

Burwell Village College Pupil Premium Strategy Statement 2018-19:

1. Summary information					
School	Burwell Village College				
Academic Year	2018-19	Total PP budget	£83,600	Date of most recent PP Review	January 2019
Total number of pupils	472	Number of pupils eligible for PP	68	Date for next internal review of this strategy	September 2019

Y6	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving ARE in reading, writing and maths combined	36%	
% of pupils achieving ARE in reading	61.4%	73%
% of pupils achieving ARE in writing	33.5%	79%
% of pupils achieving ARE in maths	69.2%	76%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Communication and language skills on entry to school are lower for some pupils eligible for PP than for other pupils.
B.	The % of pupils achieving ARE at the end of KS1 and KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and in maths. At the end of KS2 the gap is greatest in maths. At the end of KS1 the gap is greatest in writing. The % of pupils of pupils at the end of KS2 who have made at least expected progress from the end of KS1 is lower in all areas for pupils eligible for PP funding than for other pupils.
C.	A number of pupils eligible for PP funding have a range of social, emotional and mental health needs which are affecting their readiness to learn and make progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are lower than that of pupils not eligible for PP funding and in some cases there is a lack of consistent punctuality. This reduces their school hours, causing them to fall behind.
E.	Many of our pupils eligible for PP funding have less experiences and opportunities outside of school than other pupils.
F.	Several of our pupils who are eligible for PP funding come from homes where families are unable to support their learning outside of school for a variety of reasons, e.g. poor literacy and numeracy skills, lack of resources to support learning at home, complex issues within the family, lack of engagement with school etc.

3. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improved speech, language and communication skills for pupils eligible for PP funding	There is a further increase in the % of pupils eligible for PP in Reception meeting the Communication, Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year There is an increase in the language skills of the children taking part in the Talk Boost intervention in Y1
B.	All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.	All pupils eligible for PP (who are not SEN) make at least expected levels of progress by the end of the academic year 2018-2019. There will be an increase in the % of pupils eligible for PP funding achieving ARE at the end of the academic year 2018-2019 in reading, writing and maths, so that the gap between the pupils eligible for PP and their peers reduces.
C.	The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress	Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. Pupils receiving support for SEMH needs will make progress, this will be seen both in the results of the questionnaires carried out pre and post intervention and in their attainment.
D.	An increase in the rate of attendance for pupils eligible for PP funding	There will be an increase in the attendance of pupils eligible for PP funding. There will be a reduction in the % of 'Persistently Absent' pupils who are eligible for PP funding. There will be an increase in the % of pupils eligible for PP being in school on time.
E.	Pupils eligible for PP across the school have the same opportunities as their peers	Pupils eligible for PP will have access to everything their peers have access to, including day trips, residential trips, music lessons, clubs etc
F.	More parents of pupils eligible for PP funding engage with school and their child's education	There will be an increase in the % of parents of pupils eligible for PP funding attending Busy Bee Cafes, consultations and information evenings, etc. There will be an increase in the % of PP pupils engaging with homework activities, including reading at home. All parents will attend SEN Support Plan meetings for children who are PP and SEN and all parents of pupils eligible for PP, but not SEN will attend parents evenings.

