

PUPIL PREMIUM GRANT IMPACT EXPENDITURE – ACADEMIC YEAR 2017/18



Summary Information					
School	Heathfield Primary and Nursery School				
Academic Year	2017/18	Pupil Premium (PP) Budget	£207,240	Date of most recent External PP Review	n/a
Total number of pupils	500	Number of pupils eligible for PP	157	Date of next internal review of this strategy	Autumn 2018
Total number of EYFS	77	Number of pupils eligible for Early Years PP	24	Early Years PP Budget	£6,010

Current attainment									
	Pupils eligible for PP (Heathfield)			Pupils not eligible for PP (Heathfield)			National Average for Non PP		
GLD in F2	51.7%			63.6%			72%		
Y1 achieving pass mark in Phonics	69%			67%			84%		
Y2 achieving the expected standard	R: 50%	Wr: 46%	Ma: 63%	R: 61%	Wr: 52%	Ma: 57%	R: 79%	Wr: 72%	Ma: 79%
Y2 achieving a greater depth	R: 17%	Wr: 13%	Ma: 13%	R: 14%	Wr: 7%	Ma: 9%	R: 28%	Wr: 18%	Ma: 23%
Y6 achieving the expected standard	R: 71%	Wr: 50%	Ma: 57%	R: 79%	Wr: 79%	Ma: 79%	R: 77%	Wr: 81%	Ma: 80%
Y6 exceeding the expected standard	R: 14%	Wr: 7%	Ma: 7%	R: 25%	Wr: 7%	Ma: 14%	R: 29%	Wr: 21%	Ma: 27%
Y6 achieving expected standard or higher in Read, Write, Maths combined	50%			64%			67%		
Y6 achieving at a higher standard in Read, Write, Maths combined	2%			4%			11%		
Progress measures KS1 – KS2	R: +1.17	Wr: -2.57	Ma: -0.48	R: +3.25	Wr: +0.2	Ma: +0.9	R: +0.33	Wr: +0.17	Ma: +0.28
Attendance 2016 – 2017 (Y1 – Y6)	94.31%			96.58%			96%		

Barriers to future attainment for children eligible for Pupil Premium (PP) including high ability	
In-school barriers:	
A	Communication and language skills are lower in the EYFS for pupils eligible for PP. This slows progress in both reading and writing.
B	Social and emotional issues for some PP children can provide a barrier to learning at various points in school.
C	Poor retention skills for a number of PP children hinders progress as children move through school.
D	For some children eligible for PP a lack of enriching experiences caps English progress and attainment particularly in writing
External barriers:	
E	Low attendance rates for PP children (Y1-Y6) 94.31% compared to 96.58% for non-PP; this results in gaps in learning and pupils falling behind ARE

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improve oral language skills for pupils eligible for PP in the EYFS	Pupils eligible for PP in the EYFS make accelerated progress in Literacy so that the number of PP children reaching GLD is closer to that of non-PP children
B	Behaviour issues reduce in frequency	Fewer behaviour incidents recorded for PP pupils on the school system from Autumn 1 (used as a baseline)
C	Higher rates of progress evident in KS1 and KS2 for PP children	Pupils eligible for PP increasingly make accelerated progress in reading, writing and maths so that the gap is diminished by Y6
D	First hand experiences broaden children's understanding of the world and extends their vocabulary	By enhancing the conditions for learning, PP progress in the core subjects is at least in line with non-PP peers and is reflected in increased writing scores at end of Y2 and Y6
E	Increased attendance rates for those children eligible for PP	Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils.

