

Ryecroft C.E. Middle School Pupil Premium Strategy Statement



1. Summary information

School	Ryecroft C.E. Middle School				
Academic Year	2020 / 21	Total PP budget (allocation based on October 2019 census)	£ 42,100	Date of most recent external PP review	21.10.2019
Total number of pupils (based on October 2019 census)	197	Number of pupils eligible for PP (based on October 2019)	35	Date for next PP Strategy Review	

2. Current attainment/progress on exit (end of Spring term in the academic year 2019-2020)

Reading												
	Y5			Y6			Y7			Y8		
Group	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	0	23	77	8	52	40	3	43	54	19	48	33
Girls	0	12	88	19	48	33	0	50	50	15	40	45
Boys	0	42	58	56	44	0	4	38	58	21	53	26
SEN	0	50	50	0	30	70	0	0	100	9	64	27
Non SEN	0	21	79	11	58	31	3	52	45	21	45	34
PP	0	10	90	33	33	34	0	67	33	14	50	36
Non PP	0	26	74	5	55	40	3	38	59	20	48	32

Writing												
	Y5			Y6			Y7			Y8		
Group	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	14	50	36	4	42	54	20	53	27	10	59	31
Girls	9	45	46	10	43	47	25	69	6	10	40	50
Boys	21	58	21	0	41	59	17	42	41	11	68	21
SEN	25	25	50	10	10	80	0	14	86	0	55	45
Non SEN	13	52	35	7	50	43	24	61	15	13	60	27
PP	10	40	50	33	33	34	0	67	33	14	43	43
Non PP	14	52	34	43	57	0	24	50	26	9	64	27

Maths												
	Y5			Y6			Y7			Y8		
Group	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below	% Above	% On	% Below
All	8	58	34	8	52	40	8	85	7	21	62	17
Girls	3	61	36	38	48	14	0	88	12	10	75	15
Boys	16	53	31	37	44	19	13	83	4	26	55	19
SEN	0	25	75	0	60	40	71	29	0	36	36	28
Non SEN	8	60	32	47	42	11	9	88	3	17	68	15
PP	0	70	30	17	67	0	0	83	17	7	71	22
Non PP	10	55	35	40	43	17	9	85	6	25	59	16

Key Stage 2 progress (2019)

Progress of Pupils compared to those Nationally (PROVISIONAL ON 2019 DATA)

Group	2016 Read	2017 Read	2018 Read	2019 Read	2016 Writing	2017 Writing	2018 Writing	2019 Writing	2016 Maths	2017 Maths	2018 Maths	2019 Maths
All	-0.8	+1.2	-1.09	+0.4	-1.1	-0.4	+0.50	+0.3	-3.6	-0.4	-2.75	-0.9
Boys	-0.8	+0.3	-1.66	-0.8	-0.8	-0.7	-0.57	+0.7	-1.3	-0.6	-2.26	+0.4
Girls	-0.9	+2.0	+0.15	+1.9	-1.5	-0.2	+2.82	-0.1	-7.3	-0.2	-3.83	-2.5
PPG	-2.0	+1.6	-2.47	-1.1	-3.3	+1.7	+0.12	+2.5	-6.3	+0.9	-3.34	-0.8
Non PPG	-0.7	+1.1	-0.65	+0.6	-0.8	-0.7	+0.69	0.0	-3.2	+0.6	-2.57	-0.9
SEN	-4.2	-2.2	- 2.85	-2.1	-2.4	-1.6	+10.34	+1.5	-10.3	-0.6	+6.01	-0.5
Non SEN	-0.5	+1.6	-1.39	+0.9	-1.0	-0.3	+0.14	+0.1	-3.0	-0.4	-2.87	-0.9

