Pupil Premium Strategy Statement: Springfield Community Primary School

1. Summary information					
School	Springfield Primary School- Burnley				
Academic Year	2017/18	Total PP budget	£163,680	Date of most recent PP Review	November 2017
Total number of pupils	202	Number of pupils eligible for PP	124	Date for next internal review of this strategy	July 2018- Final Evaluation

Keystage 2 Reading results 2016/17

	Key stage 2 reading by pupil group								
Breakdown	Reading progress		Reading attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	18	0.07	22	50	71	0	25	97.7	104.1
Male ?	14	-0.94	16	44	68	0	21	97.1	103.4
Female ?	4	3.62	6	67	75	0	28	99.2	104.9
Ever 6 FSM ?	15	1.18	16	50	77	0	29	98.2	105.3
SEN with statement or EHC plan ?	1	-5.14	1	0	71	0	25	N/A	104.1
SEN support ?	2	4.31	3	0	71	0	25	88.3	104.1
No SEN ?	15	-0.15	18	61	79	0	28	99.2	105.4
On roll in years 5 and 6 ?	14	-0.21	15	47	73	0	25	98.0	104.3
English first language ?	17	0.12	17	53	71	0	25	98.8	104.1
English additional language ?	1	-0.69	5	40	71	0	25	94.0	104.1

Reading progress by lower prior attainment

Breakdown	Key stage 2 reading by pupil group									
	Reading progress		Reading attainment							
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	7	2.01	7	29	-	0	-	93.3	-
Male ?	7	2.01	7	29	-	0	-	93.3	-
Female ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN with statement or EHC plan ?	1	-5.14	1	0	-	0	-	N/A	-
SEN support ?	2	4.31	2	0	-	0	-	88.5	-
No SEN ?	4	2.65	4	50	-	0	-	95.8	-
On roll in years 5 and 6 ?	6	0.68	6	17	-	0	-	92.0	-
English first language ?	7	2.01	7	29	-	0	-	93.3	-
English additional language ?	0	N/A	0	N/A	-	N/A	-	N/A	-

Reading progress by middle prior attainment

Breakdown	Reading progress		Reading attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	10	-0.75	10	70	-	0	-	102.3	-
Male ?	6	-3.66	6	50	-	0	-	99.3	-
Female ?	4	3.62	4	100	-	0	-	106.8	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-	N/A	-
No SEN ?	10	-0.75	10	70	-	0	-	102.3	-
On roll in years 5 and 6 ?	7	-0.24	7	71	-	0	-	103.0	-
English first language ?	9	-0.75	9	67	-	0	-	102.0	-
English additional language ?	1	-0.69	1	100	-	0	-	105.0	-

The title row for the table reads: Key stage 2 reading by pupil group

Reading progress by high prior attainment

| Breakdown | Reading progress | | Reading attainment | | | | | | |
| | Cohort | Score ? | Cohort | Achieving the expected standard ? | | Achieving a higher standard ? | | Average score ? | |
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	1	-5.35	1	100	-	0	-	103.0	-
Male ?	1	-5.35	1	100	-	0	-	103.0	-
Female ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-	N/A	-
No SEN ?	1	-5.35	1	100	-	0	-	103.0	-
On roll in years 5 and 6 ?	1	-5.35	1	100	-	0	-	103.0	-
English first language ?	1	-5.35	1	100	-	0	-	103.0	-
English additional language ?	0	N/A	0	N/A	-	N/A	-	N/A	-

Key stage 2 reading by pupil group

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KS2 Writing Results 2016/17

Breakdown	Key stage 2 writing by pupil group						
	Writing progress ?		Cohort	Writing attainment			
				Achieved the expected standard ?		Achieved a greater depth ?	
	Cohort	Score		School %	National benchmark	School %	National benchmark
All pupils	18	6.57	22	73	76	27	18
Male ?	14	5.83	16	75	70	19	13
Female ?	4	9.18	6	67	83	50	23
Ever 6 FSM ?	15	6.89	16	81	81	25	21
SEN with statement or EHC plan ?	1	-4.85	1	0	76	0	18
SEN support ?	2	6.31	3	33	76	0	18
No SEN ?	15	7.37	18	83	86	33	21
On roll in years 5 and 6 ?	14	5.46	15	73	78	27	18
English first language ?	17	6.38	17	82	76	29	18
English additional language ?	1	9.95	5	40	76	20	18

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Writing Progress by low prior attainment

| Breakdown | Writing progress ? | | Cohort | Writing attainment | | | |
| | | | | Achieved the expected standard ? | | Achieved a greater depth ? | |
	Cohort	Score		School %	National benchmark	School %	National benchmark
All pupils	7	6.10	7	57	-	0	-
Male ?	7	6.10	7	57	-	0	-
Female ?	0	N/A	0	N/A	-	N/A	-
SEN with statement or EHC plan ?	1	-4.85	1	0	-	0	-
SEN support ?	2	6.31	2	50	-	0	-
No SEN ?	4	8.74	4	75	-	0	-
On roll in years 5 and 6 ?	6	4.69	6	50	-	0	-
English first language ?	7	6.10	7	57	-	0	-
English additional language ?	0	N/A	0	N/A	-	N/A	-