Quality of teaching for all																									
Desired outcome	Chosen action/approach	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff Lead	Evidence (Spring 2018)			RA G																	
A. Improve the communication and language skills of PP children in the EYFS Cost: £16,658	Teaching Assistant to deliver speech and language support in the Early Years and Key Stage 1 (0.6 FTE)	A reduction in the number of pupils considered to be a 'clinical severe risk category'	Impact of SALT is limited if only weekly or fortnightly	EYFS Lead + EYFS Deputy	<table border="1"> <thead> <tr> <th></th> <th colspan="3">PPG Speaking</th> </tr> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>F1</td> <td>26.9%</td> <td>34.6%</td> <td>33%</td> </tr> <tr> <td>F2</td> <td>44.6%</td> <td>73%</td> <td>89%</td> </tr> </tbody> </table>				PPG Speaking				Autumn	Spring	Summer	F1	26.9%	34.6%	33%	F2	44.6%	73%	89%	<table border="1"> <tr> <td style="background-color: yellow;"> </td> </tr> </table>	
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Cost: £2,500					<ul style="list-style-type: none"> Increase in PPG children at ARE in listening in F2 from Autumn to Summer assessments. However there has been no increase from Spring to Summer in F1. 																																				
	10 EYFS staff trained and resourced to deliver Early Talk Boost	Progress as determined by Talk Boost Tracker at the end of each 9 week intervention	EYFS P6P colleagues have recommended this intervention	EYFS Lead + EYFS Deputy	<ul style="list-style-type: none"> Following the completion of Talk Boost tracking in Jellyfish and Seahorses classes the children have made an average of 13 points progress on the Talk Boost tracking score. 																																				
<p>C. Pupils eligible for PP make accelerated progress in reading, writing and maths so that the gap is closed by Y6</p> <p>Cost: £44,013</p> <p>No cost</p>	Additional teacher working in Y5/6 (0.5FTE), plus additional teacher in Y3/4 3 afternoons a week with a focus on providing additional support to disadvantaged pupils, through 1:1 feedback and booster/intervention sessions. Heads of School provide targeted support for vulnerable groups.	ensuring accelerated progress in relation to their starting points, in English and Maths. PP pupil progress measures compare favourably at the 3 assessment points within the year	Ring fenced additional teacher model proved effective re Y6 outcomes last year	Heads of School + Exec HT plus Phase Leaders	<table border="1"> <thead> <tr> <th></th> <th colspan="3">Pupils eligible for PP 2017</th> <th colspan="3">Pupils eligible for PP 2018</th> </tr> </thead> <tbody> <tr> <td>Y6 achieving the expected standard</td> <td>R: 71%</td> <td>Wr: 50%</td> <td>Ma: 57%</td> <td>R: 70%</td> <td>Wr: 70%</td> <td>Ma: 62%</td> </tr> <tr> <td>Y6 exceeding the expected standard</td> <td>R: 14%</td> <td>Wr: 7%</td> <td>Ma: 7%</td> <td>R: 8%</td> <td>Wr: 0%</td> <td>Ma: 0%</td> </tr> <tr> <td>Y6 achieving expected standard or higher in Read, Write, Maths combined</td> <td colspan="3">50%</td> <td colspan="3">62%</td> </tr> <tr> <td>Y6 achieving at a higher standard in Read, Write, Maths combined</td> <td colspan="3">2%</td> <td colspan="3">0%</td> </tr> </tbody> </table>		Pupils eligible for PP 2017			Pupils eligible for PP 2018			Y6 achieving the expected standard	R: 71%	Wr: 50%	Ma: 57%	R: 70%	Wr: 70%	Ma: 62%	Y6 exceeding the expected standard	R: 14%	Wr: 7%	Ma: 7%	R: 8%	Wr: 0%	Ma: 0%	Y6 achieving expected standard or higher in Read, Write, Maths combined	50%			62%			Y6 achieving at a higher standard in Read, Write, Maths combined	2%			0%			
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Cost: £26,570

Cost: £4,000

Cost: £19,500

Cost: £6,408

Increase in percentage of PPG children achieving expected standard in Writing and Maths,

% of children at Age Related Expectation for end of Summer Term						
	Reading		Writing		Maths	
	Non PP	PPG	Non PP	PPG	Non PP	PPG
F2						
Y1	62%	49%	57%	36%	67%	48%
Y2	43%	38%	36%	37%	36%	42%
Y3	53%	57%	37%	27%	37%	37%
Y4	54%	33%	46%	18%	27%	33%
Y5	79%	55%	53%	69%	18%	36%
Y6	88%	69%	88%	36%	69%	62%

- In almost all areas of the curriculum and in all year groups, PPG attainment is lower than that of non-PPG.