4. Planned expenditure

Academic year

2018/19

The three headings demonstrates 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	Evidence and rationale for this choice. (All information/quotes taken from EEF accurate as of Oct 2018)	How ensure implemented well.	Staff lead	When reviewed?
A Improved speech, language and communication skills for pupils eligible for PP funding	<ul style="list-style-type: none"> Daily vocabulary instruction through 'Mrs Wordsmith', topic vocabulary and spelling words. Early TalkBoost will continue in YR and Elklan will continue in both YR and across the school. TalkBoost will be introduced for pupils eligible for PP funding in YR and Y1, but also fed into Quality First Teaching. Elklan provision will be increased across the school to enable more staff to both deliver this as an intervention, but also to weave it into their first quality teaching. Talk with be particularly valued for those with limited sp&l on entry, with an emphasis on reasoning in both in maths/other subjects; encouraging reading for inference in both interventions & guided reading sessions. 	<ul style="list-style-type: none"> The Hart/Risley study showed that children from families with a low-income are exposed to 30 million fewer words than their peers from families with higher incomes by the age of 3. Mrs Wordsmith: by introducing each year group to 3/4 new words each week and encouraging all adults to use them with them, we will extend their vocabulary EYFS lead has got historic data demonstrating that Talk Boost and Elklan have had an impact on progress of paucity of language skills. 	<ul style="list-style-type: none"> Monitoring of assessment process for interventions. Book sampling 	<p>Reception class teacher</p> <p>English lead</p>	<p>Feb 2019 and July 2019</p>
B All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.	<ul style="list-style-type: none"> Teachers to continue to focus on inference and comprehension when reading across the curriculum Teachers to read a class book for 10 mins. each day Whole school spelling focus: Use of Spelling Shed, linked closely to NC objectives to ensure consistency and continuity. Whole school to use NfER assessments at end of each term to monitor progress. KS2 NGRT reading tests to be undertaken each term as part of Powerful Word Project. Mrs Wordsmith termly assessments for KS2 as part of Powerful Word Project. Weekly extended writing opportunities across the curriculum. Class teacher weekly records of PP children reading via Reading Records. 	<ul style="list-style-type: none"> We will continue to embed Book Talk, Reading for Inference strategies this year, along with other strategies put in place last year, e.g. class book, daily reading etc Spelling has been identified as an area we need to focus on as a school; a new resource was introduced to school community. Writing is a key priority. More writing opportunities will allow disadvantaged children to have more practise and feedback to improve writing skills and make progress. KS2 English lead to implement Mrs Wordsmith strategies and resources across KS2 feeding it into KS1 with support from AB (KS1 lead) The NfER/NGRT tests will give us another tool to use to monitor progress. A more rigorous record was needed for monitoring reading especially in KS2. We now ask the teachers to make sure reading records are monitored – when and what the children are reading. 	<ul style="list-style-type: none"> English and maths leaders will carry out regular monitoring, along with SLT SLT to monitor level of expectations and engagement of pupils eligible for PP funding IEB/Governor monitoring Data collection and analysis 	<p>Senior Leadership Team (SLT), maths lead, English lead</p>	<p>Ongoing and end of each term, when progress in analysed</p>

	<ul style="list-style-type: none"> Continue to embed and develop mastery in all maths teaching (use of White Rose Maths Hub for planning, use of new Interactive White Boards to support units, use of new end of block assessments etc). 	<ul style="list-style-type: none"> The continued gap between pupils the attainment of pupils eligible for PP and other pupils needs to be decreased. 			
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Desired outcome	Chosen action / approach	Evidence and rationale for this choice. (All information/quotes taken from EEF accurate as of Oct 2018)	How ensure implemented well.	Staff lead	When reviewed?
C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress	<ul style="list-style-type: none"> Pupil Premium and PHSE Lead to attend relevant training and provide CPD for all staff on social and emotional wellbeing. Play Therapy to be develop in school. A weekly 'drop in' session with a designated TA for children who have worries. 	<ul style="list-style-type: none"> Social and emotional wellbeing is a high priority. Chief medical officer for England - 'Prompting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improved their wellbeing, enabling children to thrive and achieve their full potential'. Play has had a positive impact in previous years. 	<ul style="list-style-type: none"> Pupil Premium Lead to monitor along with SLT Behaviour logs 	Pupil Premium Lead and Senior Leadership Team.	Feb 2019 and July 2019

