

Pupil premium strategy statement - Stoke Holy Cross Primary School

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority or were adopted from care, and children of armed service personnel. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

All schools are required to publish, on their websites, the funding they have received and how the money is being spent. Please see the attachments below for how we spend the Pupil Premium money.

1. Summary information					
School	Stoke Holy Cross Primary				
Academic Year	2017-18	Total PP budget	£32,820	Date of most recent PP Review	November 2017 January 2018 March 2018 May 2018
Total number of pupils	207	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 18

2. Current attainment			
		<i>Pupils eligible for PP (school/national average)</i>	<i>Pupils not eligible for PP (school/national average)</i>
Year 1 Phonics	% achieving the phonics standard.	75% / 84%	96% / 84%
Key Stage One	% achieving the 'Expected Standard' in reading.	50% / 79%	75% / 79%
	% achieving the 'Expected Standard' in writing.	0% / 72%	71% / 72%
	% achieving the 'Expected Standard' in maths.	50% / 79%	75% / 79%
Key Stage Two	% achieving the 'Expected Standard' in reading, writing, maths	100% / 67%	57% / 67%
	% achieving the 'Expected Standard' in reading.	100% / 77%	68% / 77%
	% achieving the 'Expected Standard' in writing.	100% / 81%	71% / 81%

	% achieving the 'Expected Standard' in maths.	100% / 80%	79% / 80%
	Progress in maths.	+11.86 / -0.7	-0.78 / +0.3
	Progress in writing.	+10.80 / -0.4	-0.62 / +0.2
	Progress in reading.	+ 5.95 / -0.6	+2.55 / +0.3

These attainment figures represent a very small cohort of pupils. It has not been possible to view a 3-year average as the assessment system has changed and there are only 2 years of data currently.

3. 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 and progress of PP children in reading, writing and maths is not in line with non PP children in school	
B.	A significant minority of PP children within school have additional SEND needs	
C.	A significant group of PP children have social, emotional, behavioural and sensory difficulties that require support	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Many PP children do not have access to the internet and other resources to support learning at home	
E.	Low aspiration and expectation from families	
F.	Family difficulties	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will have their social, emotional and sensory needs met	Children will need less support in school to resolve behaviour issues Children will have a greater understanding of their emotions
B.	Pupil premium children's reading, writing and maths improves in line with non-PP children	PP children make better progress in reading, writing and maths PP children achieve in line with non-PP children PP children enjoy reading and can talk enthusiastically about their successes
C.	PP children with identified SEND needs are supported effectively in school	SEND support requirements are identified High needs SEND requests are submitted to Cluster (Cluster no longer receives a SEN-D budget-April 2018 onwards. Applications from NCC deferred. April 18 onwards) Support staff are in place to deliver identified support PP/SEND pupils have their needs met and make progress at appropriate level

5. Planned expenditure					
Academic year		2017/2018			
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?
C. Children are able to talk about their feelings and deal with friendship issues and other difficulties effectively, reducing the impact on their curriculum time.	C. PATHS approach focus across the school for Year 2.	PATHS, Promoting Alternative Thinking Strategies, is a whole school evidence based early intervention-prevention programme that aims to enhance the social competence and social understanding of children (aged 5 – 11years) and to facilitate educational processes in the classroom.	Our PSHE Lead leads this initiative. Support is gained through Healthy Norfolk Team and model schools as part of the networking connections forged in Year 1. Supply time is needed for Lead to observe classes, action plan/evaluate and meet with other schools. Cost: £600	PSHE Lead	Summer 18-MSAs received training – 18.4.18. Comments were that much had been learned in the hour inset, especially for the newer members of staff.
A.B.D.E.F. Pupil premium children's reading improves in line with non-PP children.	A.B.D.E.F. Use library tokens to buy in librarian time with a focus on 'Reading for Pleasure' sessions. A.B. KS1-Train/upskill TA in phonics knowledge.	Not all children have access to high quality reading material at home and cannot get to a library. It will foster a love of books and reading. TA can work with PP pupils confidently, offering high quality support and strong subject knowledge.	Librarian timetabled to work with all classes. Staff to observe to ensure they can build on approach in their own reading sessions. Cost: 4 tokens £500 Training booked. Knowledge cascaded to TAs through TA meeting. Class teacher to monitor TA impact on pupils' learning and progress. Cost: £165	Head/ English Lead Class teachers Head Teacher to book course. Class teacher to monitor and support TA.	Jan 18-Highly positive feedback received. Librarian enthused children and staff. Jan 18 May 18-Training booked for 14.6.18-SENDCo and TA.

