

Pupil Premium Impact Assessment

Pupil Premium Effectiveness Report 2017-18

| 1. Summary information | | | | | |
|---|-----------------------------|------------------------------------|-------------|--|------------|
| School | Lower Fields Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £250,536.66 | Date of most recent PP Review | April 2017 |
| Total number of pupils | 454 | Number of pupils eligible for PP | 199 | Deprivation Index | 0.41 |
| 2. Attainment Y6 2017 | | | | | |
| | | <i>Pupils eligible for PP LFPS</i> | | <i>LFPS Pupils not eligible for PP</i> | |
| % achieving ARE or above in reading, writing and maths | | 29% | | 32% | |
| % making at least 2 levels of progress in reading (DFE school Progress Measure) | | 37% (-2.49) | | 47% (-0.67) | |
| % making at least 2 levels of progress in writing (DFE school Progress Measure) | | 76% (+2.06) | | 68% (- 1.27) | |
| % making at least 2 levels of progress in maths (DFE school Progress Measure) | | 46% (-1.01) | | 63% (-0.35) | |
| Attainment rest of the school 2017 | | | | | |
| % achieving GLD at the end of reception | | 35.7% | | 62.8% | |
| % achieving year 1 phonics screen | | 73% | | 74% | |
| % achieving year 2 phonics re screen | | 20% | | 64% | |
| Attainment Y2 2017 | | | | | |
| % achieving ARE or above in reading | | 52% | | 72% | |
| % achieving ARE or above in writing | | 43% | | 67% | |
| % achieving ARE or above in maths | | 57% | | 59% | |

| Objective | Steps Taken/Actions | Evidence | | | | | | Summary | | | | | | | | | | | | | | | | |
|--|---|--|--------------|--------------------------|--------------|--------------|--------------------------|---------|------|----------------|-----|-----|-----|-------------|-----|-----|-------------------|--------------|-------------|--------------|-------------|--------------|--------------|---|
| <p>To narrow the gap in attainment and progress between disadvantaged and non-disadvantaged pupils with a particular focus on the promotion of speech and language skills, early identification of speech problems and use of WELCOMM in EYFS.</p> | <ul style="list-style-type: none"> Wellcomm SALT Parent involvement (home school books, email homework, shared expectations) Focussed tasks Joined White Rose Maths Hub project Key Workers | <table border="1"> <thead> <tr> <th data-bbox="555 368 745 472">RECEPTION</th> <th data-bbox="745 368 857 472">% GLD</th> <th data-bbox="857 368 969 472">% GLD PP</th> <th data-bbox="969 368 1081 472">% GLD NON PP</th> <th data-bbox="1081 368 1254 472">DIFF PP GLD & NON PP GLD</th> <th data-bbox="1254 368 1386 472">GIRLS</th> <th data-bbox="1386 368 1518 472">BOYS</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 472 745 507">2016/17</td> <td data-bbox="745 472 857 507">56%</td> <td data-bbox="857 472 969 507">25%</td> <td data-bbox="969 472 1081 507">61%</td> <td data-bbox="1081 472 1254 507">-36%</td> <td data-bbox="1254 472 1386 507">65%</td> <td data-bbox="1386 472 1518 507">48%</td> </tr> <tr> <td data-bbox="555 507 745 603">FINAL 2018</td> <td data-bbox="745 507 857 603">32/59 54%</td> <td data-bbox="857 507 969 603">8/18 44%</td> <td data-bbox="969 507 1081 603">24/41 59%</td> <td data-bbox="1081 507 1254 603">-15%</td> <td data-bbox="1254 507 1386 603">15/30 50%</td> <td data-bbox="1386 507 1518 603">17/29 59%</td> </tr> </tbody> </table> | RECEPTION | % GLD | % GLD PP | % GLD NON PP | DIFF PP GLD & NON PP GLD | GIRLS | BOYS | 2016/17 | 56% | 25% | 61% | -36% | 65% | 48% | FINAL 2018 | 32/59 54% | 8/18 44% | 24/41 59% | -15% | 15/30 50% | 17/29 59% | <ul style="list-style-type: none"> Percentage of PP pupils achieving GLD increased by 19% despite percentage of Non-PP pupils achieving GLD falling by 2% Gap between PP and Non-PP has narrowed by 21% Gap between girls and boys has narrowed by 8% to 9%, with boys now out performing girls. |
| RECEPTION | % GLD | % GLD PP | % GLD NON PP | DIFF PP GLD & NON PP GLD | GIRLS | BOYS | | | | | | | | | | | | | | | | | | |
