infant:12,070 Junior:20,430
Total budgeted cost					Infant:36,363 Junior:79,528

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
Proportion of pupil premium children reaching and exceeding the expected standard in reading and writing in all year groups increases by at least 10%.	From September 2016, pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.	The criteria was met and successful at Finedon Infant School. Year 2 when in FS there were no PP children exceeding in R,W,M (0% in all subjects). At the end of KS1 (Yr2), the number of PP pupils achieving exceeding are as follows: 50% in reading 17% in writing 33% in maths PP children in Year two achieved better than their peers and good or better progress was made. In Year 1 the number of children achieving the expected standard in their FS year (2015/16) was:	Using this approach, the Year 1 improved the number of children achieving expected increased by more than 10% from the previous year. Using this approach, the Year 2 improved the number of children that exceeded expected increased by more than 10% from the previous year. Lessons learnt: - LSAs must be directed effectively - Dialogue between LSAs and teachers must be managed effectively - Spelling must be a focus Language development will become a focus.	

	<p>In KS2 three additional teachers will be employed to provide in class support and targeted group support.</p>	<p>Reading = 45% Writing = 36% Number = 45%</p> <p>The number of children achieving expected by the end of their year in Year One is (2016/17):</p> <p>Reading = 63% Writing = 55% Number = 63%</p> <p>This demonstrates PP children are catching up with their peers and making accelerated progress.</p> <p>In Year 6 the number of PP children achieving expected standard at the end of KS1 was:</p> <p>Reading = 70% Writing = 40% Maths = 70%</p> <p>The number of PP children achieving expected by the end of their year in Year Six is (2016/17):</p> <p>Reading = 60 % Writing = 70% Maths = 50 %</p>	<p>PP girls maths should be targeted</p> <p>Phonics must be a focus</p> <p>The Year Two cohort in 2017/18 need further intervention and provision.</p> <p>Targeted support at the Junior School was less successful. These results will be compared to pupils from the same starting points nationally, when they are released.</p> <p>Greater communication must take place between class teachers and targeted support teachers. The quality of teaching must improve where support is targeted, including the use of planning, data and assessment.</p> <p>All staff to have a greater awareness of pupil starting points and therefore their end of year and end of key stage expectations.</p>	<p>Infant: £20,376 Junior: £35,305</p>
<p>Proportion of pupil premium boys reaching and exceeding the expected standard in reading and writing in all year groups increases by at least 10%.</p>	<p>Introduce class profile sheets, so that teachers are fully aware of starting points and expected outcomes for all groups of learners – particularly boys and pupil premium pupils.</p>	<p>Profile sheets were introduced. Evidence in PP reviews shows that the profile of the PP children has been raised across all year groups and targeted intervention is in place where required.</p> <p>The number of PP boys achieving the expected standard in writing has increased.</p>	<p>Ongoing assessment must be robust and accurate.</p> <p>Continue to develop the expertise and skills of LSAs to ensure learning barriers are understood.</p> <p>The Year Two cohort in 2017/18 need further intervention and provision to ensure accelerated progress is made.</p>	<p>Infant: As above Juniors: As above</p>

Teachers deploy adults so that the groups, particularly pupil premium and boys make good progress.

Boys achieving the expected standard in reading				
Boys 2016 /17	School 2015/16	National 2015/16	School 2016/17	National 2016/17
Yr R	1/7 14%		3/3 100%	
Yr 1	3/3 100%		3/7 43%	
Yr 2	4/8 50%		3/3 100%	
Yr 6	0/3 0%		2/5 40%	
Boys achieving the expected standard in writing				
Yr R	1/7 14%		2/3 67%	
Yr 1	3/3 100%		2/7 29%	
Yr 2	3/8 37.5%		3/3 100%	
Yr 6	0/3 0%		3/5 60%	

The number of PP boys exceeding the expected standard in writing has increased.

Boys exceeding the expected standard in reading				
Boys 2016 /	School 2015/16	National 2015/16	School 2016/17	National 2016/17
Yr R	0/7 0%		0/3 0%	
Yr 1	0/3 0%		0/7 0%	
Yr 2	0/8 0%		3/3 100%	
Yr 6	0/3 0%		1/5 20%	
Boys exceeding the expected standard in writing				
Yr R	0/7 0%		0/3 0%	
Yr 1	0/3 0%		0/7 0%	
Yr 2	0/8 0%		1/3 33%	
Yr 6	0/3 %		1/5 20%	

Teachers in KS2, must follow a similar format and procedure to those in KS1 where assessment and planning is for additional adults is concise, rapid and robust.