Key stage 2 writing by pupil group

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Writing progress by middle prior attainment

| Breakdown | Writing progress ? | | Cohort | Writing attainment | | | |
| | Cohort | Score | | Achieved the expected standard ? | | Achieved a greater depth ? | |
				School %	National benchmark	School %	National benchmark
All pupils	10	6.79	10	100	-	50	-
Male ?	6	5.20	6	100	-	33	-
Female ?	4	9.18	4	100	-	75	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-
No SEN ?	10	6.79	10	100	-	50	-
On roll in years 5 and 6 ?	7	5.80	7	100	-	43	-
English first language ?	9	6.44	9	100	-	44	-
English additional language ?	1	9.95	1	100	-	100	-

Key stage 2 writing by pupil group

Writing progress by high prior attainment

Breakdown	Key stage 2 writing by pupil group						
	Writing progress ?		Cohort	Writing attainment			
				Achieved the expected standard ?		Achieved a greater depth ?	
	Cohort	Score		School %	National benchmark	School %	National benchmark
All pupils	1	7.68	1	100	-	100	-
Male ?	1	7.68	1	100	-	100	-
Female ?	0	N/A	0	N/A	-	N/A	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-
No SEN ?	1	7.68	1	100	-	100	-
On roll in years 5 and 6 ?	1	7.68	1	100	-	100	-
English first language ?	1	7.68	1	100	-	100	-
English additional language ?	0	N/A	0	N/A	-	N/A	-

S. Nasim- 2017/18

KS2 Maths Results- 2016/17

	Key stage 2 maths by pupil group								
Breakdown	Maths progress		Maths attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Exceeding the expected standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	18	-0.76	22	55	75	9	23	96.9	104.2
Male ?	14	-0.86	16	56	75	13	24	96.9	104.4
Female ?	4	-0.40	6	50	75	0	21	96.8	104.0
Ever 6 FSM ?	15	-0.20	16	50	80	0	27	95.9	105.3
SEN with statement or EHC plan ?	1	1.24	1	0	75	0	23	80.0	104.2
SEN support ?	2	0.80	3	0	75	0	23	85.7	104.2
No SEN ?	15	-1.10	18	67	83	11	26	99.7	105.4
On roll in years 5 and 6 ?	14	-1.23	15	47	76	7	23	95.5	104.4
English first language ?	17	-0.89	17	53	75	6	23	96.6	104.2
English additional language ?	1	1.42	5	60	75	20	23	98.0	104.2

S. Nasim- 2017/18

Maths progress by low prior attainment

| Breakdown | Maths progress | | Maths attainment | | | | | | |
| | Cohort | Score ? | Cohort | Achieving the expected standard ? | | Exceeding the expected standard ? | | Average score ? | |
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	7	-0.75	7	14	-	0	-	88.4	-
Male ?	7	-0.75	7	14	-	0	-	88.4	-
Female ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN with statement or EHC plan ?	1	1.24	1	0	-	0	-	80.0	-
SEN support ?	2	0.80	2	0	-	0	-	85.5	-
No SEN ?	4	-2.02	4	25	-	0	-	92.0	-
On roll in years 5 and 6 ?	6	-0.89	6	17	-	0	-	88.0	-
English first language ?	7	-0.75	7	14	-	0	-	88.4	-
English additional language ?	0	N/A	0	N/A	-	N/A	-	N/A	-

Key stage 2 maths by pupil group

Maths progress by middle prior attainment

Breakdown	Key stage 2 maths by pupil group									
	Maths progress		Maths attainment							
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Exceeding the expected standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	10	-1.20	10	80	-	0	-	101.9	-
Male ?	6	-1.73	6	83	-	0	-	101.3	-
Female ?	4	-0.40	4	75	-	0	-	102.8	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-	N/A	-
No SEN ?	10	-1.20	10	80	-	0	-	101.9	-
On roll in years 5 and 6 ?	7	-2.20	7	71	-	0	-	101.0	-
English first language ?	9	-1.49	9	78	-	0	-	101.3	-
English additional language ?	1	1.42	1	100	-	0	-	107.0	-

Maths progress by high prior attainment

	Key stage 2 maths by pupil group								
Breakdown	Maths progress		Maths attainment						
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Exceeding the expected standard ?		Average score ?	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	1	3.52	1	100	-	100	-	111.0	-
Male ?	1	3.52	1	100	-	100	-	111.0	-
Female ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN with statement or EHC plan ?	0	N/A	0	N/A	-	N/A	-	N/A	-
SEN support ?	0	N/A	0	N/A	-	N/A	-	N/A	-
No SEN ?	1	3.52	1	100	-	100	-	111.0	-
On roll in years 5 and 6 ?	1	3.52	1	100	-	100	-	111.0	-
English first language ?	1	3.52	1	100	-	100	-	111.0	-
English additional language ?	0	N/A	0	N/A	-	N/A	-	N/A	-