Average points progress since September baselines						
	Reading		Writing		Maths	
	Non PP	PPG	Non PP	PPG	Non PP	PPG
F2	3.1	3.1	3.2	3.2	3.3	3.3
Y1	1.9	1.9	2	1.9	2	1.9
Y2	2.6	2.7	2.6	2.7	2.6	2.7
Y3	2.8	2.8	2.7	2.4	2.6	2.5
Y4	3.1	2.7	2.9	2.2	3.1	2.5
Y5	3.3	2.8	3.2	2.8	3.2	3.1
Y6	3.3	3.3	3.4	3.4	3.3	3

					<p>Children should have made 3 points progress by end of Summer (2 points for Y1 pupils)</p> <ul style="list-style-type: none"> From years 1-5 in reading writing and maths (apart from year 5 maths) children are making inadequate progress. F2 and Year 6 PPG children making better than expected progress in reading, writing and maths. 															
	Y5/6 staff amend afternoon organisation to provide high quality verbal feedback	Tangible gains made in Maths progress and attainment	Pupils, staff and EEF recognise value of quality 1:1 feedback on outcomes	AHT	<ul style="list-style-type: none"> This was trialled in the autumn term but year 5 & 6 staff did not feel it was an effective approach and has therefore not continued in the Spring term. 															
	N2 pupils offered full time in the Summer	Term to accelerate progress and enhance GLD + school readiness	Full time pupils perform better in EYFS profile with f/t provision	EYFS Leader JL	<ul style="list-style-type: none"> 7 of the 12 N2 full time places offered at Scotland Road have been to PPG children. This number is not more due to the high number of PPG children in the cohort. 															
	Read, Write, Inc further embedded across both campuses with pedagogy enhanced by 2 x Reading Leaders'	PP pupils' phonics attainment matches that of other pupils	Following research and visits to other similar schools this scheme has a proven record of impact	Reading Leaders: JL + SW	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Phonics</th> </tr> <tr> <th>Non PP</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1 2018</td> <td>80%</td> <td>53%</td> </tr> <tr> <td>Year 1 2017</td> <td>80%</td> <td>56%</td> </tr> <tr> <td>Year 1 2016</td> <td>64%</td> <td>61%</td> </tr> </tbody> </table> <p>Gap between PPG and non-PPG has widened since 2016</p>		Phonics		Non PP	PPG	Year 1 2018	80%	53%	Year 1 2017	80%	56%	Year 1 2016	64%	61%	
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	Access to a range of CPD to enhance the quality of teaching and learning through a range of partnerships: NST, TSA, P6P	Staff fully aware of quality first teaching pedagogy and most effective interventions eg. Y2/3 Maths Mastery Pilot, Switch-On, Talk-Boost, Lexia, Toe-by-toe	Strategic School Improvement Fund programme used to cascade best practice	Heads of School plus SENCOs plus Phase Leaders and Deputies	<table border="1"> <thead> <tr> <th data-bbox="1234 145 1420 312">Staff group</th> <th data-bbox="1420 145 1601 312">Training opportunities (number of occasions) <small>Nb: More than 1 member of staff may have attended each opportunity</small></th> <th data-bbox="1601 145 1962 312">CPD coverage</th> </tr> </thead> <tbody> <tr> <td data-bbox="1234 312 1420 435">Site/Office</td> <td data-bbox="1420 312 1601 435">11</td> <td data-bbox="1601 312 1962 435">SIMs Census GDPR BACs</td> </tr> <tr> <td data-bbox="1234 435 1420 962">Teachers</td> <td data-bbox="1420 435 1601 962">34</td> <td data-bbox="1601 435 1962 962">SSIF Reading (inference/specialist/leadership) SSIF Maths (pre-teaching/specialist) Language Network EAL conference Moderation KS1/KS2 Agreement trialling EYFS Phonics network NQT+1 Maths open classroom observation P6P groups – English/Maths/Science/Senco/EYFS Music workshops</td> </tr> <tr> <td data-bbox="1234 962 1420 1147">Teaching Assistants</td> <td data-bbox="1420 962 1601 1147">6</td> <td data-bbox="1601 962 1962 1147">Attachment Outdoor learning Positive Intervention and de-escalation ELSA – counselling Safeguard updates</td> </tr> <tr> <td data-bbox="1234 1147 1420 1302">Leadership Team</td> <td data-bbox="1420 1147 1601 1302">7</td> <td data-bbox="1601 1147 1962 1302">NPQH (4 days) Train the trainer – safeguarding NST Safer recruitment Phonics network</td> </tr> <tr> <td data-bbox="1234 1302 1420 1364">Midday Supervisors</td> <td data-bbox="1420 1302 1601 1364">1</td> <td data-bbox="1601 1302 1962 1364">Positive Intervention and de-escalation</td> </tr> </tbody> </table>	Staff group	Training opportunities (number of occasions) <small>Nb: More than 1 member of staff may have attended each opportunity</small>	CPD coverage	Site/Office	11	SIMs Census GDPR BACs	Teachers	34	SSIF Reading (inference/specialist/leadership) SSIF Maths (pre-teaching/specialist) Language Network EAL conference Moderation KS1/KS2 Agreement trialling EYFS Phonics network NQT+1 Maths open classroom observation P6P groups – English/Maths/Science/Senco/EYFS Music workshops	Teaching Assistants	6	Attachment Outdoor learning Positive Intervention and de-escalation ELSA – counselling Safeguard updates	Leadership Team	7	NPQH (4 days) Train the trainer – safeguarding NST Safer recruitment Phonics network	Midday Supervisors	1	Positive Intervention and de-escalation
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	Leaders of Learning effectively deployed to raise the quality of teaching and learning.	Improved judgements re the overall quality of teaching for those targeted teachers and therefore pupil outcomes increase	Coaching programme was very successful last academic year in supporting NQTs	Heads of School, Exec HT plus Leaders of Learning	<ul style="list-style-type: none"> • Leaders of learning positions have been renewed for the Summer term. • LOLs have continued to support NQT+1 teachers. • LOLs deployed to support KS1, with a focus on Guided Reading and ensuring the consistency of provision. 							