| 2016/17 | 56% | 25% | 61% | -36% | 65% | 48% | | | | | | | | | | | | | | | | | | |
| FINAL 2018 | 32/59 54% | 8/18 44% | 24/41 59% | -15% | 15/30 50% | 17/29 59% | | | | | | | | | | | | | | | | | | |

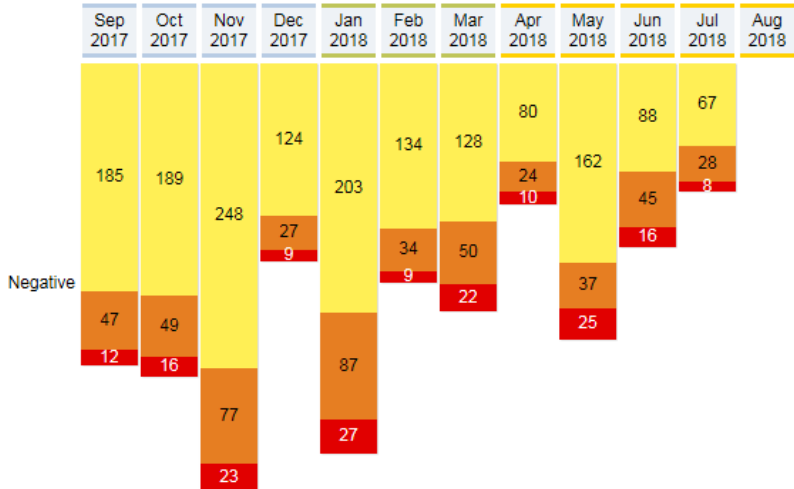
| Objective | Steps Taken/Actions | Evidence | | | | | | Summary | |
|---|--|-----------------------|---------------|-----------------------------|---------------------------------|-------------------------|-----------------------------|------------|---|
| To diminish the difference in attainment and progress between disadvantaged and non-disadvantaged pupils with a particular focus on improved assessment (SPT & RAGs) in Key Stage 1 | <ul style="list-style-type: none"> Developed provision-based classroom Small phonic groups Targeted key children PP 1:1 before and after school Phonics boxed Phonics meeting for parents Additional phonic groups pm | YEAR 1 PHONICS | Cohort | Non PP Met Threshold | Non PP Not Met Threshold | PP Met Threshold | PP Not Met Threshold | GAP | <ul style="list-style-type: none"> Cohort prior attainment much lower this year PP numbers have increased throughout the year from 12 to 20 at the end of the year. 40% of PP pupils and only 8% of Non- PP pupils in year 1 have SEND Cognition and Learning needs. 10 of the 20 PP children have SEND needs and 8 of these children are SEN for CL which has had a significant negative impact on the gap between PP and Non-PP pupils. The gap between the two groups is more significant now than earlier in the year <ol style="list-style-type: none"> we have gained two PP pupils during the year both of whom are working well below ARE. 15% (3) of the PP pupils have attendance below 85% (1 x below 75% 1 x below 80%) whereas the non-PP have only 3% (2) of pupils with below 85% attendance (one of these is a traveller who takes work with her to keep up and consequently she met the threshold). The extra support we tried to give after and before school for PP pupils was not effective as those who could have reached ARE were poor attenders and missed too many sessions. It did have a positive effect on Non-PP pupils as we targeted more than one child in each session, so that time was |
| | | 2016/17 | 44/60 | 27/38 | 11/38 | 17/22 | 5/22 | +6% | |
| | | YEAR 1 | 73% | 71% | 29% | 77% | 23% | | |
| | | Nov 2017 | 16 | 13/38 | 25/38 | 3/19 | 16/19 | -18% | |
| | | 20+ | 26% | 34% | 66% | 16% | 84% | | |
| | | Feb 2018 | 10 | 7/40 | 33/40 | 3/20 | 17/20 | -2% | |
| | | 33+ | 17% | 17% | 83% | 15% | 85% | | |
| May 2018 | 27 | 22/40 | 18/40 | 5/20 | 15 | -30% | | | |
| 33+ | 45% | 55% | 45% | 25% | 75% | | | | |
| June 2018 | 38/58 | 30/38 | 8/38 | 8/20 | 12/20 | -39% | | | |
| PASS | 66% | 79% | 21% | 40% | 60% | | | | |

| | | | <p>not wasted when poor school attendees did not turn up. This in turn increased the number of Non-PP pupils achieving the threshold and increased the gap between the two.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|---|--|---|-------------------|----------|--------------|--------------|----------------|-----------------------------|-------------------------------|-------------------------------|-------------------|----------------|----------|----------|----------|------|----------------|----------|---------|----------|------|--------------|----------|----------|----------|-----|-----------------|-----------------------------|-------------------------------|-------------------------------|-------------------|----------------|----------|----------|----------|------|----------------|----------|----------|----------|-----|--------------|----------|----------|----------|------|-------------------|-----------------------------|-------------------------------|-------------------------------|-------------------|----------------|----------|----------|----------|------|----------------|----------|----------|----------|-----|--------------|----------|----------|----------|-----|-------------------|----------------------------|-------------------------------|-------------------------------|-------------------|----------------|----------|----------|----------|-----|----------------|----------|----------|----------|------|--------------|----------|---------|----------|-----|---|