<p>A.B. Writing improves in line with non-PP children</p>	<p>A.B. Class based Teaching Assistant to support PP pupils in writing activities by pre-learning and feedback about next steps to move on learning.</p> <p>Train/upskill support staff giving English support in classes. 2 TAs, KS1 and KS2 receive training in Grammar.</p>	<p>KS1 data (2017) shows writing results below National average. Y3 need additional support to prevent this gap widening. EEF toolkit states that effective verbal feedback can have a significant improvement on progress.</p> <p>TAs need subject knowledge to effectively support and feedback to pupils about their success and next steps.</p>	<p>Additional TA to join staff to work in Y3 for English.</p> <p>Cost:</p> <p>£3000</p> <p>Training is booked. TAs reflect on training session, cascade to other TAs and implement in English sessions. Teachers to observe TAs and to support.</p> <p>Cost:£400</p>	<p>Head to appoint. Class teacher to direct effectively</p> <p>Head Teacher. Class Teacher to monitor development of TA</p>	<p>Jan 18 Additional experienced TA in 5 mornings p/wk. New TA assigned to Y3 5 hours across week. £ additional hrs allocated to reading.</p> <p>February 18-2 TAs attended grammar course. Cascade learning at TA meeting – April 18. 2 TAs cascaded course to peers in TA meeting – 2.5.18. TAs to organise time to observe teachers in embedded grammar lessons – sum. term.</p>
---	--	---	--	---	---

<p>A.B.D. Pupil premium children's maths improves in line with non-PP children.</p>	<p>A.B.D. Y6 PP pupils to receive 'Third Space Learning' (1:1 Maths on-line intervention) maths tuition.</p> <p>D.KS2 PP are members of MyMaths meeting for 1 lunchtime per week.</p>	<p>Analysis of Y5 data show these pupils are below age related standards. Third Space Learning can accelerate progress to close gaps. Pupils have intervention to close their gaps in mathematical skills.</p> <p>Some PP pupils do not have access to the internet. Family aspirations are low and sometimes there is limited support to ensure pupils practise at home and/or complete their maths homework</p>	<p>Selected Y6 pupils based on tracking data. 1 hour weekly session with on-line tutor, time slots timetabled. Progress reports issued as part of package.</p> <p>Cost:£3000</p> <p>PP pupils are invited to the club and parental permission is sought. Registers of attendance are kept. Maths club led by a Teacher so remediation is available. Homework achieved is logged on system. 'Group' logged on Pupil Asset for monitoring against progress tracking data.</p> <p>Cost:£350</p>	<p>Head to organise. Teacher to track closing of gaps, TA support to provide technical support.</p> <p>Head Teacher to invite pp pupils. Teacher to lead club and maintain register.</p>	<p>November 17 - After 6 weeks, then termly. Further PP pupils considered in term 2 and 3, if the intervention is successful. Jan 18 – issues arose with the quality of tutor/maths expectation on the children. TAs needed to stay with children to support/trouble-shoot so became a v. expensive intervention without impact – exercised right to withdraw and received refund</p> <p>Jan 18 – Mrs Lockley runs U.S MyMaths – useful materials, children enjoy the additional 30min p/wk. Next step – measure impact on learning – end of yr with PITA assessment. Staff views being sought on renewal or seek alternative online sch/home maths support. May 18 – staff opted to renew MyMaths to continue lunch time support and to give children home access.</p>
---	---	---	--	--	---