Total budgeted cost: £11,395

ii. Targeted support					
Desired outcome	Chosen action / approach	Evidence and rationale for this choice. (All information/quotes taken from EEF accurate as of Oct 2018)	How ensure implemented well.	Staff lead	When reviewed?
A Improved speech, language and communication skills for pupils eligible for PP funding	<ul style="list-style-type: none"> Areas identified as weak points through baseline assessment are worked on with children during their independent learning and play in Reception. Key barriers to learning of pupils eligible for PP are prioritised and identified on provision maps. Targeted supported for these pupils is discussed as a priority in pupil progress meetings with SENCo, Head & Deputy. Key actions are reviewed and next planned in these meetings. Talk Boost intervention for Y1 children still requiring language support (not receiving support from a Speech Therapist). Elklan for 1:1 pupils. 	<ul style="list-style-type: none"> EEF report that 'studies of oral language interventions consistently show positive impact on learning.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.' Talk Boost is an intervention from 'I CAN' which has been developed to narrow the gap between 4 – 7 year olds with language delay and their peers. During 2017-18, children made accelerated progress in their language skills through doing Early Talk Boost. Elklan has been used successfully for several years. 	<ul style="list-style-type: none"> Monitoring of delivery of interventions 	Reception class teacher/PP C/SENCo	Feb 2019 and July 2019 Post intervention

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<p>B All pupils eligible for PP (who are not SEN) will make at least expected progress across the year and more pupils will achieve ARE in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Part fund TA to deliver 1:1/small group Interventions relevant to the needs of pupils, e.g. <ul style="list-style-type: none"> • ERT (Expanded Rehearsal Technique) • Nessy • Phonic boosting • Paired Reading • Spelling Shed • Reading for Inference • Numicon • 1st Class @ Number • Success @ Arithmetic • Bespoke interventions • Fund additional teacher to provide support (intervention and booster – reading, writing and maths) for Y6 • All pupils eligible for PP funding to read with an adult at least 3 times a week • Senior Leadership Team (SLT) to provide additional support for identified Y6 children to improve reading and writing • Maths lead to liaise with Y6 teachers to provide additional support to pupils eligible for PP funding • Study/Homework Lunchtime Club • Additional Breakfast Club for Y5/6 pupils • Parental involvement, e.g. SEN Support Plan meetings (extended parent consultation once a term for parents of children with SEN) SENCo and class teacher to attend. • Introduce Individual Learning Plans (ILPs) to be written for all children eligible for PP who do not have SEN. The plans will identify the child's barriers to learning, their next steps to overcoming the barriers and the strategies we will put in place to help them achieve their next steps. They will be working documents, updated as necessary. They will be shared with parents at parent consultation. Pupil Premium Lead to meet with children to review. 	<ul style="list-style-type: none"> • We want to invest PP funding to ensure that our pupils have opportunities for small group/1:1 intervention with trained Teaching Assistants when necessary. EEF report that research shows a consistent impact on attainment when structured interventions are delivered by trained TAs. EEF report that optimum impact is seen when sessions are brief e.g. 30 minutes, regular (3 to 5 times a week), maintained over a sustained period (6 to 12 weeks) and carefully timetabled to enable consistent delivery . The smaller the group, the more effective the support (less than 5). • Through pre and post baseline assessments we have gathered evidence which shows children make accelerated progress through all of the interventions listed. • FFT research shows that one of the most effective strategies for pupils is high quality teacher input • Breakfast Club to provide children with additional teaching time outside of school hours. • EEF report that 'parental involvement is consistently associated with pupil's success at school' • ILPs for PP children, are known to have had a positive impact in other schools. • The additional layer of the Pupil Premium Lead meeting with all PP pupils will ensure that their progress is carefully monitored. 	<p>Monitor through:</p> <ul style="list-style-type: none"> • termly pupil progress meetings • termly data analysis • Monitoring and feedback • Book sampling • Pre and Post intervention assessments • SEN Support Plan meetings for pupils with SEN • Individual Learning Plans for non SEN 	<p>SLT/PPC/SENCo/ maths lead and English lead</p>	<p>Post intervention and termly with data analysis and pupil progress meetings</p>