| | <ul style="list-style-type: none"> • Small phonic groups • Targeted key children • PP 1:1 before and after school • Parent information meeting (and follow up for non-attenders) • Introduction of White Rose Maths • Additional R, W & Maths intervention groups | <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>PP % ARE</th> <th>Non PP % ARE</th> <th>% Difference</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>Year 2 60 Pupils</td> <td>Year 2 (19 pupils)</td> <td>Year 2 (41 pupils)</td> <td>Difference</td> </tr> <tr> <td>READING</td> <td>65% (39)</td> <td>53% (10)</td> <td>71% (29)</td> <td>-18%</td> </tr> <tr> <td>WRITING</td> <td>58% (35)</td> <td>42% (8)</td> <td>66% (27)</td> <td>-24%</td> </tr> <tr> <td>MATHS</td> <td>58% (35)</td> <td>53% (10)</td> <td>61% (25)</td> <td>-8%</td> </tr> <tr> <td>Dec 2017</td> <td>Year 2 60 Pupils</td> <td>Year 2 (29 pupils)</td> <td>Year 2 (31 pupils)</td> <td>Difference</td> </tr> <tr> <td>READING</td> <td>46% (28)</td> <td>38% (11)</td> <td>53% (16)</td> <td>-15%</td> </tr> <tr> <td>WRITING</td> <td>47% (28)</td> <td>42% (12)</td> <td>50% (16)</td> <td>-8%</td> </tr> <tr> <td>MATHS</td> <td>53% (32)</td> <td>42% (12)</td> <td>62% (19)</td> <td>-21%</td> </tr> <tr> <td>April 2018</td> <td>Year 2 59 Pupils</td> <td>Year 2 (28 pupils)</td> <td>Year 2 (31 pupils)</td> <td>Difference</td> </tr> <tr> <td>READING</td> <td>59% (35)</td> <td>54% (15)</td> <td>65% (20)</td> <td>-11%</td> </tr> <tr> <td>WRITING</td> <td>53% (31)</td> <td>50% (14)</td> <td>55% (17)</td> <td>-5%</td> </tr> <tr> <td>MATHS</td> <td>51% (30)</td> <td>46% (13)</td> <td>55% (17)</td> <td>-9%</td> </tr> <tr> <td>FINAL 2018</td> <td>Year2 60 Pupils</td> <td>Year 2 (28 pupils)</td> <td>Year 2 (32 pupils)</td> <td>Difference</td> </tr> <tr> <td>READING</td> <td>65% (39)</td> <td>68% (19)</td> <td>63% (20)</td> <td>+5%</td> </tr> <tr> <td>WRITING</td> <td>58% (35)</td> <td>46% (13)</td> <td>69% (22)</td> <td>-23%</td> </tr> <tr> <td>MATHS</td> <td>63% (38)</td> <td>61%(17)</td> <td>66% (21)</td> <td>-5%</td> </tr> </tbody> </table> | | Cohort | PP % ARE | Non PP % ARE | % Difference | 2016/17 | Year 2 60 Pupils | Year 2 (19 pupils) | Year 2 (41 pupils) | Difference | READING | 65% (39) | 53% (10) | 71% (29) | -18% | WRITING | 58% (35) | 42% (8) | 66% (27) | -24% | MATHS | 58% (35) | 53% (10) | 61% (25) | -8% | Dec 2017 | Year 2 60 Pupils | Year 2 (29 pupils) | Year 2 (31 pupils) | Difference | READING | 46% (28) | 38% (11) | 53% (16) | -15% | WRITING | 47% (28) | 42% (12) | 50% (16) | -8% | MATHS | 53% (32) | 42% (12) | 62% (19) | -21% | April 2018 | Year 2 59 Pupils | Year 2 (28 pupils) | Year 2 (31 pupils) | Difference | READING | 59% (35) | 54% (15) | 65% (20) | -11% | WRITING | 53% (31) | 50% (14) | 55% (17) | -5% | MATHS | 51% (30) | 46% (13) | 55% (17) | -9% | FINAL 2018 | Year2 60 Pupils | Year 2 (28 pupils) | Year 2 (32 pupils) | Difference | READING | 65% (39) | 68% (19) | 63% (20) | +5% | WRITING | 58% (35) | 46% (13) | 69% (22) | -23% | MATHS | 63% (38) | 61%(17) | 66% (21) | -5% | <ul style="list-style-type: none"> • PP gap in Reading has continued to decrease throughout the year • A greater percentage of PP pupils have met the expected standard in reading than the non-PP Pupils • PP gap in writing has only slightly decreased from last year and has significantly increased at the end of the year. More accurate assessment made at the end of the year than in Dec and April? • PP gap in maths has significantly decreased since December data and is less than 2016/17. • In Reading and Maths both groups are broadly in line with each other. • The gap in writing is wider but is the area you would expect to be the last to diminish. |