To ensure more children are identified and challenged to achieve greater depth across all year groups.

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																																																																											
The differences in progress of pupil premium pupils in reading and writing and other pupils nationally from the same starting points is diminishing	<p>From September 2016, pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p> <p>In KS2 three additional teachers will be employed to provide in class support and targeted group support.</p>	<p>Table based on all PP pupils in Year 2</p> <p>Converting</p> <table border="1"> <thead> <tr> <th colspan="5">Reading</th> </tr> <tr> <th></th> <th>School 2015/16</th> <th>National 2015/16</th> <th>School 2016/17</th> <th>National 2016/17</th> </tr> </thead> <tbody> <tr> <td>em to exp</td> <td>44%</td> <td>39%</td> <td>NA</td> <td>?</td> </tr> <tr> <td>exp to gd</td> <td>17%</td> <td>21%</td> <td>50%</td> <td>?</td> </tr> <tr> <td>gd</td> <td>0</td> <td>66%</td> <td></td> <td>?</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Writing</th> </tr> <tr> <th></th> <th>School 2015/16</th> <th>National 2015/16</th> <th>School 2016/17</th> <th>National 2016/17</th> </tr> </thead> <tbody> <tr> <td>em to exp</td> <td>27%</td> <td>33%</td> <td>NA</td> <td>?</td> </tr> <tr> <td>exp to gd</td> <td>0</td> <td>14%</td> <td>17%</td> <td>?</td> </tr> <tr> <td>gd</td> <td>0</td> <td>53%</td> <td></td> <td>?</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Maths</th> </tr> <tr> <th></th> <th>School 2015/16</th> <th>National 2015/16</th> <th>School 2016/17</th> <th>National 2016/17</th> </tr> </thead> <tbody> <tr> <td>em to exp</td> <td>20</td> <td>40%</td> <td>NA</td> <td>?</td> </tr> <tr> <td>exp to gd</td> <td>0</td> <td>20%</td> <td>33%</td> <td>?</td> </tr> <tr> <td>gd</td> <td>0</td> <td>61%</td> <td>?</td> <td>?</td> </tr> </tbody> </table>	Reading						School 2015/16	National 2015/16	School 2016/17	National 2016/17	em to exp	44%	39%	NA	?	exp to gd	17%	21%	50%	?	gd	0	66%		?	Writing						School 2015/16	National 2015/16	School 2016/17	National 2016/17	em to exp	27%	33%	NA	?	exp to gd	0	14%	17%	?	gd	0	53%		?	Maths						School 2015/16	National 2015/16	School 2016/17	National 2016/17	em to exp	20	40%	NA	?	exp to gd	0	20%	33%	?	gd	0	61%	?	?	<p>In year 1, two boys converted from emerging to expected in reading. In writing and maths two children (one girl and one boy) converted from emerging to expected.</p> <p>In year 2, three boys converted from expected to greater depth in reading and one in writing. Two boys converted from expected to greater depth by the end of year 2.</p> <p>At all phases, teachers will continue to develop their use of assessment data to ensure that specific and effective intervention is used to target gaps, particularly in KS2.</p> <p>There will be a further focus on reading and spelling to target groups of children working on particular gaps.</p> <p>More information will be shared with parents. Parental engagement will continue to be improved to support learning.</p>	As above
Reading																																																																															
	School 2015/16	National 2015/16	School 2016/17	National 2016/17																																																																											
em to exp	44%	39%	NA	?																																																																											
exp to gd	17%	21%	50%	?																																																																											
gd	0	66%		?																																																																											
Writing																																																																															
	School 2015/16	National 2015/16	School 2016/17	National 2016/17																																																																											
em to exp	27%	33%	NA	?																																																																											
exp to gd	0	14%	17%	?																																																																											
gd	0	53%		?																																																																											
Maths																																																																															
	School 2015/16	National 2015/16	School 2016/17	National 2016/17																																																																											
em to exp	20	40%	NA	?																																																																											
exp to gd	0	20%	33%	?																																																																											
gd	0	61%	?	?																																																																											
The differences in progress of pupil premium boys in reading and writing and other pupils nationally from the same starting points is diminishing	Introduce class profile sheets, so that teachers are fully aware of starting points and expected outcomes for all groups of learners – particularly boys	<p>Profile sheets were introduced alongside Unique Child folders. This enable teachers to track and monitor achievement and progress.</p> <p>The profile of Pupil Premium was raised.</p> <p>Closer monitoring took place, including a better understanding of barriers to learning and developing a picture of the whole child.</p>	<p>Class profile sheets enabled all staff to have a better picture of their class and the different groups within it.</p> <p>Teachers plan target interventions for LSAs has proved successful in Year R and KS1. In the coming year the school will develop the knowledge and expertise of LSAs in both Key Stages to ensure they have the skills to impact upon pupils learning. Class provision maps and using assessments to target pupils will continue to be embedded and expected as part of everyday practice in</p>	As above																																																																											

