

Pupil premium strategy statement: Horton Mill Community Primary School

1. Summary information

School	Horton Mill Community Primary School				
Academic Year	2018/19	Total PP budget	£50,160	Date of most recent PP Review	Autumn 2018
Total number of pupils	238	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Summer 2019

2. Current attainment & achievement

% of pupils achieving the expected standard in reading, writing and maths at the end of summer 2018.

N.B. This data is based on the whole cohort and includes pupils with SEND. A full data analysis of 'pure' pupil premium pupils is available at the end of this document.

End of summer term	Combined (ARE)			Reading (ARE)			Writing (ARE)			Maths (ARE)		
	PP	% diff	All	PP	% diff	All	PP	% diff	All	PP	% diff	All
Year 1	50% (2/4)	No diff	50% (15/30)	50% (2/4)	3.3%	53.3% (16/30)	50% (2/4)	10%	60% (18/30)	50% (2/4)	20%	70% (21/30)
Year 2	33.33% (1/3)	1.1%	34.5% (10/29)	33.33% (1/3)	11.5%	44.8% (13/29)	33.33% (1/3)	8%	41.4% (12/29)	33.33% (1/3)	11.5%	44.8% (13/29)
Year 3	25% (3/12)	10.5%	35.5% (11/31)	41.7% (5/12)	6.7%	48.4% (15/31)	25% (3/12)	13.7%	38.7% (12/31)	41.7% (5/12)	0.2%	41.9% (13/31)
Year 4	50% (2/4)	17.7%	32.3% (10/31)	75% (3/4)	20.2%	54.8% (17/31)	50% (2/4)	11.3%	38.7% (12/31)	75% (3/4)	36.3%	38.7% (12/31)
Year 5	10% (1/10)	0.3%	9.7% (12/31)	20% (2/10)	9%	29% (9/31)	10% (1/10)	2.9%	12.9% (4/31)	30% (3/10)	2.3%	32.3% (10/31)
Year 6	50% (8/16)	10%	40% (12/30)	68.8% (11/16)	5.4%	63.3% (19/30)	50% (8/16)	3.3%	46.7% (14/30)	68.8% (11/16)	4.5%	73.3% (22/30)
Whole school	34.7%	1.2%	33.5%	49%	0.1%	48.9%	34.7%	4.9%	39.6%	51%	1%	50%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A	The proportion of children with EAL is significantly above National at 82.3%
B	Historical inconsistencies in attainment and progress have resulted in the school being categorised as a 'coasting school'.
C	Historical lack of accountability in the analysis of data to enable appropriate provision to be put in place for reading, writing and maths.
D	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations in Communication and Language, Understanding and Speech.

External barriers

E	Pupil attendance, although improving, is a weakness and is below the national average for 2015/16 and 2016/17 (93.8% and 94.8% respectively).
F	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and many have limited life experiences.
G	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
H	80% of Horton Mill pupils live in the 10% most deprived areas.
I	Many pupils need ongoing support to develop personally, socially and emotionally.