Desired outcome	Chosen action / approach	Evidence and rationale for this choice. (All information/quotes taken from EEF accurate as of Oct 2018)	How ensure implemented well.	Staff lead	When reviewed?
<p>C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p>	<ul style="list-style-type: none"> • Disadvantaged pupils, where the need is required, to be supported at lunchtime from a Nurture Club run by dedicated TAs. • The Pastoral Care Team's half-termly meeting, with discussion of the well-being of disadvantaged pupils • Play therapy sessions will be increased with disadvantage pupils prioritised. • Regular weekly 'drop-in' session for pupils with PHSE skills that need developing • Social skills interventions run by trained staff • School Well-Being team monitor pupil well-being by pupil surveys. • Behaviour Logs used by Class Teachers and HT to monitor behaviour. • Dojo points used by school staff to monitor behaviour. 	<ul style="list-style-type: none"> • The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues are the most effective • EEF reports that on average social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear to be particularly beneficial for disadvantaged or low attaining pupils • Some of our pupils struggle with anxieties. Our 'drop in' sessions allow for issues to be dealt with which can then be discussed with CT and parents. • Presently, some of our disadvantaged children need support with friendships and playground interactions. The Nurture club gives the children a choice to play while supervised to further develop social skills and positive talk. • Well Being team felt there was a need for the children to have a voice about their well-being. • Dojo points are predominantly used to reinforce good behaviour. From Spring 2, DH is going to keep a record of disadvantaged chn receiving points. • Behaviour logs are kept and collated at the end of each term. Numbers of disadvantaged children are recorded. Class teacher and parents informed if there are recurring incidents. • EEF reports that parental involvement programmes are often associated with reported improvements in school ethos or discipline. 	<ul style="list-style-type: none"> • A mixture of qualitative (via parental/teacher questionnaires/interviews) and quantitative data (SDQ, Pupil Profile, Emotional Literacy Assessment etc) pre and post intervention. • Monitoring • Behaviour logs 	<p>Pupil Premium Lead / SLT</p>	<p>Feb 2019 and July 2019</p>
<p>Total budgeted cost: £56,940</p>					

iii. Other Approaches

Desired outcome	Chosen action / approach	Evidence and rationale for this choice. <i>(All information/quotes taken from EEF accurate as of Oct 2018)</i>	How ensure implemented well.	Staff lead	When reviewed?
<p>D An increase in the rate of attendance for pupils eligible for PP funding</p>	<ul style="list-style-type: none"> All disadvantaged pupils will meet national expectations for attendance and punctuality. Parents informed each term of their child's attendance bands, with reference to lateness as appropriate. The school will contact parents proactively if attendance slips. Early morning basic skills club available for pupils to catch up with basic English or maths skills. 	<ul style="list-style-type: none"> If pupils are not in school they can't make progress. Through providing support for parents, planning workshops around their needs etc, parental engagement should increase. Meeting with parents of children as they become PP to talk through what is on offer should increase parental engagement 	<ul style="list-style-type: none"> Monitoring of attendance (Family Support Worker and HT) Regularly reported to EWO Parent questionnaires Ensure we are matching/exceeding national averages 	<p>Head / Pupil Premium Lead / Attendance Officer</p>	<p>Termly</p>
<p>E Pupils eligible for PP across the school have the same opportunities as their peers</p>	<ul style="list-style-type: none"> Support vulnerable families in funding extra-curricular activities, e.g. residential visits, day trips, music lessons, sports clubs, arts mark activities. etc. by subsidising these Plan a wide variety of trips (local and further afield) throughout the year to ensure all children have a range of experiences linked to implementation of Chris Quigley CPD and the Artsmark journey. Introduction of Forest Schools to provide additional opportunities for PP funded pupils. Cookery Club Computer Club for Y3/4 Life-Skills sessions with TA, as appropriate. 	<ul style="list-style-type: none"> All children benefit from extra curricula activities and there are often wider benefits in terms of attendance, behaviour and peer relationships. By subsidising trips, clubs, music tuition etc we ensure all children have the same opportunities. With reference to residential trips, EEF reports that studies of 'Adventure Learning' consistently show positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. Research has shown that playing a musical instrument has many benefits including: increasing memory capacity, teaches perseverance, sharpens concentration, boosts listening skills, reading skills and maths skills etc. Disadvantaged children have had cooking sessions where they are taught very basic recipes but basic hygiene is reinforced through the session. Computer club for disadvantaged children to allow more time for Spelling Shed and Times Tables Rock Stars reinforcing maths and English skills. 	<p>Take up of this subsidy will be monitored by the School Office Manager and finance clerk</p> <p>Questionnaires for parents</p>	<p>Pupil Premium Lead / Senior Leadership Team, SENCo</p>	<p>Feb 2019 and July 2019</p>

