

Pupil premium strategy statement (primary)

1. Summary information					
School	NOTTINGHAM ACADEMY PRIMARY				
Academic Year	18-19	Total PP budget	£281,160	Date of most recent PP Review	Sept 2018
Total number of pupils	802 + 68 nursery	Number of pupils eligible for PP	213 (24%)	Date for next internal review of this strategy	July 2019

2.	3.	4. Current attainment (Results 2017)			
Key stage 1 SATs	15-16	16-17	17-18		<i>Pupils eligible for PP (your school)</i>
Reading ARE	45%	63%	45.2%	% achieving ARE in reading, writing & maths (TA)	53%
Writing ARE	32%	44.4%	45.2%	% achieving ARE in reading (TA)	69%
Maths ARE	63%	51.9%	45.2%	% achieving ARE in writing (TA)	66%
Combined ARE	-	40.7%	38.7%	% achieving ARE in maths (TA)	72%
Key stage 2 SATs	15-16	16-17	17-18		% achieving ARE in GPS (SATs)
Reading ARE	57%	62.8%	75%	% achieving ARE in reading – Greater Depth (SATs)	38%
Writing ARE	63%	67.6%	65.7%	% achieving ARE in writing – Greater Depth (TA)	9%
Maths ARE	67%	71.4%	68.8%	% achieving ARE in maths – Greater Depth (SATs)	16%
SPaG ARE	57%	68.6%	78.1%	% achieving ARE in GPS – Greater Depth (SATs)	38%
Combined ARE	-	60%	53.1%		

5. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment – age-expected – Although attainment has improved from the previous year, disadvantaged pupils are still behind their peers within the school and behind national in all areas
B.	Attainment – greater-depth - Provision/intervention for more able pupils –more able PP pupils require additional intervention/enhancement
C.	Aspiration – Raise the aspirations of children by giving children opportunities to broaden their horizons
D.	Reading – Attainment and progress in reading in school is a priority – children lack an exposure of high level vocabulary that prevents them from attaining at a higher level.

External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Physiological needs - Emotional, Social and Behaviour needs not always met	
F.	Attendance - attendance for disadvantaged children was 93.5% last year in comparison to 95% for their peers	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A1 - Gap between disadvantaged pupils and their peers has been narrowed/closed in Reading, Writing, Maths, GPS and combined.	<p>Gap between disadvantaged and their peers has narrowed in each cohort from the previous year.</p> <p>2018-19 Year 6 – Gap taken from end of previous academic year Reading = 23.0% Writing = 21.3% Maths = 19.9%</p> <p>2018-19 Year 5 – Gap taken from end of previous academic year Reading = 1.4% Writing = -1.4% Maths = 5.6%</p> <p>2018-19 Year 4 – Gap taken from end of previous academic year Reading = 22.9% Writing = 14.2% Maths = 10.9%</p> <p>2018-19 Year 3 – Gap taken from end of previous academic year Reading = 9.8% Writing = 6.8% Maths = -0.3%</p> <p>2018-19 Year 2 – Gap taken from end of previous academic year Reading = 20.4% Writing = 19.4% Maths = 19.8%</p>
	A2 – Disadvantaged children will make good progress to help narrow the gap. Progress should be at least in line with their peers.	<p>Progress will match their peers in Reading, Writing and Maths.</p> <p>Pupils will make expected or better than expected progress in all areas.</p>
	A3 – Increase in disadvantaged children achieving age-expected by the end of KS2. Increase in disadvantaged achieving age-expected for each year group in Reading, Writing and Maths.	<p>Percentage of disadvantaged children achieving age-expected will increase for each cohort:</p> <p>2018-19 Year 6 – Attainment taken from end of previous academic year Reading = 53.7% Writing = 46.3% Maths = 53.7%</p> <p>2018-19 Year 5 – Attainment taken from end of previous academic year Reading = 46.5% Writing = 32.6% Maths = 48.8%</p> <p>2018-19 Year 4 – Attainment taken from end of previous academic year Reading = 70.3% Writing = 60.9% Maths = 68.1%</p> <p>2018-19 Year 3 – Attainment taken from end of previous academic year Reading = 54.8% Writing = 45.2% Maths = 58.1%</p> <p>2018-19 Year 2 – Attainment taken from end of previous academic year Reading = 51.6% Writing = 35.5% Maths = 54.8%</p>