Targeted support												
Desired outcome	Chosen action/approach	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff lead	Evidence (Spring 2018)	RA G						
<p>A. Improve the communication and language skills of PP children in the EYFS</p> <p>Cost: £10,200</p>	<p>20% costs of employment of a Speech and Language Therapist (0.2 FTE)</p>	<p>Pupil progress from starting points in Language Profiles and EYFS Communication and Literacy assessment areas</p>	<p>Access to community SALT is limited and attendance unreliable; large nos enter EYFS well below</p>	<p>EYFS Lead + EYFS Deputy</p>	<p>Children at ARE in Prime Areas</p>							
						<p>Listening & Attention</p>		<p>Understanding</p>		<p>Speaking</p>		
						<p>Non PPG</p>		<p>PPG</p>	<p>Non PPG</p>	<p>PPG</p>	<p>Non PPG</p>	<p>PPG</p>
					<p>F1 Autumn</p>	<p>32%</p>		<p>38%</p>	<p>41%</p>	<p>42%</p>	<p>35%</p>	<p>27%</p>
					<p>F1 Spring</p>	<p>59%</p>		<p>34%</p>	<p>59%</p>	<p>34%</p>	<p>50%</p>	<p>34%</p>
					<p>F1 Summer</p>	<p>60%</p>		<p>41%</p>	<p>60%</p>	<p>41%</p>	<p>57%</p>	<p>33.3%</p>
					<p>F2 Autumn</p>	<p>76%</p>		<p>52%</p>	<p>69%</p>	<p>50%</p>	<p>73%</p>	<p>56%</p>
					<p>F2 Spring</p>	<p>75%</p>		<p>63%</p>	<p>69%</p>	<p>63%</p>	<p>73%</p>	<p>67%</p>
					<p>F2 Summer</p>	<p>89%</p>		<p>89%</p>	<p>89%</p>	<p>87%</p>	<p>88%</p>	<p>89%</p>
						<p>Percentage of Children, targeted by Speech and Language Therapist or Teaching Assistant who are in receipt of PPG</p>						
			<p>Scotland Road</p>	<p>Kersall Drive</p>								
<p>SALT (External Provider)</p>			<p>20%</p>	<p>54%</p>								
<p>SALT (TA)</p>			<p>44%</p>	<p>64%</p>								