Desired outcome	Chosen action / approach	Evidence and rationale for this choice. (All information/quotes taken from EEF accurate as of Oct 2018)	How ensure implemented well.	Staff lead	When reviewed?
<p>F More parents of pupils eligible for PP funding engage with school and their child's education</p>	<ul style="list-style-type: none"> • Parents to be given the opportunity to attend a variety of events in school, e.g. sharing assemblies, Homework exhibitions, Busy Bee Cafes, productions, Church services, etc. (Training for Cafes for All) • Information events/workshops to be held where new strategies/initiatives are shared with parents, e.g. SATs • Workshops to be for parents re dyslexia, times tables etc to help them support their children at home • Additional / extended parent consultations for parents of pupils who have SEN (advice to be given in the meetings about how to support children at home) – <i>Funded through PP, but costed in 'Targeted support'</i> • Individual Learning Plans (ILPs) to be shared with parents and signed at parent consultation for children who are eligible for PP funding and who are not on the SEN register. • Additional invitations to parents of pupils receiving PP funding to all meetings/workshops etc. Text reminders to be explored. 	<ul style="list-style-type: none"> • EEF report that 'parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with children's academic outcomes.' • EEF reports that parental involvement is often associated with improvements in school ethos or discipline • All the approaches listed will give parents more opportunities to engage with school. • Sharing new strategies/information re SATs with parents will help parents know how to support their children at home • Cafes for All style workshops have been evidenced to encourage more parents to come into school, giving more examples to parents for ways that they can help their children with their learning. • EEF report that a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact at a very low cost. 	<ul style="list-style-type: none"> • Class teachers to monitor attendance at all cafes, workshops, consultations and information evenings. • SENCo to keep a record of parents attending SEN Support Plan meetings • Parent views for all cafes monitored. • Questionnaires re SEN Support Plan meetings to seek parent view of support offered • Parents to be called and invited to SEN Plan meetings, text reminders to be sent 	<p>Pupil Premium Lead</p>	<p>Feb 2019 and July 2019</p>
<p>Total budgeted cost: £15,265</p>					