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. All pupils will be regularly assessed on their levels of English proficiency to plan for their individual needs.	Children with EAL are able to fully access the school curriculum to enable them to make rapid and sustained progress. Through a bespoke package of support, any INA pupils will be confident and able to progress with their understanding and use of English.
B	Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.	Children in receipt of the grant will make accelerated progress to enable them to attain the expected standard across reading, writing and maths. The most able pupils eligible for the grant will all meet the higher standard in all subjects. As a result of consistent and sustained improvements in attainment and progress, the school will no longer meet the criteria as a 'coasting school'.
C	All practitioners will be accountable for the analysis of their data set to plan provision appropriately to meet the needs of all pupils, especially those in receipt of the pupil premium.	There will be an increase in the % of pupils meeting ARE across all cohorts. In addition, at least 85% of pupils will make expected progress across all year groups, with targeted children and pupil premium children making accelerated progress.
D	All EYFS pupils in receipt of the grant will achieve a good level of development by the end of the EYFS.	Successful planning of personalised provision will allow pupils in receipt of the grant to achieve a GLD or exceed the GLD for the most able pupils.
E	Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.	The % of persistently absent pupils who are eligible for the pupil premium is reduced. Learning mentors are supporting families of pupils eligible for the grant helping them to understand the importance of regular attendance and good punctuality.
F	To implement the experience charter across the school curriculum to engage pupil premium pupils in their learning.	An 'experience charter' created by children, parents, staff and governors increases pupil's engagement in their learning and provides opportunities for them to build on their knowledge, skills and understanding across the curriculum. Social and emotional development will be high as a result of these experiences.
G	To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.	Children have access to a wide variety of high quality texts and reading resources. All classes have a stimulating and inviting 'reading area' where children can read for pleasure. Families regularly attend sessions in the school library.
H	Increase the opportunity for pupils to attend residential activities and access wider opportunities to raise their aspirations and develop a growth mind-set.	Pupil's achievement will be improved by providing opportunities to expand their understanding of the world through a residential programme. Through a whole school approach to 'Building Learning Powers', children will develop a growth mind-set and will raise their aspirations.
I	Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.	Through bespoke interventions with learning mentors or MIND, either individually or within a small group, pupils will be emotionally literate and will be achieve well throughout the whole school curriculum.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(A) Embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. Regularly assess pupils on their levels of English proficiency to plan for their individual needs.	<ul style="list-style-type: none"> 2 x teachers and 2 x LSAs to attend bespoke training through the 'EAL Champions' programme with the Harmony Trust. Use the 'Bell Foundation' assessment tool to effectively assess pupil's proficiency levels in English. 	<p>82.3% of pupils have EAL. 171 pupils were measured in their levels of English proficiency at the spring census 2017. There levels were: 43 pupils @ A (new to English) 96 pupils @ B (early acquisition) 27 pupils @ C (developing competency) 5 pupils @ D (competent) 0 pupils @ E (fluent)</p> <p>Evidence from EEF toolkit shows that Oral Language Interventions have a moderate impact for a low cost at +5 months.</p>	<p>Children will be introduced to new vocabulary at the start of a topic through quality texts. These words will also be shared on a weekly basis during 'Celebration Assembly' and will be added to the 'Word Aware' wall. New words will be explored in greater depth to develop a better understanding for the children.</p> <p>As part of termly summative assessments, all pupils will be assessed using the 'Bell Foundation' tool.</p> <p>Visual strategies such as 'Communication in Print' and the 'Speak-well Wheel' (from the EAL Champions training) will be used to support memory and develop language.</p>	EAL champions SLT EAL governor	Termly during pupil progress meetings. Termly through inclusion meetings.
(B) Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.	<ul style="list-style-type: none"> Complete a review of barriers to pupil attainment to identify appropriate interventions. Complete a review of interventions to monitor their effectiveness and impact on pupil progress. Class teachers to be data driven to ensure accountability for pupil progress and attainment. Class teachers to regularly update Class Track to demonstrate progress towards learning outcomes. Class teachers to plan lessons to address barriers to learning. 	<p>Research undertaken by NFER states that the most successful schools in raising disadvantaged pupils' attainment were those which devolved responsibility to their staff and put effective systems in place to identify needs, select strategies, monitor progress and respond quickly.</p>	<p>Regular monitoring of how teachers are using Class Track to respond to the individual needs of the pupils.</p> <p>Work analysis to monitor how teachers are using their data sets to plan learning accordingly.</p> <p>Termly pupil progress & inclusion meetings to ensure accountability of all practitioners, paying particular attention to the progress and attainment of disadvantaged pupils.</p>	SLT Pupil premium link governor	Termly during pupil progress meetings. Termly through inclusion meetings.