Total budgeted cost	£8015
----------------------------	--------------

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>A.B.E. PP children's reading improves in line with non-PP children.</p>	<p>A.B.E. Provision of reading and comprehension support to enable pupil premium (and other pupils) to be supported in lessons and to participate in interventions. 1 hr teacher support weekly. 18 hours TA support weekly</p>	<p>Intervention programme assessment data shows that small groups and individual support from TAs and teachers improves attainment. EEF toolkit states that intervention programmes can improve progress. This will be especially effective when applied in the classroom with continued support from TA.</p>	<p>Pupils need identified through SEND processes. Provision mapping enables identification of staffing requirements and decisions on placement. Cluster funding obtained for high needs SEND/PP pupils, school to pay first £6500.</p> <p style="text-align: right;">Cost: teacher - £2689 TA - £8500</p>	<p>Head Teacher. SENDCo</p>	<p>Jan 18-Target/daily reader lists in classes. TA appointed in Jan 18 hearing readers across school and has comprehension groups.</p>
	<p>A.B. Catch Up Reading intervention – training TA to deliver across PP pupils.</p>	<p>Intervention programmes can close gaps in skills and accelerate progress – to be applied in classroom setting.</p>	<p>Head to book course, TA to attend. Timetabled sessions. Materials and space allocated to ensure pupils can focus.</p> <p style="text-align: right;">Cost: £500 £600 for 2</p>	<p>Head teacher, SENDCo Trained TA</p>	<p>Jan 18-TA agreed to training in Thetford – Mar 18, TA trained and met with HT to discuss next steps. List of children with priority and a timetable produced. Beginning April 18. Baselines obtained and in-built assessment used to track progress. April 18 – CU timetabled and implemented to target pupils. May 18 - Timetable reviewed to suit classes and time available. Need to order Level 11 and 12 to enable PPG pupils to progress.</p>
	<p>A.B.Sound Discovery intervention</p>	<p>Intervention programmes can close gaps in skills and accelerate progress – to be applied in classroom setting.</p>	<p>Head to book course. TA to attend. Pupils identified, assessed and timetable for support established. Materials and space allocated to ensure pupils can focus.</p> <p style="text-align: right;">Cost: £350</p>	<p>Head, SENDCo Trained TA</p>	<p>Jan 18-not achieved yet. Training sought in April 18 for TA. April 18 – no training yet. May 18 – booked training – 14.6.18 – SENDCo and TA.</p>

C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	C.F. Time4You (Benjamin Foundation) 1 to 1 sessions to address social and emotional issues. 7 sessions weekly.	The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotional supported to access the learning through the curriculum.	Careful identification of pupils for this support. Working closely with the families-receiving consents. Monitoring and documenting 'soft evidence' of effectiveness. Feedback from Time4You worker. Cost: £4,636	Head-organise/Teachers to nominate	December 17-Jan 18-1 pupil moved to fortnightly visits, allowing a new pupil to access support. Another pupil ready to go to fortnightly but doesn't want to. March 2018 – cont. with level of support. 1 pupil joined fortnightly visits.
C.E.F. PP pupils will attend school on time to participate in Sensory Circuits. They will be able to cope with the sensory signals through the day.	C.E.F. Provide sensory circuits for targeted individuals before school. Access staff training to enable these groups to operate.	Working with Sen-i specialists we feel this is one method of ensuring pupils are not overwhelmed by sensory signals in busy classrooms.	Taking advice from Sensory Need support services. Ensuring staff are suitably trained and confident. Monitoring effectiveness in reducing sensory overload and resulting behaviour issues in lessons. Resource audit. Cost: £545	Head Trained TA	Autumn 17-Jan 18-target gp. Identified, invited and participating. Baseline information prepared. March 18-target group attending 2 sessions p/wk. Baseline conducted, parents involved in questionnaire and progress measured.
Total budgeted cost					£17,220 (+£100)

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?
C.F. Children are able to have a safe place to be supported at lunchtimes	C.F. Employ an MSA to run 'Safe Zone' at lunchtimes.	There are some pupils who find the more unstructured playtimes complicated. This can result in behaviour issues and social & emotional upsets. Having the Safe Zone enables these pupils to be supported and to discuss their feelings. Safe zone compliments and supports our PATHS	Employ an MSA specifically for this role and provide a suitable venue and resources. Cost: £2285	Head, Nurture MSA (DHT)	Jan 18-fewer incidents so Safe Zone operates M-Th with MSA outside on Fri. to support pupils in situ. Evaluated during appraisal if staff needed additional training – no, but wider resourcing is a