B.	A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2	Data will show a greater percentage of children have achieved Greater-depth by the end of KS2. Each cohort will see an increase in disadvantaged children achieving greater-depth in all subject areas.
C.	Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...	Pupils have greater aspirations for their own futures and have a desire to achieve their goals. All disadvantaged children in Year 5/6 engage with a sporting initiative and/or a music initiative. Year 5/6 children to receive exposure to university possibilities
D.	Pupils develop a wide vocabulary and language skills which reflects in reading levels	End of Year KS results for Reading in KS1 and 2 improve. Data for Reading shows good or better than good progress. Gap between disadvantaged and their peers to narrow.
E.	Pupils who require mentoring or counselling receive this to help support with their emotional/behavioural/social needs. Any breakfast/uniform needs are addressed	Individual needs for each child is met. Individual booklets clearly identify area of need – each need to be address with provision suitable for each child.
F.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations. Overall attendance rates for disadvantaged pupils in line with peers Attendance for disadvantaged pupils improved on previous year and shows upward trend Number of persistent absentees to decrease from previous year.

7. 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 implementation?
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>D - Pupils develop a wide vocabulary and language skills which reflects in reading levels</p>	<p>Investment in quality first teaching and personalised learning strategies. Extra teaching staff to ensure that class sizes are reduced to ensure personalised learning is possible – particularly the earlier years and in Year 6.</p> <p>Lesson structures adapted throughout the school to ensure a greater emphasis on vocabulary. Vocabulary is a main focus of Guided Reading sessions and there is a vocabulary based session at the beginning of all reading sessions. Children discuss new vocabulary and will use the new words in sentences of their own to ensure understanding.</p>	<p>Children enter EYFS significantly below age expected. Smaller class sizes enables more personalised teaching and results in frequent feedback to the pupils.</p>	<p>Pupil progress meetings- year group reviews at the end of each term Monitoring and analysing each year group's pupil progress grids Data entry point checks</p> <p>Literacy lead's development plan and analysis from pupil progress meetings</p>	<p>Disadvantaged lead</p> <p>Cohort leaders</p> <p>Literacy lead</p>	<p>Half - termly</p>
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p>	<p>Learning mentors – at least 1 per year group – During the morning, groups of children are given support in the form of small groups during lesson time. This enable them to focus their thinking and to receive instant feedback whilst any misconceptions can be identified immediately. Learning mentors also run interventions in the afternoons that are specific and tailored for the needs of their specific cohort. This means that children in year 6 may receive specific maths interventions, whereas Year 5 may target their support with extra reading boosts. children who were struggling with a concept, would get small group focus time to address any barriers that they had to successfully meeting their learning objective.</p>	<p>Instant feedback is highly effective. Working in smaller groups with an adult means children can have misconceptions correct immediately, rather than allowing a gap in their knowledge and understanding to expand. Instant feedback to be given from the teacher as well as classroom support.</p>	<p>Cohort leaders engage with data to decide which groups of children need interventions and in which specific subject areas /learning objectives.</p> <p>Cohort leaders to track effectiveness of interventions through analysis of data.</p> <p>Pupil progress meetings</p> <p>Learning walk / book scrutiny to ensure all disadvantaged children are receiving effective feedback in each lesson.</p>	<p>Cohort leaders</p>	<p>Half termly</p>

<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p>	<p>Effective feedback project. Year 5 will be piloting a research project in which all disadvantaged children receive effective feedback with a class teacher on a one-to-one basis. The class teacher will spend a period of time talking through the child's work and discussions will take place on how to improve work as well as picking up on misconceptions. – rolled out across other year groups if successful.</p>	<p>Year 5 is a year group with low attainment – 47% in Reading, 33% in writing and 49 in maths. The disadvantaged children require further support and it is proven that highly effective feedback, as well as one-to-one support, is highly effective provisions to improve attainment.</p>	<p>Pupil progress meetings</p> <p>Tracking of data</p> <p>Feedback from Year 5 teachers</p> <p>Pupil survey from sample of students</p>	<p>SM – disadvantage lead</p> <p>Year 5 teaching staff</p>	<p>Half-termly</p>
---	--	--	---	--	--------------------