and pupil premium pupils. Teachers deploy adults so that the groups, particularly pupil premium and boys make good progress.

LSA deployment was developed through the year. Switch On reading and Beanstalk Reading were purchased to upskills LSAs. In addition, teachers planned bespoke intervention for LSAs.

In KS 2 = 11 PP pupil in 2015/16

Reading				
End of KS1 to end of KS2	School 2015/16	National 2015/16	School 2016/17	National 2016/17
below to secure	0/0		1/3 33%	?
secure to greater depth	0/7		0/3	?
greater depth to greater depth	2/4 50%		2/4 50%	?
Writing				
below to secure	2/6 33%		1/3	?
secure to greater depth	0		3/4 75%	?
greater depth to greater depth	3/7 43%		0	?
Maths				
below to secure	0/1		0/1	?
secure to greater depth	0/8		0/7	?
greater depth to greater depth	2/2 100%		2/2 100%	?

the coming year. More LSAs will be deployed using this method.

<p>Proportion of pupil premium boys reaching and exceeding the expected standard in reading and writing in all year groups increases by at least 10%.</p>	<p>Review approaches to engage and support boys and pupil premium pupils</p> <p>Switch On Reading</p> <p>Beanstalk Reading</p> <p>Cool Milk</p>	<table border="1"> <thead> <tr> <th colspan="4">PP Boys reading reaching the expected standard</th> </tr> <tr> <th></th> <th colspan="2">2015/16 Boys/PP</th> <th colspan="2">2016/2017 Boys/PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1/7</td> <td>14%</td> <td>3/3</td> <td>100%</td> </tr> <tr> <td>1</td> <td>3/3</td> <td>100%</td> <td>3/7</td> <td>43%</td> </tr> <tr> <td>2</td> <td>4/8</td> <td>50%</td> <td>3/3</td> <td>100%</td> </tr> <tr> <td>6</td> <td>0/3</td> <td>0%</td> <td>2/5</td> <td>40%</td> </tr> <tr> <th colspan="4">PP Boys reading exceeding the expected standard</th> </tr> <tr> <td>R</td> <td>0/7</td> <td>0%</td> <td>0/3</td> <td>0%</td> </tr> <tr> <td>1</td> <td>0/3</td> <td>0%</td> <td>0/7</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0/8</td> <td>0%</td> <td>1/3</td> <td>33%</td> </tr> <tr> <td>6</td> <td>0/3</td> <td>0%</td> <td>1/5</td> <td>20%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">PP Boys writing reaching the expected standard</th> </tr> <tr> <th></th> <th colspan="2">2015/16 Boys/PP</th> <th colspan="2">2016/2017 Boys/PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>1/7</td> <td>14%</td> <td>2/3</td> <td>67%</td> </tr> <tr> <td>1</td> <td>3/3</td> <td>100%</td> <td>3/7</td> <td>100%</td> </tr> <tr> <td>2</td> <td>3/8</td> <td>37.5%</td> <td>1/3</td> <td>100%</td> </tr> <tr> <td>6</td> <td>2/3</td> <td>66%</td> <td>3/5</td> <td>60%</td> </tr> <tr> <th colspan="4">PP Boys writing exceeding the expected standard</th> </tr> <tr> <td>R</td> <td>0/7</td> <td>0%</td> <td>0/3</td> <td>0%</td> </tr> <tr> <td>1</td> <td>0/3</td> <td>0%</td> <td>0/7</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0/8</td> <td>0%</td> <td>1/3</td> <td>33%</td> </tr> <tr> <td>6</td> <td>0/3</td> <td>0%</td> <td>1/5</td> <td>20%</td> </tr> </tbody> </table>	PP Boys reading reaching the expected standard					2015/16 Boys/PP		2016/2017 Boys/PP		R	1/7	14%	3/3	100%	1	3/3	100%	3/7	43%	2	4/8	50%	3/3	100%	6	0/3	0%	2/5	40%	PP Boys reading exceeding the expected standard				R	0/7	0%	0/3	0%	1	0/3	0%	0/7	0%	2	0/8	0%	1/3	33%	6	0/3	0%	1/5	20%	PP Boys writing reaching the expected standard					2015/16 Boys/PP		2016/2017 Boys/PP		R	1/7	14%	2/3	67%	1	3/3	100%	3/7	100%	2	3/8	37.5%	1/3	100%	6	2/3	66%	3/5	60%	PP Boys writing exceeding the expected standard				R	0/7	0%	0/3	0%	1	0/3	0%	0/7	0%	2	0/8	0%	1/3	33%	6	0/3	0%	1/5	20%	<p>Data from Switch On reading demonstrates improvement in boys reading. Other schools and Switch On experts were visited to seek advice and improve staff confidence.</p> <p>Case studies reveal that reading ability and confidence in pupil reading improved through use of Switch On and Beanstalk.</p> <p>Parent questionnaires reveal that parents identified improvements in reading and reading attitude through use of Switch On and Beanstalk.</p> <p>Stickers in reading books (where prizes are rewarded) reveal an increase in reading and enthusiasm in reading.</p> <p>School to consider how to drive writing in the same respect to continue to diminish gaps.</p>	<p>Infant: £4,987 Junior: £6,440</p>
PP Boys reading reaching the expected standard																																																																																																														