| | Cohort | PP % ARE | Non PP % ARE | % Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WRITING | 58% (35) | 42% (8) | 66% (27) | -24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATHS | 58% (35) | 53% (10) | 61% (25) | -8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dec 2017 | Year 2 60 Pupils | Year 2 (29 pupils) | Year 2 (31 pupils) | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| MATHS | 53% (32) | 42% (12) | 62% (19) | -21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April 2018 | Year 2 59 Pupils | Year 2 (28 pupils) | Year 2 (31 pupils) | Difference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| READING | 59% (35) | 54% (15) | 65% (20) | -11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WRITING | 53% (31) | 50% (14) | 55% (17) | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATHS | 51% (30) | 46% (13) | 55% (17) | -9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| READING | 65% (39) | 68% (19) | 63% (20) | +5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WRITING | 58% (35) | 46% (13) | 69% (22) | -23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATHS | 63% (38) | 61%(17) | 66% (21) | -5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Objective | Steps Taken/Actions | Evidence and Summary | | | | | | | | | | | | | | | | | |
|--|--|----------------------|-----------|----------|-----------|----------|----------|----------|----------|------------|-----------|----------|-----------|------------|-----------|----------|-----------|----------|------|
| | | 2016/17 | | | | Dec 2017 | | | | April 2018 | | | | FINAL 2018 | | | | | |
| | | Subjects | Cohort 60 | PP 41 | Non PP 19 | GAP | Cohort | PP | Non PP | GAP | Cohort 60 | PP 39 | Non PP 21 | Gap | Cohort 60 | PP 39 | Non PP 21 | Gap | |
| To diminish the difference in attainment and progress between disadvantaged and non-disadvantaged pupils through developing the support for SEMH issues (particularly year 6) therefore reducing behaviour incidents. Results will be monitored through RAG meetings and measured by the outcome of KS2 SATs 2018. | <ul style="list-style-type: none"> Introduction of White Rose Maths Members of SLT supporting Maths, Reading and English lessons Additional R, W & Maths intervention groups PP 1:1 before and after school Weekly arithmetic testing and lessons Whole class guided reading (target groups with Assistant Head) School open from 8.30am Accelerated reading improved monitoring and targeting | Reading | 40% (24) | 37% (15) | 47% (9) | -10 | 42% (25) | 42% (16) | 41% (9) | +1 | 53% (32) | 54% (21) | 52% (11) | +2 | 70% (42) | 75% (29) | 61% (13) | +14% | |
| | | Reading progress | -1.95 | -2.49 | -0.67 | -1.82 | | | | | | | | | | +4.1 | +5.3 | | |
| | | GPS | 58% (35) | 54% (22) | 68% (13) | -12 | 37% (21) | 34% (13) | 36% (8) | -2 | 58% (35) | 68% (26) | 38% (8) | +30 | 69% (41) | 71% (27) | 67% (14) | +4% | |
| | | Maths | 52% (31) | 46% (19) | 63% (12) | -17 | 37% (22) | 32% (12) | 45% (10) | -13 | 48% (29) | 39% (15) | 67% (14) | -28 | 72% (43) | 73% (28) | 70% (15) | +3% | |
| | | Maths Progress | -0.61 | -1.01 | 0.35 | -1.36 | | | | | | | | | | +3.3 | +3.4 | | |
| | | Writing | 73% (44) | 76% (31) | 68% (13) | +8 | 39% (22) | 45% (17) | 23% (5) | +22 | 43% (26) | 36% (14) | 57% (12) | -21 | 62% (37) | 55% | 70% (15) | -15% | |
| | | Writing Progress | 1.01 | 2.06 | -1.27 | +3.33 | | | | | | | | | | +1.2 | +1.1 | | |
| | | Overall [R,M,W] | 32% (19) | 29% (12) | 37% | -8 | 31% (19) | 29% (11) | 36% (8) | -7 | | | | | | 50% (30) | 47% (18) | 57% (12) | -10% |
| | | | | | | | | | | | | | | | | | | | |

- Pupil premium out-perform Non-PP pupils in reading by 14%, and in GPS by 4%. The introduction of whole class guided reading has begun to accelerate progress through term 2 alongside targeted planning, intervention and support from the assistant head teacher for curriculum throughout the year.