Whole school data- Attainment- Summer 2017

Reception- PP children (15)

Aspect ⇕	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	**2.6 (17.6%)**	**8.2 (54.9%)**	**4.1 (27.5%)**	**12.4 (82.4%)**
Listening and attention	4 (26.7%)	7 (46.7%)	4 (26.7%)	11 (73.3%)
Understanding	4 (26.7%)	7 (46.7%)	4 (26.7%)	11 (73.3%)
Speaking	6 (40.0%)	6 (40.0%)	3 (20.0%)	9 (60.0%)
Moving and handling	2 (13.3%)	11 (73.3%)	2 (13.3%)	13 (86.7%)
Health and self-care	0 (0.0%)	10 (66.7%)	5 (33.3%)	15 (100%)
Self-confidence and self-awareness	0 (0.0%)	10 (66.7%)	5 (33.3%)	15 (100%)
Managing feelings and behaviour	0 (0.0%)	7 (46.7%)	8 (53.3%)	15 (100%)
Making relationships	0 (0.0%)	10 (66.7%)	5 (33.3%)	15 (100%)
Reading	8 (53.3%)	5 (33.3%)	2 (13.3%)	7 (46.7%)
Writing	9 (60.0%)	4 (26.7%)	2 (13.3%)	6 (40.0%)
Numbers	6 (40.0%)	5 (33.3%)	4 (26.7%)	9 (60.0%)
Shape, space and measures	6 (40.0%)	5 (33.3%)	4 (26.7%)	9 (60.0%)
People and communities	0 (0.0%)	10 (66.7%)	5 (33.3%)	15 (100%)
The world	0 (0.0%)	11 (73.3%)	4 (26.7%)	15 (100%)
Technology	0 (0.0%)	12 (80.0%)	3 (20.0%)	15 (100%)
Exploring and using media and materials	0 (0.0%)	11 (73.3%)	4 (26.7%)	15 (100%)
Being imaginative	0 (0.0%)	9 (60.0%)	6 (40.0%)	15 (100%)

Key:

Aspect
Prime
Specific

Reception- Non- PP children (15)

Aspect ⇕	Unable to Assess No. (%)	Emerging No. (%)	Expected No. (%)	Exceeding No. (%)	Expected or Exceeding No. (%)
Averages:	1.0 (6.7%)	0.4 (2.4%)	7.3 (48.6%)	6.4 (42.4%)	13.6 (91.0%)
Listening and attention	1 (6.7%)	0 (0.0%)	7 (46.7%)	7 (46.7%)	14 (93.3%)
Understanding	1 (6.7%)	0 (0.0%)	9 (60.0%)	5 (33.3%)	14 (93.3%)
Speaking	1 (6.7%)	0 (0.0%)	7 (46.7%)	7 (46.7%)	14 (93.3%)
Moving and handling	1 (6.7%)	1 (6.7%)	8 (53.3%)	5 (33.3%)	13 (86.7%)
Health and self-care	1 (6.7%)	0 (0.0%)	5 (33.3%)	9 (60.0%)	14 (93.3%)
Self-confidence and self-awareness	1 (6.7%)	0 (0.0%)	7 (46.7%)	7 (46.7%)	14 (93.3%)
Managing feelings and behaviour	1 (6.7%)	0 (0.0%)	5 (33.3%)	9 (60.0%)	14 (93.3%)
Making relationships	1 (6.7%)	0 (0.0%)	6 (40.0%)	8 (53.3%)	14 (93.3%)
Reading	1 (6.7%)	1 (6.7%)	8 (53.3%)	5 (33.3%)	13 (86.7%)
Writing	1 (6.7%)	2 (13.3%)	7 (46.7%)	5 (33.3%)	12 (80.0%)
Numbers	1 (6.7%)	1 (6.7%)	7 (46.7%)	6 (40.0%)	13 (86.7%)
Shape, space and measures	1 (6.7%)	1 (6.7%)	7 (46.7%)	6 (40.0%)	13 (86.7%)
People and communities	1 (6.7%)	0 (0.0%)	5 (33.3%)	9 (60.0%)	14 (93.3%)
The world	1 (6.7%)	0 (0.0%)	5 (33.3%)	9 (60.0%)	14 (93.3%)
Technology	1 (6.7%)	0 (0.0%)	9 (60.0%)	5 (33.3%)	14 (93.3%)
Exploring and using media and materials	1 (6.7%)	0 (0.0%)	11 (73.3%)	3 (20.0%)	14 (93.3%)
Being imaginative	1 (6.7%)	0 (0.0%)	11 (73.3%)	3 (20.0%)	14 (93.3%)

Key:

