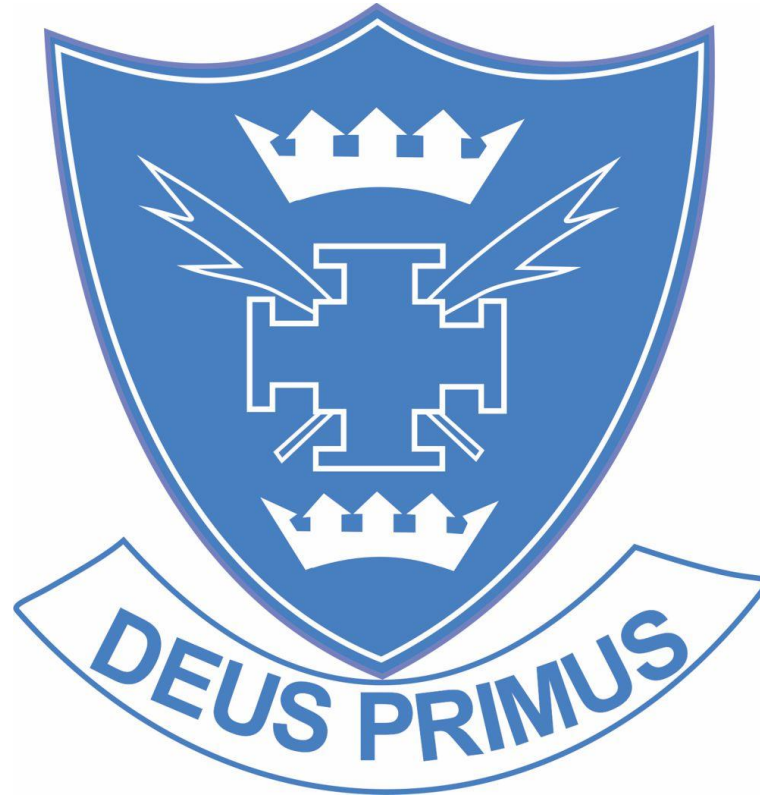


2017/18

Ss John Fisher & Thomas More Catholic Primary School



PUPIL PREMIUM SPENDING PLAN

Evaluation – September 2018

Pupil Premium Report 2017/18

OBJECTIVES		
1	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING	£109,500
2	CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS	£47,330
3	CONTINUE TO IMPROVE THE ATTENDANCE AND PUNCTUALITY OF DISADVANTAGED PUPILS	£10,000
4	INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF SCHOOL CURRICULUM	£36,961
TOTAL PLANNED SPEND		£203,791

PUPIL PREMIUM RATIONALE

Our Pupil Premium (PP) allocation will be used to raise the standards of disadvantaged pupils across the school by:

- Continuing to improve their achievement in reading, writing and spelling in all year groups.
- Continuing to improve their achievement in maths in all year groups.
- Continuing to improve their attendance and punctuality in all year groups.
- Increasing their participation in all aspects of the school curriculum.

Each intervention that will take place is described in this plan. The impact of each intervention will be measured through assessments which will take place in October 2017, December 2017, February 2018, April 2018, June 2018. To support teacher assessments, Maths (PUMA) & Reading (PIRA) tests will be used at key points during the year. Rising Stars test will be used for Grammar, Punctuation & Spelling as well as assessments within the Read, Write Inc (RWI) Spelling programme. Writing moderation will be conducted with external consultants on a monthly basis. Additional assessment information (eg Boxall Profile, attendance & punctuality data etc) will also be used where appropriate and this will be recorded on the overview sheet for each intervention. The plan will be reviewed in December 2017, April 2018 and July 2018.

Barriers

- Pupils enter school with very low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of literary materials.
- Many Pupils enter school with very low rates of numeracy and parents often lack confidence in being able to support their children at home.
- Some of our families face many social and economic challenges and do not always see regular school attendance and punctuality as a high priority.
- Many pupils need wider opportunities through school to raise self-esteem, develop social skills and to raise their aspirations.