5. Review of expenditure

Previous Academic Year

2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost																										
<p>A Improved language skills for pupils eligible for PP in Reception</p>	<ul style="list-style-type: none"> • Early Talk Boost • Elklan Groups 	<p>Talk Boost was successful in the development of language skills, because the % of pupils eligible for PP in Reception meeting the Communication, Language and Speaking elements of the Early Learning Goal expectations by the end of the year was significantly higher than the % of PP pupils achieving the expected level in reading and writing:</p> <table border="1" data-bbox="689 501 1532 647"> <thead> <tr> <th rowspan="2">%</th> <th colspan="3">Communication and Language</th> </tr> <tr> <th>Listening and attention</th> <th>Understanding</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>50%</td> <td>67%</td> <td>50%</td> </tr> <tr> <td>Non PP</td> <td>89%</td> <td>92%</td> <td>92%</td> </tr> </tbody> </table> <p>Compared to:</p> <table border="1" data-bbox="689 730 1532 847"> <thead> <tr> <th rowspan="2">%</th> <th colspan="2">Literacy</th> </tr> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>17%</td> <td>84%</td> </tr> <tr> <td>Non PP</td> <td>17%</td> <td>84%</td> </tr> </tbody> </table> <p>5 out of 6 PP pupils were Summer born, so young in the year group.</p> <p>Early Talk Boost develop social and communication skills.</p> <p>Elklan improved comprehension and understanding skills, also speaking in full sentences to answer questions; they were assessed before and after to check answer questions. Improved concentration for children listening on the carpet.</p>	%	Communication and Language			Listening and attention	Understanding	Speaking	PP Pupils	50%	67%	50%	Non PP	89%	92%	92%	%	Literacy		Reading	Writing	PP Pupils	17%	84%	Non PP	17%	84%	<p>Early Talk Boost to continue next year, if suitable for children who are coming in.</p> <p>However, need to purchase continue with Talk Boost in order to raise attainment and have training for this.</p> <p>Need more training to in enable more TAs to deliver this intervention.</p> <p>Would like to train all EYFS and use a resource to enable us to be more rigorous which would give more accurate benchmarking.</p>	<p>£1215 £1273</p>
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<p>B Higher rates of progress and higher levels of attainment for pupils eligible for PP</p>	<ul style="list-style-type: none"> Phonic Intervention and support Y1/2 Expanded Rehearsal Technique Spelling / Phonics Support Group Y6 Inference (reading comprehension) ELKLAN Speech Therapy Bucket Speech & Language 	<p>Additional phonic support and intervention was successfully implemented, with 80% of Y1 PP passing the phonics test, compared to 91% non PP. Average score Y1 PP = 32 Average score non PP = 34</p> <p>43% of Y2 PP pupils retaking the phonics screening test, achieved age expected, (average score for PP = 27 marks) compared to 50% of Y2 non PP pupils retaking the phonics screening, achieving age expected (average score = 30 marks).</p> <table border="1" data-bbox="687 405 1543 523"> <thead> <tr> <th colspan="4">Summer 2018</th> </tr> <tr> <th>End KS1</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>13</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Non PP</td> <td>61</td> <td>85%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="757 552 1478 668"> <thead> <tr> <th colspan="4">Summer 2018 - Writing</th> </tr> <tr> <th>End KS2</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>GDS*</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>11</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Non PP</td> <td>46</td> <td>75%</td> <td>19%</td> </tr> </tbody> </table> <table border="1" data-bbox="687 697 1543 815"> <thead> <tr> <th colspan="5">Summer 2018 – Reading</th> </tr> <tr> <th>End KS1</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>GDS*</th> <th>Av Score</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>11</td> <td>73%</td> <td>0%</td> <td>103.0</td> </tr> <tr> <td>Non PP</td> <td>46</td> <td>81%</td> <td>27%</td> <td>105.4</td> </tr> </tbody> </table> <table border="1" data-bbox="687 844 1543 962"> <thead> <tr> <th colspan="5">Summer 2018 – Reading</th> </tr> <tr> <th>End KS2</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>GDS*</th> <th>Av Score</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>11</td> <td>73%</td> <td>0%</td> <td>103.0</td> </tr> <tr> <td>Non PP</td> <td>46</td> <td>81%</td> <td>27%</td> <td>105.4</td> </tr> </tbody> </table> <p>*Greater Depth</p>	Summer 2018				End KS1	Number of Pupils	Age Expected	Writing	PP Pupils	13	38%	38%	Non PP	61	85%	77%	Summer 2018 - Writing				End KS2	Number of Pupils	Age Expected	GDS*	PP Pupils	11	45%	9%	Non PP	46	75%	19%	Summer 2018 – Reading					End KS1	Number of Pupils	Age Expected	GDS*	Av Score	PP Pupils	11	73%	0%	103.0	Non PP	46	81%	27%	105.4	Summer 2018 – Reading					End KS2	Number of Pupils	Age Expected	GDS*	Av Score	PP Pupils	11	73%	0%	103.0	Non PP	46	81%	27%	105.4	<p>The support for the children who needed to retake their Y2 phonic screening was successful. We need to ask the teachers for information as to why it made an impact so that we can repeat the success in future.