- In maths PP pupils also out-perform their Non- PP peers closing the cohort gap by 31% from the end of April. which is when more targeted intervention and support from members of SLT was introduced and SDI became more embedded. This more than redressed the imbalance between the two groups during the summer term.
- There is still a gap in writing and, although it is always the last area for PP pupils to be able to diminish the difference to their Non -PP peers, it needs to be a whole school focus for next academic year.
- The overall percentage for both groups is low and needs to be a focus for next year.

| Objective | Steps Taken/Actions | Evidence | Summary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------------------------------|--------------|-------------|-------------|-------------------|-------------|-------------|-------------------|----------------|----|----|----|-----|-----|-----|-----|------------------|----|----|---|----|----|----|-----|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|------|------|------|------|------|------|------|---------|------|------|------|------|------|------|------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|------|------|------|------|------|------|------|---------|------|------|------|------|------|------|------|--|------------|---------|------------------------------|----------|-----------|---------|------|-------|----|------|------|---------|------|-------|----|------|------|--|--------|------------|----------|--------------|---------|------|-------|-------|------|---------|-------|-------|-------|-------|---|
| <p>Attendance Increased attendance rates for pupils eligible for PP with awareness that there are a significant number of these with complex SEND needs. Attendance regularly monitored, reported and acted upon.</p> | <ul style="list-style-type: none"> Target PP children to attend lunchtime and after school clubs Ensure all parents know how to apply for FSM. PCIO maximises every opportunity for informal meetings and talks to parents. Text messages | <p style="text-align: center;"><u>September 2017 to July 2018</u></p> <p><u>Average Attendance Key Stages 1 and 2</u></p> <table border="1" data-bbox="542 432 1543 614"> <thead> <tr> <th></th> <th>Half Term 1</th> <th>Half Term 2</th> <th>Half Term 3</th> <th>Half Term 4</th> <th>Half Term 5</th> <th>Half Term 6</th> <th>Sept 17 – July 18</th> </tr> </thead> <tbody> <tr> <td>Number of days</td> <td>69</td> <td>68</td> <td>28</td> <td>129</td> <td>115</td> <td>181</td> <td>590</td> </tr> <tr> <td>Number of Pupils</td> <td>18</td> <td>14</td> <td>8</td> <td>21</td> <td>29</td> <td>46</td> <td>116</td> </tr> </tbody> </table> <p><u>Persistent Absence Key Stages 1 and 2</u></p> <table border="1" data-bbox="542 671 1529 796"> <thead> <tr> <th></th> <th>Half Term 1</th> <th>Half Term 2</th> <th>Half Term 3</th> <th>Half Term 4</th> <th>Half Term 5</th> <th>Half Term 6</th> <th>Sept – July</th> </tr> </thead> <tbody> <tr> <td>17 - 18</td> <td>95.4</td> <td>94.9</td> <td>94.9</td> <td>93.8</td> <td>95.1</td> <td>93.2</td> <td>94.6</td> </tr> <tr> <td>16 - 17</td> <td>93.6</td> <td>94.8</td> <td>94.8</td> <td>95.4</td> <td>95.5</td> <td>93.5</td> <td>94.5</td> </tr> </tbody> </table> <p><u>Whole School Groups</u></p> <table border="1" data-bbox="542 853 1529 978"> <thead> <tr> <th></th> <th>Half Term 1</th> <th>Half Term 2</th> <th>Half Term 3</th> <th>Half Term 4</th> <th>Half Term 5</th> <th>Half Term 6</th> <th>Sept – July</th> </tr> </thead> <tbody> <tr> <td>17 - 18</td> <td>15.3</td> <td>17.5</td> <td>20.4</td> <td>25.4</td> <td>19.4</td> <td>20.5</td> <td>15.8</td> </tr> <tr> <td>16 - 17</td> <td>21.6</td> <td>16.7</td> <td>17.1</td> <td>18.6</td> <td>17.1</td> <td>20.5</td> <td>17.7</td> </tr> </tbody> </table> <table border="1" data-bbox="542 1007 1529 1131"> <thead> <tr> <th></th> <th>Av Att (%)</th> <th>PA* (%)</th> <th>100% (n^o of chn)</th> <th>Boys (%)</th> <th>Girls (%)</th> </tr> </thead> <tbody> <tr> <td>17 - 18</td> <td>94.1</td> <td>18.86</td> <td>21</td> <td>93.8</td> <td>94.4</td> </tr> <tr> <td>16 - 17</td> <td>94.0</td> <td>20.08</td> <td>23</td> <td>93.7</td> <td>94.4</td> </tr> </tbody> </table> <p><u>Whole School Holidays</u></p> <table border="1" data-bbox="542 1189 1529 1281"> <thead> <tr> <th></th> <th>PP (%)</th> <th>Non PP (%)</th> <th>SEND (%)</th> <th>Non SEND (%)</th> </tr> </thead> <tbody> <tr> <td>17 - 18</td> <td>93.3</td> <td>94.65</td> <td>92.17</td> <td>94.8</td> </tr> <tr> <td>16 - 17</td> <td>93.56</td> <td>94.41</td> <td>90.97</td> <td>94.05</td> </tr> </tbody> </table> | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept 17 – July 18 | Number of days | 69 | 68 | 28 | 129 | 115 | 181 | 590 | Number of Pupils | 18 | 14 | 8 | 21 | 29 | 46 | 116 | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept – July | 17 - 18 | 95.4 | 94.9 | 94.9 | 93.8 | 95.1 | 93.2 | 94.6 | 16 - 17 | 93.6 | 94.8 | 94.8 | 95.4 | 95.5 | 93.5 | 94.5 | | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept – July | 17 - 18 | 15.3 | 17.5 | 20.4 | 25.4 | 19.4 | 20.5 | 15.8 | 16 - 17 | 21.6 | 16.7 | 17.1 | 18.6 | 17.1 | 20.5 | 17.7 | | Av Att (%) | PA* (%) | 100% (n ^o of chn) | Boys (%) | Girls (%) | 17 - 18 | 94.1 | 18.86 | 21 | 93.8 | 94.4 | 16 - 17 | 94.0 | 20.08 | 23 | 93.7 | 94.4 | | PP (%) | Non PP (%) | SEND (%) | Non SEND (%) | 17 - 18 | 93.3 | 94.65 | 92.17 | 94.8 | 16 - 17 | 93.56 | 94.41 | 90.97 | 94.05 | <ul style="list-style-type: none"> Average Attendance for 2017 - 2018 is very similar to 2016 - 2017. Still approx 1.5% below national average. Persistent Absence for 2017 - 2018 is 2% lower than in 2016 -2017. Still almost double the national average. Much of this continues to be due to holidays in term time. 590 school days missed by a total of 116 pupils. We continue to fine the vast majority of parents who meet the criteria. The data for different groups across the whole school (including EYFS) in 2017 - 2018 are generally similar to 2016 - 2017 with the exception of Persistent Absence which has reduced by approx 1.2% and SEND pupils which has increased by approx 1.2%. |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept 17 – July 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of days | 69 | 68 | 28 | 129 | 115 | 181 | 590 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of Pupils | 18 | 14 | 8 | 21 | 29 | 46 | 116 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept – July | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 - 18 | 95.4 | 94.9 | 94.9 | 93.8 | 95.1 | 93.2 | 94.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 - 17 | 93.6 | 94.8 | 94.8 | 95.4 | 95.5 | 93.5 | 94.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | Sept – July | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 - 18 | 15.3 | 17.5 | 20.4 | 25.4 | 19.4 | 20.5 | 15.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 - 17 | 21.6 | 16.7 | 17.1 | 18.6 | 17.1 | 20.5 | 17.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Av Att (%) | PA* (%) | 100% (n ^o of chn) | Boys (%) | Girls (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 - 18 | 94.1 | 18.86 | 21 | 93.8 | 94.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 - 17 | 94.0 | 20.08 | 23 | 93.7 | 94.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP (%) | Non PP (%) | SEND (%) | Non SEND (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 - 18 | 93.3 | 94.65 | 92.17 | 94.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 - 17 | 93.56 | 94.41 | 90.97 | 94.05 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Objective | Steps Taken/Actions | Evidence | Summary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|------|------|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|----|--|------|-------|----|----|-----|----|----|----|----|----|----|----|----|--|-----|---------------|-----|-----|-----|----|-----|-----|-----|----|-----|----|----|--|------|-------------------|-----|-----|-----|----|-----|----|----|----|-----|----|----|--|------|--|