Aspect

Prime
Specific

S. Nasim- 2017/18

Comparison PP v Non-PP in EYFS

	Pupils eligible for PP (15)																	Pupil not eligible for PP (14)																
	LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI	LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI
Expected+	73.3%	73.3%	60.0%	86.7%	100%	100%	100%	100%	46.7%	40%	60%	60%	100%	100%	100%	100%	100%	93.3%	93.3%	93.3%	86.7%	93.3%	93.3%	93.3%	93.3%	86.7%	80.0%	86.7%	86.7%	93.3%	93.3%	93.3%	93.3%	93.3%
Below Expected	26.7%	26.7%	40.0%	13.3%	0%	0%	0%	0%	53.3%	60%	40%	40%	0%	0%	0%	0%	0%	6.7%	6.7%	6.7%	13.3%	6.7%	6.7%	6.7%	6.7%	13.3%	20%	13.3%	13.3%	6.7%	6.7%	6.7%	6.7%	6.7%
Difference between PP/Non-PP	-20%	-20%	-33.3%	0%	+6.7%	+6.7%	+6.7%	+6.7%	-40%	-40%	-26.7%	-26.7%	+6.7%	+6.7%	+6.7%	+6.7%	+6.7%	+20%	+20%	+33.3%	0%	-6.7%	-6.7%	-6.7%	-6.7%	+40%	+40%	+26.7%	+26.7%	-6.7%	-6.7%	-6.7%	-6.7%	-6.7%
Number of children to = or better Non-PP	3	3	5	0	1	1	1	1	6	6	4	4	1	1	1	1	1																	

S. Nasim- 2017/18

Y1-6

Reading

Reading	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)		Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Expected	70%	67%	56%	36%	80%	50%		83%	73%	61%	72%	58%	50%
Below Expected	30%	33%	44%	64%	20%	67%		17%	27%	39%	28%	42%	30%
Difference between PP/Non-PP	-13%	-6%	-5%	-36%	+22%	0%		+13%	+6%	+5%	+36%	-22%	0%
Number of children to = or better Non-PP	2- 90%	1-73%	1-67%	4-73%									

Writing

Writing	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)		Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Expected	70%	60%	56%	36%	80%	81%		83%	73%	56%	67%	50%	65%
Below Expected	30%	40%	44%	64%	20%	19%		17%	27%	44%	33%	50%	35%
Difference PP/Non-PP	-13%	-13%	0%	-31%	+30%	+16%		+13%	+13%	0%	+31%	-30%	-16%
Number of children to = or better Non-PP	2-90%	2-73%		4-73%									

Maths

Maths	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)		Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Expected	80%	73%	67%	55%	80%	50%		83%	73%	78%	67%	58%	60%
Below Expected	20%	27%	33%	45%	20%	50%		17%	27%	22%	33%	42%	40%
Difference PP/Non-PP	-3%	0%	-11%	-12%	+22%	-10%		+3%	0%	+11%	+12%	-22%	+10%
Number of children to = or better Non-PP	1-90%		1-78%	2-73%									

S. Nasim- 2017/18

Whole school data- Progress- end of Summer 2017

EYFS

	Pupils eligible for PP (15)																	Pupil not eligible for PP (14)																
	LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI	LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI
Better than expected	67%	10%	60%	93%	67%	60%	100%	93%	53%	67%	80%	80%	27%	67%	40%	53%	53%	87%	60%	80%	67%	73%	47%	67%	67%	60%	67%	73%	80%	53%	40%	47%	60%	60%
Expected+ 6 steps	93%	80%	87%	100%	87%	93%	100%	93%	73%	80%	87%	93%	80%	73%	53%	80%	80%	87%	73%	87%	87%	80%	80%	87%	93%	80%	73%	80%	80%	87%	60%	53%	67%	73%
Less than 6 steps	7%	20%	13%	0%	13%	7%	0%	7%	27%	20%	13%	7%	20%	27%	47%	20%	20%	13%	27%	13%	13%	20%	20%	13%	7%	20%	7%	20%	20%	13%	40%	47%	33%	27%
Difference between PP/Non-PP	-6%	-13%	0%	+13%	+7%	+13%	+13%	0%	-7%	-7%	+7%	+13%	+7%	+13%	0%	+13%	+7%	+6%	+13%	0%	-13%	-7%	-13%	-13%	0%	+7%	+7%	-7%	-13%	-7%	-13%	0%	-13%	-7%
Number of children	1	1	0	2	1	2	2	0	1	1	1	2	1	2	0	2	1																	

S. Nasim- 2017/18

Y1-6

Reading

Reading	Pupils eligible for PP						Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)	Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Better than expected	16%	27%	10%	18%	33%	25%	18%	46%	21%	0%	7%	30%
Expected progress	90%	67%	89%	64%	90%	86%	78%	93%	89%	83%	100%	90%
Difference PP/Non-PP	+12%	-26%	0%	-19%	-10%	-4%	-12%	+26%	0%	+19%	+10%	+7%
Number of children to = or better Non-PP		4- 93%		3-91%	1-100%	1-93%						