Academic year 2018 - 2019

	<ul style="list-style-type: none"> • Create personalised interventions to address barriers to learning. • Monitor the progress and attainment of disadvantaged pupils during pupil progress meetings to ensure they are making accelerated progress. • Monitor the attendance of disadvantaged pupils, providing support with learning mentors if this is a barrier to learning. 				
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?
(C) All practitioners will be accountable for the analysis of their data set to plan provision appropriately to meet the needs of all pupils, especially those in receipt of the pupil premium.	<ul style="list-style-type: none"> • Revised whole school assessment system purchased as a formative and summative tool. • Staff training provided by O Track to support colleagues in the use of this revised system. • Key assessment criteria provided for every class teacher for their year group for every subject area. • Teachers are expected to regularly update key assessment criteria on Class Track to inform their planning to meet the needs of all pupils. • Teachers to use the data from Class Track & O Track to monitor the progress of all pupils. • Pupils will receive personalised termly updates on their progress towards year group learning outcomes. • Parents will receive termly updates about the progress of their child against the year group learning outcomes. 	Research undertaken by NFER states that the most successful schools in raising disadvantaged pupils' attainment were those which devolved responsibility to their staff and put effective systems in place to identify needs, select strategies, monitor progress and respond quickly.	<p>Regular monitoring of how teachers are using Class Track to respond to the individual needs of the pupils.</p> <p>Weekly work analysis to monitor how teachers are using their data sets to plan learning accordingly.</p> <p>Termly pupil progress & inclusion meetings to ensure accountability of all practitioners, paying particular attention to the progress and attainment of disadvantaged pupils.</p>	SLT Link governor	Ongoing throughout the year and with a particular focus during Pupil Progress Meetings.

<p>(G) To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.</p>	<ul style="list-style-type: none"> • Each class to have an exciting reading area containing a range of high quality books. • Engage parents and families more fully in their children's reading development through a range of activities, workshops and training. • Ensure continuity and progression in the teaching of reading and comprehension across the school. • Ensure access to high quality books and resources across the school. • Regular visits to the school and Oldham Libraries. • Take part in National Literacy Trust schemes. • Take part in World Book Day. • DEAR throughout the school. 	<p>Evidence from EEF toolkit shows that developing reading comprehension strategies has a moderate impact and a very low cost at +5 months.</p> <p>Reading will continue to be one of our main whole school priorities as previous low progress scores in this subject area had resulted in the school being identified as a 'coasting school.'</p>	<p>Discussions with pupils and their families to ascertain if the children are developing a love for reading.</p> <p>Monitoring of the children's Reading Journals to see how they are regularly reading a wide variety books independently outside of school.</p> <p>Monitor the number of school visits to Oldham Library.</p>	<p>English Subject Leader & SLT</p>	<p>Ongoing throughout the year.</p>
<p>(H) Increase the opportunity for pupils to attend residential activities and access wider opportunities to raise their aspirations and develop a growth mind-set.</p>	<ul style="list-style-type: none"> • Ensure that a range of 'real life' experiences are regularly timetabled for all classes. • Provide 'real life' experiences to support the 'Learning Challenge' curriculum through 'WOWs'. • Identify a group of targeted pupils to access wider opportunities alongside the learning mentors. • Provide experiences that enable children to develop an understanding of their place in the world. • Provide a range of residential activities across Key Stage 1 and Key Stage 2. • Continue to develop a growth mind-set through BLP strategies. 	<p>Evidence from EEF toolkit shows that outdoor adventure learning has a moderate impact and a moderate cost at +4 months.</p> <p>Evidence from EEF toolkit shows that developing self-regulation and meta-cognition has a high impact for a low cost at +8 months.</p>	<p>Allocate class budgets on a termly basis to incorporate opportunities to plan school visits.</p> <p>Review termly medium term plans and class budgets to ensure that class teachers are regularly planning 'real life' experiences to support the 'Learning Challenge' curriculum.</p> <p>Liaise with the learning mentors to plan visits and termly opportunities with targeted pupils.</p>	<p>SLT</p>	<p>On a termly basis.</p>
Total budgeted cost					<p>£14,125</p>