Total budgeted cost £198,900

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>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p>	<p>Maths booster sessions after school once a week for Year 6 pupils. All disadvantage children to be put into small groups (approx. 6 pupils of similar ability) to consolidate concepts that children need further help</p>	<p>Provision has been effective in previous years – Last year, In total 69% achieved age-expected with 16% of PP achieving greater-depth. In previous years, this cohort's attainment in maths had been incredibly weak. Sutton Trust toolkit shows that small group tuition can add 4 months of progress</p>	<p>All staff will receive areas that children need support with. Year 6 teachers will monitor progress of groups of children After a block of sessions, groups will be changed where necessary. Groups are largely taught by members of SLT or experienced teachers who are familiar with the national testing requirements.</p>	<p>SM – disadvantaged champion VL – Y6 Cohort leader FM – Y6 teacher and assistant head SLT</p>	<p>End of each half term</p>

<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p> <p>D - Pupils develop a wide vocabulary and language skills which reflects in reading levels</p>	<p>Year 1 - Communication project. Year 1 will be piloting a research project in which will aide in improving speaking and vocabulary</p> <p>Study skills project to support children with national testing</p>	<p>Disadvantaged children enter our school with poor communication skills and are significantly behind their peers. Bridging this gap early on will enable them to make good progress and will improve attainment.</p>	<p>Year 1 feedback</p>	<p>SM – disadvantage lead</p> <p>Year 1 teaching staff</p> <p>Pupil survey</p>	<p>Half-termly</p>
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>D - Pupils develop a wide vocabulary and language skills which reflects in reading levels</p>	<p>Additional reading resources to provide opportunities for children to read a wider variety of challenging text and deepen increase their comprehension skills.</p> <p>Children to receive a reading voucher to be spent at the school's book club. The voucher will enable children to buy a range of books to suit their interests.</p> <p>Develop a love of reading at a reading level that is, as a minimum, of an age-expected level</p> <p>Accelerated Reader subscription and reading books for Year 3 and 4 for the year. This will enable 30 children to receive support with their comprehension skills</p>	<p>Reading is a whole school area of development. Disadvantaged children do not always have access to reading material at home and there is a gap between disadvantaged children and their peers.</p> <p>Children are not in possession of reading books at home unless they are from school.</p>	<p>Attainment at end of Year</p> <p>Internal tracking data shows good or better than good progress.</p> <p>Tracking Accelerated read levels</p>	<p>SM – disadvantage lead</p> <p>SH Literacy lead</p> <p>Cohort leaders</p>	<p>Half -termly</p>

<p>C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...</p>	<p>All pupil premium children will receive a voucher of £45 for any upcoming trips and residential to ensure they do not miss out on experiences and enrichment opportunities due to economic barriers.</p>	<p>Residential opportunities give children the chance to engage with different experiences outside the classroom. These are valuable opportunities for children to socialise outside of school and give confidence as well as the chance to develop a range of other skills and characteristics</p>	<p>Liaise regularly with office to track financing of trip</p> <p>Engage with children who do not wish to attend due to financing to best support them.</p>	<p>Cohort leaders</p> <p>Disadvantage lead</p> <p>Finance team</p>	<p>Half termly</p>
<p>C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...</p>	<p>All Year 6 disadvantaged children will take part in 'Into University' where they will spend a week learning about universities and will work with students on a project that will be presented by the end of the week at the University of Nottingham campus.</p>	<p>Raise aspirations for disadvantaged children who do not have the same level of social mobility as their peers.</p> <p>Broaden horizons – university is an option for them and to expose children to the range of courses that are available.</p>	<p>Pupil survey</p>	<p>Disadvantage lead</p> <p>Year 6 team</p>	<p>Spring term</p>
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p>	<p>Small group daily phonics appropriate for the child to ensure they progress with their phonetic awareness and their reading skills.</p>	<p>Daily phonics sessions meet needs of pupils. Additional support & challenge in place.</p> <p>Cohort leaders to choose appropriate staff member to teach the most challenging groups.</p>	<p>EYFS leader to closely monitor and track progress of sets on a half termly basis</p> <p>EYFS lead to monitor quality of provision across all sets. Provide further training 7 support as necessary</p>	<p>EYFS</p>	<p>Half termly</p>

