



## **Review Statement for Pupil Premium Spend 2016-17**

### **Priority 1**

#### **To ensure teaching and learning meets needs of pupils.**

12% was allocated to this category and was used to ensure teaching is now good across the school and a learning mentor had a Pupil Premium focus as part of their role. This has been achieved with 86% of teaching being good or better and 2 learning mentors available. There may need to be improvements in the way their work is recorded to reflect the amount of time being allocated to PP.

### **Priority 2**

#### **To ensure appropriate provision for those n vulnerable groups.**

55% was allocated to this category.

Additional teachers were allocated to Y2 and Y6 and there were significant impacts on results in both Key stage 1 and particularly KS2. In particular the results for KS2 showed the biggest increase across the MAT over 20%. This was achieved through both whole class quality first teaching and focused interventions.

There was the appointment of an early years SENCO to support and lead interventions and a Speech and Language therapist appointed.

Additional support was provided to the Nursery and also to other classes for 1-1 support.

The impact of all of the strategies were seen in the increased results across the school for pupil premium at the end of key stage. Notably they had higher results than Non-PP for GLD again showing the impact of strategies.

### **Priority 3**

3% was spent in this area to ensure that all PP children had access to school visits. This has been implemented and has been successful.

### **Priority 4**

18% was spent in this area.

Mathematics Mastery and Talk for Writing have had key impact in improving quality of provision and standards and this is reflected in the end of key stage and interim assessment data.

The School Library service is now regularly used by staff to provide more reading opportunities to young people. This is a priority across the school particularly at Key stage 2. PP reading standards improved considerably at Key stage 2. The provision of Laptops has been improved but this is an area for continued development and an Assistant Headteacher has responsibility for driving this development further.



Two key staff have been given responsibility for focusing upon PP and in particular to consider Gifted and Talented PP. This is an area for further development as the percentage of pupils achieving higher standards within the school is a priority. However, we have achieved at sport, music and drama to a very high level.

#### **Priority 5**

5% was spent in this area. There was a free breakfast club and this showed impact across the school. However due to financial constraints there is now a charge for this in 2017-18. There will be a review as the normally high PP attendance has reduced.

The attendance officer is having a key impact upon improving attendance. Although PP attendance improved it is still lower than Non PP. There is a disproportionate number of persistent absentees in this group. Strategies have been revised to focus upon this (see attendance strategy document).

The DSL offers a service to work closely with families of disadvantaged pupils and this is regularly used in a variety of ways. It has had key impact in supporting vulnerable families to support their child at school

#### **Priority 6**

7% was spent in this area

The focus upon the arts in lesson time has had a key impact with dedicated music tuition for PP pupils. The after school club strategy is having a key impact with high attendance. However fewer PP than non PP attend. This is being investigated as it is likely by product of linking attendance at after school clubs to attendance. This was designed to improve attendance and there is evidence of impact. However, PP have a lower attendance than non PP so more will not meet the threshold. This is an area for further exploration of future strategy.