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 implementation?
<p>(D) All EYFS pupils in receipt of the grant will achieve a good level of development by the end of the EYFS.</p>	<ul style="list-style-type: none"> • Additional targeted support for phonics and reading on a daily basis. • EYFS phase leader, EYFS practitioners and SENDCo to meet regularly to plan and share best practice. • EYFS phase leader to monitor teaching and learning to ensure quality first teaching across the phase. • EYFS practitioners to meet with colleagues across the East Oldham collaborative to share good practice and monitor pupils' progress, paying particular attention to disadvantaged pupils. • Provide additional support for PSED through the use of a learning mentor. • Support the development of communication and language through WELLCOMM, BLAST, Forest School & ELKLAN interventions. • Target vulnerable children and their families to participate in the REAL project. 	<p>Evidence from EEF toolkit shows that Oral Language Interventions have a moderate impact for a low cost at +5 months.</p> <p>Evidence from EEF toolkit shows that Early Years Intervention has a moderate impact but at a high cost at +5 months.</p> <p>Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs can be effectively used to support progress in Early Years.</p>	<p>Regular monitoring of how EYFS teachers are using EYFS Class Track to respond to the individual needs of the pupils.</p> <p>Weekly learning journey analysis to monitor how teachers are using their data sets to plan learning accordingly, especially in the prime areas of learning and the specific areas of literacy and maths.</p> <p>Termly pupil progress & inclusion meetings to ensure accountability of all practitioners, paying particular attention to the progress and attainment of disadvantaged pupils.</p> <p>Termly intervention reviews to measure the impact of bespoke provision on pupil progress.</p>	<p>SLT EYFS phase leader Link governors</p>	<p>Feb 2019</p>

<p>(E) Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.</p>	<ul style="list-style-type: none"> School administrator to make daily contact with families to reduce persistent absenteeism and lateness. Pastoral team to support families with home visits and family learning activities. Daily sessions from 8.30 of Early Morning Activities such as Freddy Fit, Just Dance or HIIT. Breakfast Club provision available from 8.00 supported by LSAs. 	<p>Research undertaken by NFER has identified that schools that respond to the needs of families are more successful in raising disadvantaged pupils' attainment.</p> <p>Evidence from EEF toolkit shows that parental involvement has a moderate impact and a moderate cost at +3 months.</p>	<p>Monitored by school administrator, headteacher and LA attendance officer on a half termly basis.</p> <p>Key priority within the school improvement plan and regularly reported to governors as part of the 'Headteacher Report to Governors'.</p>	<p>School administrator or Headteacher LA attendance officer</p>	<p>Daily contact with families of absent pupils</p> <p>Half termly monitoring of attendance</p>
<p>(I) Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.</p>	<ul style="list-style-type: none"> Teachers to assess pupils' emotional literacy termly to identify specific barriers. Pupils will complete their own 'Emotional Literacy' questionnaire to understand where and how they will receive support. Pupils receive bespoke individual or group support with a learning mentor or with MIND. DHT/SENDCo to complete a Mental Health audit to enable the school to be 'Mentally Healthy'. 	<p>Evidence from EEF toolkit shows that social and emotional learning has a moderate impact and a moderate cost at +4 months.</p>	<p>Termly monitoring of progress will be measured through the completion of teacher and pupil questionnaires using the 'Emotional Literacy' toolkit.</p> <p>Termly intervention reviews to measure the impact of bespoke emotional literacy provision on pupils' personal, social and emotional development.</p>	<p>SLT Learning Mentors</p>	<p>Termly</p>
Total budgeted cost					£25,635

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?
<p>(F) To implement the experience charter across the school curriculum to engage pupil premium pupils in their learning.</p>	<ul style="list-style-type: none"> Ensure that the Experience Charter, created in consultation with pupils, staff, families and governors, is fully implemented throughout school. Plan experiences throughout the academic year for enrichment and as part of the overall curriculum offer. Opportunities will include outdoor adventure learning. Provide funding support for families of disadvantaged pupils to ensure 'access for all'. 	<p>Evidence from EEF toolkit shows that outdoor adventure learning has a moderate impact and a moderate cost at +4 months.</p> <p>Evidence from EEF toolkit shows that social and emotional learning has a moderate impact and a moderate cost at +4 months.</p>	<p>Allocate class budgets on a termly basis to incorporate opportunities to plan school visits.</p> <p>Monitor class visits/visitors and experiences to ensure that pupils are engaging in a wide variety of opportunities.</p> <p>Review termly medium term plans and class budgets to ensure that class teachers are regularly planning 'real life' experiences to support the 'Learning Challenge' curriculum.</p>	SLT	Ongoing
Total budgeted cost				£10,400	

