

Aylesham Primary School Pupil Premium Strategy Statement 2016-2017

1. Summary information – PLEASE SCROLL TO THE BOTTOM FOR THE IMPACT REVIEW OF THIS STATEMENT

School	Aylesham Primary School				
Academic Year	2016-2017	Total PP budget	£109,560	Date of most recent PP Review	September 2016
Total number of pupils	226	Number of pupils eligible for PP	87	Date for next internal review of this strategy	September 2017

2. Attainment Overview – Outcomes – end of 2016

Early Years Foundation Stage Total Number of Pupils: 31 Total Number eligible for PP: 7 = 22.5%	2016 - Validated							
	School			Kent		National		
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	Pupils not eligible for PP.	Pupils eligible for PP
% Good Level of development	71.0	57.1	75.0	74.8	59.0	69.0	72.0	55
% Exceeding or Expected Literacy Goals:								
Reading	77.4	71	79	82.2	-	76	80	63
Writing	74.2	71	75	77.9	-	71	75	58
% Exceeding or Expected Maths Goals:								
Numbers	83.9	71	88	83.7	-	77	81	66
Shape, Space & Measures	83.9	71	88	86.8	-	81	84	70
Phonics Year 1 – Number of pupils: 37 Number eligible for PP: 9 = 24.3% Year 2 Retakes – Number of pupils: 12 Number eligible for PP: 6 = 50%	2016 - Validated							
	School			Kent		National		
	All Pupils	Pupils eligible	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils not eligible for PP.	

% of year 1 pupils scoring 32+	70.3	55.6	75.0	81.6	69.6	81.0	70.0
% of Year 2 retakes scoring 32+	83.3	100	100	65.2	58.8	91.0	86.0
End of Key stage 1 – 2016							
Total Number of Pupils: 27 Total Number eligible for PP: 13 = 48.1 %	<i>2016 - Validated</i>						
	School			Kent		National	
	All Pupils	Pupils eligible	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils not eligible for PP.
Reading % Expected Standard +	66.7	69.2	64.3	78.2	63.6	74.0	78.0
Writing % Expected Standard +	51.9	46.2	57.1	71.3	55.0	65.0	70.0
Maths % Expected Standard +	70.4	69.2	71.4	77.5	63.1	73.0	77.0
End of Key Stage 2 – 2016							
Total Number of Pupils: 32 Total Number eligible for PP: 14 = 43.7 %	<i>2016 - Validated</i>						
	School			Kent		National	
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	All Pupils	Pupils eligible for PP	All Pupils	All pupils not eligible for PP.
R/W/M % Expected Standard +	40.6	50.0	33.3	58	41.2	53	60
R/W/M % Higher Standard	3.1	0.0	5.6	6	1.5	5	7

<i>Reading % Expected Standard +</i>	59.4	71.4	50.0	69	54.7	66	72
<i>Reading % High Score (110+)</i>	6.3	7.1	5.6	21	10.4	19	23
<i>Writing % Expected Standard +</i>	75.0	71.4	77.8	80	67.5	74	79
<i>Writing % Greater Depth</i>	3.1	0.0	5.6	15	6.1	15	23
<i>GPS % Expected Standards +</i>	68.8	71.4	66.7	72	57.2	72	78
<i>GPS % High Score (110+)</i>	15.6	28.6	5.6	22	11.4	23	27
<i>Maths % Expected Standard+</i>	56.3	57.1	55.6	71	57.1	70	76
<i>Maths % High Score (110+)</i>	9.4	7.1	11.1	17	7.5	17	20
<i>Reading Average Scaled Score</i>	100.1	100.2	99.9	103	100.3	102.6	103.8
<i>GPS Average Scaled Score</i>	102.5	103.4	101.8	104	101.0	104.0	105.0
<i>Maths Average Scaled Score</i>	100.2	101.1	99.3	103	100.6	103.0	104.1

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school)

- | | |
|-----------|--|
| A. | Pupils eligible for PP are less likely to achieve age related expectations in writing than children who are not eligible for PP. |
| B. | Pupils eligible for PP are less likely to achieve age related expectations in maths than children who are not eligible for PP. |
| C. | Pupils eligible for the PP who are emotionally and socially vulnerable are less likely to thrive academically. |
| D. | Pupils eligible for the PP are less likely to meet the expected standard in phonics in year 1. |

External barriers (issues which require action outside school)

E.	42% of pupils eligible for PP have attendance rates which are lower than 95%.	
F.	Pupils eligible for the PP are more likely to experience interruptions in their emotional and social wellbeing which impacts progress.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils eligible for PP achieve age related expectations in writing.	PP children to achieve national expectations in writing by the end of Key Stage 2.
B.	Pupils eligible for PP achieve age related expectations in maths.	PP children to achieve national expectations in maths by the end of Key Stage 2.
C & F	Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.	Pupils make expected progress despite experiencing interruptions in their emotional and social wellbeing.
D	Pupils eligible for the PP achieve the expected standard in phonics in year 1.	PP will achieve the expected standard in phonics in year 1.
E.	Attendance rates for pupils eligible for the PP increase.	The number of persistent absentees among pupils eligible for PP reduces to 10% or below. Overall PP attendance improves to 95%.

5. Planned expenditure

Academic year

2016-2017

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?
<p>A. Pupils eligible for PP achieve age related expectations in writing.</p>	<ul style="list-style-type: none"> Whole school staff training to implement the Talk for Writing approach. Whole school staff training to implement spelling approach Additional KS2 teacher Intervention booster teacher 	<p>Talk for Writing is a highly effective and nationally used approach to teaching writing with proven results. It also promotes and encourages learners to think about their own learning more explicitly. This approach to meta cognition is recognised by the EEF as having a high impact and can be effectively embedded within the Talk for Writing approach.</p> <p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore we want to offer high quality teaching to these pupils to increase progress.</p>	<p>Approach selected using evidence of effectiveness.</p> <p>Time dedicated to staff training.</p> <p>Staff and pupil feedback will be sought via triangulation and discussion at PPM's</p> <p>Monitoring of teaching and learning across the school</p> <p>Targeted within the School Development Plan.</p> <p>Moderation opportunities utilised within the hub.</p>	<p>AC</p> <p>SLT</p>	<p>Mini reviews – PPM's 6x annually</p> <p>Subject Leader review - Dec 2016</p>

<p>B. Pupils eligible for PP achieve age related expectations in maths.</p>	<ul style="list-style-type: none"> • Mastery approach to develop children's mathematical reasoning. • Maths Interventions – 1st Class@ Number & Success@ Arithmetic • Additional KS2 teacher • Intervention booster teacher 	<p>Evidence shows that a mastery approach to maths creates a deeper understanding of mathematical concepts; therefore, the intention of this approach is to provide our children with full access to the maths curriculum enabling them to achieve confidence and competence.</p> <p>These maths interventions have proven success rates within other local schools. They offer a timely and rigorous approach to securing children's basic concepts within number and arithmetic providing the foundations for children to access higher order maths skills. Training members of our support staff to specifically deliver these interventions builds specialist capacity and knowledge within our staffing team.</p> <p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore we want to offer high quality teaching to these pupils to increase progress.</p>	<p>Approach selected using evidence of effectiveness.</p> <p>Margaret Groom – Maths Consultant will support staff through training and advice.</p> <p>Staff and pupil feedback will be sought via triangulation and discussion at PPM's</p> <p>Close monitoring of the teaching of maths and the development of deepening math skills across the school.</p> <p>Targeted within the School Development Plan.</p>	<p>LP & AW SLT</p>	<p>Mini reviews – PPM's 6x annually</p> <p>Subject Leader review - Dec 2016</p>
<p>D. Pupils eligible for PP achieve the expected standard in phonics in year 1.</p>	<ul style="list-style-type: none"> • Targeted phonics groups across Key Stage one 	<p>Research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. This has proven particularly successful when the teaching of phonics is matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>Targeted within the school development plan.</p> <p>Groups established based on children's starting points and therefore matched to children's current level of skill.</p> <p>Regular assessment and monitoring</p> <p>Support and challenge provided within each group</p>	<p>AW</p>	<p>Mini reviews – PPM's 6x annually</p> <p>Review – DEC 2016</p>
Total budgeted cost					£53,461

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?
<p>C & F Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.</p>	<p>Thrive Approach</p>	<p>We have evaluated and witnessed the significant impact that the Thrive programme has had in supporting children experiencing emotional and social interruptions; therefore, we would like to develop a whole school systematic approach to the early identification of emotional development need in children so that differentiated provision can be put in place quickly. Thrive is a preventative and reparative approach which enables children to re-engage with their learning.</p>	<p>Staff training Clear action plan Whole school approach Build Thrive into school calendar Parental awareness and understanding of approach Targeted within the School Development Plan.</p>	<p>ZA</p>	<p>Regular mini reviews to adapt and tweak implementation. Full review March 2017(completion of Practitioner training)</p>

<p>E. Attendance rates for pupils eligible for the PP increase.</p>	<p>Family Liaison Officer to implement Project 95.</p>	<p>Project 95 is a proven approach for improving attendance rates. A local school with a similar demographic has successfully implemented this approach. Our HT and FLO visited this school to consider its impact and decided that with support and input from the SLO that this initiative would be ideal for our school.</p>	<p>Whole school awareness (letter, posters, assembly)</p> <p>Initial assessment to identify appropriate families.</p> <p>Team approach involving HT, Attendance officer, Family Liaison Officer and School Liaison Officer</p> <p>Protected time allocated for meetings and monitoring of attendance</p> <p>Impact measured regularly</p>	<p>IR & ZA</p>	<p>Approach reviewed fortnightly.</p>
Total budgeted cost					<p>56,033</p>

6. Review of expenditure – 2016 – 2017 – Allocated budget £109,560

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)
<p>A. Pupils eligible for PP achieve age related expectations in writing.</p>	<ul style="list-style-type: none"> • Whole school staff training to implement the Talk for Writing. • Whole school staff training to implement spelling approach • Additional KS2 teacher • Intervention booster teacher 	<p>4 teachers received external Talk for Writing training which has led to improved confidence and targeted delivery of writing across the curriculum. These teachers have disseminated effective practice across the school.</p> <p>The English lead has delivered 3 whole school training sessions around Talk for Writing and has provided planning support which has refreshed knowledge and upskilled all teaching staff.</p> <p>Talk for writing resources to supplement and enhance writing learning experiences have been purchased and have positively impacted across the school.</p> <p><u>2017 Writing Outcomes</u></p> <p>KS1 – 66.7% of pupils eligible for the Pupil Premium Grant met the expected standard in writing this is an increase of 20.5% from 2016.</p> <p>KS2 – 85.7% of pupils eligible for the Pupil Premium Grant (PPG) met the expected standard in writing which is an increase of 14.3% from 2016. This s also significantly above the provisional national figure of 76% for all pupils.</p> <p>Pupils eligible for the PPG achieved a progress score of 4.79 which is significantly above national.</p> <p><u>Core disadvantaged results</u> Writing 5/5 achieved expected+ = 100% GDS 40%</p>	<p>Talk for Writing is a proven success across the school and has improved children's' enjoyment of writing as well as the quality of what is produced; therefore Talk for Writing will continue to be embedded and consolidated across the school.</p> <p>It has highlighted that knowledge and understanding of vocabulary and spelling is a barrier to children's reading and writing and will need to be a whole school focus in order to ensure that children achieve age related expectations.</p> <p>PiXL offers rigorous support targeted to specific key areas such as vocabulary and spelling and this will be investigated.</p>

In-year Writing Data

All Pupils				Disadvantaged Pupils			
Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2	Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2
Y1	35	77.8	6.1	Y1	11	63.6	5.9
Y2	36	77.1	6.4	Y2	13	63.6	6.6
Y3	31	76.7	5.4	Y3	15	66.7	5.2
Y4	33	69.7	6.3	Y4	15	60	6.3
Y5	28	81.5	6.1	Y5	16	81.3	6
Y6	28	92.9	6.3	Y6	14	85.7	6.7

Attainment		Progress	
Attained less than all pupils		Made less progress than all pupils	
Attained in line with all pupils		Made progress in-line with all pupils	
Attained higher than all pupils.		Made more progress than all pupils	

Pupils eligible for the PPG make progress in line with or better than all pupils.

B.
Pupils eligible for PP achieve age related expectations in maths.

- Mastery approach to develop children's mathematical reasoning.
- Maths Interventions – 1st Class@ Number & Success@ Arithmetic
- Additional KS2 teacher Intervention booster teacher

Maths lead has implemented the White Rose materials across the school which have improved children's fluency, problem solving and reasoning skills.

Reasoning bubbles have been used successfully across the school to provide children with a model to structure their written mathematical reasoning. Also, manipulatives have been purchased and used consistently across the school. The use of manipulatives has been influential in supporting children to articulate the meaning and justifying the use of different mathematical processes. Our children have been able to use manipulatives to demonstrate results and prove their truth which has developed their mathematical thinking at the deep level required to support their conceptual understanding.

Class Teachers plan for progression in every maths session using three levels of challenge: Mild, Hot and Spicy. Children in KS2 choose their learning challenge based on their level of self-assurance. Children are encouraged to progress through these challenges using a 'magic 5' rule. KS1 are also provided with three levels of challenge which are teacher guided until the summer term of year 2. This has had a notable impact upon children's resilience and confidence.

Two members of school staff have been trained to deliver specific maths interventions which have significantly improved targeted support and the professional capacity of our staff team. Pupil voice has demonstrated that all children accessing these interventions improved their confidence and their mathematical abilities.

White Rose resources will continue to be embedded to ensure that all pupils are provided with fluency, problem solving and reasoning opportunities. The use of manipulatives will continue to underpin children's conceptual understanding with a particular focus on fractions.

The three levels of challenge will continue to be used across the school.

Upon review, it has highlighted that work is needed to further develop children's reasoning skills in mathematics through 'prove it' opportunities. Also, formal written methods of calculation need to be taught more progressively across the school to avoid the need for arithmetic provision in year 6.

PiXL offers rigorous support targeted to specific key areas such as written methods and fractions and this will be investigated.

1stClass@Number (year 3 pupils)

Name	Raw Score		Standardised Score		Age Equivalent	
	Entry Data	Exit Data	Entry Data	Exit Data	Entry Data	Exit Data
Pupil A	36	53	75	92	5yrs 11m	7yrs 2m
Pupil B	32	66	76	100	5yrs 7m	8yrs 2m
Pupil C	38	61	77	100	6yrs 0m	7yrs 9m

100% of pupils improved their basic number skills and confidence enabling them to make expected progress across the year. The difference between their mathematical age and chronological age diminished.

Success@Arithmetic – (year 6 pupils)

Name	Entry Data	Exit Data	Arithmetic May 2017 SATS paper
Pupil A	Arithmetic (Sample 2016) Jan'	Arithmetic (2016 Paper) March	
Pupil A	24	32	33
Pupil B	14	24	16
Pupil C	22	32	26
Pupil D	20	30	29
Pupil E	16	23	28

100% of pupils improved their arithmetic score and their written methods of calculation upon completion of the intervention in March 2017.

80% of pupils retained what they had learnt and again were able to improve their arithmetic score on the 2017 Arithmetic SATS paper.

KS2 Maths Booster Teacher – (year 6 pupils)

The additional KS2 intervention booster teacher achieved excellent outcomes for the year 6 pupils supported.

8/9 children achieved the expected standard in maths = 89%

6 children were pupil premium - 5/6 children achieved the expected standard = 83%

2017 Maths Outcomes

KS1 – 66.7% of pupils eligible for the Pupil Premium Grant met the expected standard in maths.

KS2 – 57.1% of pupils eligible for the Pupil Premium Grant met the expected standard in maths.

Core disadvantaged results

Maths 4/5 achieved expected+ = 80% GDS 20%

In-year Maths Data

All Pupils				Disadvantaged Pupils			
Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2	Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2
Y1	35	86.1	6.1	Y1	11	81.8	6.2
Y2	36	74.3	6.1	Y2	13	72.7	6.6
Y3	31	73.3	5.6	Y3	15	80	5.7
Y4	33	84.8	6.6	Y4	15	86.7	7
Y5	28	74.1	6	Y5	16	75	5.9
Y6	28	71.4	6.1	Y6	14	57.1	6

Attainment	Progress
Attained less than all pupils	Made less progress than all pupils
Attained in line with all pupils	Made progress in line with all pupils
Attained higher than all pupils.	Made more progress than all pupils

Pupils eligible for the PPG make progress in line with or better than all pupils.

D.
Pupils eligible for PP achieve the expected standard in phonics in year 1.

- Targeted phonics groups across Key Stage one.

Pupils across KS1 have accessed Phonics groups matched to their current level of skill.

50% of pupils eligible for the PPG passed the Phonics screening test at the end of year 1.

4/6 passed the year 2 Phonics retake = 67%

KS1 Reading Outcomes

Year 2

66.7% of pupils eligible for the PPG attained the expected standard in reading at the end of Key Stage 1.

Pupils eligible for the pupil premium grant made better than expected in-year progress performing better than all pupils.

Year 1

72.7% attained age related expectations in reading at the end of year one.

Pupils eligible for the PPG made expected progress in-year progress performing in line with all pupils.

In-year KS1 Reading Data

All Pupils				Disadvantaged Pupils			
Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2	Yr. Grp	No	% at or above ARE	Sum 2 to Sum 2
Y1	35	83.3	6.2	Y1	11	72.7	6.1
Y2	36	74.3	6.7	Y2	13	63.6	7.1

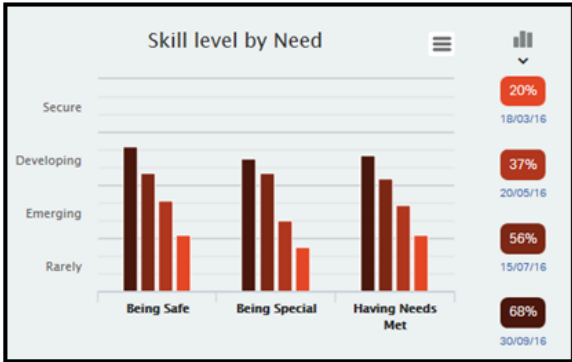
Attainment	Progress
Attained less than all pupils	Made less progress than all pupils
Attained in line with all pupils	Made progress in line with all pupils
Attained higher than all pupils.	Made more progress than all pupils

Pupils eligible for the PPG make progress in line with or better than all pupils.

Targeted Phonics groups will continue to be used across KS1 as the children were able to progress at their own pace which meant that it had a greater impact on their reading and writing skills. A tight structure will be kept and teachers will continue to implement writing alongside the reading of words so that children are able to use their segmenting skills when spelling a word within a sentence.

Staff training will be given at the beginning of the year with EYFS joining targeted groups from the January.

ii. 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)																												
<p>C & F Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.</p>	<p>Thrive Approach</p>	<p>Three members of staff have successfully completed Thrive Practitioner training and are now fully licensed. This has enabled a systematic approach to the early identification of emotional development need in children thereby differentiated provision has been able to be put into place quickly by the adults working most closely with the child.</p> <p>A Thrive Nurture room has been fully resourced and established enabling identified children to address their emotional developmental needs early which has built resilience, and prepared them for school equipping them to be ready and willing to learn. It has meant that the children who were at risk of underachieving have been able to re-engage with their lea</p> <p>Pupil A – Thrive Impact Data</p> <table border="1" data-bbox="781 722 1379 1026"> <thead> <tr> <th colspan="4">BEING</th> </tr> <tr> <th>18/03/16 Thrive online interruption & % score</th> <th>20/05/16 Thrive online interruption & % score</th> <th>15/07/16 Thrive online interruption & % score</th> <th>30/09/16 Thrive online interruption & % score</th> </tr> </thead> <tbody> <tr> <td>Profile Score 20%</td> <td>Profile Score 37%</td> <td>Profile Score 56%</td> <td>Profile Score 68%</td> </tr> <tr> <td>Developmental Experiences</td> <td>Developmental Experiences</td> <td>Developmental Experiences</td> <td>Developmental Experiences</td> </tr> <tr> <td>Being Safe 22%</td> <td>Being Safe 41%</td> <td>Being Safe 57%</td> <td>Being Safe 72%</td> </tr> <tr> <td>Being Special 15%</td> <td>Being Special 30%</td> <td>Being Special 57%</td> <td>Being Special 65%</td> </tr> <tr> <td>Having Needs Met 22%</td> <td>Having Needs Met 39%</td> <td>Having Needs Met 54%</td> <td>Having Needs Met 67%</td> </tr> </tbody> </table>  <p>Due to the support that was being provided at the 'Being Stage,' Pupil A also achieved the Doing stage. When he was profiled within the doing stage on 30/09/16, he was assessed as achieving the expected needs for this developmental stage.</p>	BEING				18/03/16 Thrive online interruption & % score	20/05/16 Thrive online interruption & % score	15/07/16 Thrive online interruption & % score	30/09/16 Thrive online interruption & % score	Profile Score 20%	Profile Score 37%	Profile Score 56%	Profile Score 68%	Developmental Experiences	Developmental Experiences	Developmental Experiences	Developmental Experiences	Being Safe 22%	Being Safe 41%	Being Safe 57%	Being Safe 72%	Being Special 15%	Being Special 30%	Being Special 57%	Being Special 65%	Having Needs Met 22%	Having Needs Met 39%	Having Needs Met 54%	Having Needs Met 67%	<p>Thrive will continue to be implemented for identified pupils. A full Thrive Timetable will be in operation from September 2017</p> <p>Children will be profiled regularly to ensure maximum impact.</p> <p>The three trained Thrive Practitioners will access annual CPD in order to maintain their Thrive License.</p> <p>An EYFS member of staff will access Thrive Practitioner training to ensure that children with social and emotional interruptions receive support as soon as they enter school.</p>
BEING																															
18/03/16 Thrive online interruption & % score	20/05/16 Thrive online interruption & % score	15/07/16 Thrive online interruption & % score	30/09/16 Thrive online interruption & % score																												
Profile Score 20%	Profile Score 37%	Profile Score 56%	Profile Score 68%																												
Developmental Experiences	Developmental Experiences	Developmental Experiences	Developmental Experiences																												
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Having Needs Met 22%	Having Needs Met 39%	Having Needs Met 54%	Having Needs Met 67%																												

Progress Data

Year 5 – end of term 4 to end of term 6 2016

Reading			Writing			Maths		
Y5 Term 4	Y5 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress
Below ARE	Below ARE	0.0	Below ARE	Below ARE	0.0	Below ARE	Below ARE	1.0

Pupil A's progress became static and no more progress was forthcoming as he was unable to access learning in the classroom and his social and emotional state was a huge barrier for him.

Year 6 – 2016 – 2017

Impact upon Pupil A's academic progress – Evidence of accelerated progress between the end of year 5 and the Spring Term as a direct result of being in control of his emotions.