Writing

Writing	Pupils eligible for PP						Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)	Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Better than expected	8%	50%	20%	27%	17%	25%	18%	54%	16%	11%	21%	40%
Expected progress	80%	67%	89%	91%	80%	86%	83%	100%	78%	78%	92%	100%
Difference PP/Non-PP	-3%	-33%	+11%	+13%	-12%	-14%	+3%	+33%	-11%	-13%	+12%	+17%
Number of children to = or better Non-PP	1-90%	5-100%			2-100%	2-100%						

Maths

Maths	Pupils eligible for PP						Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (9)	Y4 (11)	Y5 (10)	Y6 (15)	Y1 (18)	Y2 (15)	Y3 (18)	Y4 (18)	Y5 (12)	Y6 (10)
Better than expected	33%	67%	0%	27%	8%	42%	24%	77%	5%	17%	14%	50%
Expected progress	100%	73%	67%	73%	60%	93%	94%	100%	89%	83%	83%	100%
Difference PP/Non-PP	+6%	-27%	-22%	-10%	-23%	-7%	-6%	+27%	+22%	+10%	+23%	+8%
Number of children to = or better Non-PP		4-100%	2- 89%	2-91%	3-90%	1-100%						

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Attendance Data 2016-17

Note the figures for PP and Non-PP will be different in some year groups as the attendance data includes all children that were on roll from 01/09/16-31/07/17. This considers all joiners at different points over the course of the year.

	Pupils eligible for PP								Pupil not eligible for PP						
	R (16)	Y1(11)	Y2 (15)	Y3 (11)	Y4 (11)	Y5 (13)	Y6 (13)		R (15)	Y1 (20)	Y2 (17)	Y3 (20)	Y4 (19)	Y5 (14)	Y6 (12)
Attendance 2016-17	96.66	95.60	96.58	94.33	94.98	97.40	95.52		96.65	96.38	98.39	97.06	96.35	95.05	96.22
National	96%	96%	96%	96%	96%	96%	96%		96%	96%	96%	96%	96%	96%	96%
Difference from National	+0.66%	-0.4%	+0.58%	-1.67%	-1.02%	+1.4%	-0.48		+0.65	+0.38	+2.39	+1.06	+0.35	-0.95	+0.22
Authorised absence	3.01	3.71	2.88	4.56	3.78	2.37	4.23		3.20	3.10	0.99	2.52	3.05	4.10	2.54
Difference from National (3.1)	+0.09	-0.61	+0.22	-1.46	-0.68	+0.73	-1.13		+0.1	0.0	+2.11	+0.58	+0.05	-1.00	+0.56
Unauthorised absence	0.33	0.69	0.54	1.10	1.24	0.23	0.24		0.15	0.52	0.63	0.42	0.59	0.85	1.23
Difference from National (0.9)	+0.57	+0.21	+0.36	-0.2	-0.34	+0.67	+0.66		0.75	+0.38	+0.27	+0.48	+0.31	+0.05	-0.33
Difference in attendance between PP/Non-PP	+0.01	-0.78	-1.81	-2.73	-1.37	+2.35	-0.7		-0.01	+0.78	+1.81	+2.73	+1.37	-2.35	+0.7

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	Pupils eligible for PP (boys)							Pupil not eligible for PP (boys)						
	R (8)	Y1(2)	Y2 (8)	Y3 (5)	Y4 (6)	Y5 (9)	Y6 (9)	R (7)	Y1 (12)	Y2 (6)	Y3 (12)	Y4 (9)	Y5 (6)	Y6 (8)
Attendance 2016-17	98.70	94.74	96.25	93.04	95.26	98.21	95.98	96.84	96.01	97.63	95.71	96.96	96.19	97.50
National	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Difference from National	+2.7	-1.26	+0.25	-2.96	-0.74	+2.21	-0.02	+0.84	+0.01	+1.63	-0.29	+0.96	+0.19	+1.5
Authorised absence	1.20	5.26	3.19	5.35	4.39	1.60	3.78	3.09	3.40	1.34	4.15	2.60	2.64	1.58
Difference from National (3.1)	+1.9	-2.16	-0.09	-2.25	-1.29	+1.5	+0.68	+0.01	-0.3	+1.76	-1.16	+0.5	-0.46	+1.52
Unauthorised absence	0.10	0.00	0.56	1.61	0.35	0.18	0.24	0.08	0.59	1.03	0.14	0.44	1.17	0.92
Difference from National (0.9)	+0.8	0.00	+0.34	-0.71	+0.55	+0.72	+0.66	+0.82	+0.31	-0.13	+0.76	+0.46	-0.27	-0.02
Difference between PP/Non-PP boys	+1.86	-1.27	-1.38	-2.67	-1.7	+2.02	-1.52	-1.86	+1.27	+1.38	+2.67	+1.7	-2.02	+1.52