Review of expenditure: Academic year: 2017/2018

Desired Outcome	Specific Spending Cost	Intended impact	Outcomes
<p>(A) Embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. All pupils will be regularly assessed on their levels of English proficiency to plan for their individual needs.</p>	<p>Cost of training provided through the Harmony Trust.</p>	<p>Children with EAL are able to fully access the school curriculum to enable them to make rapid and sustained progress. Through a bespoke package of support, any INA pupils will be confident and able to progress with their understanding and use of English.</p>	<p>From March 2018 – July 2018, 2 x teachers and 2 x LSAs have attended training to become EAL champions. Colleagues from Y1, Y4, Y5 and Y6 have now completed the training and are able to utilise the strategies and resources from the training in the classroom. From September 2018, a further 4 colleagues from Y2, Y3, Y4 and Y5 will attend the training. Colleagues have begun to use the 'Communication in Print' resource to support pupils to develop their reading and writing skills. The next step is to fully embed this resource throughout the school so that there is greater consistency and pupils are able to progress through each class using this tool as a scaffold.</p> <p>Currently 6% of the school population are INAs. Pupils are assessed using the Bell Foundation Toolkit and their progress is monitored using class track.</p>
<p>(B) Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.</p>		<p>Children in receipt of the grant will make accelerated progress to enable them to attain the expected standard across reading, writing and maths. The most able pupils eligible for the grant will all meet the higher standard in all subjects. As a result of consistent and sustained improvements in attainment and progress, the school will no longer meet the criteria as a 'coasting school'.</p>	<p>See full data analysis below. In Reception, ¼ (25%) of PP pupils exceeded the ELG for writing and SSM. In Year 6, 4/16 (25%) of PP pupils achieved greater depth in reading and maths.</p>
<p>(C) All practitioners will be accountable for the analysis of their data set to plan provision appropriately to meet the needs of all pupils, especially those in receipt of the pupil premium.</p>		<p>There will be an increase in the % of pupils meeting ARE across all cohorts. In addition, at least 85% of pupils will make expected progress across all year groups, with targeted children and pupil premium children making accelerated progress.</p>	<p>Pupil progress meetings take place each term and class teachers now analyse their data and identify pupils' barriers to learning prior to the meetings. Pupils in receipt of the pupil premium are discussed in detail and any pupils who have made less than expected progress are identified and a specific intervention is put in place.</p> <p>In teachers' performance management targets, pupils in receipt of the pupils premium are targeted to make accelerated progress so that they are able to meet ARE/GD. See full data analysis below.</p>