* The progress score is calculated by comparing the score attained at KS2 with the pupils KS1 baseline. A score of 0 indicated that a pupil's progress is in line with pupils nationally in the same attainment group at KS1. A negative score shows that although a pupils has made progress it is below that of others nationally in their attainment group. A positive score show a better level of progress.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Literacy skills (especially reading) entering Year 5 are lower for pupils eligible for PP than for other pupils
B	A smaller number of PP children are making exceptional progress compared with non PP pupils in Maths, Reading and Writing
C.	High and middle ability pupils who are eligible for PP are making less progress than other high and middle ability pupils across Key Stage 2
D.	On entry, our Year 5 Pupil Premium pupils are significantly lower in Maths, reading and writing compared to other pupils
External barriers:	
E.	Completion rates for homework are lower for PP pupils
F.	School attendance rates for pupils eligible are 95.0% (which is below 'other' pupils at 96.84%): reducing their school hours and contributing to them falling behind

4. Outcomes (desired outcomes and how they will be measured)		Success criteria:
A.	All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	From a lower starting point, and due to making accelerated progress, there is no difference between attainment and progress for pupils eligible for PP and 'other' pupils nationally. 80% of lessons are good or outstanding.
B.	Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Termly data captures show that there is no difference in average Attitude to Learning scores
C.	Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school	Increase the attendance of pupils eligible for PP so there is no difference between this group and 'other' pupils.
D.	Developing skills, personal qualities and emotional wellbeing -to encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.	Monitor involvement to ensure pupils eligible for PP are participating
E.	To widen the life experiences of PP pupils through planned experiences	Pupils experience a wide range of activities which they reflect on

The action plan below is the Pupil Premium Action Plan 2020 – 2021 and shows how the school will use Pupil Premium to improve classroom pedagogy, provide targeted support and support the School Development Plan.

School Vision:
 Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care. We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance.

Key Priorities:

- ❖ 1. Close the attainment gap between disadvantaged children and their peers
- ❖ 2. Ensure all pupils receive quality teaching and careful planning to meet the needs of all prior attaining groups
- ❖ 3. Take an evidence-informed approach to PP spending
- ❖ 4. Monitor and review the impact of the PP spending

Academic year 2020 / 2021

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Time frame	Monitor ed by	RAG rating		
						Dec 20	Apr 21	Jun 21
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	Review the use of Flights paths for disadvantaged pupils, using the RADY methodology SB to work with MH to review the target setting process for our disadvantaged pupils Staff to be informed of the targets for disadvantaged pupils Literacy Action Plan to be reviewed and re-written. Ensure there are opportunities for PP pupils to improve their literacy Focus is raised for the disadvantaged pupils	Disadvantaged pupils to be set aspirational targets to ensure they remain a priority for all members of staff (based on RADY methodology)	Class teachers are aware of the targets disadvantaged pupils have. Senior Leaders hold staff to account for the performance of disadvantaged pupils. Governors hold Senior Leaders to account re: performance of disadvantaged pupils.	01.10.2020 At each data point	SB			
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	Pupil Premium governor to hold Senior Leaders to account for the school's use of Pupil Premium funding.	'The EEF guide to the Pupil Premium' - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	Senior Leaders are held to account by PP governor.	From September 2020	SB			
All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	Share updated list of disadvantaged pupils with all staff as necessary.	Staff need to be aware of the targeted pupils so they can apply recommended strategies	SB to provide updated information to all staff re: disadvantaged pupils.	From 01.09.2020 (as necessary)	SB			