		approach. It enables all pupils to feel safe on the playground by ensuring pupils have a safe place to be removed to. It can result in them be ready to engage in their learning after lunch.			need, particularly for anti-bullying activities May 18 – increase in Safe Zone referrals. Clarified with staff use of SZ.
E.F. To be able to offer support to parents, signpost agencies and support groups.	E.F. Contribute to the cluster Parent Support Advisor	Our Parent Support Advisor is engaged with a number of families to support with attendance, behaviour management as well as a range of other social issues. Where there has been PSA involvement there have been positive outcomes achieved in school.	Monitoring of the PSA role by Cluster Governors. Regular liaison with the PSA – Head manages PSA for Cluster. Cost: £2000	Head	Autumn 17-Jan 18 PSA role under review at Cluster level- more information to follow. Current workload in SHC is not PPG children. March 18-PSA role ceasing from 31.3.18. Cluster Heads are seeking support worker for specific role, rather than general PSA.
C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	C.F. Drawing and Talking - trained TA led	The focus of the work is to nurture and support the child but we find the positive effects of this are often seen within the family unit and in the school setting. By strengthening the emotional and social well-being of the child, they will have a better chance of solving their problems more successfully in the future. They will be emotional supported to access the learning through the curriculum.	Pupils identified by Head/class teacher. Head contacts parents. Consent received. Weekly timetabled sessions in a quiet space. TA informs Head with concerns (safeguarding or need for further communication with parents/agencies) Cost: £400	Head Trained TA	Jan 18-reviewed at appraisal level-no further training required. Discussed secure storage of session materials, especially with GDPR from May 18 March 18-pupils being tracked, measured for effectiveness and parents informed about level of success. May 18 – no new pupils accessing DandT.
D.E.F. PP children will be able to participate in all clubs and trips to build their esteem and raise their aspirations.	D.E.F. Contingency to pay for PP pupils to ensure inclusion.	PP pupils and their families may have lower aspiration and expectations for activities and future economic well being. This will ensure PP children life experiences are enriched and broadened.	PP pupils prioritised for school activities, will be funded for trips and invited to after school clubs. Cost: £1500	Head	Autumn 18-Jan 18 inclusion in sporting activities, particular pupils reluctant for arts/other events. April 18 – PPG pupils prioritised for clubs and some school events.
A.B. PP children will have their learning and progress closely monitored and gaps identified and closed promptly.	A.B. Progress meetings held in school day so Teachers and TAs can have sufficient time to engage with SLT and plan support for PP pupils.	The school is implementing an assessment model, which focuses on early identification of gaps, tracking and support. Time needs to be given for analysis of data and challenge of quality first teaching plans. TAs will be involved so they can champion PP pupils as their knowledge of needs and processes is enhanced.	Supply cover to release class teachers and SLT for progress meetings. Cost: £1400	Head Assess. Lead SENDCo Class teacher TA	Jan 18-Dec 17-purposeful meetings, TAs attended-all staff raised awareness of target pupils as well as all children. Venn diagrams/headlines evidence of T/K of pupils – CONTINUE. Provision maps identifying PPG pupils, too.T+L Review (VNET support) – staff could talk about

					<p>pupils picked at random by Associate. New TAs supporting according to need in the afternoons. Scrutiny for PPG children, only, to be planned in to monitoring.</p> <p>Mar 18-Repeated Progress meetings for Teachers/TAs. Teachers were able to speak knowledgeably about their children. Some TAs contributed, too. SLT to do PPG book look to confirm teachers' assessments.</p> <p>May 18 – Staff up dated review of PPG pupils.</p>
Total budgeted cost					£7585
Anticipated Pupil Premium Spend					£32,820