<p>B. The number of behaviour incidents reduce for PP children compared to those in Autumn 1 (baseline)</p> <p>Cost: £13,900</p>	<p>Designated Learning Mentors x 2.5 FTE (20% of time) to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy as well as supporting their parents/carers</p> <p>Provision of a lunchtime Nurture Club each day at both campuses for PP targeted pupils with low self- esteem.</p>	<p>Pupil progress measures within an academic year, comparisons made to other groups in school, behaviour analysis of those identified pupils including staff/parent questionnaires Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils</p>	<p>SEBDs can impact on learning and cap outcomes; Learning Mentors have proven track record of effective intervention</p> <p>History of highly positive impact at Scotland Road Campus, with reduced number of dinner time incidents and exclusion rates</p>	<p>Phase Leaders and Phase Deputies</p>	<p>Whole School Behaviour Incidents</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Scotland Road</th> <th colspan="2">Kersall Drive</th> </tr> <tr> <th>Non PP</th> <th>PPG</th> <th>Non PP</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>105</td> <td>145</td> <td>147</td> <td>210</td> </tr> <tr> <td>Spring</td> <td>84</td> <td>71</td> <td>69</td> <td>82</td> </tr> <tr> <td>Summer</td> <td>77</td> <td>80</td> <td>114</td> <td>121</td> </tr> </tbody> </table>						Scotland Road		Kersall Drive		Non PP	PPG	Non PP	PPG	Autumn	105	145	147	210	Spring	84	71	69	82	Summer	77	80	114	121
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<p>Cost: £7,181</p>					<p>- Decrease in whole school behaviour incidents of PPG and non-PPG children from 607 in Autumn Term to 392 in the Summer Term</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Behaviour Mentor Support</th> </tr> <tr> <th>Scotland Road</th> <th>Kersall Drive</th> </tr> </thead> <tbody> <tr> <td>Number of Children</td> <td>40</td> <td>56</td> </tr> <tr> <td>PPG %</td> <td>90%</td> <td>84%</td> </tr> </tbody> </table>						Behaviour Mentor Support		Scotland Road	Kersall Drive	Number of Children	40	56	PPG %	90%	84%													
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<p>Cost: £10,772</p>	<p>Learning Behaviour Nurture club for targeted children with complex social, emotional and learning needs.</p>	<p>Self-help skills improve, self-moderation improves and social skills are further enhanced resulting in limited amount of lunchtime exclusions. Reduction in number of days lost to fixed term exclusions and tangible progress made as a result of provision teaching and intervention.</p>	<p>History of highly positive impact at Scotland Road Campus, with reduced number of dinner time incidents and exclusion rates</p>	<p>SENCOs plus Heads of School</p>	<p>Nurture:</p> <ul style="list-style-type: none"> • Nurture is in place at SR campus: providing daily support for identified children including at lunch times and at the end of the day. • Nurture provision at Kersall Drive: <ul style="list-style-type: none"> - 8 children receive lunchtime support. - 2 days a week a group of 6-8 Year 3/4 - Afternoon topic based nurture for approx eight Year 1 and 4 SEND boys. 	
<p>Cost: £5,777</p>	<p>Employment of a Family Support Worker (0.2FTE) to provide focused support to families, including: sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes and one-to-one sessions as appropriate</p>	<p>Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care</p>	<p>The increased number of safeguarding cases highlights considerable need for targeted support from FSW as well as sign-posting before crisis occurs</p>	<p>Heads of School plus Learning Mentors KP + AP</p>	<ul style="list-style-type: none"> • Family Support Worker works two half days per week (one at each campus) but is also willing and available to be contacted at other times to share information and act on requests as necessary. • Currently working with 4 families at Scotland Road and at 8 (approx) at Kersall Drive 	

