

# Pupil Premium Strategy 2017-18



Stourport Primary  
Academy

Reviewed April 2018



SEVERN ACADEMIES  
EDUCATIONAL TRUST

Explore

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Discover

Achieve



### What is it?

The Pupil Premium is Government money designed to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces. In 2017/18 the funding allocated is £1320 per child, with an additional £580 for each pupil either 'in care' or adopted from care. Children of Armed Forces families are eligible for a grant of £300.

### Summary Information

**Total Allocation for 2017-18:** £128,000

	Number of Pupil Premium	% Pupil Premium	Pupil Premium Children who are...								
			Boys	Girls	SEN Supp	SEN EHCP/ Stat	EAL	Looked After	Adopted from Care	Vulnerable	Gypsy Roma/ Traveller
All	98 of 287	30%	58 - 59%	40 – 41%	34 - 35%	1 – 1%	1 – 1%	2 – 2%	4 – 4%	20 – 20%	46 – 47%
Year R	14 of 43	33%	7 – 50%	7 – 50%	-	1 – 7%	-	-	1 – 7%	2 – 14%	6 – 43%
Year 1	9 of 41	22%	6 – 67%	3 – 33%	3 – 33%	-	-	-	-	2 – 22%	4 – 44%
Year 2	8 of 45	18%	4 – 50%	4 – 50%	-	-	-	-	-	1 – 13%	3 – 38%
Year 3	16 of 44	36%	9 – 56%	7 – 44%	5 – 31%	-	-	-	1 – 7%	5 – 31%	9 – 56%
Year 4	13 of 29	45%	7 – 54%	6 – 46%	3 – 23%	-	-	-	1 – 8%	1 – 8%	4 – 31%
Year 5	20 of 46	44%	13 – 65%	7 – 35%	7 – 35%	-	1 – 5%	1 – 5%	-	5 – 25%	10 – 50%
Year 6	18 of 45	40%	12 – 67%	6 – 33%	16 – 89%	-	-	1 – 6%	1 – 6%	4 – 22%	10 – 56%

## Results over Time

Phonics	2013-14		2014-15		2015-16		2016-17	
	% Pass		% Pass		% Pass		% Pass	
	Sch PP	Nat Other						
Year 1	38	57	67	78	47	83	57	84
Year 2			93	92	90	93	* 71	*84

\* From 2016-17, Year 2 phonics data show the percentage of pupil who re-took the test and passed

KS1	2013-14		2014-15		2015-16		2016-17	
	% 2B+ / L3		% 2B+ / L3		% EXS+ / GDS		% EXS+ / GDS	
	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other
KS1 Reading	42 / 0	83 / 35	60 / 7	86 / 37	70 / 20	78 / 27	47 / 0	79 / 28
KS1 Writing	42 / 0	75 / 19	47 / 0	77 / 21	80 / 10	70 / 15	41 / 0	72 / 18
KS1 Maths	42 / 5	84 / 28	60 / 7	85 / 30	70 / 10	77 / 20	53 / 0	79 / 23

Key Stage 2	2013-14		2014-15		2015-16		2016-17	
	% L4+ / L5		% L4+ / L5		% EXS+ / GDS		% EXS+ / GDS	
	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other
KS2 Reading	82 / 6	92 / 56	80 / 30	92 / 55	17 / 11	71 / 23	47 / 7	77 / 29
KS2 Writing	82 / 12	89 / 39	80 / 20	90 / 42	89 / 11	79 / 18	67 / 13	81 / 21
KS2 Maths	88 / 29	90 / 48	80 / 0	90 / 48	44 / 11	75 / 20	60 / 13	80 / 27
RWM Combined	76 / 0	83 / 29	80 / 0	85 / 29	17 / 60	6 / 7	40 / 7	40 / 67
	% 2 / 3 Levels Progress		% 2 / 3 Levels Progress		Progress Score		Progress Score	
	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other	Sch PP	Nat Other
Reading Exp Prog	76 / 24	92 / 34	80 / 50	92 / 33	-4.31	+0.35	+1.26	+0.33
Writing Exp Prog	100 / 24	94 / 34	80 / 95	50 / 37	+4.61	+0.1	+3.18	+0.17
Maths Exp Prog	100 / 91	34 / 38	80 / 91	20 / 37	-0.41	+0.26	+1.02	+0.28

National data shows a comparison with school PP data and the national averages of 'non-PP' children (Nat Other). It is not a direct comparison between PP children in school and PP children nationally.