<p>C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...</p>	<p>All disadvantaged children in Year 5 and 6 will receive strings or brass lessons on a musical instrument that they have shown an interest in. They will receive weekly tuition and have opportunities throughout the year to play in front of live audiences – inside and outside of school. More musical instruments will be bought to ensure disadvantaged children have the opportunity to play.</p> <p>Members of the Area band and</p>	<p>Previous year groups have expressed an improvement in confidence and 100% of children in the previous year stated that they would wish to carry on with their instrument into secondary school</p>	<p>Music lead to organise groups and engage with children to ascertain their preferred instruments.</p> <p>Outside services to support with the weekly music tuition.</p>	<p>Music lead</p>	<p>Termly</p>
<p>C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...</p>	<p>Premier sports staff to offer sports coaching throughout lunch time and during the afternoons for Years 4, 5 and 6.</p>	<p>We are trying to promote health whilst also encouraging children to be active and try new sports. Premier Sports will offer a range of different sports, including: archery, table tennis and hockey. Giving children new experiences with different sports.</p>	<p>All disadvantaged children to receive a space on at least one of the sports on offer.</p> <p>Liaise with cohort leaders to ensure they put disadvantaged children first where appropriate</p>	<p>Premier sport staff Cohort leader Class teachers</p>	<p>Termly</p>
<p>C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...</p>	<p>All disadvantaged children to receive an after-school/lunch time club when requested, including homework clubs ran by support staff at lunch times for every year group.</p> <p>Incentives will be given to ensure greater participation from disadvantaged children,</p>	<p>Some children will excel in a range of different areas other than academic; it is important to give children a broad curriculum and a plethora of experiences to develop each child's thirst for learning in all areas.</p> <p>Disadvantaged children rarely attend the after-school clubs on offer.</p>	<p>Office staff to keep record of which disadvantaged children request a specific club.</p> <p>All disadvantaged children to receive a club when requested.</p>	<p>Office staff</p>	<p>Termly</p>
Total budgeted cost					£45,500
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?
F - Pupils attendance improves to maximise progress and attainment	<p>Attendance officer to frequently track and monitor poor attenders. To call home where necessary and send appropriate letters for children who are in danger of becoming persistent absentees. Support children and families where appropriate. Attendance monitored and targeted – for individuals.</p> <p>Reward system in place for attendance and incentives offered to improve attendance for all children with a focus on key individuals – initiatives including family cinema tickets, bikes and weekly prizes.</p>	<p>Disadvantaged children's attendance is below 95% and the level of persistent absentees is higher than that of their peers.</p> <p>Improving attendance and supporting families whilst engaging parents can have an impact on attainment and progress</p>	<p>Weekly assemblies to remind children of incentives</p> <p>Liaise with attendance officer on a weekly basis</p>	SLT	Weekly
E - Pupils who require mentoring or counselling receive this to help support with their emotional / behavioural / social needs. Any breakfast/uniform needs are addressed	<p>Breakfast bars and fruit will be made available for children in the mornings.</p> <p>Any gaps in uniform or uniform that no longer fits can be replaced</p>	<p>A lot of disadvantaged children either don't have breakfast, or do not bring a snack to have at break time. Going the whole morning without any food can have a negative effect on the child's ability to learn and concentrate during the morning sessions. It is also a potential safeguarding concern.</p> <p>Children who have inadequate uniform can feel uncomfortable or embarrassed. This will impact on their learning and can have a social impact.</p>	<p>Office staff have a record of uniform that is requested by teachers for their disadvantaged children</p> <p>Class teachers keep track of children who need breakfast snack as this is a potential safeguarding concern.</p>	Office staff Class teachers	Half termly
E - Pupils who require mentoring or counselling receive this to help support with their emotional / behavioural / social needs. Any breakfast/uniform needs are addressed	Counselling service to help children with social, emotional and behavioural needs. Children identified to receive weekly sessions with an outside agency	The majority of disadvantaged children at the school have a variety of different needs. There barriers to learning are not always academic and so to enable children to progress and narrow the gap with their peers, other needs need to be addressed, such as emotional, social and behavioural needs	<p>Children receive slots according to the level of need.</p> <p>Teachers refer individuals using a process set by SENCO</p>	SENCO	Termly
E - Pupils who require mentoring or counselling receive this to help support with their emotional/behavioural/so	Learning mentors for each cohort to provide children with the opportunity to have weekly/bi-weekly mentoring sessions for a range of different	Effective mentoring can add to a child's progress as it enables other barriers, particularly external barriers, to be addressed. This will them impact on the child's ability to concentrate and learn in the classroom.	<p>Learning mentors assess a child at the beginning of the mentoring and then again at the end.</p> <p>Children are added/removed</p>	Learning mentors Cohort leaders	Half termly