| <p>Attitudes and Engagement Support for SEMH issues of year 6 pupils is addressed and measured using the school data and behaviour tracking systems. Results will be monitored through pupil progress meetings and measured by the outcome of KS2 SATs 2018.</p> | <ul style="list-style-type: none"> Key workers Developed pastoral team and roles Specific adults allocated to key stages House system for rewards Embedded new behaviour and rewards system Always a Star children Use of broader pastoral team Use of Pastoral support in lessons |  <table border="1" data-bbox="568 922 1491 1086"> <thead> <tr> <th></th> <th>Sep 2017</th> <th>Oct 2017</th> <th>Nov 2017</th> <th>Dec 2017</th> <th>Jan 2018</th> <th>Feb 2018</th> <th>Mar 2018</th> <th>Apr 2018</th> <th>May 2018</th> <th>Jun 2018</th> <th>Jul 2018</th> <th>Aug 2018</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ALL CHILDREN</td> <td>244</td> <td>254</td> <td>348</td> <td>160</td> <td>317</td> <td>177</td> <td>200</td> <td>114</td> <td>224</td> <td>149</td> <td>103</td> <td></td> <td>2290</td> </tr> <tr> <td>Boys</td> <td>182</td> <td>190</td> <td>248</td> <td>116</td> <td>232</td> <td>125</td> <td>132</td> <td>75</td> <td>170</td> <td>106</td> <td>73</td> <td></td> <td>1649</td> </tr> <tr> <td>Girls</td> <td>62</td> <td>64</td> <td>100</td> <td>44</td> <td>85</td> <td>52</td> <td>68</td> <td>39</td> <td>54</td> <td>43</td> <td>30</td> <td></td> <td>641</td> </tr> <tr> <td>Pupil Premium</td> <td>136</td> <td>151</td> <td>188</td> <td>76</td> <td>184</td> <td>105</td> <td>123</td> <td>68</td> <td>116</td> <td>71</td> <td>69</td> <td></td> <td>1287</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>108</td> <td>103</td> <td>160</td> <td>84</td> <td>133</td> <td>72</td> <td>77</td> <td>46</td> <td>108</td> <td>78</td> <td>34</td> <td></td> <td>1003</td> </tr> </tbody> </table> | | Sep 2017 | Oct 2017 | Nov 2017 | Dec 2017 | Jan 2018 | Feb 2018 | Mar 2018 | Apr 2018 | May 2018 | Jun 2018 | Jul 2018 | Aug 2018 | Total | ALL CHILDREN | 244 | 254 | 348 | 160 | 317 | 177 | 200 | 114 | 224 | 149 | 103 | | 2290 | Boys | 182 | 190 | 248 | 116 | 232 | 125 | 132 | 75 | 170 | 106 | 73 | | 1649 | Girls | 62 | 64 | 100 | 44 | 85 | 52 | 68 | 39 | 54 | 43 | 30 | | 641 | Pupil Premium | 136 | 151 | 188 | 76 | 184 | 105 | 123 | 68 | 116 | 71 | 69 | | 1287 | NOT Pupil Premium | 108 | 103 | 160 | 84 | 133 | 72 | 77 | 46 | 108 | 78 | 34 | | 1003 | <p>Although instances of negative behaviour from PP children remains higher than Non-PP children, the number of negative cards is significantly lower in most months in the spring and summer terms than in the autumn term.</p> <p>It is also the case that a high percentage of the Red Cards were generated by two PP pupils, one of whom has the highest number of cards in the school. In both cases outside agencies are involved and measures were put in place to manage their challenging behaviours. One pupil has subsequently left the school.</p> |
| | Sep 2017 | Oct 2017 | Nov 2017 | Dec 2017 | Jan 2018 | Feb 2018 | Mar 2018 | Apr 2018 | May 2018 | Jun 2018 | Jul 2018 | Aug 2018 | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALL CHILDREN | 244 | 254 | 348 | 160 | 317 | 177 | 200 | 114 | 224 | 149 | 103 | | 2290 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 182 | 190 | 248 | 116 | 232 | 125 | 132 | 75 | 170 | 106 | 73 | | 1649 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | 62 | 64 | 100 | 44 | 85 | 52 | 68 | 39 | 54 | 43 | 30 | | 641 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil Premium | 136 | 151 | 188 | 76 | 184 | 105 | 123 | 68 | 116 | 71 | 69 | | 1287 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOT Pupil Premium | 108 | 103 | 160 | 84 | 133 | 72 | 77 | 46 | 108 | 78 | 34 | | 1003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Objective | Steps Taken/Actions | Evidence | Summary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|------------------------|------------------------|-------------|-------------|--------------|---------|----|----|----|----|-----------|---|----|----|----|--------|----|----|----|----|--------|----|----|----|----|--------|----|----|----|----|--------|----|----|----|----|--------|----|----|----|----|--------|----|----|----|----|-------|-----|-----|-----|-----|-------------------|------------------------|------------------------|------------------------|------------------------|--|
