

Evaluation for 2017/18

| 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. | Social and Emotional resilience | |
| B. | Engagement and motivation of Pupil Premium Children to include their surrounding environment external to school | |
| C. | Persistent and late absences | |
| D. | Aspiration | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Deprivation | |
| E. | Parental Engagement | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Children will be more emotionally resilient, secure and confident. | <p>The work of the pastoral lead and pastoral support team will continue to engage with identified children and their families. Children who need intense emotional and social support will continue to be supported to ensure they are emotionally strong and resilient enough to engage with their learning. This will continue to be supported by the work of our Play Therapist, FSW and Attendance Officer.</p> <p>Thrive and SEAL will continue throughout the school with all TA's receiving refresher training and one more TA receiving the intensive 10 day training.</p> <p>The school will continue to facilitate TAF meetings and follow up work. Workshops and drop in sessions will continue to be provided for parents and their children to ensure closer attachment and understanding between child and parent.</p> <p>The school will continue to seek the support and advice of outside agencies to provide more specific emotional and social support where needed.</p> <p>We are embarking on a whole school programme of Aspiration and Resilience to include children identifying their own aspirations and speakers from all different professions to come and speak to the children about their learning and life journeys. Work in the Foundation stage will</p> |

| | | |
|-----------|---|--|
| | | continue to provide a learning programme around the main social barriers to some of our children's learning. This should have a continued positive impact on persistent and late absences. |
| | The Pastoral Team have engaged with a higher percentage of children and their families during the 1017/18 academic year. Our attendance data has improved and is above national average. We have a lower percentage of persistent absences. As a school we have been more diverse in the provision we provide for our families. Newly introduced course/workshops, to enhance the provision already in place, include 'Understanding your Child's Mental Health' and 'Cooking on a Budget'. Our children have had access to 'Staying Safe' workshops provided by our Family Support Worker. We also welcomed a Family and Parents workshop. We have introduced wrap around care for our children and they have free access to Family, Fun and Food activity days, also run by our Family Support Worker. We continue to train all staff in Thrive and have a comprehensive timetable for our children. | |
| B. | In Maths. Writing and Reading a greater percentage of PP children will continue to reach ARE | We will continue with our on-going work on identifying key words for each area ,half termly PP meetings and CAST formal assessment tests to review the progress of individual children, groups and classes. We are introducing a new Afl grid for maths that corresponds to the one implemented last year for writing. Our maths lead will continue to work with the South West area maths hub lead. The RWI spelling scheme was introduced last year and will continue at KS2. This has provided continuity from the Foundation/KS1 use of RWI phonics. During 2016/17 Accelerated Reader was introduced and after one term of full implementation reading is showing improvement. All teachers and TA's will be part of the CAST wide Primary Writing Project. |
| | Overall in maths a greater number of children in receipt of PP funding reached ARE. At the end of EYFS 83% of our PP children achieved a good level of development, this was 43% in 15/16 and 67% in 16/17. At the end of Year One 100% Of PP children reached the expected standard in phonics, also 100% of children in Year Two. At the end of Year Two 67% of children achieved ARE in reading, 56% in writing and 67% in maths. At the end of KS2, in the tests, 67% of PP children achieved the expected standard in reading, 67% in writing and 58% in maths. We are part of a Year 5 maths project run by Debbie Wieble, our South West Maths Hub lead. We introduced AR across KS2 and this has provided us with another analytical tool that encourages the individual child to self assess. During this year two of our teachers carried out some in school research in reading and maths for their Masters. | |
| C. | In Maths, Writing and Reading a greater percentage of PP children will make progress in line with national averages by the end of Key Stages. From EYFS to KS1 and from KS1-KS2. | The gap between children in receipt of PP funding, with one area of deprivation, and those not in receipt will continue to close. |
| | At the end of KS1 100% of Pupil Premium children made expected progress in reading, writing and maths, 100% in Year One and Year Two phonics and at the end of KS2 tests 67% in reading, 67% in writing and 58% in maths. This was an improvement in all core subjects from the previous year. | |
| D. | Those children identified as having more than one disadvantage against their learning will be identified and support, to include the family, continue to be provided where needed. | We have clearly identified that children in receipt of PP funding who have more than one area of deprivation find it more difficult to engage appropriately in their learning as they often have deep routed social and emotional issues. These additional challenges provide a barrier to reaching ARE. The work outlined in Section A above supports these children. |
| | Analyse across the year confirmed that at least 25% of our children in receipt of PP funding have at least two barriers to their learning this is compared to 11% of children who are not in receipt of PP Funding. We have a joined up approach to meeting the needs of all our children who trauma in any area of their lives. We tracked the progress | |

of children who received support from our Play Therapist, Family Support Worker and or Attendance Officer and evidence showed that the majority were making progress.

| | | |
|---|--|---|
| E. | Y1 PP children will make expected progress with Phonics. | Following on from continuous progress over the last two years we will continue quality teaching and evaluation across the year to ensure that eligible PP children will meet the expected national standards at the end of Year 1. This includes an annual review day with a Rachael from RWI. |
| 100% Of Pupil Premium children achieved the expected standard in Years One and Two. | | |
| F. | PP children will continue to become fluent and expressive readers and develop a greater depth of vocabulary and understanding. | Through a continued whole school approach to improving the fluency, of children's reading the progress made by children in receipt of PP will at least be in line with national average. Accelerated Reader has been introduced with all staff, including TA's, trained in its use and purposefulness. 2017/18 will be the first full year of its use. Data will be analyzed half termly and reviewed at pupil progress meetings and termly scheduled staff meetings. . The full introduction of this scheme at KS2 will impact on KS2 PP children and minimize the gap at the end of the year. |

The reading attainment and progress of children in receipt of PP improved from the previous year. We will continue with AR into the new school year as we will with our engagement in the PWP.

=