<p>All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally</p>	<p>Staff professional development – identify needs and providers for training related to metacognition, attachment and trauma and stretch and challenge of the most able</p>	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. - On average, mastery learning approaches are effective, leading to an additional five months' progress. 	<p>SB to organise specific training for 'Attachment and Trauma', 'Metacognition' and Stretch and challenge. Evaluate the quality and impact of the training.</p> <p>Adapt the lesson observation record in the QA process to collect information related to the training.</p> <p>Training evaluation sheets</p>	<p>Training in the Autumn term</p> <p>Impact in the Spring term</p>	<p>SLT</p>			
<p>All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally</p>	<p>Devise, populate and share individual Pupil Premium Learning Passports so that staff are aware of potential gaps in breadth of knowledge and life experiences</p> <p>To provide all staff with up to date information re: disadvantaged pupils</p> <p>Meet with all PP pupils to update the Learning Passports of pupils in Years 6, 7 and 8. Meet with eligible Year 5 pupils to write their individual Learning Passport</p>	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress) - Experience informs us that an individual learning passport makes staff more aware of the child and their needs - 'to help the word poor become richer and, with it, to diminish the difference between the attainment of 	<p>Staff will have access to a passport for every eligible pupil.</p> <p>Staff aware of their purpose and possible uses.</p> <p>Staff to review each passport and update the information</p> <p>PP Governor and SB to review passports, update as necessary and plan actions.</p> <p>Staff are aware of eligible pupils</p> <p>Parents are aware of their child's Learning Passport and make a contribution</p>	<p>September 2020 (for Y6,7 +8)</p> <p>October 2020 for Year 5</p> <p>September 2020</p> <p>April 2021</p> <p>April 2021</p> <p>September 2020</p> <p>October 2020</p>				

		disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust							
Individual Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	To conduct a focused work scrutiny and pupil voice on PP pupils Staff have useful information Report produced for SLT and all staff on the findings Findings are part of the QA PP process SB and SE to conduct a work scrutiny on PP pupils to ensure that marking is helping pupils to improve the quality of their work	'The EEF guide to the Pupil Premium' - Feedback studies tend to show very high effects on learning. - It is certainly the case that schools whose pupils do homework tend to be more successful. The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.	Teachers are provided with an outline of findings from work scrutiny – share examples of good practice Senior Leaders have key information about the quality of marking for disadvantaged pupils across the school	Autumn term	SB / SE SLT				
Ensure that pupils eligible for PP have at least the same Attitude to Learning scores as 'other' pupils	Monitor the Attitude to Learning scores and analyse individual pupils. Follow up concerns with individual pupils by having one to one conversations with the child and teachers and conducting an individual work scrutiny.	'The EEF guide to the Pupil Premium' - Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Termly data is analysed to identify trends. Individual pupils are identified and appropriate actions implemented.	October half term and then each half term	SB / SE				
ii. Targeted support									
Individual Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally	Progress and attainment are closely monitored so pupils are not allowed to fall behind. SEND + PP pupils – identify, actions, monitoring, support Clearly identify disadvantaged pupils on all data sets for staff and governors. Develop this work by having SEND + PP / Safeguarding + PP / CIC + CPIC as a discrete group Tracking matrices for PP pupils to be used for analysis of performance	'The EEF guide to the Pupil Premium' - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. - On average, reading comprehension approaches deliver an additional six months' progress. - Overall, evidence shows that small group tuition is	Identify pupils who are on both the PP and SEND / PP and Safeguarding / CIC + CPIC registers so they are identified on all data tracking documents Staff and governors more aware of the performance of disadvantaged pupils and hold Senior Leaders to account over the performance of PP pupils Analyse the results of	September 2020	SB				

		<p>effective and, as a rule of thumb, the smaller the group the better.</p> <ul style="list-style-type: none"> - Evidence suggests that TAs can have a positive impact on academic achievement 	interventions					
<p>Individual Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally</p>	<p>Pupils are monitored closely and intervention provided to help diminish any differences</p> <p>Intervention is implemented to address specific needs</p>	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. - On average, reading comprehension approaches deliver an additional six months' progress. - Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. - Evidence suggests that TAs can have a positive impact on academic achievement 	<p>Where data identifies an issue, rapid intervention is implemented. The impact of these is closely monitored</p>	Ongoing	SB			
<p>Increased attendance rates for pupils eligible for PP to make them at least in line with other pupils in school</p>	<p>Ensure attendance of PP pupils is not contributing to lower attainment</p> <p>SB to produce monthly analysis of attendance for PP pupils. Trends identified and attendance is not a barrier to learning</p> <p>Ensure work with EWW includes a focus on the attendance of all disadvantaged pupils and where a declining percentage is identified action is taken.</p>	<p>'The EEF guide to the Pupil Premium'</p> <ul style="list-style-type: none"> - Parental engagement is consistently associated with pupils' success at school. 	<p>Set up PP group in SIMS; complete attendance analysis and share concerns as necessary during three weekly attendance checks</p>	From 01.09.2020	SB SLT			