cial needs.	needs, including emotional, social and behavioural. These mentoring sessions enable children to develop strategies of dealing with certain barriers that they have with their development.		when appropriate according to the adults who work with each child Pupil progress meetings	Counsellor SENCO	
Total budgeted cost					£36,750

8. Review of expenditure for 2017-18

Previous Academic Year

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)
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p>	<p>Investment in quality first teaching and personalised learning strategies. Extra teaching staff to ensure that class sizes are reduced to ensure personalised learning is possible – particularly the earlier years.</p>	<p>Attainment in Reading: Each cohort was compared to their own performance in the previous year. There was a small dip in Year 1 but as the year groups got older, the percentage increased from the previous year was larger. In Year 6 for examples, 68.8% achieved expected standard, in comparison to just 50% of the cohort in the previous year.</p> <p>Attainment in Writing: The percentage increase for each cohort increased in most year groups. In Year 6, 65.5% achieved expected standard, compared to 43.4% of the same cohort the year before.</p> <p>Attainment in maths: The percentage increase was larger in all year groups apart from one, Most year groups increased by at least 7%</p>	<p>Maths leader and literacy leader will continue to look at research and improve areas of weaknesses within the school.</p> <p>Whole school developments continue to be driven.</p> <p>Cohort leaders engage with pupil progress meetings to ensure groups of children are identified early.</p> <p>Continue to place emphasis on the importance of quality teaching and improve the practise of quality teachers.</p> <p>Learning to be personalised – smaller classes, especially in earlier year to ensure personalisation of learning can continue. Smaller class sizes in Year 6 as well to ensure personalisation for SATs year</p> <p>End of year attainment levels as stated above</p>

<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p>	<p>Learning mentors – at least 1 per year group – During the morning, groups of children are given support in the form of small groups during lesson time. This enable them to focus their thinking and to receive instant feedback whilst any misconceptions can be identified immediately. Learning mentors also run interventions in the afternoons that are specific and tailored for the needs of their specific cohort. This means that children in year 6 may receive specific maths interventions, whereas Year 5 may target their support with extra reading boosts. children who were struggling with a concept, would get small group focus time to address any barriers that they had to successfully meeting their learning objective.</p>	<p>End of year attainment levels as stated above.</p> <p>Children who were put forward for mentoring received sessions</p> <p>Pupil progress grids – year groups to show where targeted support was needed for these specific year groups. Literacy and maths lead show the effectiveness of these interventions.</p> <p>Children received weekly/bi-weekly mentoring sessions for a range of different needs including emotional, social and behavioural. These mentoring sessions enabled children to develop strategies of dealing with certain barriers that they had with their development.</p>	<p>Sessions were sometimes interrupted due to the need for cover.</p> <p>Interventions were sometimes postponed due to cover needs.</p>
<p>E - Pupils who require mentoring or counselling receive this to help support with their emotional/behavioural/social needs.</p>	<p>Learning mentors for each cohort to provide children with the opportunity to have weekly/bi-weekly mentoring sessions for a range of different needs, including emotional, social and behavioural. These mentoring sessions enable children to develop strategies of dealing with certain barriers that they have with their development.</p>	<p>All children identified by cohort leaders as needing mentoring, received some level of intervention from a learning mentor. These children are identified via pupil progress meetings that take place half-termly. Children are identified and then mentoring is received.</p> <p>Learning mentors were sometimes needed for cover and so some mentoring didn't happen as frequently.</p>	<p>Effective method of tracking mentored children needed.</p>
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p>	<p>Maths booster sessions after school once a week for Year 6 pupils. All disadvantage children to be put into small groups (4-6 pupils of similar ability) to consolidate concepts that children need further help</p>	<p>All disadvantaged children received an invite to attend after-school maths booster support. In order to meet the needs of the children, and to ensure they could also attend other after school clubs, the sessions were held on two days. The attainment of maths far exceeded our target Our disadvantaged children made 7.2 steps compared to 6.3 of their peers.</p>	<p>Continue with this approach. Ensure groups remain small to ensure more personalisation. Continue to have experienced teachers/ SLT leading sessions</p>
<p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p> <p>D - Pupils develop a wide vocabulary and language skills which reflects in reading levels</p>	<p>Purchasing of new tablets in order to give constant access to a thesaurus/ dictionary/ research tool. This will enable children to constantly improve and edit their work, as well as researching relevant avenues.</p> <p>Purchasing books that have been specifically tailored towards the interests of the most vulnerable children. Develop a love of reading at a reading level that is, as a minimum, of an age-expected level</p>	<p>Reading levels of attainment can not be linked to the use of the tablets due to the infrequent use on a small scale. The tablets were useful for the children who were given them, but this would need to be seen on a larger scale to be able to elicit the impact it had on the child's learning and outcomes.</p>	<p>Other alternatives to be explored.</p>
<p>A1, A2, A3 – Gap between disadvantaged and their peers to narrow, attainment of disadvantaged to increase and progress to accelerate.</p> <p>B - A higher percentage of disadvantaged children will achieve greater-depth in Reading, Writing, Maths and GPS by the end of KS2</p>	<p>Subscription to Mathletics to support children with mathematics, relevant for their ability. This will help with instant recall as well as with more difficult concepts.</p>	<p>Pupils had access to tablets but weren't incorporated into lessons as much. Mathletics subscriptions weren't a focus and so they remained unused.</p> <p>Mathletics was used more in golden time and, as it was only used by one pupil, was not as effective.</p>	<p>Other alternatives to be explored.</p>