PUPIL PREMIUM FUNDING 2017/18	
	Total Amount
Pupil Premium funding	£202, 280 (based on 154 pupils)
Looked After Children funding	£0
Early Years Pupil Premium funding	£1,511
TOTAL PUPIL PREMIUM GRANT	£203,791

Pupil Premium Report 2017/18

OBJECTIVE 1: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN READING, WRITING & SPELLING				
CODE	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
A	KS1 additional teachers for Literacy lessons each morning. (Mrs Horley & Mrs Logan-Price)	£22,000	<p>This enabled Y1 and Y2 Literacy lessons (RWI Phonics, Reading Skills, RWI Literacy & Language) to be taught in smaller classes. Teachers and TAs provided focused support for disadvantaged pupils across KS1 including those who did not meet the required standard in the Y1 phonics check. The RWI Phonics programme continues to be a great success with 98% of the Y1 cohort achieving the national standard in the 2018 Phonics Check.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • 93% of disadvantaged pupils in Y1 passed the Phonics Check • 100% of disadvantaged pupils left KS1 having passed the Phonics Check • Y1 - 90% of disadvantaged pupils are at ARE in reading / 70% are at ARE in writing • Y2 – 67% of disadvantaged pupils are at ARE in reading / 61% are at ARE in writing although the attainment gap between disadvantaged pupils and others nationally has closed over time. <p><u>Impact:</u></p> <p>Y2 Reading - The attainment gap (disadvantaged v others nationally) has closed by 11%</p> <p>Y2 Writing - The attainment gap (disadvantaged v others nationally) has closed by 2%</p> <p>Y1 Reading - The attainment gap (disadvantaged v others nationally) has closed by 17%</p> <p>Y1 Writing - The attainment gap (disadvantaged v others nationally) is only 2%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue with use of additional teacher and teaching assistants to support the implementation of the RWI Phonics programme in 2018/19 - Provide appropriate intervention and support to disadvantaged pupils in Y3 in order to further improve their writing. 	<p>Y1 - 75% of PP group to attain the expected standard in Reading & 70% of PP group to attain the expected standard in Writing</p> <p>Y2 – 67% of PP group to attain the expected standard in Reading & 72% of PP group to attain the expected standard in Writing</p>
B	Lower KS2 additional teacher for Literacy lessons each morning.	£14,000	<p>This enabled Y3 and Y4 Literacy lessons (RWI Phonics, Reading Skills, RWI Literacy & Language) to be taught in smaller classes. Teachers and TAs provided focused support for disadvantaged pupils across Lower KS2 including support for those who did not meet the required standard in the Y2 phonics check</p>	<p>Y3 - 78% of PP group to attain the expected standard in Reading & 74% of PP group to</p>