<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p>	<p>Further develop the electronic scrapbook Examples of 'soft' evidence can be collated to show the additional opportunities and the impact they have More photographic evidence available to show the range of opportunities SB to maintain an electronic scrapbook in the Staff Shared area SB to discuss with Teaching Assistants so they can help collecting evidence</p>	<p>'to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum' Sutton Trust 'The EEF guide to the Pupil Premium' -Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. -Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. -The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress)</p>	<p>Staff are aware of the scrapbook and add examples of their work Senior Leaders oversee the scrapbook and co-ordinate the collation and presentation of the work Governors use this as another method to hold Senior Leaders to account re: performance of disadvantaged pupils</p>	<p>December 2020</p>	<p>SB</p>			
<p>iii. Other approaches</p>								
<p>All Pupil Premium pupils will access high quality teaching so that attainment and progress are at least in line with all other pupils' nationally</p>	<p>To provide all staff with a guide to strategies to support disadvantaged pupils Staff have useful information</p>	<p>Experience shows that staff appreciate and value practical strategies.</p>	<p>SB to review the previous document, make changes as necessary and re-distribute to all staff so they have a document with ideas / strategies to help inform teaching</p>	<p>Autumn term</p>	<p>SB</p>			

<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p>	<p>Provide PP pupils with daily breakfast Record of pupils having breakfast shows that pupils make use of this service.</p>	<p>Food Research and Action Center (FRAC) 'Children who do not eat breakfast at home or at school were less able to learn. Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning. Beyond academics, children who participate in school breakfast programs show decreased anxiety, depression, and hyperactivity'</p>	<p>All disadvantaged pupils are entitled to a breakfast at school every day. Parents to be written to reminding them of this so uptake is improved monitor the spend and encourage all pupils to make use of the facility Governors: evaluate the impact of the spend and decide on allocating finance</p>	<p>From 02.09.20</p>	<p>SB TE</p>			
<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p>	<p>Ensure PP pupils have appropriate uniform for school Pupils have the same opportunities as others to be dressed appropriately for school</p>	<p>'The EEF guide to the Pupil Premium' - There is some evidence that free school uniforms improve attendance in areas of very high poverty. Experience shows that pupils value their appearance and having appropriate uniform has a positive impact on their self-esteem</p>	<p>All PP pupils and their families to be supported (where necessary) with purchasing school uniform SLT to monitor the appearance of pupils</p>	<p>From 02.09.20</p>	<p>SB</p>			
<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p>	<p>Provide access to the Youth Emotional Support Service counsellor Case studies of individual pupils to be requested from YESS to show the impact and reviewed</p>	<p>'The EEF guide to the Pupil Premium' - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>As required, pupils to be provided with the opportunity to meet individually with the Counsellor to address social, emotional, mental health and behavioural needs</p>	<p>From 08.09.20</p>	<p>SB</p>			