6. Review of expenditure				
Previous Academic Year 2017-18				
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)	Cost
C.- Children are able to talk about their feelings and deal with friendship issues and other difficulties effectively, reducing the impact on their curriculum time.	C – PAThs approach focus across the school for second year.	PPG pupils and non-PPG pupils are not visiting Safe Zone as frequently. PPG pupils are using their Feeling Faces when they come in from breaks to show staff how they are feeling. Staff follow up if pupils have the uncomfortable feeling cards showing. Staff feedback around follow up training was positive. They are enthused by the impact to support approach. PAThs Lead used professional time to co-ordinate preparation of materials.	PAThs is embedded across all classes in school. Staff are wearing a selection of faces on their lanyards and discuss feelings at breaks/lunch and class times to explore pupils' growing EQ. Continue with PAThs but no longer part of PPG review.	£600
A,B,D,E,F - PP children's reading improves in line with non-PP children.	A,B,D,E,F – Use Library Tokens to buy librarian time with a focus on 'Reading for Pleasure'.	All pupils exposed to high quality modelling of how to enjoy books. All classes reported how much they had enjoyed the session. Learning Logs trialled for usefulness for parents, raising the profile of reading and motivating children. Phonics training accessed. Staff cascaded training to TA colleagues.	Early identification of pupils who are not reading regularly at home. Discuss with parents at an early stage. These pupils to be 'target daily readers' for staff/volunteers. New learning logs purchased – these have help/information inside to support home learning. Closer monitoring of impact by TAs – timetable TAs with additional training to support pupils to build on CPD.	£150 £200 £500

A.B. Writing improves in line with non-PP children	<p>A.B. Class based Teaching Assistant to support PP pupils in writing activities by pre-learning and feedback about next steps to move on learning.</p> <p>Train/upskill support staff giving English support in classes. 2 TAs, KS1 and KS2 receive training in Grammar.</p>	<p>TA appointed. Supporting Y3 with English. 2 terms.</p> <p>TAs using 'TA feedback forms' to communicate with Teacher about successes and next steps with the PP pupils they have supported.</p> <p>2 additional teachers received Talking for Writing training so all teachers have the benefit of training.</p> <p>2 TAs received training/cascaded to colleagues, to enhance all subject knowledge. Detailed dialogue took place about when particular aspects of grammar are taught, all wanted access to our 'grammar bible', with suggestions it goes out to families earlier than KS2.</p>	<p>Closer monitoring by Leadership of input/outcomes. Continue with additional support hours in this cohort to support needs.</p>	<p>£3000</p> <p>£400</p> <p>£160</p>
A.B.D. Pupil premium children's maths improves in line with non-PP children.	<p>A.B.D. Y6 PP pupils to receive 'Third Space Learning' (1:1 Maths on-line intervention) maths tuition.</p> <p>D.KS2 PP are members of MyMaths meeting for 1 lunchtime per week.</p>	<p>Ceased this intervention as our pupils struggled with understanding the tutors, the maths approach did not fit with our quality first teaching and the confidence of some of our pupils was not enhanced during the trial.</p> <p>Staff survey to gauge need for the 'club' to continue. All responses were supportive. Initiative supports pupils who do not have internet access or support at home.</p>	<p>Look for other proven interventions for Maths development.</p> <p>Continue with MyMaths.</p>	<p>(£3000 c/f to 2018/19)</p> <p>£350</p> <p>(£5010)</p>
ii. Targeted support				
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)	Cost
A.B.E. PP children's reading improves in line with non-PP children.	A.B.E. Provision of reading and comprehension support to enable pupil premium (and other pupils) to be supported in lessons and to participate in interventions. 1 hr teacher support weekly.	Teacher time to assess and monitor pupil progress in reading. TA support dedicated to reading/comprehension.	Will continue funding adults but need to ensure adults are working, predominantly, in class to support pupils in managing their learning in large groups and pupils receive a broad curriculum. Took longer to appoint TA than hoped, therefore pupils did not receive input all year.	£2689 (£8500 c/f to 2018/19)