Pupil Premium Report 2017/18

	(Miss Fitch / Miss Carroll)		<p>Standards have continued to rise in reading and writing in Y3 resulting in the attainment gap between disadvantaged pupils and others nationally closing further. This is also true with reading in Year 4 however the attainment gap in writing is currently too wide.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Y3 - 74% of disadvantaged pupils are at ARE in reading / 70% are at ARE in writing Y4 – 64% of disadvantaged pupils are at ARE in reading / 52% are at ARE in writing <p><u>Impact:</u></p> <p>Y3 Reading - The attainment gap (disadvantaged v others nationally) remains within 5%</p> <p>Y3 Writing - The attainment gap (disadvantaged v others nationally) has closed by 5%</p> <p>Y4 Reading - The attainment gap (disadvantaged v others nationally) has closed by 14%</p> <p>Y4 Writing - The attainment gap (disadvantaged v others nationally) has increased by 2%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Ensure that an additional teacher and teaching assistants are deployed effectively in delivering the RWI Phonics and L&L programmes in 2018/19 Provide appropriate intervention and support to disadvantaged pupils in Y5 in order to further improve their writing. 	<p>attain the expected standard in Writing</p> <p>Y4 – 71% of PP group to attain the expected standard in Reading & 67% of PP group to attain the expected standard in Writing</p>
C	<p>Small class sizes in Upper KS2. A second Assistant Headteacher (AHT) has been employed</p>	£12,000	<p>This enabled Y5 and Y6 to be taught in smaller classes with focused support provided for those pupils who required it. The SLT were able to provide coaching and support to teachers ensuring that all Literacy lessons were of a high standard and meet the needs of all disadvantaged pupils.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Y5 - 75% of disadvantaged pupils are at ARE in reading / 76% are at ARE in writing Y6 – 76% of disadvantaged pupils are at ARE in reading / 76% are at ARE in writing <p><u>Impact:</u></p> <p>Y5 Reading - The attainment gap (disadvantaged v others nationally) has closed by 13%</p> <p>Y5 Writing - The attainment gap (disadvantaged v others nationally) has closed by 26%</p> <p>Y6 Reading - The attainment gap (disadvantaged v others nationally) is only 1%</p> <p>Y6 Writing - The attainment gap (disadvantaged v others nationally) has closed by 26%</p>	<p>Y5 - 80% of PP group to attain the expected standard in Reading & 72% of PP group to attain the expected standard in Writing</p> <p>Y6 – 82% of PP group to attain the expected standard in Reading & 70% of PP group to attain the expected standard in Writing</p>

Pupil Premium Report 2017/18

			<p>Next Steps</p> <ul style="list-style-type: none"> - Continue to ensure that teaching assistants are deployed effectively in delivering the RWI Fresh Start programme in 2018/19 - Share good practice in the teaching of writing with other teachers across the school through coaching sessions. - 	
D	RWI 1 to 1 tuition takes place across the school – Target pupils will receive 4 lessons per week.	£25,000	<p>Specific teacher and TA support was provided for KS1 & KS2 pupils who had not developed their early reading skills of fluency and decoding. These lessons were very effective and received positive feedback from RWI consultants and through external monitoring (Ofsted, LA)</p> <p>Impact:</p> <ul style="list-style-type: none"> • Y1 - 93% of disadvantaged pupils passed their Phonics Check (13/14 pupils) • Y2 – 100% of disadvantaged pupils passed their Phonics Check in KS1 • Y3 – 93% of disadvantaged pupils have completed RWI Phonics programme • Y4 – All Y4 pupils have completed the RWI Phonics programme <p>Next Steps</p> <ul style="list-style-type: none"> - Continue to deploy Teaching Assistants in delivering 1 to 1 Phonics lessons 	<p>Y1 – 86% of PP group pass their national Phonics Check</p> <p>Y2 – 94% of PP group pass their Phonics Check in KS1</p> <p>Y3 – 91% of PP group complete the RWI Phonics programme</p> <p>Y4 – 100% of PP group complete the RWI Phonics programme</p>
E	RWI Fresh Start programme to implemented with 5 Y5 pupils and 9 Y6 pupils	£7,000	<p>RWI Fresh Start programme enabled pupils to improve their fluency and decoding skills quickly whilst also focusing of developing their inferential and comprehension skills. 2 groups were delivered each week by a trained TA.</p> <p>In most cases pupils made excellent progress in reading with some pupils achieving ARE in Y6 & Y5.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Y5 - 75% of disadvantaged pupils are at ARE in reading • Y6 – 76% of disadvantaged pupils are at ARE in reading <p>Impact:</p> <p>Y5 Reading - The attainment gap (disadvantaged v others nationally) has closed by 13%</p> <p>Y6 Reading - The attainment gap (disadvantaged v others nationally) is only 1%</p> <p>Next Steps</p> <ul style="list-style-type: none"> - Continue to deploy a fully trained teaching assistant to deliver the RWI Fresh Start programme in 2018/19. 	<p>Y5 – 80% of group to complete the RWI Fresh Start programme</p> <p>Y6 – 78% of group to complete the RWI Fresh Start programme</p>