<p>E. Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils.</p> <p>Cost: £13,900</p>	<p>Designated Learning Mentor time as Attendance Officer tracking, monitoring attendance and punctuality, and offering intervention as appropriate</p>	<p>Punctuality rates improve as well as overall attendance rates by reducing PP persistent absence Tangible gains made in the overall attendance level and therefore attaining target of 96.5%</p>		<p>Heads of School + Exec HT</p>	<table border="1"> <thead> <tr> <th data-bbox="1227 177 1328 325">Aug – July 18</th> <th colspan="2" data-bbox="1335 177 1536 325">Whole School attendance</th> <th colspan="2" data-bbox="1543 177 1744 325">Pupil Premium pupils</th> <th colspan="2" data-bbox="1751 177 1946 325">Non Pupil Premium Pupils</th> </tr> <tr> <th data-bbox="1227 330 1328 469">Pupils incl leavers</th> <th data-bbox="1335 330 1429 469">Aug – July 17 Below 90%</th> <th data-bbox="1435 330 1536 469">Aug – July 18 Below 90%</th> <th data-bbox="1543 330 1637 469">Aug – July 17 Below 90%</th> <th data-bbox="1644 330 1744 469">Aug – July 18 Below 90%</th> <th data-bbox="1751 330 1845 469">Aug – May 17 Below 90%</th> <th data-bbox="1852 330 1946 469">Aug – July 18 Below 90%</th> </tr> </thead> <tbody> <tr> <td data-bbox="1227 474 1328 528">F1 – Y6</td> <td data-bbox="1335 474 1429 528">14.9 90/604</td> <td data-bbox="1435 474 1536 528">15.0 98/651</td> <td data-bbox="1543 474 1637 528">18.8 42/223</td> <td data-bbox="1644 474 1744 528">20.0 53/265</td> <td data-bbox="1751 474 1845 528">12.5 48/381</td> <td data-bbox="1852 474 1946 528">11.6 45/386</td> </tr> <tr> <td data-bbox="1227 533 1328 587">F2 – Y6</td> <td data-bbox="1335 533 1429 587">13.0 65/498</td> <td data-bbox="1435 533 1536 587">12.1 66/544</td> <td data-bbox="1543 533 1637 587">16.7 29/173</td> <td data-bbox="1644 533 1744 587">17.2 38/220</td> <td data-bbox="1751 533 1845 587">11.0 36/325</td> <td data-bbox="1852 533 1946 587">8.6 28/324</td> </tr> <tr> <td data-bbox="1227 592 1328 646">Y1 – Y6</td> <td data-bbox="1335 592 1429 646">11.2 44/390</td> <td data-bbox="1435 592 1536 646">12.6 56/441</td> <td data-bbox="1543 592 1637 646">15.0 21/140</td> <td data-bbox="1644 592 1744 646">17.9 31/173</td> <td data-bbox="1751 592 1845 646">9.2 23/250</td> <td data-bbox="1852 592 1946 646">9.3 25/268</td> </tr> </tbody> </table> <p>- Increase in all age groups of PPG children below 90%</p>	Aug – July 18	Whole School attendance		Pupil Premium pupils		Non Pupil Premium Pupils		Pupils incl leavers	Aug – July 17 Below 90%	Aug – July 18 Below 90%	Aug – July 17 Below 90%	Aug – July 18 Below 90%	Aug – May 17 Below 90%	Aug – July 18 Below 90%	F1 – Y6	14.9 90/604	15.0 98/651	18.8 42/223	20.0 53/265	12.5 48/381	11.6 45/386	F2 – Y6	13.0 65/498	12.1 66/544	16.7 29/173	17.2 38/220	11.0 36/325	8.6 28/324	Y1 – Y6	11.2 44/390	12.6 56/441	15.0 21/140	17.9 31/173	9.2 23/250	9.3 25/268
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Other approaches:						
Desired outcome	Action	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff lead	Evidence (Spring 2018)	RAG
D. By enhancing the conditions for learning, PP progress in the core subjects increases, and is reflected in increased writing scores at Y2 and Y6 Cost: £15,990	Support of a wealth of trips, visits and visitors by heavily subsidised transport costs	Behaviour and attitudes to learning as determined by teacher feedback and attendance levels	Positive conditions for learning are an imperative; many children have a dearth of experiences beyond school	Phase Leaders + EVC	<ul style="list-style-type: none"> • Range of enrichment experiences listed in HT report • Opportunities increase engagement of all children and are providing opportunities which some children do not get outside of school. 	
	Support for transport costs in order to access a wide range of extra-curricular activities to engage pupils during and after school (sports clubs)	As above and statistics reflecting participation in such opportunities compared to other groups Termly Pupil Progress Meetings highlight accelerated progress for PP pupils	Positive conditions for learning are an imperative; many children have a dearth of experiences beyond the school offer	Phase Leaders + Sports Coach	Extra curricular sports tournaments: <ul style="list-style-type: none"> • Boccia – year 3 & 4 - KD • Sportshall Athletics Y3/4 – KD & SR • Dodgeball – Yr 5 - SR • Netball – Yr 5 & 6 - SR 	