<p>Developing skills, personal qualities and emotional wellbeing -To encourage participation in extra-curricular activities so that pupils eligible for PP take part in more enrichment opportunities and ensure there is positive disproportional representation of PP pupils in all aspects of school life.</p> <p>PP pupils, who wish to participate, take part in educational visits</p>	<p>Ensure that all PP pupils can take part in enrichment activities</p> <p>PP pupils take part in enrichment activities</p> <p>Ensure that all PP pupils can take part in educational visits</p> <p>Review the participation</p>	<p>‘The EEF guide to the Pupil Premium’</p> <ul style="list-style-type: none"> - Overall, the impact of arts participation on academic learning appears to be positive but low. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. - The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress) - ‘to help the word poor become richer and, with it, to diminish the difference between the attainment of disadvantaged pupils and their non-disadvantaged peers ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum’ Sutton Trust 	<p>Include appropriate paragraph in all letters to parents about enrichment activities so they are aware of the funding arrangements</p> <p>Senior Leaders to monitor participation</p>	<p>From 02.09.20</p>	<p>SB</p>			
<p>Any pupils not already registered for funding will be added to future lists</p>	<p>Ensure that all eligible families are aware of how to apply</p>	<p>Experience shows that it is important to encourage participation but some families choose not to</p>	<p>Letter to be sent home in September 2020</p> <p>Senior Leaders to monitor and encourage participation in educational visits</p>	<p>30.09.20</p>	<p>SB</p>			
<p>Document available for all visitors to the school website</p>	<p>To present the information in the Pupil Premium Strategy in an accessible format / document</p>		<p>SB to write an executive summary of the PP Strategy and ensure it is on the website</p>	<p>Autumn term</p>	<p>SB</p>			

Previous academic year 2019-2020

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																																																				
Raise attainment in Maths and English	Identification of pupils and specific teaching strategies	<table border="1"> <thead> <tr> <th></th> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>2016</td> <td>57</td> <td>69</td> </tr> <tr> <td>Read</td> <td>2017</td> <td>86</td> <td>78</td> </tr> <tr> <td>Read</td> <td>2018</td> <td>67</td> <td>70</td> </tr> <tr> <td>Read</td> <td>2019</td> <td>40</td> <td>71</td> </tr> <tr> <td>Writing</td> <td>2016</td> <td>71</td> <td>88</td> </tr> <tr> <td>Writing</td> <td>2017</td> <td>86</td> <td>81</td> </tr> <tr> <td>Writing</td> <td>2018</td> <td>75</td> <td>86</td> </tr> <tr> <td>Writing</td> <td>2019</td> <td>60</td> <td>85</td> </tr> <tr> <td>Maths</td> <td>2016</td> <td>43</td> <td>57</td> </tr> <tr> <td>Maths</td> <td>2017</td> <td>57</td> <td>72</td> </tr> <tr> <td>Maths</td> <td>2018</td> <td>58</td> <td>67</td> </tr> <tr> <td>Maths</td> <td>2019</td> <td>60</td> <td>76</td> </tr> </tbody> </table>			PP	Non-PP	Read	2016	57	69	Read	2017	86	78	Read	2018	67	70	Read	2019	40	71	Writing	2016	71	88	Writing	2017	86	81	Writing	2018	75	86	Writing	2019	60	85	Maths	2016	43	57	Maths	2017	57	72	Maths	2018	58	67	Maths	2019	60	76	Use of a tracking grid with a specific section for pupils eligible for PP allows the group to be constantly identified and progress / attainment monitored. As a result, interventions are more timely.	
		PP	Non-PP																																																					
Read	2016	57	69																																																					
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Raise attainment in Maths and English	Targeted interventions		Continue, with a focus on LPA, MPA and HPA	£ 1,870.05																																																				
Increased knowledge of strategies	Attend presentation at 'Light Up Uttoxeter' event	Useful presentation. Strategies shared with teaching staff in school	Look for other opportunities to network and share good practice	Training budget																																																				

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)	Cost
Pupils have a free and nutritious meal before school to aid concentration	Provide a daily allowance for every PP pupil to purchase food and drink of their choice either before school or at morning break	% of eligible pupils take this opportunity on a daily basis	Update is not universal because of various factors including pupils having breakfast at home. Studies show the importance of diet on learning so we will continue to promote and maintain this practice.	£4415.85
Improve attendance of PP pupils	Attendance officer used to track PP attendance in line with school policy	PP attendance was 95%	Continue with tracking PP PA and use of ATTEND	Service Level Agreement

iii. 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
Support the emotional and mental well-being of pupils.	Mental and emotional support given through YESS	Continue		£6153.33
Critically evaluate our work over the last few years	Undertake a review of our Pupil Premium provision		See the report	

7. Additional detail

For a summary of this document, see the 'Executive Summary' which is available on the school website