Pupil Premium Report 2017/18

<p style="text-align: center;">F</p>	<p>Mentoring programme for target pupils in KS2 conducted by Deputy Head teacher and supported by a TA</p>	<p style="text-align: center;">£11,000</p>	<p>Pupil Premium pupils were provided with weekly mentoring sessions which focused on their curricular targets for writing and spelling. Each session enabled each pupil to have a quality time with a trained adult who can give them precise feedback on how to improve their work.</p> <p>This continued very effectively during the Autumn and Spring terms but was not fully implemented in the Summer term due to staffing issues. This affected the mentoring sessions in Y3 & Y4.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • 8 pupils in Y6 made significant progress in their writing as a result of the mentoring sessions. • 7 pupils in Y5 made significant progress in their writing as a result of the mentoring programme. <p><u>Impact:</u> Y5 Writing - The attainment gap (disadvantaged v others nationally) has closed by 26% Y6 Writing - The attainment gap (disadvantaged v others nationally) has closed by 26%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Consider mentoring in writing for Y5 & Y6 pupils in 18/19. 	<p>Y3 - 78% of PP group to attain the expected standard in Reading & 74% of PP group to attain the expected standard in Writing Y4 – 71% of PP group to attain the expected standard in Reading & 67% of PP group to attain the expected standard in Writing Y5 - 80% of PP group to attain the expected standard in Reading & 72% of PP group to attain the expected standard in Writing Y6 – 82% of PP group to attain the expected standard in Reading & 70% of PP group to attain the expected standard in Writing</p>
<p style="text-align: center;">G</p>	<p>Booster classes for pupils in Y5 & Y6 classes to accelerate progress in reading, writing and spelling</p>	<p style="text-align: center;">£2,500</p>	<p>Additional after-school booster sessions focused on Maths rather than reading and writing.</p> <p>Support was provided however through the use of TAs in the classroom and the Deputy Headteacher provided an additional reading group each morning during HT3 – HT5.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • In both reading and writing, the attainment gap between disadvantaged pupils and others nationally was less than 5% for both year groups. <p><u>Next Steps</u></p>	<p>Y5 - 80% of PP group to attain the expected standard in Reading & 72% of PP group to attain the expected standard in Writing Y6 – 82% of PP group to attain the expected standard in Reading & 70% of PP group to attain the expected</p>

Pupil Premium Report 2017/18

			<p style="text-align: center;">- Consider booster classes for Y6 pupils in Spring term 2019.</p>	standard in Writing
H	Implementation of the RWI Spelling programme from Y2 to Y6 with additional teachers deployed to ensure that pupils are taught in small focused groups each day	£10,000	<p>Spelling is an area which needs to improve in all year groups particularly for those who are disadvantaged. Pupils were carefully assessed each half term and grouped according to their spelling needs. They were taught in small focused groups for 15 minutes each day. Spelling is improving across the school</p> <p>Impact:</p> <ul style="list-style-type: none"> • Y6 attainment has improved by 9% since summer 2017 • Y5 attainment has improved by 20% since summer 2017 • Y4 attainment has improved by 14% since summer 2017 • Y3 attainment remained the same since summer 2017 <p>Next Steps</p> <p style="text-align: center;">- Continue raise attainment in KS2 through the RWI Spelling programme in 18/19</p>	<p>To achieve the expected standard in Grammar, Punctuation & Spelling:</p> <p>Y2 – 67% (PP)</p> <p>Y3 – 74% (PP)</p> <p>Y4 – 67% (PP)</p> <p>Y5 – 76% (PP)</p> <p>Y6 – 82% (PP)</p>
I	Daily Readers within each class supported by teacher and TAs	£6,000	<p>Each teacher identified 4-6 pupils that may not have the opportunity to read on a daily basis. Pupils demonstrate very positive attitudes towards reading across the school.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Y6 reading attainment (disadvantaged pupils) is in line with others nationally (2017) • Y5 reading attainment gap (disadvantaged) has narrowed and in line with others nationally (2017) • Y4 reading attainment gap (disadvantaged) has narrowed • Y3 reading attainment (disadvantaged) is broadly in line with others nationally (2017) • Y2 reading attainment gap (disadvantaged) has narrowed • Y1 reading attainment (disadvantaged) is above others nationally (2017) <p>Next Steps</p> <ul style="list-style-type: none"> • Continue to ensure disadvantaged pupils read daily to an adult. 	All pupils to make accelerated progress moving up to the next “band” as measured using the school’s tracking system
	OBJECTIVE 1 TOTAL	£109,500		

Pupil Premium Report 2017/18

OBJECTIVE 2: CONTINUE TO IMPROVE THE ACHIEVEMENT OF DISADVANTAGED PUPILS IN MATHS				
	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
J	KS1 additional teachers for Maths lessons on 5 mornings a week (Mrs Horley & Mrs Logan Price)	£8,900	<p>Y1 and Y2 Maths lessons were taught throughout the year in smaller classes. This enabled teachers and TAs to provide focused support for disadvantaged pupils across KS1 when required.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • 90% of disadvantaged pupils in Y1 are currently at the expected standard in maths. • 67% of disadvantaged pupils in Y2 are currently at the expected standard in maths. <p><u>Impact:</u> Y2 Maths - The attainment gap (disadvantaged v others nationally) has closed by 22% Y1 Maths - The attainment gap (disadvantaged v others nationally) has closed by 14%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue to deploy an additional maths teacher in KS1 each morning. 	<p>Y1 - 75% of PP group to attain the expected standard</p> <p>Y2 – 67% of PP group to attain the expected standard</p>
K	A Lower KS2 additional teacher for Maths lessons on 4 mornings a week (Mrs Fitch)	£6,400	<p>Y3 and Y4 Maths lessons were taught throughout the year in smaller classes. This enabled teachers and TAs to provide focused support for disadvantaged pupils across KS1 when required.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • 78% of disadvantaged pupils in Y3 are currently at the expected standard in maths. • 64% of disadvantaged pupils in Y4 are currently at the expected standard in maths. <p><u>Impact:</u> Y3 Maths - The attainment gap (disadvantaged v others nationally) is only 2% Y4 Maths - The attainment gap (disadvantaged v others nationally) has increased by 1%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue to deploy an additional maths teacher in LKS2 each morning. - Continue to improve the quality of maths teaching in Y4 through effective coaching 	<p>Y3 - 78% of PP group to attain the expected standard</p> <p>Y4 – 71% of PP group to attain the expected standard</p>

Pupil Premium Report 2017/18

L	<p>Small class sizes in UKS2. A second Assistant Headteacher (AHT) has been employed who is a Maths specialist</p>	£11,000	<p>Y5 and Y6 were taught in smaller classes. This enabled focused support to be provided. The Assistant Head also provided coaching and support to other teachers ensuring that all Maths</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • 79% of disadvantaged pupils in Y5 are currently at the expected standard in maths. • 66% of disadvantaged pupils in Y6 are currently at the expected standard in maths. <p><u>Impact:</u> Y5 Maths - The attainment gap (disadvantaged v others nationally) has closed by 31% Y6 Maths - The attainment gap (disadvantaged v others nationally) has closed by 2%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue to teach Y5 & Y6 in small classes - Continue to improve the quality of maths teaching through effective coaching 	<p>Y5 - 76% of PP group to attain the expected standard Y6 – 71% of PP group to attain the expected standard</p>
M	<p>Booster classes for pupils in Y5 & Y6 classes to accelerate progress in Maths</p>	£2,500	<p>Y6 pupils who were working below the expected standard formed a Booster Group – This group will focus on developing their fluency, problem solving and reasoning skills using a Concrete, Pictorial Abstract (CPA) model. Y5 pupils received support through the use of a TA within daily maths sessions.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Target pupils made accelerated progress and attainment gap (disadvantaged) to others nationally (2017) narrowed in both Y5 & Y6. <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Provide booster classes in Spring 2019 - Use TAs to provide focused support during daily maths lessons in Y5 & Y6 	<p>Y5 - 76% of PP group to attain the expected standard Y6 – 71% of PP group to attain the expected standard</p>

Pupil Premium Report 2017/18

N	Mentoring programme for target pupils in KS2 conducted by Deputy Head teacher and supported by a TA	£11,000	<p>The mentoring programme focused on Writing only due to staffing issues. Teaching Assistants were used to provide some additional support for pupils in Y5 & Y6 where required</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Most target pupils made accelerated progress and the attainment gap (disadvantaged) to others nationally (2017) narrowed in Y3, Y5 & Y6. <p><u>Impact:</u></p> <p>Y3 Maths - The attainment gap (disadvantaged v others nationally) is only 2%</p> <p>Y4 Maths - The attainment gap (disadvantaged v others nationally) has increased by 1%</p> <p>Y5 Maths - The attainment gap (disadvantaged v others nationally) has closed by 31%</p> <p>Y6 Maths - The attainment gap (disadvantaged v others nationally) has closed by 2%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Ensure disadvantaged pupils in Y5 receive intervention in 18/19. 	<p>Y3 - 78% of PP group to attain the expected standard</p> <p>Y4 - 71% of PP group to attain the expected standard</p> <p>Y5 - 76% of PP group to attain the expected standard</p> <p>Y6 - 71% of PP group to attain the expected standard</p>
O	The Tutor Trust – Y6 1:2 Maths tuition for 12 pupils. Each pupil will receive tuition for one hour per week.	£4830	<p>10 Y6 who are working below the expected standard received tuition focusing on gaps in knowledge and understanding as identified through termly assessments. Arithmetic skills were a focus for these sessions.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> 4 target pupils achieved the expected standard in maths. All made progress. <p><u>Impact:</u></p> <p>Y6 Maths - The attainment gap (disadvantaged v others nationally) has closed by 2% but remains more than 10%</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> Use of Tutor Trust will not continue in 18/19 as it did not have sufficient impact. 	<p>Y6 - 71% of PP group to attain the expected standard</p>
P	Numbers Count (3 sessions per week)	£2,700	<p>A trained teacher delivered this intervention over a series of weeks to 5 Y2 pupils who required intensive support to improve their understanding of place value and to improve their calculation</p>	<p>Target pupils achieve the expected standard at the end of KS1.</p>

Pupil Premium Report 2017/18

			skills. Impact: <ul style="list-style-type: none"> 3 out of 5 target pupils achieved the expected standard contributing to the attainment gap closing. 1 pupil's attainment was significantly affected by prolonged absence. Next Steps <ul style="list-style-type: none"> Continue to deploy teacher to deliver Numbers Count intervention in the afternoons. 	
	OBJECTIVE 2 TOTAL	£47,330		
OBJECTIVE 3: CONTINUE TO IMPROVE THE ATTENDANCE & PUNCTUALITY OF DISADVANTAGED PUPILS				
	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
Q	Parent Support Advisor to monitor attendance and punctuality and to provide support for parents and pupils where: (1) Attendance is at risk of falling below 90% by the end of the academic year. (2) Punctuality is an issue	£10000	Outcomes: <ul style="list-style-type: none"> The number of pupils who were in "Red" for attendance fell from 85 in the autumn term 2017 to 69 by the summer term 2018. The number of pupils who were in "Red" for punctuality fell from 66 in the autumn term 2107 to 29 by the summer term 2018. Impact: <ul style="list-style-type: none"> Attendance of disadvantaged pupils (17/18) was 96.01% which is in line with the attendance of all pupils nationally. The % of disadvantaged pupils who were persistently absent was 6.99% which is better than the figure for all pupils nationally. Next Steps <ul style="list-style-type: none"> Continue to deploy a Parent Support Advisor to monitor and support families who are at risk of persistent absence and lateness. 	<ul style="list-style-type: none"> % of PA disadvantaged pupils continues to be in line with the national average. % attendance of disadvantaged pupils is in line with the national average. Persistent lateness is halved between Half Term 1 and Half Term 6
	OBJECTIVE 3 TOTAL	£10000		

Pupil Premium Report 2017/18

OBJECTIVE 4: INCREASE THE PARTICIPATION OF DISADVANTAGED PUPILS IN ALL ASPECTS OF THE SCHOOL CURRICULUM				
CODE	ITEM/PROJECT	COST	EVALUATION & NEXT STEPS	SUCCESS CRITERIA
	<i>What are we spending the money on?</i>		<i>What is the impact of spending money on this?</i>	<i>Green – fully met Yellow – partially met Red – not met</i>
R	Nurture Group provision & Behaviour support Including training and resources	£25,000	<p>Impact: Effective intervention / support was provided for children in EYFS, KS1 & KS2 with significant social, emotional and behavioural needs. (4 afternoons per week. Children remain in Nurture Group for between 2 and 4 terms). All pupils have made progress and are able to access their mainstream classroom more effectively each morning.</p> <p>Boxall Profiles indicate good progress (see individual pupils' files)</p> <p>Next Steps</p> <ul style="list-style-type: none"> - Continue to offer Nurture Group provision on 4 afternoons per week. 	<p>Boxall Profiles for pupils accessing Nurture Group indicate improved behaviour.</p>
S	Debate Mate Debating club for Y5 & Y6 pupils which provides an opportunity for them to compete with other schools.	£2,000	<p>Outcome: <i>Debating Mate group was established but a decision was taken to discontinue this club during the Autumn Term due to some organisational difficulties.</i></p> <p>Next Steps</p> <ul style="list-style-type: none"> - Look at other options to enhance the curriculum for more able disadvantaged pupils. 	<p>Disadvantaged pupils including the more able access Debate Mate and compete successfully</p>
T	NRich National Young Mathematicians Award	£2,000	<p>Outcome: <i>Pupils from Y5 & Y6 competed with other schools on challenges which develop their reasoning skills. The focus was on more able pupils. Unfortunately the team did not progress to the latter stages of the competition.</i></p> <p>Next Steps</p>	<p>Disadvantaged pupils including the more able access and complete the National Young Mathematicians Award</p>

Pupil Premium Report 2017/18

			<ul style="list-style-type: none"> - Enter the competition and look at other ways to provide further maths opportunities for more able pupils 	
U	Funding places and subsidising costs for school residential trips, visits and visitors to school in order to ensure that all pupils experience a visit / event linked to their topic each term	£6,450	<p><u>Outcome:</u></p> <p><i>The curriculum has been enhanced by providing all classes with the opportunity to participate in educational visits and enrichment opportunities to broaden their horizons. This has included residential visits, sports competitions, performances in prestigious venues, working with Manchester Airport and associated businesses etc.</i></p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue to offer a wide range of visits and events, ensuring that disadvantaged pupils participate and subsidising costs when necessary. 	Disadvantaged pupils attend school trips, residential visits and exciting school events each term.
V	Early Years Pupil Premium funding – providing a bespoke social communication programme for Nursery pupils	£1,511	<p>To ensure all pupils can access all aspects of the Reception classroom with confidence. Circle Time and the Speaking & Listening programme have been used to develop PSE and CLL skills. This has been implemented in collaboration with the Manchester Speech & Language Therapy service.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • In Nursery, attainment in Communication & Language has risen by an average of 38% (number of pupils attaining the expected standard in the summer term) • In Nursery, attainment in Personal, Social & Emotional Development has risen by an average of 45% (number of pupils attaining the expected standard in the summer term) <p><u>Next Steps</u></p> <ul style="list-style-type: none"> - Continue to use funding to implement Speech & Language Therapy intervention programmes (eg Wellcom) 	Most disadvantaged pupils to attain the Early Learning Goals for PSE and CLL by Summer 2018
OBJECTIVE 4 TOTAL		£36,961		