<p>(D) All EYFS pupils in receipt of the grant will achieve a good level of development by the end of the EYFS.</p> <p>£20,000</p>	<p>Use of additional LSAs for daily phonics and reading in EYFS</p>	<p>Successful planning of personalised provision will allow pupils in receipt of the grant to achieve a GLD or exceed the GLD for the most able pupils.</p>	<p>Foundation Stage (2017-2018):</p> <table border="1"> <thead> <tr> <th>Subject:</th> <th>% of all children attaining ELG</th> <th>% of PP children attaining ELG</th> <th>% of all children exceeding ELG</th> <th>% of PP children exceeding ELG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53.3%</td> <td>50%</td> <td>6.9%</td> <td>25%</td> </tr> </tbody> </table>	Subject:	% of all children attaining ELG	% of PP children attaining ELG	% of all children exceeding ELG	% of PP children exceeding ELG	Reading	53.3%	50%	6.9%	25%																	
Subject:	% of all children attaining ELG	% of PP children attaining ELG	% of all children exceeding ELG	% of PP children exceeding ELG																										
Reading	53.3%	50%	6.9%	25%																										
<p>(E) Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.</p>	<p>£400 for cost of attendance rewards</p>	<p>The % of persistently absent pupils who are eligible for the pupil premium is reduced. Learning mentors are supporting families of pupils eligible for the grant helping them to understand the importance of regular attendance and good punctuality.</p>	<table border="1"> <thead> <tr> <th></th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>All years</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>93.18%</td> <td>90.87%</td> <td>92.62%</td> <td>87.97%</td> <td>95.13%</td> <td>96.83%</td> <td>92.75%</td> </tr> <tr> <td>Non-PP</td> <td>90.98%</td> <td>92.92%</td> <td>93.52%</td> <td>95.87%</td> <td>93.89%</td> <td>95.27%</td> <td>96.59%</td> <td>94.67%</td> </tr> </tbody> </table> <p>Overall, PP pupils' attendance is below non-PP. In Y1 and Y6, PP pupils' attendance is just above non-PP. 5/38 (13%) of PP pupils went on extended leave to Pakistan during this academic year. Home visits are carried out by the Headteacher and a learning mentor when there are concerns re attendance. Attendance of PP pupils will continue to be a focus during half-termly meetings with the LA attendance officer.</p>		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All years	PP	0%	93.18%	90.87%	92.62%	87.97%	95.13%	96.83%	92.75%	Non-PP	90.98%	92.92%	93.52%	95.87%	93.89%	95.27%	96.59%	94.67%
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All years																						
PP	0%	93.18%	90.87%	92.62%	87.97%	95.13%	96.83%	92.75%																						
Non-PP	90.98%	92.92%	93.52%	95.87%	93.89%	95.27%	96.59%	94.67%																						
<p>(F) To develop an experience charter across the school curriculum to engage pupil premium pupils in their learning.</p>	<p>£10,000 (Class visits/experiences) £1400 (School Linking Project) £3000 WOPs (Guitars) £1000 Themed weeks £14,220 (Proportion of Sports Leaders Salary)</p>	<p>An 'experience charter' created by children, parents, staff and governors increases pupil's engagement in their learning and provides opportunities for them to build on their knowledge, skills and understanding across the curriculum. Social and emotional development will be high as a result of these experiences.</p>	<p>Children across the school have been provided with affordable opportunities to participate in school educational visits and experiences. Each half term begins with a 'wow' opportunity and pupils have the opportunity to reflect on their learning at the end of each half term. These experiences also aim to develop pupils' understanding of vocabulary and enhance their reading and writing skills. Work analysis and drop-ins show that pupils are writing about these experiences, they are using learned vocabulary in their writing and they are using their background knowledge in their reading.</p> <p>From their 'vulnerable' starting ELG points at the beginning of this academic year, the following % of PP pupils attained ARE at the end of the year</p> <table border="1"> <thead> <tr> <th></th> <th>Reception</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1/1</td> <td>0</td> <td>0</td> <td>1/1</td> <td>0</td> <td>1/4</td> <td>7/9</td> </tr> <tr> <td>Writing</td> <td>1/1</td> <td>0</td> <td>0</td> <td>1/1</td> <td>1/1</td> <td>0/4</td> <td>7/9</td> </tr> </tbody> </table> <p>PP pupils have been invited to attend a number of extended school activities including Holiday Club and visits to Chester Zoo, Flamingo Land and the Trafford Centre. 25/66 PP pupils attended this provision. There has been a positive impact on the children's attitudes towards their learning through raised aspirations and engagement with the wider school curriculum.</p>		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Reading	1/1	0	0	1/1	0	1/4	7/9	Writing	1/1	0	0	1/1	1/1	0/4	7/9			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																							
Reading	1/1	0	0	1/1	0	1/4	7/9																							
Writing	1/1	0	0	1/1	1/1	0/4	7/9																							