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	Pupils eligible for PP (girls)								Pupil not eligible for PP (girls)						
	R (8)	Y1(9)	Y2 (7)	Y3 (6)	Y4 (5)	Y5 (4)	Y6 (4)		R (8)	Y1 (8)	Y2 (11)	Y3 (8)	Y4 (10)	Y5 (8)	Y6 (4)
Attendance 2016-17	94.49	95.80	96.95	95.15	94.63	95.03	94.49		96.46	96.88	98.79	98.78	95.85	94.01	92.09
National	96%	96%	96%	96%	96%	96%	96%		96%	96%	96%	96%	96%	96%	96%
Difference from National	-1.51	-0.2	+0.95	-0.85	-1.37	-0.97	-1.51		+0.46	+0.88	+2.79	+2.78	-0.15	-1.99	-3.91
Authorised absence	4.94	3.36	2.52	4.06	3.05	4.61	5.28		3.32	2.70	0.80	0.44	3.44	5.44	5.69
Difference from National (3.1)	-1.84	-0.26	+0.58	-0.96	+0.05	-1.51	-2.18		+0.22	+0.4	+2.3	+2.66	-0.34	-2.34	-2.56
Unauthorised absence	0.57	0.85	0.53	0.78	2.32	0.36	0.24		0.22	0.43	0.41	0.77	0.72	0.56	2.25
Difference from National (0.9)	+0.33	+0.05	+0.37	+0.12	-1.42	+0.54	+0.66		+0.68	+0.47	+0.49	+0.13	+0.18	+0.34	-1.35
Difference between PP/ Non-PP girls	-2.20	-1.08	-1.84	-3.63	-1.22	+1.02	+2.40		+2.20	+1.08	+1.84	+3.63	+1.22	-1.02	-2.40

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	Pupils eligible for PP (boys)								Pupil eligible for PP (girls)						
	R (8)	Y1(2)	Y2 (8)	Y3 (5)	Y4 (6)	Y5 (9)	Y6 (9)		R (8)	Y1(9)	Y2 (7)	Y3 (6)	Y4 (5)	Y5 (4)	Y6 (4)
Attendance 2016-17	98.70	94.74	96.25	93.04	95.26	98.21	95.98		94.49	95.80	96.95	95.15	94.63	95.03	94.49
National	96%	96%	96%	96%	96%	96%	96%		96%	96%	96%	96%	96%	96%	96%
Difference from National	+2.7	-1.26	+0.25	-2.96	-0.74	+2.21	-0.02		-1.51	-0.2	+0.95	-0.85	-1.37	-0.97	-1.51
Authorised absence	1.20	5.26	3.19	5.35	4.39	1.60	3.78		4.94	3.36	2.52	4.06	3.05	4.61	5.28
Difference from National (3.1)	+1.9	-2.16	-0.09	-2.25	-1.29	+1.5	+0.68		-1.84	-0.26	+0.58	-0.96	+0.05	-1.51	-2.18
Unauthorised absence	0.10	0.00	0.56	1.61	0.35	0.18	0.24		0.57	0.85	0.53	0.78	2.32	0.36	0.24
Difference from National (0.9)	+0.8	0.00	+0.34	-0.71	+0.55	+0.72	+0.66		+0.33	+0.05	+0.37	+0.12	-1.42	+0.54	+0.66
Difference PP boys and girls	+4.21	-1.06	-0.7	-2.11	+0.63	+3.18	+1.49		-4.21	+1.06	+0.7	+2.11	-0.63	-3.18	-1.49

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Contextual Data

Vulnerability- requiring family support

(vulnerability links to any child that falls into the following categories)

- CLA
- Children subject to Child Protection Plan
- CIN
- Children who are subject to Special Guardianship Order
- Children with SEND
- Children with mental health difficulties
- Children with Physical Health Issues
- Children in absolute poverty
- Young carers
- Children in troubled families
- Children whose parents are/have history of substance misuse
- Children whose parents have limited parental capacity
- Children who have had one or more fixed term exclusions
- Children involved with the police
- Children who have experienced childhood trauma/abuse
- Children in insecure/unstable housing

	All Pupils						
	R	Y1	Y2	Y3	Y4	Y5	Y6
% of children with vulnerability	59%	52%	65%	75%	67%	89%	57%

	Pupils eligible for PP								Pupil not eligible for PP						
	R	Y1	Y2	Y3	Y4	Y5	Y6		R	Y1	Y2	Y3	Y4	Y5	Y6
% of children with vulnerability	77%	66%	94%	80%	90%	100%	64%		41%	38%	36%	69%	44%	77%	50%
Difference PP/Non-PP	+36%	+28%	+58%	+11%	+46%	+23%	+14%		-36%	-28%	-58%	-11%	-46%	-23%	-14%