	2015/16 Boys/PP		2016/2017 Boys/PP																																																																																																											
R	1/7	14%	3/3	100%																																																																																																										
1	3/3	100%	3/7	43%																																																																																																										
2	4/8	50%	3/3	100%																																																																																																										
6	0/3	0%	2/5	40%																																																																																																										
PP Boys reading exceeding the expected standard																																																																																																														
R	0/7	0%	0/3	0%																																																																																																										
1	0/3	0%	0/7	0%																																																																																																										
2	0/8	0%	1/3	33%																																																																																																										
6	0/3	0%	1/5	20%																																																																																																										
PP Boys writing reaching the expected standard																																																																																																														
	2015/16 Boys/PP		2016/2017 Boys/PP																																																																																																											
R	1/7	14%	2/3	67%																																																																																																										
1	3/3	100%	3/7	100%																																																																																																										
2	3/8	37.5%	1/3	100%																																																																																																										
6	2/3	66%	3/5	60%																																																																																																										
PP Boys writing exceeding the expected standard																																																																																																														
R	0/7	0%	0/3	0%																																																																																																										
1	0/3	0%	0/7	0%																																																																																																										
2	0/8	0%	1/3	33%																																																																																																										
6	0/3	0%	1/5	20%																																																																																																										

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 attendance of PP pupils is in line with national	<p>PSA to monitor registers and to conduct home visits to those families identified at risk of persistent absenteeism, on the first day of absence.</p> <p>Attendance falling below 93% triggers a letter to inform parents of low attendance. Programme of support for families with poor attendance.</p> <p>Vodafone</p>	<p>Families have been targeted. See case studies.</p> <p>Attendance of individuals has been improved. See case studies.</p> <p>Infant School: Attendance of PP pupils has improved from 15/16 (92.6%) year end to 16/17 (95%) year end. PP persistent absentees decreased.</p> <p>Junior School: Attendance of PP pupils has remained the same. In 15/16 PP attendance was (95.5%) year end to 16/17 (95%) year end.</p>	<p>PSA worked closely with some families to develop and improve mind sets, views and opinions of school and education.</p> <p>Teachers are tracking attendance. Teachers must take part in the attendance process and begin to follow up and question attendance at the early stages where absence is noticed.</p>	<p>Infant School: £11,925</p> <p>Junior School: £13,800</p> <p>Infant: £150</p> <p>Junior: £150</p>

7. Additional detail

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

£100 vouchers were given to Pupil Premium children at a cost of £3,300 at the Infant School and £6,000 at the Junior School. This enabled pupils to purchase new uniform and provided support for trips and club costs.

Revision booklets were purchased for Year 6 pupils at a cost of £400

Cool Milk was provided at a cost of £150 at the Infant School and £150 at the Junior School