	18 hours TA support weekly			
	A.B. Catch Up Reading intervention – training TA to deliver across PP pupils.	Training was accessed and PP pupils identified and supported. New materials were used and additional texts needed were identified.	TA has left the school so another TA is accessing training in November 18.	£520
	A.B.Sound Discovery intervention	TA and SENDCo received training-summer term. Sound Discovery offered from aut 18.	Training wasn't available until the summer term 18.	£350
C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	C.F. Time4You (Benjamin Foundation) 1 to 1 sessions to address social and emotional issues. 7 sessions weekly.	PP pupils able to access classroom and learning more readily. Few pupils needed enhanced transition to High School, than previous years, due to long term input of T4U.	Continue with service. Consent has to be sought but not always granted. Work more closely with parents to inform them of the aims of the support.	£4636
C.E.F. PP pupils will attend school on time to participate in Sensory Circuits. They will be able to cope with the sensory signals through the day.	Sensory Circuits for individuals.	Good attendance by the invited pupils. Some anecdotal evidence that pupils start their day more focused.	Would like to offer more sessions but no room available. Continue with initiative.	£545
C				
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)	Cost
C.F. Children are able to have a safe place to be supported at lunchtimes.	C.F. Employ an MSA to run 'Safe Zone' at lunchtimes.	The Safe Zone has fewer pupils on the register as there have been fewer incidents of unsafe behaviour.	MSA will continue with role generally working with the pupils. The initiative will be accessed as needed.	£2285

E.F. To be able to offer support to parents, signpost agencies and support groups.	E.F. Contribute to the cluster Parent Support Advisor	PSA input had moved away from our PP pupils to others so no longer a direct initiative for these children. The support has had a positive impact on pupils not eligible for PP. This enables all pupils to have happy and positive interactions with their peers at break times.	Cease this initiative. Cluster investigating other needs to target funding/support.	£2000 Ceases
C.F. Children will have their social, emotional and sensory needs met so they are ready to access the learning through the curriculum.	C.F. Drawing and Talking - trained TA led	Pupils are working with TA beyond 12 wk programme by choice. Majority of participants are boys, needing support to express their feelings. The support has had a positive impact on pupils not eligible for PP. This enables all pupils to show good learning behaviours.	Continue with initiative as needed.	£400
.E.F. PP children will be able to participate in all clubs and trips to build their esteem and raise their aspirations.	D.E.F. Contingency to pay for PP pupils to ensure inclusion.	Enabled pupils to take part in clubs, residential trips and have suitable uniform/equipment for school. This fulfils school aim of equal access to opportunities.	Continue to hold a contingency pot for pupils as the need arises.	£1500
A.B. PP children will have their learning and progress closely monitored and gaps identified and closed promptly.	A.B. Progress meetings held in school day so Teachers and TAs can have sufficient time to engage with SLT and plan support	All available teachers/TAs involved. TAs more confident in each subsequent meeting to contribute to the discussions. Time to discuss all pupils fully has led to more rigorous monitoring of teaching and learning.	Continue with process.	£1400

7. Additional detail

Impact 2017/18 (Unvalidated data for 2017/18) (Compared with 2016/17) – KS2

Progress					
Cohort – 30 pupils Disadv.-8 pupils	KS2(Non-Disadv)	Sch/Nat-16/17	KS2 (Disadv)	KS2 PP Nat Av.	Sch/Nat16/17
Reading	-1.16	2.55/0.3	-1.61	0.31	5.95/-0.6
Writing	-1.55	-0.62/0.2	-0.34	0.24	10.80/-0.4
Maths	-1.04	-0.78/0.3	-1.25	0.31	11.86/-0.7

The high coincidence of SEN in this cohort impacted on progress. However, pupils were well supported with interventions (Sound Discovery, Catch Up, Numicon) from Y2 and throughout KS2. Many of these pupils received targeted help for Social, Emotional and Mental Health (SEMH) needs, which enabled these pupils to remain in the classroom to access their learning. These pupils were able to transition successfully to secondary school, some without the need for enhanced transition or entering the nurture group (if moving to Framingham Earl High School).

It is difficult to compare years as numbers of eligible pupils can be very small.

SEMH support is highly successful. Our pastoral care for all pupils is high quality, innovative and impacts positively on our most vulnerable learners. However, there may have been some impact on pupil outcomes as the planned recruitment of additional adult support and the subsequent training needs took longer than hoped.

Through rigorous tracking in 2017/8, 33% of the Disadvantaged pupils in Reception achieved a Good Level of Development (GLD) from their starting point. This is an improvement compared to 2016/17.

KS1 and Phonics results breakdown by Disadvantage have not been released, yet.

Responsibility: Jeannette Chaney – Head Teacher

Chris Boss – Pupil Premium Governor