<p>Cost: £4,600</p>	<p>Support for most vulnerable children to access residential trips through heavily subsidised charges in order to support PP pupils to access residential opportunities</p>	<p>% of PP children accessing residential experiences at least correlates to PP numbers in each cohort</p>	<p>The range of experiences can enhance confidence as well as language and vocabulary development through first hand experiences</p>	<p>Residential Leaders</p>	<table border="1"> <thead> <tr> <th colspan="5">Percentage of Children who Accessed Residentials</th> </tr> <tr> <th>Year Group</th> <th>Residential</th> <th>2015 /16</th> <th>2016/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Sleepover</td> <td>60%</td> <td>43%</td> <td>32%</td> </tr> <tr> <td>4/5</td> <td>PGL</td> <td>44%</td> <td>42%</td> <td>28%</td> </tr> <tr> <td>2/3</td> <td>Hathersage</td> <td>64%</td> <td>40%</td> <td>42%</td> </tr> <tr> <td>6</td> <td>York</td> <td>64%</td> <td>60%</td> <td>43%</td> </tr> </tbody> </table>	Percentage of Children who Accessed Residentials					Year Group	Residential	2015 /16	2016/17	17/18	4	Sleepover	60%	43%	32%	4/5	PGL	44%	42%	28%	2/3	Hathersage	64%	40%	42%	6	York	64%	60%	43%											
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<p>E. Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils.</p> <p>Cost: £9,500 + £2,000</p>	<p>Provide a free Early Birds Breakfast Club for pupils from F2 – Y6 at both campuses 30 minutes before the start of the school day</p> <p>Provide travel allowance for parents of PP pupils to remove physical barriers to coming to school</p>	<p>Punctuality rates, subsequently attendance rates too and children's concentration levels improve</p> <p>Tangible weekly gains made in PP attendance rates</p>	<p>Proven to enhance punctuality at William Booth Primary</p> <p>Many families are in crisis and at times find themselves in temporary housing that is 2 bus journeys away from school</p>	<p>SBM MA plus Learning Mentors</p> <p>Learning Mentors KP + AP</p>	<table border="1"> <thead> <tr> <th colspan="7">Whole School Attendance</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Scotland Road</th> <th colspan="2">Kersall Drive</th> <th colspan="2">Whole School</th> </tr> <tr> <th>PPG</th> <th>Non PPG</th> <th>PPG</th> <th>Non PPG</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>94.7%</td> <td>96.4%</td> <td>94.4%</td> <td>95%</td> <td>94.5%</td> <td>94.9%</td> </tr> <tr> <td>Spring</td> <td>94.1%</td> <td>96.3%</td> <td>93.4%</td> <td>96.4%</td> <td>93.7%</td> <td>96.3%</td> </tr> <tr> <td>Summer</td> <td>94.4%</td> <td>96.4%</td> <td>93.8%</td> <td>96.4%</td> <td>94.1%</td> <td>94.1%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Slight decrease in attendance of PPG children from September to July. - Non PPG children attend better than PPG children. - One child at KD accessed a travel pass but is not currently. 	Whole School Attendance								Scotland Road		Kersall Drive		Whole School		PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	Autumn	94.7%	96.4%	94.4%	95%	94.5%	94.9%	Spring	94.1%	96.3%	93.4%	96.4%	93.7%	96.3%	Summer	94.4%	96.4%	93.8%	96.4%	94.1%	94.1%
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