3. DATA from 2016/17

- EYFS results- Reading, Writing and Maths- lower than National. Baseline was extremely low on entry for 2016/17, although accelerated progress made, still lower than National. Ensure progress continues to accelerate
- % FSM in 2016/17, 61% for school compared to a national level of 24%
- All classes have more than 50% eligible for FSM, with Y2, Y5 and Y6 having more than 70%
- Year 4 were performing less well in Reading when compared to other year groups.
- Increasing number of children joining the school that are EAL or New to English. Since 2014/15, this has increased by 6%
- Only class with no EAl children- Y5
- % SEN children, double/almost double National in Y1, Y3 and Y5
- Progress of PP children in Y2 in R, W and M was not as high as PP in other years and when compared to non-PP children
- Progress of PP children in Y3 and Y5 in Maths lower in comparison to PP children in other year groups
- Attendance of PP children lower when compared to non-PP children in all years except R and Y5. A similar picture for PP boys as well
- Attendance of PP girls lower when compared to non-PP girls in all years except Y5 and Y6
- PP Boys v PP Girls. Boys attendance better than girls in R, Y4, Y5 and Y6. Girls better in Y1, Y2 and Y3
- Unauthorised attendance below National (0.9) for PP boys in Y3 and PP girls in Y5
- In terms of vulnerability, highest levels seen in Y2, Y4 and Y5

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In-school barriers	
A.	Communication and Language skills on entry- Children entering school have very limited vocabulary, this means that children are coming in at lower starting points year on year
B.	The number of children achieving greater depth standard at KS1 and KS2, below national in Reading, Writing and Maths
C.	Attendance of PP children in some years lower than National
D	Outcomes for PP children in maths-focus on developing maths vocabulary and reasoning skills
E	Increasing number of EAL children arriving with limited English.
External barriers	
F	Lack of parental engagement due to lack of understanding, poor literacy and numeracy skills themselves and language barriers. Parents unable to support children in their learning and reluctant to come into school.
G	High benefit uptake (61% children FSM), Deprivation (school in the top 20%) low aspiration, poverty and low-income families
H	Mental health issues, alcohol abuse and DV leading to anti-social behaviour. Parents oversharing difficulties with children
I	Limited life experiences when children join school
J	High levels of mobility across school
4. Desired outcomes	

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improve communication and language skills at EYFS and build on this across the other year groups, through identification and timely intervention. Use of Talk boost as a programme to develop this.	• EYFS children make accelerated progress from significantly low starting points • Talk boost results will show an increase in language acquisition and vocabulary development
B.	Deepen children's understanding and further challenge the more able learners across school in Reading, Writing and Maths to improve the number of children attaining GDS	• % of children reaching GDS at the end of KS1 and KS2 increases- this the case for PP children • Children develop a love of reading through the accelerated reader programme and as a result school sees reading growth from starting points • School moves closer to National for Maths than previous year
C.	Attendance rates for PP children improves to above 96% across school	• Attendance for individual classes improves from previous years, so that overall this is 96% for PP children • Individual PP children- attendance shows improvements term on term • Case studies evidence support package/strategies for PA/struggling PP children

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D.	Improve outcomes for all, especially PP children in Maths, with a focus on developing reasoning skills	• Greater rates of progress seen in Maths and gap between PP children and others nationally will start to diminish. • Skills in reasoning improve due to the teachers using the CPA approach • Monitoring reveals that children are embedding and able to apply skills learnt
E.	Better integration and support for EAL children that are new to English	• EAL baseline assessments are carried out quickly and a EAL support package put in place • EAL children continue to settle quickly into school with the help from a 'buddy' system • Improvements seen in English proficiency from the starting points using the NASSEA framework
G	Families readily access support services within school and any outside agency support- directed through the Family Support Manager	• Families see school as first port of call when in need • Families see school as a trusted support mechanism • Higher uptake of families attending formal and informal events/sessions within and outside of school. • Positive feedback from family events
H	High awareness of Mental Health and Wellbeing for pupils and their families and swift intervention as required	• Increased understanding amongst staff on how children with issues around mental health and wellbeing are identified and what strategies are put in place • Increased staff awareness about the widespread nature of mental health problems in children • Increased levels of engagement with parents/carers and families, through the pastoral team • School effectively evidences positive mental health through a portfolio • Staff/children can openly talk about how they are doing and what might be impacting on their mental well being • Positive relationships are developed as evidenced by interviews/questionnaires
I	Provide children with enrichment events to enhance their life experiences	• Increase the levels of interest amongst children • Increase levels of fascination and awe • Develop personal interests, hobbies, passions and abilities • Provide deeper understanding amongst children • To enable further opportunities to have experiences otherwise not available to them and their families
J	To ensure class sizes is at full capacity with little in term mobility	• Positive marketing/rebranding of the school

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					School becomes much more visible in the community
					Attendance at community ventures
					Ensure that families are supported positively to ensure they access adequate housing with registered landlords
					Springboard 2016/17 to new houses, local nurseries, library engages community

5. Planned expenditure

Academic year	2017/18

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?
Improve communication and language skills at EYFS and build on this across the other year groups, through identification and timely intervention	• Further training for new staff – Talk Boost- (£500) • Principles from training to be used by staff to improve speech, communication and language at EYFS, KS1 and KS2 as part of an intervention (£8000) • Continued focus on vocabulary within lessons and learning environments through Never	Children coming into school with significant issues around SLCN. Baselines considerably low on entry. Limited opportunities around talking and communication at home. Over reliance on electronic forms of entertainment	• Talk boost programme delivered for key children • Screening using Wellcomm and use of actions from the programme • Support from specialist advice- Bridge therapy/SALT • Provide greater opportunities for speaking and listening	EM KM	Termly **Autumn term evaluation 2017** Autumn term 1 2017