## **Key Issues and Barriers to Achievement**

- A) Poor attendance and punctuality of children supported by Pupil Premium, compared to their peers.
- B) Low Starting points on entry for the majority of children. For example, baseline into Reception in September was 0% at ARE across the combined 12 GLD areas.
- C) Nearly 25% of children have been identified as vulnerable over their school career.
- D) Social and Emotional Needs
- E) 50% of children supported by Pupil Premium funding are from a Gypsy Roma/Traveller heritage. Levels of literacy in these communities is generally low. In 2016-17 14 GRT pupils were 'long term travelling' – this equates to 758 sessions across the school year.

## **Outcomes for Pupil Premium in our School:**

- 1) Increase the attendance and punctuality of disadvantaged learners so that their attendance is at least in line with their peers – *the school recognises the percentage of pupil premium children who are also from a Gypsy Roma or Traveller background who may have extended periods of Traveller absence. In such cases, the data for these pupils will be analysed separately.*
- 2) Provide educational support to further improve the progress of disadvantaged pupils and increase the proportion working at Age Related Expectation by the end of EYFS, so that the proportion of pupils achieving a Good Level of Development is in line with national averages.
- 3) Provide educational support to further improve the progress of disadvantaged pupils and increase the proportion working at Age Related Expectation or Greater Depth in each year group, so that outcomes are in line with their peers.
- 4) Diminish the difference between the achievement of our disadvantaged pupils and their peers in school and nationally at the end of each Key Stage.
- 5) Provide suitable alternative provision and support for children with significant emotional and social difficulties to enable them to be more successful in the classroom.

Outcome Reference & Intervention	Cost	Purpose and Rationale	Success Criteria with Measures	Impact & Review (including non-PP Children)												
Pupil Premium Lead  Ref 1, 2, 5	£15,320 staffing	Appointment of pupil premium lead to: <ul style="list-style-type: none"> <li>Provide individualised emotional social support for Key children (EEF +4 months)</li> <li>Provide behaviour support for key children (EEF +3 months)</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance for PP children from 90% to 94%</li> <li>Increase percentage of PP children working at ARE <table border="1" data-bbox="1124 347 1579 459"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>B/L</td> <td>43%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Target</td> <td>50%</td> <td>45%</td> <td>57%</td> </tr> </tbody> </table> </li> <li>Reduce the number of significant negative incidences each term for supported children.</li> </ul>		Rd	Wr	Ma	B/L	43%	34%	45%	Target	50%	45%	57%	<p><b>Dec 2017</b>  23 children have either travelled or have significant needs which affect their attendance at school – 16 of which are Pupil Premium Children</p> <p>SPTO is being used to record enhanced provision for Pupil Premium to evidence additional spend and value for money. <i>This now needs to become more quantitative to demonstrate impact more clearly.</i></p>
	Rd	Wr	Ma													
B/L	43%	34%	45%													
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TA support across all classes  Ref 2, 3, 4	£70,000 staffing	<ul style="list-style-type: none"> <li>Provide emotional and social support for vulnerable children to ensure they are 'ready to learn' (EEF +4 months)</li> <li>Provide small teaching and learning support groups to help accelerate progress (EEF +1 Month)</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of PP children working at ARE <table border="1" data-bbox="1124 678 1579 790"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>B/L</td> <td>43%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Target</td> <td>50%</td> <td>45%</td> <td>57%</td> </tr> </tbody> </table> </li> <li>Average rate of progress for PP children is higher than that of their peers at each assessment point across the year.</li> <li>Feedback from parents is wholly positive regarding their liaison with staff</li> </ul>		Rd	Wr	Ma	B/L	43%	34%	45%	Target	50%	45%	57%	<p>Pupil Premium actions:</p> <ul style="list-style-type: none"> <li>Learning walks to monitor the amount of time LSA spend working with their PP children. In the majority of cases, LSAs work 1:1 with the TA.</li> <li>Enterprise group created to target SEMH needs for girls with low attendance and this will be monitored through the term.</li> <li>CPD – Communication skills for SEMH difficulties to support behaviour management</li> <li>Investigation to promote further family learning sessions</li> <li>Meeting with outside agencies to develop personalised provision for key individuals</li> </ul>
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Small Class Sizes  Ref 1, 2, 3, 4	£50,000 staffing	Small, single-age classes enable staff to: <ul style="list-style-type: none"> <li>Give more frequent, individual feedback and tailored provision (EEF +8 months)</li> <li>Foster greater engagement in learning</li> <li>Monitor and develop greater personal development and well-being</li> <li>Have more focussed and frequent liaison with parents. (EEF +3 months)</li> </ul>														