<p>(G) To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.</p>	<p>Cost of books £2000</p>	<p>Children have access to a wide variety of high quality texts and reading resources. All classes have a stimulating and inviting 'reading area' where children can read for pleasure. Families regularly attend sessions in the school library.</p>	<p>The % of pupils attaining ARE at the end of the summer term has almost doubled from the end of the previous autumn term.</p> <table border="1" data-bbox="1055 197 2152 464"> <thead> <tr> <th>READING</th> <th>% of learners below (Working outside POS)</th> <th>% of learners who are vulnerable to attain ARE</th> <th>% of learners who are on track to attain ARE</th> <th>% of learners who are @ Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Whole school (autumn)</td> <td>41% (73/179)</td> <td>25% (45/179)</td> <td>24% (43/179)</td> <td>10% (18/179)</td> </tr> <tr> <td>Whole school (summer)</td> <td>29% (52/182)</td> <td>23% (41/182)</td> <td>40% (72/182)</td> <td>9% (17/182)</td> </tr> </tbody> </table> <p>All pupils 'DEAR' after dinner for 10 minutes and there is a genuine 'love for reading' amongst pupils. Class teachers have worked alongside Ros Ferrara (Focus Education) to identify high quality texts to use in English lessons and throughout the curriculum.</p>	READING	% of learners below (Working outside POS)	% of learners who are vulnerable to attain ARE	% of learners who are on track to attain ARE	% of learners who are @ Greater Depth	Whole school (autumn)	41% (73/179)	25% (45/179)	24% (43/179)	10% (18/179)	Whole school (summer)	29% (52/182)	23% (41/182)	40% (72/182)	9% (17/182)
READING	% of learners below (Working outside POS)	% of learners who are vulnerable to attain ARE	% of learners who are on track to attain ARE	% of learners who are @ Greater Depth														
Whole school (autumn)	41% (73/179)	25% (45/179)	24% (43/179)	10% (18/179)														
Whole school (summer)	29% (52/182)	23% (41/182)	40% (72/182)	9% (17/182)														
<p>(H) Increase the opportunity for pupils to attend residential activities and access wider opportunities to raise their aspirations and develop a growth mind-set.</p>	<p>£3000 (RobinWood Yr6)</p>	<p>Pupil's achievement will be improved by providing opportunities to expand their understanding of the world through a residential programme. Through a whole school approach to 'Building Learning Powers', children will develop a growth mind-set and will raise their aspirations.</p>	<p>100% of Y6 pupils attended the residential visit to Robinwood in February 2018. We have introduced an additional residential activity so that Y5 pupils will now go to Robinwood and Y6 pupils will go to London.</p> <p>22/31 pupils are due to go to London (50% are PP pupils who have consent to go). 28/33 pupils are due to go to Robinwood (75% are PP pupils who have consent to go).</p>															
<p>(I) Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.</p>	<p>Two Learning Mentors = £26,820</p>	<p>Through bespoke interventions with learning mentors or MIND, either individually or within a small group, pupils will be emotionally literate and will be achieve well throughout the whole school curriculum.</p>	<p>Nurture groups have supported children in receipt of the Pupil Premium. These children were identified as underachieving because of social, emotional or behavioural reasons. Baseline assessments were carried out using PIVATs to assess the children' personal, social and emotional development. This allowed the learning mentors to have a clear starting point from which to measure impact. 14/66 PP pupils attended a bespoke intervention to support them with their personal, social or emotional development. Pupils from Year 2 onwards are assessed using the 'Emotional Literacy' toolkit. A baseline score is taken at the beginning of the intervention and is later measured against a score at the end of the intervention. 80% of pupils scored a higher % of emotional literacy following the intervention.</p>															
<p>TOTAL</p>	<p>£81,840</p>	<p>Allocation: £81,840</p>																

For further information on the attainment and progress of all children, please click the link below to see the school's Performance Tables for 2016 – 2017
<https://www.compare-school-performance.service.gov.uk/school/105679>