</p> <p>There needs to be more analysis by KS1 staff to closely identify the barriers in writing from our disadvantaged pupils. There is a significant difference in achievement. This could be a focus for support from the county English advisor.</p> <p>While there is not the significant achievement gap in reading, there is an identifiable gap between the disadvantaged and advantaged GDS children. We need to closely monitor if the disadvantage children have access to rich texts. How can we provide more opportunities for reading at a higher comprehension level? How can we provide access to richer texts? Could we make more use of the community library?</p>	<p>£5097</p> <p>£2274</p> <p>£806</p> <p>£2546</p> <p>£1273</p> <p>£1273</p>
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	<ul style="list-style-type: none"> 1st Class Number Success@Arithmetic Maths Boost Catch-Up Number (1:1) Whole school spelling focus - introduce a new approach to teaching spelling across the school, e.g. Spelling journals, paired testing, zero tolerance of certain misspelt words, No Nonsense Spelling for 	<table border="1" data-bbox="687 1117 1543 1235"> <thead> <tr> <th colspan="4">Summer 2018</th> </tr> <tr> <th>End KS1</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>13</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Non PP</td> <td>61</td> <td>85%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="687 1286 1543 1404"> <thead> <tr> <th colspan="5">Summer 2018 – Maths</th> </tr> <tr> <th>End KS2</th> <th>Number of Pupils</th> <th>Age Expected</th> <th>GDS*</th> <th>Av Score</th> </tr> </thead> <tbody> <tr> <td>PP Pupils</td> <td>11</td> <td>82%</td> <td>0%</td> <td>101.7</td> </tr> <tr> <td>Non PP</td> <td>46</td> <td>75%</td> <td>19%</td> <td>104.0</td> </tr> </tbody> </table> <p>*Greater Depth</p>	Summer 2018				End KS1	Number of Pupils	Age Expected	Maths	PP Pupils	13	38%	38%	Non PP	61	85%	77%	Summer 2018 – Maths					End KS2	Number of Pupils	Age Expected	GDS*	Av Score	PP Pupils	11	82%	0%	101.7	Non PP	46	75%	19%	104.0	<p>The difference between the disadvantaged children in KS1 and the disadvantaged in KS2, that have achieved ARE for maths is significant. Are we providing the same opportunities in both key stages? Are there strategies that could be replicated? Y6 and Y2 staff to work together to help close the gap in KS1.</p>	<p>£11,789</p> <p>£11,789</p> <p>£11,015</p> <p>£3386</p> <p>£2750</p> <p>£4044</p> <p>£3865</p>																																				
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<p>C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p>	<ul style="list-style-type: none"> • Spirals – Social Skills Intervention • Pupils new to the school / Pupil Premium Mentor • ‘Cubitt ‘Lunchtime Club • Locality Play Therapy • Trainee Play Therapist 	<p>Success criteria partly met, vulnerable pupils are identified as soon as possible, by all adults in school. We have a range of strategies on offer to support these children. Children did make progress, although some did not make as much progress as others for a variety of reasons.</p> <p>The impact of the lunchtime club is substantial, providing a safe, caring place where vulnerable children are supported during an otherwise busy playtime. Some of the PP children who hardly spoke at the beginning of the year, now engage happily in conversation with their peers and the supervising adults. Others’ self-esteem is increased with opportunities to chat informally to the supervising adults.</p>	<p>Café style workshops based on Cafes for All style will be developed in 2018-19, to encourage more parents to engage with their child’s learning in a less formal environment.</p>	<p>£1215 £484 £4945 £4000</p>
<p>D Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, clubs etc</p>	<p>Support vulnerable families in funding extra-curricular activities, e.g. residential visits, day trips, music lessons, chess tuition, clubs etc. by subsidising these</p>	<p>Pupils eligible for PP have access to everything their peers have access to</p>	<p>We will continue to support families in funding extra curricular activities, so pupils eligible for PP funding have the same opportunities as all children.</p>	<p>£2100</p>