<p>Lunchtime construction club</p> <p>Ref 1, 5</p>	<p>£2,000 Staffing and resources</p>	<ul style="list-style-type: none"> <li>• Provide targeted children with a physical outlet at lunchtime – developing construction skills</li> <li>• Reduced behavioural incidence at lunchtime, leading to an increased readiness to learn after lunch.</li> <li>• Increased engagement in learning and attendance at school. <i>(EEF + 3 months)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance for PP children from 90% to 94%</li> <li>• Reduce the number of significant negative incidences each term for supported children.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed STEM activities for the 'Crafty Chippies Group'.</li> </ul> <p><b>Ref 1 - Spring Term Attendance</b> for PP children who have not travelled or have other significant needs which affect their attendance is above the target of 94% (Y1-6) and close to the target for Year R-6.</p> <table border="1" data-bbox="1608 454 2049 699"> <thead> <tr> <th></th> <th>Y1-6</th> <th>YR-6</th> </tr> </thead> <tbody> <tr> <td>All PP</td> <td>91.7%</td> <td>91.6%</td> </tr> <tr> <td>Diff from Autumn</td> <td>-0.3</td> <td>-0.2</td> </tr> <tr> <td>PP not travelled/ Other Needs</td> <td>+0.3</td> <td>-0.9</td> </tr> </tbody> </table> <p><b>Ref 1 - Persistent Absenteeism up to 23/3/18</b> is significantly affected by GRT families who 'travel'. Discounting families who have travelled, and pupils with significant other needs, persistent absence is significantly reduced from 2016-17.</p> <table border="1" data-bbox="1608 1024 2112 1249"> <thead> <tr> <th></th> <th>Year 1-6</th> <th>Year R-6</th> </tr> </thead> <tbody> <tr> <td>All PP</td> <td>30%</td> <td>31%</td> </tr> <tr> <td></td> <td>+6</td> <td>=</td> </tr> <tr> <td>PP Not Trav/ON</td> <td>12%</td> <td>19%</td> </tr> <tr> <td></td> <td>-1</td> <td>=</td> </tr> </tbody> </table> <p><b>Ref 2 - Spring Term Pupil Outcomes</b> show a continued increase in all subjects for pupils who have not</p>		Y1-6	YR-6	All PP	91.7%	91.6%	Diff from Autumn	-0.3	-0.2	PP not travelled/ Other Needs	+0.3	-0.9		Year 1-6	Year R-6	All PP	30%	31%		+6	=	PP Not Trav/ON	12%	19%		-1	=
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<p>Attendance Officer</p> <p>Ref 1</p>	<p>£6,500 staffing</p>	<ul style="list-style-type: none"> <li>• Liaise with families, staff and outside agencies to target lateness, poor attendance and those missing in education to ensure attendance is in line with national averages</li> <li>• Manage the long term travelling of GRT families and ensure they return to education as soon as possible <i>(DFE 100% att - 3.1 times more likely to secure higher outcomes than 85-90% att)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance for PP children from 90% to 94%</li> <li>• Persistent absenteeism for PP children reduced from 30%.</li> <li>• GRT Families long term travelling is carefully managed, documented and recorded, and children return to education as soon as possible.</li> </ul>																												
<p>Third Space Learning – Y6 intervention</p> <p>Ref 2, 3, 4</p>	<p>£5,000 resource</p>	<ul style="list-style-type: none"> <li>• Provide an accredited, online intervention to support progress in maths.</li> <li>• Increase levels of engagement in learning</li> <li>• Reduce the attainment gap between PP children and their peers nationally and in school at the end of KS2 <i>(TSL +7 months; EEF + 4 months)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Progress in maths at the end of KS2 continues to be above the national average and overall, is in line with Writing.</li> <li>• 85% percentage of children will achieve at least the expected standard by the end of the year.</li> <li>• Progress of this group will be above that of children not part of TSL, by the end of KS2</li> </ul>																												

