

<b>Pupil Premium Impact Review</b>			
<b>Previous Academic Year</b>		<b>2016-2017</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
A.. Close the gap between those classed as Disadvantaged and those not in Reading by the end of KS2	Whole school approach to Guided reading including targeted support via extra teaching staff and trained TAs. Use of Success Maker	Reading scores in KS2 SATs improved by 23 percentage points from 51% to 74% of children achieving the expected standard. 100% of children classed as Disadvantaged achieved the expected standard with one child classed as disadvantaged achieving a High Score.	Now that the system of guided reading has been implemented and is being taught in a systematic way, it will continue. The focused support from extra teaching staff can continue.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
B. Close the gap between those classed as Disadvantaged and those not in Maths by the end of KS2.	Using focused guided groups with support from extra teaching staff and TAs  Use of Success Maker.	Maths scores at the end of KS2 dipped this year with 63% of children achieving the expected standard. 80% of those children classed as disadvantaged achieved the expected standard compared with ? % of children not classed as Disadvantaged with one child classed as Disadvantaged achieving a High Score.	The guided group work with focused groups of Disadvantaged children did have an impact to some degree however maths overall took a sharp dip in results. The Success Maker intervention programme did have an impact with 100% of children classed as disadvantaged making at least 5 months extra progress over the course of the year. There were however limitations to the system which has subsequently been discontinued by Pearson. Another approach will be sourced for the new academic year.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

<p>C. Improved outcomes for those children classed as Disadvantaged through the work of a Learning Mentor.</p>	<p>Children and families identified as falling behind due to attendance &amp; punctuality/welfare issues work with Learning Mentor to address problems and improve outcomes.</p>	<p>By the end of the academic year, the percentage of pupils classed as Disadvantaged who were also classed as Persistent Absentees had fallen by 40 percentage points from 66% to 26%. This was due to the strategies put in place by the Learning Mentor and the increased engagement of parents who were willing to work in partnership with the school. Punctuality still remains an issue for some Disadvantaged children. This was monitored closely</p>	<p>Continue to support the Learning Mentor in her development. Continue to promote the services that the Learning Mentor can provide. The use of parental contracts for attendance has been a powerful tool in addressing non attendance and will be used again when appropriate. Look at the issues surrounding punctuality of Disadvantaged children and what can be provided in order to improve this.</p>
<p>D. Ensure that all Disadvantaged children have the same experiences as those children not disadvantaged</p>	<p>Trips and Residential Holidays are paid for for those children who are eligible.</p> <p>Life Education Bus costs paid for for those children classed as disadvantaged.</p>	<p>Both residential trips were a huge success with all Disadvantaged children in the cohorts taking part in the residential holidays.</p> <p>The Life Education Bus proved to be popular again with children and built on previous PHSE knowledge delivered over the past two years. Children have a better understanding of how the body can be affected by smoking, drugs and alcohol.</p>	<p>Both trips will run again and the costs of the trips will be subsidised for those children classed as Disadvantaged.</p> <p>The Life Education Bus will not be booked this academic year as the school made a loss as parents were unwilling to pay the contribution needed. Only 25% of families made the voluntary contribution towards the cost of the bus which meant school had to pay the remaining £600 which was not a planned cost.</p>