Pure PP (non SEND) vs Non PP (non SEND) comparison data 17-18

Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Reception Autumn 2	50% 2/4	10% 2/21	40%	50% 2/4	10% 2/21	40%	50% 2/4	10% 2/21	40%	50% 2/4	29% 6/21	21%
Reception Summer 2	75% 3/4	52% 11/21	23%	75% 3/4	57% 12/21	18%	75% 3/4	57% 12/21	18%	75% 3/4	57% 12/21	18%
Headlines	<p>% show more PP are on track than NPP. Only small number of pure PP in cohort.</p>											
Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 1 Autumn 2	67% 2/3	57% 12/21	10%	67% 2/3	57% 12/21	10%	67% 2/3	57% 12/21	10%	67% 2/3	57% 12/21	10%
Year 1 Summer 2	67% 2/3	57% 12/21	10%	67% 2/3	67% 14/21	No diff	67% 2/3	76% 16/21	10%	67% 2/3	86% 18/21	19%
Headlines	<p>% show more pure PP pupils are on track than NPP when combining all 3 subjects together. NPP outperforming pure PP in writing and maths. Only small number of pure PP in cohort. 1 arrival in the summer term.</p>											
Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 2 Autumn 2	33% 1/3	40% 8/20	7%	33% 1/3	50% 10/20	17%	33% 1/3	55% 11/20	22%	33% 1/3	40% 8/20	7%
Year 2 Summer 2	33% 1/3	55% 11/20	22%	33% 1/3	60% 12/30	23%	33% 1/3	55% 11/20	22%	33% 1/3	60% 12/20	27%
Headlines	<p>NPP outperforming pure PP pupils in all subjects and the gap has widened. HLTA to support in Y3 in the autumn term. Only a very small number of pure PP in cohort. 1 arrival in the summer term.</p>											
Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 3 Autumn 2	12.5% 1/8	25% 4/16	12.5%	37.5% 3/8	50% 8/16	12.5%	12.5% 1/8	25% 4/16	12.5%	50% 4/8	50% 8/16	No diff
Year 3 Summer 2	25% 2/8	50% 8/16	25%	50% 4/8	62.5% 10/16	12.5%	25% 2/8	56% 9/16	31%	50% 4/8	50% 8/16	

Headlines	<p>% show more NPP are on track that pure PP and the gap has widened, although there is no difference in Maths. The cohort has a large proportion of PP pupils compared to other cohorts. 1 pure PP child has made better than expected progress in R and M from PAG 1 pure PP child has made better than expected progress in R from PAG</p>
------------------	---

Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 4 Autumn 2	33% 1/3	22% 5/23	11%	100% 3/3	37% 8/23	63%	33% 1/3	22% 5/23	11%	33% 1/3	22% 5/23	11%
Year 4 Summer 2	67% 2/3	39% 9/23	28%	100% 3/3	61% 14/23	39%	67% 2/3	43% 10/23	24%	100% 3/3	39% 9/23	61%

Headlines	<p>% show more pure PP still on track than NPP in all subjects. Only small number of pure PP in cohort. 1 pure PP child has made better than expected progress in R from PAG. 1 pure PP child has made better than expected progress in W from PAG. 1 pure PP child has made better than expected progress in M from PAG.</p>
------------------	---

Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 5 Autumn 2	12.5% 1/8	12.5% 2/16	No diff	12.5% 1/8	25% 4/16	12.5%	12.5% 1/8	12.5% 2/16	No diff	12.5% 1/8	25% 4/16	12.5%
Year 5 Summer 2	11% 1/9	17.5% 3/17	6.5%	22% 2/9	41% 7/17	19%	11% 1/9	17.5% 3/17	6.5%	33% 3/9	41% 7/17	8%

Headlines	<p>% show more NPP are still on track than pure PP in all subjects. The cohort has a large proportion of PP pupils compared to other cohorts. 1 arrival in the summer term</p>
------------------	---

Class (from 2017-2018)	Combined			Reading			Writing			Maths		
	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff	PP (non SEND)	NPP (non SEND)	Diff
Year 6 Autumn 2	28.5% 4/14	21% 3/14	7.5%	28.5% 4/14	28.5% 4/14	No diff	28.5% 4/14	21% 3/14	7.5%	50% 7/14	35.5% 5/14	14.5%
Year 6 Summer 2	57% 8/14	46% 6/13	11%	78.5% 11/14	61.5% 8/13	17%	57% 8/14	46% 6/13	11%	78.5% 11/14	84.5% 11/13	6%

Headlines	<p>% show more PP are still on track than NPP in Combined, Reading and Writing. 1 leaver in the summer term.</p>
------------------	--