<p>1:1 Year 6 Mentoring</p> <p>Ref 2, 3-4</p>	<p>£8,075 staffing</p>	<p>Provide weekly mentoring sessions for targeted Year 6 pupils to:</p> <ul style="list-style-type: none"> <li>• Target weak curriculum areas</li> <li>• Work with children across the year through mocks and lead up to SATs tests.</li> <li>• Increase engagement in learning and access to the curriculum.</li> </ul> <p>Learning to increased attainment of pupils and improved attendance. <i>(EEF +5 months)</i></p>	<ul style="list-style-type: none"> <li>• Increase percentage of children receiving mentoring who are working at ARE</li> </ul> <table border="1" data-bbox="1122 201 1581 316"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>B/L</td> <td>70%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>Target</td> <td>75%</td> <td>88%</td> <td>77%</td> </tr> </tbody> </table>		Rd	Wr	Ma	B/L	70%	65%	70%	Target	75%	88%	77%	<p>been travelling or have other significant needs which affect their attendance</p> <table border="1" data-bbox="1608 236 2085 491"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>B/L</td> <td>41%</td> <td>32%</td> <td>41%</td> </tr> <tr> <td>Autumn (all PP)</td> <td>46%</td> <td>37%</td> <td>52%</td> </tr> <tr> <td>Autumn (PP not Trav/ON)</td> <td>53%</td> <td>45%</td> <td>58%</td> </tr> </tbody> </table>		Rd	Wr	Ma	B/L	41%	32%	41%	Autumn (all PP)	46%	37%	52%	Autumn (PP not Trav/ON)	53%	45%	58%
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<p>Curriculum Enrichment Programme</p> <p>Ref 1, 3-5</p>	<p>£9,600 Staffing and resources</p>	<ul style="list-style-type: none"> <li>• Provide pupils across the school with a diverse curriculum of enrichment opportunities – leading to an increased engagement in learning. <i>(EEF +4 months)</i></li> <li>• Provide children with the opportunity to work in small, mixed-age groups for creative opportunities <i>(EEF+ 2 months)</i></li> <li>• Develop increased love of learning and improved attendance at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attitudes to learning and school as shown by pupil questionnaires and pupil voice</li> <li>• Increased engagement in learning across the curriculum</li> <li>• Increased attendance for PP children from 90% to 94%</li> <li>• Persistent absenteeism for PP children reduced from 30%.</li> </ul>	<p><b>Ref 3 - Spring Term Pupil Progress</b> of PP children is in broadly in line with their peers in all subjects. Progress of those PP children not travelling or who have other needs is equal to non-PP children. <i>Accelerated progress needed in summer terms to help close the gap with their peers</i></p> <table border="1" data-bbox="1608 887 2101 1066"> <thead> <tr> <th></th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>All PP</td> <td>2.1</td> <td>2.1</td> <td>2.2</td> </tr> <tr> <td>PP not trav/ON</td> <td>2.1</td> <td>2.2</td> <td>2.2</td> </tr> <tr> <td>Not PP</td> <td>2.1</td> <td>2.2</td> <td>2.2</td> </tr> </tbody> </table>		Rd	Wr	Ma	All PP	2.1	2.1	2.2	PP not trav/ON	2.1	2.2	2.2	Not PP	2.1	2.2	2.2												
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<p>EYFS Advisor</p> <p>Ref 2-3</p>	<p>£2,500</p>	<p>Engagement of EYFS Specialist advisor to:</p> <ul style="list-style-type: none"> <li>• Audit and monitor quality of provision in EYFS.</li> <li>• Provide specialist CPD for staff in identified areas leading to an increase in % GLD at the end of EYFS.</li> <li>• Further develop curriculum and provision to grow engagement in learning, leading to increased attendance in EYFS in</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of learning and teaching in EYFS will be judged at-least good during each observation cycle.</li> <li>• Progress of PP children will be above expected (3 points) and above that of their peers, particularly in the Specific areas of literacy and numeracy.</li> <li>• Increase the percentage of pupils achieving a GLD from 25% (2017) to 43% (2018)</li> </ul>	<p><b>Ref 3 &amp; 4 - Third Space Learning</b> has had a minimal impact on test scores from Year 6 mocks. The improvement of TSL pupils is almost a point higher than their peers. <i>Compare scores in actual tests for final outcome.</i></p>																												