| <p>F. Applying for PP All parents eligible will be supported to apply for Pupil Premium.</p> | <ul style="list-style-type: none"> Continue to work with families to help them apply for PP funding. Ensure all parents know how to apply for FSM. PCIO maximises every opportunity for informal meetings and talks to parents. Use of targeted leaflet Text messages Website messages Uniform incentive Access to support for trips and after school clubs | <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP JAN 2017</th> <th>PP JAN 2018</th> <th>PP MAY 2018</th> <th>PP JULY 2018</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>14</td> <td>13</td> <td>17</td> <td>19</td> </tr> <tr> <td>Reception</td> <td>9</td> <td>19</td> <td>19</td> <td>17</td> </tr> <tr> <td>Year 1</td> <td>21</td> <td>19</td> <td>19</td> <td>20</td> </tr> <tr> <td>Year 2</td> <td>19</td> <td>29</td> <td>29</td> <td>29</td> </tr> <tr> <td>Year 3</td> <td>28</td> <td>19</td> <td>19</td> <td>19</td> </tr> <tr> <td>Year 4</td> <td>23</td> <td>31</td> <td>31</td> <td>31</td> </tr> <tr> <td>Year 5</td> <td>39</td> <td>28</td> <td>28</td> <td>26</td> </tr> <tr> <td>Year 6</td> <td>39</td> <td>39</td> <td>39</td> <td>38</td> </tr> <tr> <td>TOTAL</td> <td>196</td> <td>197</td> <td>201</td> <td>199</td> </tr> <tr> <td>PERCENTAGE</td> <td>192/469 41%</td> <td>197/460 43%</td> <td>201/462 44%</td> <td>199/457 44%</td> </tr> </tbody> </table> | Year Group | PP JAN 2017 | PP JAN 2018 | PP MAY 2018 | PP JULY 2018 | Nursery | 14 | 13 | 17 | 19 | Reception | 9 | 19 | 19 | 17 | Year 1 | 21 | 19 | 19 | 20 | Year 2 | 19 | 29 | 29 | 29 | Year 3 | 28 | 19 | 19 | 19 | Year 4 | 23 | 31 | 31 | 31 | Year 5 | 39 | 28 | 28 | 26 | Year 6 | 39 | 39 | 39 | 38 | TOTAL | 196 | 197 | 201 | 199 | PERCENTAGE | 192/469 41% | 197/460 43% | 201/462 44% | 199/457 44% | <ul style="list-style-type: none"> There was an increase of 5 children from January 2017 to 2018 and a further 4 in term 2. This is an increase of 4 from the final figure in 2016/17. Working tax credits continue to be a problem as many families who previously would have got PP no longer do so. The introduction of universal credit has had a significant impact. This new robust system has meant that many more parents are now getting jobs. Parents do not fill in free school meals forms as they are free and so must be approached and often helped to apply. Even then they often do not take the form and evidence down to the LA and must be contacted and supported several times to do so. The office staff and the PCIO now have a much clearer understanding of why we need the funding and their roles in securing this. This is particularly true as pupils move from nursery to reception when we were previously losing numbers and not getting them back until much later in the year. LA has introduced a better system for identifying Early Years funding entitlement helping us to support Pupil Premium children more rapidly. |
| Year Group | PP JAN 2017 | PP JAN 2018 | PP MAY 2018 | PP JULY 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nursery | 14 | 13 | 17 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | 9 | 19 | 19 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 21 | 19 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 19 | 29 | 29 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 28 | 19 | 19 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 23 | 31 | 31 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 39 | 28 | 28 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 39 | 39 | 39 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 196 | 197 | 201 | 199 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PERCENTAGE | 192/469 41% | 197/460 43% | 201/462 44% | 199/457 44% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |