



Our Lady and Saint Patrick's Roman Catholic Nursery and Primary School

Initial report and Pupil premium strategy statement 2018-19

School	Our Lady and Saint Patrick's Roman Catholic Nursery and Primary School				
Academic Year	2018-19	Total PP budget	£34320	Date of most recent PP Review	July/Sept 2018
Total number of pupils	(184) 202 (Primary)	Number of pupils eligible for PP	21/ 11.4%	Date for next internal review of this strategy	Sept 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
15 / 7.4%	5 / 2.5%	0%	2 / 1%

Current Academic Year (Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	4/30	10%	3.3%	0%	0%
Year 5	2/22	4.5%	4.5%	0%	0%
Year 4	5/29	13.8%	0%	3.5%	0%
Year 3	2/28	3.6%	3.6%	0%	0%
Year 2	2/31	6.5%	0%	0%	0%
Year 1	3/19	10.5%	0%	5.3%	0%
Reception	1/25	4%	0%	0%	0%
Nursery	2/18	5.9%	0%	0%	5.9%
Total	21/202	15 /7.4%	4/2%	2/1%	1/0.5%

Our Lady and Saint Patrick's Roman Catholic Nursery and Primary School

Pupil premium strategy statement 2018 -19

1. Summary information					
School	Our Lady and Saint Patrick's Roman Catholic Nursery and Primary School				
Academic Year		Total PP budget	£34320	Date of most recent PP Review	Sept 2018
Total number of pupils	202	Number of pupils eligible for PP	21/ 11.4%	Date for next internal review of this strategy	Work in progress

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils School (national average)</i>
% achieving in reading, writing, maths & Grammar/Punctuation/Spelling	R 100%, W 66%, M 100% & GPS 67% Combined PP 66% All 73% ¹	All pupils R85%(71%), W76% (76%),M85% (75%) & GPS 88% (77%) Combined 73% (61%)
making progress in reading	5.8 (PP) 5.4 (all)	Average scaled score 109
making progress in writing	3.7 (PP) 3.4 (all)	Average scaled score 109
making progress in maths	3.9 (PP) 6.3 (all)	Average scaled score 108

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>

¹ End of KS2 Data which relates to Y6 2017 cohort

A.	Poor attendance levels below non PP children	
B.	A gap between the achievement of PP and Non PP	
C.	A lack of social and emotional resilience leading to poor learning behaviours and attitude to learning and poor oral language skills	
D	24% of PP children are also SEND	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Family history and background of poor attendance – the affect this has on engaging and motivating PP pupils	
F	Social, domestic and economic factors – preventing PP pupils from accessing the extended curriculum / extra-curricular activities	
G	Low percentage of Pupil Premium children, therefore each child accounts for considerable percentage outcome when comparing statistics e.g. Pupil Premium at OLSP about 11% compared to 25.2% Nationally. Cohort for Year 4 2018-2019 is one of our largest cohorts of pupil premium pupils. Budget reduction has led to a decrease in learning support roles	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance for PP children in line with rest of school cohort – from 94.31%in 2016-17, 95.2% achieved in 2017 - to at least 95.9% in 2018	Reduce the deficit to whole school cohort (96.1% 2017-18)
B.	Further diminish the gap between the achievement of PP children and non PP pupils	Discussion at staff CPD and SLT
C.	Provide therapeutic interventions for pupils with emotional needs- Early intervention and support for socially disadvantaged children through the use of Thrive, Rainbows and Reading Dogs strategies improve outcomes for children to become more motivated and engaged with their learning, with the desired impact of raising attainment and progress – for both PP and non PP pupils	Staff are reporting on and measuring impact of interventions prior to planning 2018-9
D.	The more able PP pupils have access to an appropriate enrichment program	Program of events for 2018-19 awaited
E.	PP children to be exposed to rich language and literature through quality texts	
F.	Improve participation in the wider life of the school for PP children e.g. music lessons, after school clubs, sports clubs	E.G. Football on Fridays, Biology on Wednesdays, Reading Dogs and Arts and Crafts to follow

5. Planned expenditure					
Academic year	2018-2019				
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?
High quality inclusive teaching for all pupils.	Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access and improve on school disadvantaged attainment in reading, writing and maths 2016-2017and 2017-18 outcomes.	EEF making the best use of Teaching Assistants report published in Spring 2015 suggests that when TAs are well trained and used in structured settings with high quality support, they can make a noticeable impact on pupil learning.	SLT – to confirm Observations and Drop ins		Termly pupil progress meetings to review progress against ARE/EXP outcomes.
To enhance the curriculum especially writing across the school Based on writing data across the school and SDP	Additional curriculum resources TWINKL, PWP, Primary Writing Project. – Accessible IT resources – Tapestry Packtypes	CAST wide policy / Teacher assessed resource. Part of our continuing work on growth mindset Parent survey – greater engagement and involvement in their child’s learning	Half-Termly PDM – Weekly Key Stage meetings Whole school INSET EYS attainment and compilation of evidence	ROS JD CP RG	Termly pupil progress meetings to review progress against ARE/EXP outcomes.
Additional TA support in class across the whole school /Boosters TAs 50% Booster teacher EWO Resources costs -apportioned (TWINKL 540 – Tapestry 90 – 11% of PWP 462) Rest of PWP costs Sub-Total budgeted cost					£13700 £5290 £257 £1100 £3738 £24085

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?
Targeted pupils make accelerated progress and the attainment gap between eligible pupils and their peers closes.	Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access	EEF making the best use of Teaching Assistants report published in Spring 2015 suggests that when TAs are well trained and used in structured settings with high quality support, they can make a noticeable impact on pupil learning.	Individual case studies Book scrutiny	JD/KG	Termly pupil progress meetings to review progress against ARE/EXP outcomes
To improve writing across the school with a focus on boys	Writing to remain a key development focus – Involvement in Primary Writing Project/ Involvement in Pirate Writing Project	CAST wide approach – shared good practice and training. School development target due to data and SEF Cf PWP site for case studies	Half termly PDM meetings and INSET days across school. Close monitoring and moderation of writing in line with English Action Plan Individual Case Studies Book scrutiny Second year of 2 year PWP course.	RG / JD	Half-Termly pupil progress meetings to review progress against ARE/EXP outcomes
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?
Improve outcomes for those pupil premium children capable of achieving highly.	Revised approach to pupil progress meetings/tracking using tracking documents. Focus on those capable of achieving GDS in reading, writing and maths.	Ofsted report July 2016 – unknown children destined for disadvantage identified a priority - commenting on more able disadvantaged children, that their attainment should be encouraged.	Regular snapshots of teacher assessments and termly standardised tests. These are supplemented with standardised reading, spelling and maths assessments. Feedback from master classes, including the challenge programme.	SB CP ROS	Termly pupil progress meetings.

Improved participation in the wider life of the school.	Extra-curricular participation as well as in school leadership posts.	EEF toolkit shows sports/arts participation as, although having a relatively low attainment impact overall, possibly increasing attendance, retention and a wide range of effects. Impact on younger children in arts has a greater impact on learning, and older pupils to become re-engaged with school. Despite research findings negating the impact of spending pupil premium funding on activities such as after school programmes and trips and visits, given the unique geographical isolation of Devon this has demonstrated to have had a positive impact on pupil aspiration, improving their cultural capital and increasing their motivation to do well in school. This illustrates that when applying the findings of any external research particular reference should be paid prior to adopting the strategies wholeheartedly without considered thought to the context of the situation.	Admin manager, Asst Head In depth discussions with teacher and class teachers to ensure offers are made personally, taken up, cost reductions applied and relevant beneficial resources purchased. Discussions with parents to obtain feedback on success/value and monitoring of participation. Pupil feedback also obtained.	TD JD ROS	Ongoing review/Termly reviews re spending/funding for clubs and activities.
Appointment of a new PP Champion (JD) and HLTA (KG) in school and a PP Champion Local Governor	Weekly meetings – review interventions – termly examination of Target Tracker data – review cross year group progress and case studies Report to Local Governor – standing agenda item				
Sch19			Family support worker Additional training for HLTA Pastoral support TAs		£900 £200 £9948
			Total budgeted cost		£35133

6. Review of expenditure and impact statement				
Previous Academic Year 2017-18		Total received 2017-18 £32415		
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
A Improve attendance for PP children in line with rest of school cohort – from 94.31%in 2016-17 to at least 95.9% in 2017	Rewards – Whole class and individuals Family support via outside professional partnership School Nurse and EWO involvement	Partially – the gap remains between Whole School and PP but both have improved. Whole School PP attendance improved from PP 94.31% in 2016-17 to 95.2% in 2017-18.	Change in cohort – through In Year Transfers – can impact on long term plans Staff resourced and motivated to make good attendance habits from the EYFU Positive reinforcement of Attendance policy and expectations can be undermined by social media and wider community issues (such as Court Cases) Improvements across the whole school indicate a continuation of approach.	£900 SWFV £252 DCC (EWO)
B Further diminish the gap between the achievement of PP children 67% EXP Reading Writing Maths combined and non PP pupils 73% (but this is diminishing)	Targeted support from Teaching Assistants in all English and Maths lessons to support curriculum access Additional curriculum resources TWINKL, PWP, Primary Writing Project. – Accessible IT resources – Tapestry Packtypes	Discussed at CPD/SLT meetings		Boosters TAs Booster and teacher £13424 £3495 Cost apportioned to PP TWINKL, PWP etc £1092 £3738

	Regular snapshots of teacher assessments and termly standardised tests. These are supplemented with standardised reading, spelling and maths assessments. Feedback from master classes, including the challenge programme.			
C Provide therapeutic interventions for pupils with emotional needs Early intervention and support for socially disadvantaged children.	Thrive, Rainbows and Reading Dogs strategies improve outcomes for children to become more motivated and engaged with their learning, with the desired impact of raising attainment and progress – for both PP and non PP pupils	THRIVE, Packtypes and Rainbows continue to have a positive impact on the children who are socially disadvantaged. (PP and SEND children) so they do not fall behind in their learning but close the gap to achieve EXP levels. Part of ongoing work linked to Growth Mindset	To be discussed at Team Meetings / SLT PP champion and Thrive/Rainbow team meetings Thrive and Rainbows seen to be increasingly important to a number of students with disadvantageous and/or chaotic home and family circumstances	Pastoral support TAs £9753
The more able PP pupils have access to an appropriate enrichment program				
PP children to be exposed to rich language and literature through quality texts	PWP CAST wide approach	PWP program is enabling children to access more language and literature		Sports Club and Enrichment £75

Improve participation in the wider life of the school for PP children e.g. music lessons, after school clubs, sports clubs	PP children encouraged and subsidised for enrichment programs with partner University, and for Sports Clubs	STEM subjects accessed by PP student. Sports inclusion for a PP student as a confidence boost as well as accessing sports skills Additional Early Years hours		Residential £120 Total £32849
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6. Review of expenditure and impact statement

Previous Academic Year 2016-17

Total received 2016-17 £29890

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
A Improve attendance in line with rest of school cohort – from 94.43% in 2015-16 to at least 95.1% in 2017	Rewards – Whole class and targeted individuals Family support via outside professional partnership	Target 96.5% Whole school 95.94% of which 95.29% is authorised 0.18% unauthorised PP 94.31% of which 5.04 was authorised 0.66% unauthorised This indicates a lot of the absences were medical 23% of PP were also SEN There were no persistent absentees in Y6 cohort 2017 incl for PP children.	PP pupils achieve 95.1% or diminish gap to school target attendance figure 96.2% - actual achieved was 96.55% all (PP 94.43%) in 2015-16) Fewer PP persistent absentees (under 90%) down from 2 to 1 Rewards varied with Year Group KS1 appreciating and competing for Dojo points etc Continued support for the long term required – and additional resource of School Nursing Team involved	£100 small gifts / books / cards / Post cards £900 SWFV £252 DCC (EWO) £250 FSM checker

<p>B Current Y3 PP children's maths improves in line with non-PP children by the end of KS2</p> <p>Closing the gap – PP and other target vulnerable groups to whole school cohort</p>	<p>Case studies Weekly book scrutiny Targeted in class support Booster sessions Y6 with 2 TAs Booster session – (whole class + PP pupils) with additional teacher Spring Term Reading Support Year 6 GPS support Phonics support</p>	<p>Measurable progress- to diminish the difference through Y3/Y4/Y5 and in end of KS2 SATS results Y6 2017. All subjects at or above national. 100% of PP children in Y3 made expected+ progress last year. 2/3 in line with national by end of Y3.</p> <p>Phonics 4 PP pupils start of year < criteria by year end 2 passed > 32 mark - 2 working towards</p> <p>EY Child supported with additional Nursery sessions in preparation for sibling and to support parents . Has settled well so far.</p>	<p>CPD for TA's is being implemented across the school especially in Maths to improve subject knowledge and confidence for these TA's that take groups and show more impact due to their subject knowledge.</p> <p>SLT attending targeted training for managing TAs</p> <p>TA Staff appraisal in place – embedding of targets.</p>	<p>TA resources £15950 (50% ZNB TA Y6 Ex HLTA)</p> <p>HLTA resources Y6 booster Teaching Supply Y6 £325 Y1 £2050 (50% LG</p>
<p>C Children to become more motivated and engaged with their learning, with the desired impact of raising attainment and progress – both PP and non PP pupils</p>	<p>Thrive program Rainbows</p> <p>Packtypes (Whole school + PP pupils)</p> <p>IT approach Communication tools –e.g. Tapestry</p>	<p>Measurable progress diminishing the difference – as evidenced through FFT online / School Pupil Tracker and Teacher assessments Gaps are closing for PP children in progress and ARE.</p> <p>Pupils discuss their Packtype and the impact on the way this affects their learning – evidenced in Y6 class discussions CP/LK observed</p> <p>Parents have expressed appreciation for communication tools used . Tapestry used for EYS attainment and compilation of evidence</p>	<p>THRIVE and rainbows will be continued due to the impact it has had on the children who are socially disadvantaged. These children tend to be PP and SEND children.</p> <p>Part of ongoing work linked to Growth Mindset</p> <p>The new Target Tracker system does not integrate with Tapestry – continuing with this is subject to review</p>	<p>Rainbows TA support £9469 Thrive licence software £816.70 £420 Thrive course Tapestry/Dojo/ £80</p>

D The more able PP pupils to receive an appropriate enrichment program	After school clubs – free to parents e.g. Coding club/ Sports clubs/ Poetry Support for the education element of Y6 residential to ensure PP pupils can attend Subsidise travel for PP pupils for education trips	Attendance at outside Science and Maths enrichment courses – Y6 PP student supported. Sports club across KS1 & 2 well attended. Y6 Pupils supported for offsite education at a residential – science visit – water sports More able PP child reached EXP+ in reading writing and maths	PP case studies to include details of curriculum enrichment Wider school community continue to benefit from extracurriculum activity <table><tr><td>Average scaled score in</td><td>National</td><td>School</td></tr><tr><td>FSM</td><td></td><td></td></tr><tr><td></td><td>Reading 104</td><td>109</td></tr><tr><td>106.7</td><td>Maths 104</td><td>108</td></tr><tr><td>106.7</td><td>EGPS 106</td><td>109</td></tr></table>	Average scaled score in	National	School	FSM				Reading 104	109	106.7	Maths 104	108	106.7	EGPS 106	109	£1100 Est
Average scaled score in	National	School																	
FSM																			
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TOTAL				£30978															
Review of expenditure																			

6. Review of expenditure and impact statement				
Previous Academic Year 2016-17		Total received 2016-17 £29890		
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

<p>A Improve attendance in line with rest of school cohort – from 94.43% in 2015-16 to at least 95.1% in 2017</p>	<p>Rewards – Whole class and targeted individuals</p> <p>Family support via outside professional partnership</p>	<p>Target 96.5% Whole school 95.94% of which 95.29% is authorised 0.18% unauthorised</p> <p>PP 94.31% of which 5.04 was authorised 0.66% unauthorised This indicates a lot of the absences were medical</p> <p>23% of PP were also SEN</p> <p>There were no persistent absentees in Y6 cohort 2017 incl for PP children.</p>	<p>PP pupils achieve 95.1% or diminish gap to school target attendance figure 96.2% - actual achieved was 96.55% all (PP 94.43%) in 2015-16) Fewer PP persistent absentees (under 90%) down from 2 to 1</p> <p>Rewards varied with Year Group KS1 appreciating and competing for Dojo points etc</p> <p>Continued support for the long term required – and additional resource of School Nursing Team involved</p>	<p>£100 small gifts / books / cards / Post cards</p> <p>£900 SWFV £252 DCC (EWO) £250 FSM checker</p>
<p>B Current Y3 PP children's maths improves in line with non-PP children by the end of KS2</p> <p>Closing the gap – PP and other target vulnerable groups to whole school cohort</p>	<p>Case studies Weekly book scrutiny Targeted in class support Booster sessions Y6 with 2 TAs Booster session – (whole class + PP pupils) with additional teacher Spring Term Reading Support Year 6 GPS support Phonics support</p>	<p>Measurable progress- to diminish the difference through Y3/Y4/Y5 and in end of KS2 SATS results Y6 2017. All subjects at or above national. 100% of PP children in Y3 made expected+ progress last year. 2/3 in line with national by end of Y3.</p> <p>Phonics 4 PP pupils start of year < criteria by year end 2 passed > 32 mark - 2 working towards</p> <p>EY Child supported with additional Nursery sessions in preparation for sibling and to support parents . Has settled well so far.</p>	<p>CPD for TA's is being implemented across the school especially in Maths to improve subject knowledge and confidence for these TA's that take groups and show more impact due to their subject knowledge.</p> <p>SLT attending targeted training for managing TAs</p> <p>TA Staff appraisal in place – embedding of targets.</p>	<p>TA resources £15950 (50% ZNB TA Y6 Ex HLTA)</p> <p>HLTA resources Y6 booster Teaching Supply Y6 £325 Y1 £2050 (50% LG)</p>
<p>C Children to become more motivated and engaged with their learning, with the desired impact of raising attainment and progress – both PP and non PP pupils</p>	<p>Thrive program Rainbows</p> <p>Packtypes (Whole school + PP pupils)</p> <p>IT approach Communication tools –e.g. Tapestry</p>	<p>Measurable progress diminishing the difference – as evidenced through FFT online / School Pupil Tracker and Teacher assessments Gaps are closing for PP children in progress and ARE.</p> <p>Pupils discuss their Packtype and the impact on the way this affects their learning – evidenced in Y6 class discussions CP/LK observed</p> <p>Parents have expressed appreciation for communication tools used . Tapestry used for EYS attainment and compilation of evidence</p>	<p>THRIVE and rainbows will be continued due to the impact it has had on the children who are socially disadvantaged. These children tend to be PP and SEND children.</p> <p>Part of ongoing work linked to Growth Mindset</p> <p>The new Target Tracker system does not integrate with Tapestry – continuing with this is subject to review</p>	<p>Rainbows TA support £9469 Thrive licence software £816.70 £420 Thrive course Tapestry/Dojo/ £80</p>

D The more able PP pupils to receive an appropriate enrichment program	After school clubs – free to parents e.g. Coding club/ Sports clubs/ Poetry clubs/ Poetry Support for the education element of Y6 residential to ensure PP pupils can attend Subsidise travel for PP pupils for education trips	Attendance at outside Science and Maths enrichment courses – Y6 PP student supported. Sports club across KS1 & 2 well attended. Y6 Pupils supported for offsite education at a residential – science visit – water sports More able PP child reached EXP+ in reading writing and maths	PP case studies to include details of curriculum enrichment Wider school community continue to benefit from extracurriculum activity Average scaled score in <table><tr><td></td><td>National</td><td>School</td><td>FSM</td></tr><tr><td>Reading</td><td>104</td><td>109</td><td>106.7</td></tr><tr><td>Maths</td><td>104</td><td>108</td><td>106.7</td></tr><tr><td>EGPS</td><td>106</td><td>109</td><td></td></tr></table>		National	School	FSM	Reading	104	109	106.7	Maths	104	108	106.7	EGPS	106	109		£1100 Est
	National	School	FSM																	
Reading	104	109	106.7																	
Maths	104	108	106.7																	
EGPS	106	109																		
TOTAL				£30978																

Review of expenditure

Previous Academic Year 2015-16

Total received 2015-16 £34,970

ii. 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
Early intervention and support for socially disadvantaged children	Having an effective system for identifying, assessing and monitoring socially disadvantaged children – EYs moderation – weekly workbooks scrutiny continued investment in Data systems and case studies. Thrive and Rainbows	All pupils that require support INCLUDING PP AND NON PP can be referred to Thrive and /or Rainbows. PP ch have priority and evidence shows that children appreciate this resource. Subject Leaders attended CPD	<p>THRIVE and rainbows will be continued due to the impact it has had on the children who are socially disadvantaged. These children tend to be PP and SEND children. CPD for TA's is being implemented across the school especially in Maths to improve subject knowledge and confidence for these TA's take groups and show more impact due to their subject knowledge.</p> <p>Packtypes to be introduced for the 2016-2017 academic year to aid children in being more self-aware with their learning styles.</p>	9292(KE) 9445 (JS) 900 (SWFV) 530 (Staff CPD) 1318 (Packtypes) 158 (FFT) 80 (Staff CPD) 300 Phonics & Early reading CPD

iii. 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
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The majority of PP pupils will meet their individual targets.	Booster sessions Additional; TA support including KS2 Y6 Accessible IT / Resources	Y6 Reading above National - a positive outcome Y6 Maths and Writing were able above National expectation for all pupils. Gaps were still there for PP children these are not being addressed in 2016-2017 with tracking sheets in the front of data folders which the teachers update every half term.	Curriculum changes and the start of assessment without levels impacted on this area. Pupils' progress across each curriculum year group to be more closely monitored to address gaps in a more timely way. This monitoring is through co-ordinators monitoring books and using PDM's to share and show books. We encourage all PP books in the school to be marked every day in line with our marking policy.	6094 (DB) 540 (Twinkl) 7090 (50% OF ZNB)
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iv. 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
We strive to create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community: developing confident and independent learners	Attendance Inclusion	We have some PP children with very good attendance percentages. Poor attendance is monitored and vigorously pursued. Attendance awards used to promote good attendance e.g. certificates, cups and end of year awards for 99% and over. Trip to Shaldon zoo voucher draw for PP children in 2015-16. Bike vouchers planned for 2016-17 one at each key stage (donations).	A change in Devon's policy regarding unauthorised absence for holidays has been unhelpful but we continue to challenge every absence and engage the EWO	100 (EWO) 1057 Subsidise school trips
Total				£36904

7. Additional detail

At KS1 Raising Attainment Plan for 2016-17

Aims: To Raise Attainment in Reading, Writing and Maths with a focus on:

Raising attainment at expected level from 73.9% to 78% (Reading) achieved 80% EXS

Raising attainment at greater depth from 34.8% to 40% (National was 24% in 2016 (Reading) 37% GDS

Raising attainment ARE from 56.5% to 66% (Writing) achieved 70% EXS

Securing attainment at greater depth from 8.7% to 13% (Writing) achieved 20% GDS

Raising attainment ARE from 52.2% to 73% (Maths) achieved 77% EXS

Raising attainment at greater depth from 17.4% to 18% (Maths) achieved 27% GDS No of children in Y2 = 30

We aim to

Maximise the impact of great teaching

Have an inclusive approach

Shared responsibility

Clear rationale and tangible actions

Target setting, tracking and monitoring

Proper analysis of where pupils are underachieving and why. Good use of research evidence, including the Sutton Trust's Toolkit, when choosing activities. Focus on high quality teaching, rather than relying on interventions to compensate. The best teachers lead English/maths intervention groups. Frequent use of achievement data to check effectiveness of interventions. School adjusts techniques constantly, rather than waiting until after the intervention.

At KS2 Raising Attainment and Narrowing Gaps/Diminishing the Difference

Aims: To Raise Attainment in Reading, Writing and Maths combined 68% to 75% OLSP 73% in 2017

(61% National) and combined RWM at higher standard = 18% in 2017 at OLSP (National 9%) with a focus on:

Raising attainment at expected level from 82% to 85% (Reading) achieved 85% in 2017 (N71%)

Raising attainment at greater depth from 25% to 30% (National was 24% in 2016 (Reading) 55% in 2017 (25% N)

Raising attainment ARE from 75% to 85% (Writing) 76% (76% National)

Raising attainment at greater depth from 0% to 15% (Writing) achieved 18% same as National in 2017 and

maintain 29% EGPS (6% above 23% Nat) 48.5% in 2017 (National 31%)

Securing attainment ARE at 86% to 86% (Maths) TA 88% Test 85% (75% National)

Securing/Maintaining attainment at better than expected level from 46% to 45 % achieved 36% in 2017 or at least 10% above National at 18% in 2016 and 23% in 2017 (Maths) No of children in Year 6: 33

Systematic focus on clear pupil feedback and advice for improving their work. Designated senior leader Mr Provins has clear overview of the funding allocation. All teachers are aware of their Premium children so they can take responsibility for progress. Strategies are available for improving attendance, behaviour or family links if these are an issue. Performance management includes regular discussion of PP.

Average scaled score in	National	School
Reading	104	109
Maths	104	108
EGPS	106	109

Subject	% PP achieved the expected standard 2017	National 2017	% pp making expected progress across the school	% pp making more than expected progress across the school		
Maths	100%	75%	100%	67%		
Reading	100%	71%	100%	100%		
Writing	67%	76%	67%	33%		
GPS	67%	77%				