		preparation for Year 1 (EEF +5 months)			Sept Raw Score Average	Mar Raw Score Average	Average Increase	
Every Child a Talker intervention in EYFS  Ref 2	£1,100 staffing	Develop the role of lead practitioner to ECAT, leading to: <ul style="list-style-type: none"> <li>Increased % of pupils working at ARE in Speaking and Understanding.</li> <li>Increased % of pupils attaining GLD at the end of EYFS. (EEF +5 months)</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of PP children working at ARE in speaking from 24% (Baseline) to 85% (End of Year).</li> <li>Increase the percentage of PP children working at ARE in speaking from 14% (Baseline) to 71% (End of Year).</li> </ul>		TSL	23.5	58.6	+35.1
					Not TSL	39.6	73.8	+34.2
Family Learning programme for EYFS	£1,020 staffing	Targeted family learning programme for parents in EYFS to: <ul style="list-style-type: none"> <li>Share learning strategies with parents.</li> <li>Foster strong home-school relations.</li> <li>Provide advice and support for home-routines.</li> <li>Promote good attendance (EEF +3 months)</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of pupils achieving a GLD from 25% (2017) to 43% (2018)</li> <li>Increased attendance in EYFS in readiness for Year 1 for identified children</li> <li>Exit survey shows that parents feel more confident to support their children's learning at home</li> </ul>		B/L	70%	65%	70%
					Target	84%	68%	95%
						Rd	Wr	Ma
					Club	2.4	2.0	2.2
					All	2.1	2.3	2.3

**Ref 3 & 4 - Year 6 Mentoring** has shown great success over the Autumn Term and the % at ARE has increased in reading and maths

**Ref 1, 5 – Lunchtime club (Crafty Chippies)** has supported 9 pupils to improve their readiness to learn. Their progress is above in reading, broadly in line in maths and slightly below in writing compared to the whole cohort.

**Ref 2-3 – EYFS Audit** has taken place to ensure quality provision in Reception and Nursery. Key actions include developing MA pupils learning and organisation of Child initiated activities. Gill Deakin (consultant) has revisited since the audit and ...

Pupil Premium children in EYFS have made an average of 2.9 points progress across the GLD areas compared to 2.6 points for non-PP children.

**Ref 1 & 5** – The curriculum enrichment programme held on Thursdays has seen average attendance on a Thursday to be higher than other week days

**Ref 3 - Progress in EYFS** for PP children is above their peers across the vast majority of the curriculum. Communication is inline.

	PP	Not PP
Reading	3.1	3.0
Writing	3.2	3.9
Maths	3.5	3.0
PSED	3.0	2.5
Physical	2.9	2.5
Comm	2.4	2.4
GLD 12	2.9	2.6

**Ref 2 - Outcomes in EYFS** show an increase in the % of pupils working at Age Typical development across all 12 GLD Strands for PP children.

	% ARE Across GLD
Baseline	0%
December	7%

EYFS children being supported by **Every Child A Talker** intervention

				has not yet resulted in accelerated progress.
				Speaking Progress
				All Reception 2.2
				ECAT 1.6

**Total Projected Spend**      £171,115

**Autumn Review Notes**

**Dec 2017**

22 Pupil Premium children have either travelled or have significant needs which affect their attendance at school

Pupil Premium Lead appointed in October 2017 – currently auditing provision on a class by class and individual basis. Teaching staff are beginning to build a provision map of additional provision for all pupils, making explicit the additional provision using PP funding.

**Ref 1 - Autumn Term Attendance** for PP children who have not travelled or have other significant needs which affect their attendance is above the target of 94% (Y1-6 and YR-6).

	<b>Y1-6</b>	<b>YR-6</b>
All PP	92%	91.8%
PP <i>not travelled/ Other Needs</i>	95.4%	94.7%

**Ref 1 - Persistent Absenteeism up to 18/12/17** is significantly affected by GRT families who 'travel'. Discounting families who have travelled, and pupils with significant other needs, persistent absence is significantly reduced from 2016-17.

	Year 1-6	Year R-6
All PP	24%	31%
PP <i>Not Trav/ON</i>	13%	19%

**Ref 2** - Autumn Term **Pupil Outcomes** show an increase in all subjects for pupils who have not been travelling or have other significant needs which affect their attendance

	<b>Rd</b>	<b>Wr</b>	<b>Ma</b>
B/L	41%	32%	41%
Autumn (all)	39%	39%	42%
Autumn (not Trav/ON)	47%	47%	56%

**Ref 3** - Autumn Term **Pupil Progress** of PP children is in broadly in line with their peers in all subjects. *Accelerated progress needed in Spring and summer terms.*

	<b>Rd</b>	<b>Wr</b>	<b>Ma</b>
All PP	1.0	1.1	1.1
PP <i>not trav/ON</i>	1.0	1.1	1.1
Not PP	1.1	1.1	1.2

**Ref 3 & 4 - Third Space Learning** has not yet had an impact on pupil outcomes in Year 6 mock tests. *Continue to monitor this provision.*

	Sept Raw Score Average	Nov Raw Score Average	Average Increase
TSL	26.5	40.2	+13.7
Not TSL	34.1	55.9	+21.8

**Ref 3 & 4 - Year 6 Mentoring** has shown great success over the Autumn Term and the % at ARE has increased in reading and maths

	<b>Rd</b>	<b>Wr</b>	<b>Ma</b>
B/L	70%	65%	70%
Autumn	77%	65%	88%

**Ref 1, 5 – Lunchtime club (Crafty Chippies)** has supported 9 pupils to improve their readiness to learn. Their progress is slightly above in reading and broadly in line with their peers.

	<b>Rd</b>	<b>Wr</b>	<b>Ma</b>
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Club	1.2	1.0	1.0
All	1.1	1.1	1.1

**Attendance** of this group is 90.1% compared to 90.8 in 2016-17. 44% of the group have been long term travelling during the Autumn Term.

**Ref 2-3 – EYFS Audit** has taken place to ensure quality provision in Reception and Nursery. Key actions include developing MA pupils learning and organisation of Child initiated activities.

**Ref 1 & 5 –** The curriculum enrichment programme held on Thursdays has seen average attendance on a Thursday to be higher than other week days

Average attendance (Yrs 1-6)

Mon	Tues	Weds	Thurs	Fri
94%	95%	95%	96%	95%

**Ref 3 - Progress in EYFS** for PP children is above their peers in literacy, Physical Development and PSED, and close to in Maths and Communication

	PP	Not PP
Reading	1.6	1.7
Writing	2.2	1.8
Maths	1.1	1.2
PSED	1.3	1.2
Physical	1.5	1.4
Comm	1.1	1.2

**Ref 2 - Outcomes in EYFS** show an increase in the % of pupils working at Age Typical development across all 12 GLD Strands for PP children.

	% ARE Across GLD
Baseline	0%
December	7%

EYFS children being supported by **Every Child A Talker** intervention has not yet resulted in accelerated progress.

Speaking Progress
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All Reception	1.0
ECAT	0.8