C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...	Year 5 and year 6 children are attending residential this year. To ensure all children have a chance of attending, the school will subsidise a large proportion of the cost for the children. Year 5 children are going to Ilam Hall whilst Year 6 children will attend Kingswood.	28 out of 32 disadvantaged children went to Kingswood in Year 6 14 out of 36 disadvantaged children went to Ilam Hall in Year 5.	Pupils gained valuable transferable skills through the residential. Residential were heavily mentioned in the highlights of the year from Year 6 children. Children were given the opportunity to excel outside the classroom. Children gained the opportunity to improve on a range of key skills.
C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...	All disadvantaged children in Year 5 and 6 will receive strings or brass lessons on a musical instrument that they have shown an interest in. They will receive weekly tuition and have opportunities throughout the year to play in front of live audiences – inside and outside of school.	All disadvantaged children received lessons with a string/brass instrument. Pupils stated that they would be more likely to continue with the instrument and felt more confident after the sessions.	Continue to offer provision
C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...	Premier sports staff to offer sports coaching throughout lunch time and during the afternoons	Disadvantaged children encouraged to join a lunch time or afternoon sports club. A range of new sports offered to expose the children to different opportunities.	Continue next year with greater emphasis on ensuring more pupil premium children sign up and receive first priority
C - Disadvantaged children in all year groups receive exposure to wider opportunities and enrichment opportunities: sport, music, residential , university, career etc...	All disadvantaged children to receive an after-school/lunch time club when requested, including homework clubs ran by support staff at lunch times for every year group.	Pupil premium children were given a priority for their choice of club.	More funding as an incentive to encourage more pupil premium children to attend
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)

<p>F - Pupils attendance improves to maximise progress and attainment</p>	<p>Attendance officer to frequently track and monitor poor attenders. To call home where necessary and send appropriate letters for children who are in danger of becoming persistent absentees. Support children and families where appropriate. Attendance monitored and targeted – for individuals.</p> <p>Reward system in place for attendance and incentives offered to improve attendance for all children with a focus on key individuals – initiatives including family cinema tickets, bikes and weekly prizes.</p>	<p>Attendance of PP children is still lower than that of their peers.</p>	<p>Continue to offer incentives and ensure they are higher profile.</p>
<p>E - Pupils who require mentoring or counselling receive this to help support with their emotional / behavioural / social needs. Any breakfast/uniform needs are addressed</p>	<p>Counselling service to help children with social, emotional and behavioural needs. Children identified to receive weekly sessions with an outside agency</p>	<p>11 of the 12 pupils who received counselling were PP children.</p>	

9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk