 

**Pupil premium strategy statement:**

**Name of school: Gawthorpe Community Academy.**

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| 1. **Summary information** | | | | | |
| **School** | Gawthorpe Community Academy | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | £62,680 | **Date of most recent PP Review** | 2018 |
| **Total number of pupils** | 229 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | July, 2019 |

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| 1. **Current attainment at Early Years** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving expected standard or above in reading, writing and maths | 20% |  |
| % making expected standard or above in reading | 40% | 77% |
| % making expected standard or above in writing | 20% | 74% |
| % making expected standard or above in maths | 40% | 80% |
| **Current attainment at KS1** |  |  |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving expected standard or above in reading, writing and maths | 67% | 61% |
| % making expected standard or above in reading | 67% | 75% |
| % making expected standard or above in writing | 67% | 70% |
| % making expected standard or above in maths | 83% | 76% |
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| **Current attainment at KS2** |  |  |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| % achieving expected standard or above in reading, writing and maths | 83% | 64% |
| % making expected standard or above in reading | 100% | 75% |
| % making expected standard or above in writing | 83% | 78% |
| % making expected standard or above in maths | 83% | 76% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Behaviour incidents and/or exclusion figures for children in receipt of pupil premium. |
|  | Lower than expected levels of development on entry into the academy: particularly in mathematics and writing. |
| **C.** | Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching. |
| **E.** | Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning. |
| **F.** | Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child. |

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| 1. **Desired Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | **Behaviour incidents and/or exclusion figures for chn in receipt of pupil premium to reduce from 17/18.**  There was 1 exclusion for a child in receipt of pupil premium .2017/2018. A total of 2 children having a fixed term exclusion throughout the year. To reduce these figures to zero.  In 2017/2018 there were 7 behaviour incidents which resulted in isolation. 3/7 were children in receipt of pupil premium .The desired outcome would be to reduce the number of isolation incidents. | Half termly data tracking of behaviour logs from the classroom, integris logs from lunchtime and exclusion file indicate a reduction in incidents involving chn in receipt of pupil premium.    Overall reduction in behaviour incidents including children in receipt of pupil premium, for 2018/2019. |
|  | **Lower than expected levels of development on entry to the academy, including entry to Foundation Stage.**  Evidence from the EEF suggests when gaps are narrowed between disadvantaged pupils and their peers in the Early Years, this gap becomes manageable as pupils move through the years to the end of Primary School. Desired outcomes are for pupils in receipt of pupil premium to achieve GLD in EY aspects – including reading, writing and maths to be in line with peers.  Desired outcome would ensure disadvantaged pupils would make rapid progress from their starting point so across the year they achieve the ELGs. | Attainment data for pp chn to be in line with peers at the end of Foundation Stage.  In year data for writing and maths to be in line with reading in EYFS, KS1 and LKS2.  Impact of interventions to indicate progress has been made for pupils within an intervention to ensure they are in line or better than PAG target. |
|  | **Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.**  Performance of chn in receipt in pupil premium to be in line with their peers based on previous year’s data (see breakdown below).  **Early Years**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **ELG Reading** | | **ELG Writing** | | **ELG Maths** | | **ELG In RWM** | | **GLD** | | |  | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Above** | **% Achieved or Exceeded** | **% Exceeded** | | Cohort | 73% | 23% | 67% | 13% | 77% | 17% | 67% | 10% | 67% | 3% | | PP | 40% | 0% | 20% | 0% | 40% | 0% | 20% | 0% | 20% | 0% | | Non PP | 80% | 28% | 76% | 16% | 84% | 20% | 70% | 11% | 73% | 4% |   **Year 1**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **Phonics check** | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% Achieved** | | Cohort | 87% | 37% | 80% | 17% | 90% | 27% | 90% | | PP | 80% | 20% | 60% | 0% | 60% | 20% | 80% | | Non PP | 88% | 40% | 84% | 20% | 96% | 28% | 92% |   **hYear 2**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **RWM Combined** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 79% | 35% | 76% | 21% | 83% | 24% | 76% | 17% | | PP | 67% | 33% | 67% | 17% | 83% | 0% | 67% | 33% | | Non PP | 83% | 35% | 78% | 22% | 83% | 30% | 78% | 22% |   **Year 3**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 76% | 33% | 70% | 24% | 79% | 30% | | PP | 83% | 50% | 83% | 17% | 100% | 50% | | Non PP | 74% | 30% | 67% | 26% | 74% | 26% |   **Year 4**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 86% | 38% | 83% | 35% | 86% | 38% | | PP | 86% | 29% | 86% | 29% | 86% | 43% | | Non PP | 86% | 41% | 82% | 36% | 86% | 36% |   **Year 5**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 83% | 37% | 83% | 30% | 83% | 30% | | PP | 89% | 0% | 89% | 0% | 89% | 0% | | Non PP | 81% | 37% | 81% | 30% | 81% | 30% |   **Year 6**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | **Writing** | | **Maths** | | **Grammar** | | **RWM Combined** | | |  | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | **% ARE or Above** | **% Above** | | Cohort | 87% | 33% | 90% | 33% | 90% | 33% | 97% | 57% | 80% | 20% | | PP | 100% | 0% | 83% | 17% | 83% | 0% | 100% | 67% | 83% | 0% | | Non PP | 87% | 33% | 92% | 38% | 92% | 33% | 97% | 84% | 79% | 17% |   Attainment to be measured through rigorous pupil progress meetings across the academy on a half termly basis; pupils will be identified and provision put into place by class teachers. Any interventions will be inputted into target tracker. Attainment and in-year progress of this group will be measured during pupil progress meetings and actions for further progression identified and implemented. | Data tracking following half termly assessment input points indicates that chn in each cohort progress at least in line with their peers in reading, writing and maths.  All leaders and class teachers to be aware of PAG (Prior Attainment Group) targets and where pupils are at risk of not meeting these, intervention to be put swiftly in place.  Development of writing across the academy indicates that chn in each cohort achieve RWM combined by the end of the academic year. |
|  | **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.**  Attendance for children in receipt of pupil premium was 96.31% in 2016/2017 there has been a decline to 93.96% during 2017-2018. The desired outcome is that with additional support and targeted actions by the Attendance and Behaviour Officer, the attendance for pupil premium chn will raise to be in line with whole school figures.  2017/18  Whole School Attendance 96.46%  Pupil Premium Attendance 93.96%  Attendance to be measured with the Head teacher and Attendance and Behaviour Officer during weekly meeting to identify pupils who are at risk of a reduction in attendance. | Attendance to increase across the academy of children who are in receipt of pupil premium in line with whole school. |
|  | **Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning. Our school has an IDACI postcode rating of 18.65 placing us in the 3rd quintile for deprivation.**  A high proportion of our pupil premium children are tracked for varied vulnerabilities; through targeted support, pupil premium attainment to demonstrate the impact of additional pastoral support to ensure all chn make expected or greater progress based on their PAG targets. | Individual tracking document highlights the bespoke support in place for chn who have vulnerabilities – including those who are also pupil premium.  Tracking half termly reading / comprehension age in addition to arithmetic should indicate an improvement in attainment. |
|  | **Limited parental engagement and support for high aspirations – for a number of reasons, there may be potential for parents to not engage well with school. This could limit parental ability to support at home with activities such as homework and limit their aspirations for their child which could hinder pupils’ own feelings towards school and their own achievements and future goals.**  Parent / carers’ attendance in school – including parent information events / parents evenings / INSPIRE events to increase through increasing the range of workshops / open events on offer to parents.    Increase the proportion of families supported by the learning mentor and attendance and behaviour officer from 17/18: for persistent absence 10 families and pupils; 7 of these being disadvantaged. | Attendance at celebration assemblies, class assemblies, showcases, INSPIRE events, coffee mornings, open mornings and parent’s evenings to increase through heightened promotion of events through Twitter feed, newsletters, posters, school website.  Persistent absence to be reduced and the number of families being involved to be reduced to 5 and children in receipt of pupil premium to be reduced to 4 families. Children will be in school to be able to access first wave quality teaching. |

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| 1. **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. | | | | | | | |
| 1. **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?** |
| **To diminish the difference between PP children and Non PP children with lower than expected levels of development on entry.** | | Additional in class support hours: additional Nursery Nurse in Reception 5 mornings per week to support early numeracy and communication and language  Additional support staff hours across school.  Additional booster sessions led by SLT members for identified children in Y2 and Y6.  Additional Part-time teacher to support Y6 children 2 mornings per week  Additional maths resources  Additional book resources | | Evidence from the Early Years Tool kit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment. Of the five pupil premium chn in Rec 17/18, only one child achieved GLD.  Use of teaching assistants providing high quality feedback can add up to 8 months impact on learning according to the EEF toolkit for teaching and learning.  Small group booster sessions took place in 17/18 with 6 pupils in Y6.  5/6 of these pupils achieved RWM combined in KS2 SATs. All pupil premium children achieved ARE in Reading and Writing and only one didn’t achieve ARE in Maths.  To prepare all children for SATs tests at the end of Year 6, this allows 2 teachers to be there to boost children’s learning.  To raise attainment and progress specifically for those to reach a greater depth of understanding.  To develop the love of reading and allow children to access 2 library books per week to take home | Interventions will be tracked by EYFS manager.  Subject leaders and phase leaders will ensure a comprehensive programme of CPD is in place for staff to ensure feedback and guided learning is effective.  SLT will identify pupils at risk of not attaining a minimum 100 scaled score based on PAG prediction of 98/99. Resources to be ordered and intervention organised for after school.  Lesson monitoring | P Gill  A Job  B Thickett  Core subject leaders  N White  A Mitchell | Half termly pupil progress meetings.  Half termly pupil progress meetings.  Ongoing attainment tracking. |
| **Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.** | | Full time equivalent teaching assistant support in every classroom – including afternoon sessions.  Teaching Assistant staff to each be assigned to two pupil premium chn in the classroom; focus on building a positive working relationship, completing priority readers, supporting with homework and developing social and emotional welfare through regular talk and ‘catch up’ sessions. 10 minute daily catch up x 2 pupils. | | Targeted support from Teaching Assistants 17/18 has indicated that of the 17 pupils assigned to a member of support staff for tracking and monitoring, 13/17 pupils made either academic or social and emotional progress during the year. Of the remaining 4 pupils, 3 were new to the academy throughout the year; all are now being supported by the Learning Mentor and SENDCo. | All staff will be informed of who their target children are during INSET on 3rd September, 2018.  Support staff will have their target chn form part of their performance management targets; pupil progress meetings will ensure rigorous tracking is in place for all pupils. | SLT  Class Teachers | Half termly pupil progress meetings. |
| **Total budgeted cost** | | | | | | | £19,162.10 |
| 1. **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?** | |
| **Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to reduce from 17/18.** | | Learning Mentor and Attendance and Behaviour Officer to identify pupils at risk of or have experienced exclusion from school.  Targeted intervention (including Lego Therapy) to be put in place and impact on exclusion data to be monitored by the Learning Mentor and Attendance and Behaviour Officer on a half termly basis.  Targeted playtime and lunchtime roles, routines and activities to be established. Additional clubs including lego therapy, cross stitch, colouring club, book club and library to target pupils. | | *Summer 2018:*  *Only one child in receipt of pupil premium received an exclusion in the summer term – totalling 1 day.*  Behaviour incidents have been reduced over the course of 17/18; in order to continue this work, the learning mentor and behaviour officer will put specific intervention in place and academy leaders will be developed and trained to support the play during academy ‘free time’. | | Directed time provided within timetables to ensure interventions groups for identified children are in place.  Dedicated time for parents / carers to be invited into school and updated on progress of intervention and the impact on behavioural choices and incidents within school.  Resources for behavioural interventions and playtime equipment to be audited in school and additional resources ordered if required.  Regular meetings held between Attendance and Behaviour Officer, Head teacher to monitor behaviour incidents and actions swiftly put into place. | D Pyrah  N White  A Mitchell | Half termly behaviour incident and exclusion report.  Termly reviews | |
| **Emotional and Social factors – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.** | | Learning Mentor deployed to work closely with targeted families identified through the academy vulnerable list – many of whom are also in receipt of pupil premium.  Subsidy for residential visits  Free school milk for children in receipt of the Pupil premium  Additional free clubs | | The pastoral team has supported 35% of pupils and their families in 17/18. 6% of these are families are disadvantaged pupils.  We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child’s chance of engaging in highly effective out of school experiences.  To ensure that vulnerable children, who may not have had a nutritional breakfast, have access to milk.  To further develop children’s experiences to enrich their understanding of the world as well as providing and widening opportunities across the curriculum. | | Performance management to reflect welfare, attendance and parental engagement for disadvantaged pupils.  Regular reviews of the Vulnerable list with the H and learning mentor.  Pupil voice to monitor the impact and effectiveness of interventions to support the welfare of identified pupils.  Uptake of PP children will increase- parent’s supported with payment plans.  Milk is ordered for every disadvantaged child and class teachers are aware and monitor those children accessing this.  Uptake of PP children will increase. SLT monitor quality provision. Opportunity to experience an event that they may not necessarily access at home. Opportunities to take part in and make connections with local outside clubs. | D Pyrah  A Mitchell | Half termly update of the vulnerable list.  . | |
| **Total budgeted cost** | | | | | | | | £32,723 | |
| 1. **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?** | |
| **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.** | | Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.  Families to be prosecuted for poor attendance.  Regular attendance updates for parents – half termly attendance available for all parents.  Attendance to feature heavily on the weekly academy newsletter to highlight this is a key academy priority. | | 2017/2018  Attendance figures for pupils in receipt of pupil premium indicate:  *Whole school: 96.46%*  *Pupil Premium: 93.93%*  To diminish the gap in this attendance percentage the attendance officer will work with specifically families in receipt of pupil premium funding.  One pupil premium family with persistent absence have caused a small dip in the consistently high attendance percentages we usually achieve. Work with routines and non-negotiables for attending school to reverse this trend. | | Weekly attendance review meetings held between the Attendance and Behaviour Officer, Learning Mentor and Head teacher to highlight and monitor pupil attendance to ensure swift action is taken.  Attendance and Behaviour Officer to continue working closely with the EWO to issue fines for families failing to adhere to attendance boundaries in school. EWO supervision visits with partner school to ensure all monitoring that can be done is taking place.  Parents of pupils whose attendance and/or punctuality to school is seen to be dropping to be invited into school for meetings with the Attendance and Behaviour Officer.  Newsletter to be reorganised to allow for attendance celebration to take place. | A Mitchell  D Pyrah | Weekly attendance review meetings.  Weekly and half termly attendance reports. | |
| **Limited parental engagement and support for high aspirations.** | | Develop ‘showcases’ across the curriculum where parents are invited into school to see the achievements of their child and other pupils.  Develop the new PTA group to engage parents to ensure all children can access events.  Learning Mentor and Attendance and Behaviour Officer to develop a programme of workshops for parents throughout the academic year – including ‘life skills’ sessions: cooking, budgeting and eating healthily would help the most vulnerable parents – and benefit their children too. Develop range of ‘real life’ visits and include parents too. | | To reduce the barrier between parents and school by offering a wider range of reasons and opportunities for parents to engage with the academy.  Programme of PHSE to be progressive and develop with age range to prepare chn for life beyond primary school – this will work in hand with the Values Based Education curriculum in place.  Raise aspirations and attainment by providing support and guidance for parents/carers at home – reduce the requirement for parents to feel support is available for both home and school.  To ensure pupils who are able to achieve at a higher standard are sufficiently challenged in all aspects of the curriculum. | | Twitter and Newsletters to share events and celebrate successes; ensure quality teaching in place for the end result and ‘purpose’ to be engaging for parents. Offer range of times to include all parents.  Key Stage Leaders to organise events for their key stages; pupil voice to take place to draw upon the impact of this work.  Parents invited in to see the outcome of this work and in turn, support their child through school.  Monitor numbers and target parents to ensure take up is higher than previous years. Newsletters and twitter to share the events calendar in school.  Parent views for effectiveness within subject monitoring.  Pupil progress meetings. | All Staff |  | |
| **Total budgeted cost** | | | | | | | | £18,047 | |

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| 1. **Review of expenditure:** | | | | |
| **Previous Academic Year** | | **2017/2018** | | |
| 1. **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** |
| **To provide a consistent link between the Academy and external agencies with the aim of improving the outcomes of vulnerable children, including children in receipt of the pupil premium** | Learning mentor to . organise CAF, CIN and CP meetings. This person runs behaviour support groups, works with targeted children who may be experiencing Emotional and Social issues which are limiting outcomes. To provide consistent links with vulnerable parents or family groups. To maintain informal and formal contact with children in receipt of the pupil premium and their families where appropriate. | Behaviour incidents and/or exclusion figures for children in receipt of pupil premium to reduce from 16/17.  To remove Emotional and Social factors which have the potential to act as significant barriers to learning. – Some children experience complex home and school issues | Learning Mentor and Safeguarding Officer now DSL, has worked with pupil premium families to ensure there is a consistent link between the Academy and has been the school representative at CAF, CIN and CP meetings. Targeted work with children experiencing emotional and wellbeing issues has resulted in these children being able to access learning in a positive manner. Attendance of Pupil Premium children in the Academy is good, with an exception of one family of three children, where the Attendance Officer has worked tirelessly to ensure this has not become a barrier to learning.  Lunchtime and break times are a positive experience, where PP children are targeted to ensure they are accessing friendship groups. | £29,051 |
| 1. **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** |
| **Attendance and Punctuality - the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.** | Deployment of the Attendance and Behaviour Officer to monitor key individuals whose attendance drops below the Academy threshold.  Families to be prosecuted for poor attendance.  Regular attendance updates for parents – half termly attendance available for all parents. | To reduce the risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching. | Attendance of Pupil Premium children in the Academy is good, with an exception of one family of three children, where the Attendance Officer has worked tirelessly to ensure this has not become a barrier to learning. | £18,047 |

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| 1. **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** |
| **To diminish the difference between PP children and Non PP children**  **To help to develop PP children’s understanding of the world (including British Values) acting as a potential barrier to learning.**  **To develop the love of reading and allow children to access 2 library books per week to take home** | **Additional before and after school interventions**  Subsidise the cost of the residential visits and multisports clubs for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child’s chance of engaging in highly effective out of school experiences.  Additional resources to ensure PP children can access library books to take home and revision books to develop attainment and progress. | Children in receipt of PP have attended before and after school interventions, which ensures that children are at least in line with expected progress.  Limited experiences – for a number of our children family visits, holidays and days out can be limited which can impact on the pupil’s understanding of the wider world.  All children in school will develop a love of reading, thus improving library visitation and impacting on reading results. | All Year 6 PP children (6 children) achieved at least ARE in reading, writing and grammar. 5 achieved at least ARE in maths.  In Year 2 4/6 PP children achieve ARE in Reading and writing. 5 children achieved ARE in Maths.  9 PP children benefitted greatly from the residential visit to Whitby and engaged in all the activities offered enhancing friendships and team working skills. 24 Children accessed Multi Sports club throughout the year, which had a positive impact on their wellbeing and friendship building.  Additional resources to ensure PP children can access library books to take home and revision books to develop attainment and progress. PP children across school have accessed the school library at lunchtime and after school. This has increased library visitation rates by PP children by 32%. | £4,142.65  £2,265  £600 |

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| 1. **Additional detail** |
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