Reading			Writing			Maths		
Y5 Term 6	Y6 Term 3	Progress	Y5 Term 6	Y6 Term 3	Progress	Y5 Term 6	Y6 Term 3	Progress
Below ARE	Below ARE	5.0	Below ARE	Below ARE	6.0	Below ARE	Below ARE	5.0

Reading			Writing			Maths		
Y6 Term 3	Y6 Term 6	Progress	Y6 Term 3	Y6 Term 6	Progress	Y6 Term 3	Y6 Term 6	Progress
Below ARE	Below ARE	1.0	Below ARE	Below ARE	3.0	Below ARE	Below ARE	2.0

Pupil B – Thrive Impact Data

Doing		
20/05/16 Thrive online interruption & % score	30/09/16 Thrive online interruption & % score	02/11/16 Thrive online interruption & % score
Profile Score 44%	Profile Score 63%	Profile Score 70%
<u>Developmental Experiences</u>	<u>Developmental Experiences</u>	<u>Developmental Experiences</u>
Exploring and Experimenting 41%	Exploring and Experimenting 65%	Exploring and Experimenting 74%
Experiencing options 43%	Experiencing options 63%	Experiencing options 67%
Initiating, engaging and doing 48%	Initiating, engaging and doing 61%	Initiating, engaging and doing 70%



Progress Data

Year 5 - Term 4 – Term 6 (2016/2017)

Reading			Writing			Maths		
Y5 Term 4	Y5 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress
Below ARE	Below ARE	0.0	Below ARE	Below ARE	0.0	Below ARE	Below ARE	1.0

As Pupil B's social and emotional development increased so did his ability to be able to access his learning. It was within Maths, which is his strongest subject area, where progress began to happen first.

Year 6 (2016/2017)

Reading			Writing			Maths		
Y5 Term 4	Y6 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress	Y5 Term 4	Y5 Term 6	Progress
Below ARE	Achieved expected Standard	7.0	Below ARE	Achieved expected Standard	6.0	Below ARE	Achieved expected Standard	6.0

E.
Attendance rates for pupils eligible for the PP increase.

Family Liaison Officer to implement Project 95.

Whole School Attendance Statistics

NOR = 223	2016/17
Attendance	95.4%
Persistent Absentees (85%) = 9 children	4.03%
Persistent Absentees (90%) = 24 children	10.76%
Persistent Absentees Disadvantaged pupils (85%) = 5 children	2.24%
Persistent Absentees Disadvantaged pupils (90%) = 16 children	7.17%

Project 95 Data

We monitored a total of 40 children.

3 children left the school (7.5%)

19 children have increased attendance (47.5%)

5 children have increased to over 95% (12.5%)

13 children have decreased attendance (32.5%)

	Under 95 % Cohort	Whole School
21.10.16	86.57%	96.1%
23.01.17	89.83%	95.7%
7.2.17	87.6%	95.4%
8.3.17	88.61%	95.4%
22.3.17	88.09%	95.5%
2.5.17	88.65%	95.5%
22.5.17	89.24%	95.5%
21.6.17	89.29%	95.3%
11.7.17	88.22%	94.1%

This attendance project will continue to run, but will now be targeting 96% attendance.

Ongoing monitoring of pupil premium children under the scheme will take place.

We will continue to send regular reminders to parents/carers about attendance policies including holidays.

		<p>Of the 37 children we were monitoring at the end of the year 20 children were eligible for Pupil Premium.</p> <p>Of those pupil premium children: 12 had increased attendance 3 had increased over 95% 5 had declined attendance</p> <p>As a result of Project 95, Communication improved between parents/carers and school regarding attendance and punctuality as we now have a robust school policy on attendance.</p> <p>School persistence when parents/carers do not engage.</p> <p>Parents/carers becoming aware that this is a whole school approach to attendance levels and the impact it has upon learning.</p> <p>Meetings with parents/carers highlighted any issues they were coping with that we may not have been aware of. Consequently, referrals into agencies have followed several of our meetings, such as early help, medical support and additional support via children's centres. This has meant parents/carers realise we are here to help them.</p> <p>The latter stage has included a review of our 'late' policy which potentially impacted upon our attendance levels initially but will, in the long run improve our punctuality as well.</p>	
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7. Additional detail (information used to inform the statement above)

Evidence for this evaluation has been harvested from the following sources:

- Inspection Dashboard
- Raise Online analysis
- School Development Plan evaluations
- Head Teacher reports
- Pupil Progress Meetings
- Target Tracker (school assessment systems)
- English and Maths Lead impact reports.