Reception	At+	Above
Listening and Attention	3.3%	3.3%
Understanding	0%	0%
Speaking	3.3%	3.3%

Autumn term 2 2017

Reception	At+	Above
Listening and Attention	50.0%	26.7%
Understanding	56.7%	36.7%
Speaking	53.3%	33.3%

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	Heard the Word Grids • Wellcomm purchased and training accessed from Rockwood £349.95		• Learning walks show that vocab is being emphasised and speaking and listening. • Lesson observations and drop ins- to see language being used in action		**Spring term evaluation 2018** Spring term 2 2018

Spring term evaluation 2018

Spring term 2 2018

Reception	At+	Above
Listening and Attention	46.7%	36.7%
Understanding	46.7%	36.7%
Speaking	53.3%	40.0%

Summer term evaluation 2018

Reception	At+	Above
Listening and Attention	66.7%	7%
Understanding	63.3%	0%
Speaking	70.0%	0%

Deepen children's understanding and challenge the more able learners across school in Reading, Writing and Maths.	• Create TLR positions to look at more able learners KS1 and KS2 £3000 • Training around more able learners for TLR teachers- £900 • Training for staff around CPA approach, bar modelling- £1000 • Enrichment days for the more able learners- £1000 • AGT cluster to be developed. Springfield to host	Data reveals: % of children reaching greater depth standard at KS1 and KS2 below national. Attainment for Reading and Maths much lower at the end of KS2	• Action plans for More able • Clearly identified children that are categorised as more able/ have HLP • Governor reports indicate successes • Monitoring reveals that these children are challenged well • % children reaching GDS	Eng. SL Maths SL Inclusion lead SLT	Termly Autumn term 2017 evaluation: More able children identified after staff meeting in the autumn term Number of more able children is as follows:

Y1	7
Y2	9
Y3	9
Y4	6
Y5	8
Y6	4

Staff meeting delivered around catering for the more able learners

CPA bar modelling took place- monitoring revealing that staff teaching using the concepts

| | | | at KS1 and KS2 increases | | **Spring term evaluation 2018:** |

at KS1 and
KS2 increases

Spring term evaluation 2018:

- More able children making good progress.
- April data 2018 showed the following:

Reading for the more able children:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100%	43%	100%	29%
2	9	100%	56%	100%	11%
3	9	78%	55%	89%	56%
4	6	100%	67%	83%	33%
5	8	100%	87%	100%	37%
6	4	100%	100%	100%	75%

Writing for the more able children:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100%	43%	100%	29%
2	9	100%	44%	100%	11%
3	9	78%	22%	89%	56%
4	6	100%	50%	83%	33%
5	8	100%	38%	100%	37%
6	4	100%	75%	100%	75%

Maths for the more able children:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100%	43%	100%	14%
2	9	100%	33%	100%	33%
3	9	100%	33%	100%	11%
4	6	100%	67%	100%	67%
5	8	100%	63%	100%	25%
6	4	100%	75%	75%	75%

Reading for the more able

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100	43	100	29
2	9	100	44	89	11
3	8	100	50	100	50
4	6	100	67	84	17
5	8	100	100	100	50
6	4	100	100	100	0

Writing for the more able children:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100	29	100	14
2	9	100	33	100	44
3	8	100	25	100	38
4	6	100	67	100	50
5	8	100	75	100	38
6	4	100	75	100	0

Maths for the more able children:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	7	100	43	100	14
2	9	100	33	100	33
3	8	100	38	100	13
4	6	100	67	100	67
5	8	100	63	100	25
6	4	100	75	75	0

Improve outcomes for all, especially PP children in Maths, with a focus on developing reasoning skills	• Use of the White Rose Hub for Maths planning • Guided Talk for Maths and Reciprocal Reasoning staff training • Continuation with Big Maths across school • Use of Maths Toolkits to support the CPA approach <mark>(£2000)</mark> • Targeted pupils receive maths interventions <mark>(cost of support staff- £10,450 at Y3/4)</mark> <mark>(cost of support staff - £12,350 at Y5/6)</mark>	Need for children to further develop and consolidate skills linked to reasoning. **Data revealed:** Progress measure for Maths -0.76 and progress of Maths across all year groups not as strong as it could be. See first section on data	• Staff meeting on Mega maths and Big Maths to communicate clear expectations. This then monitored and reviewed at key points throughout the school year • Outcomes from planning and book scrutinies positive • Use of Maths SL reports • Learning environment walkthroughs • Reference to timetables showing provisions for interventions	Maths SL SLT	At Pupil Progress Meetings Autumn term 2017 evaluation:

At Pupil Progress Meetings

Autumn term 2017 evaluation:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	13	54%	15%	69%	15%
2	12	42%	0%	83%	17%
3	17	71%	6%	88%	18%
4	11	36%	0%	76%	9%
5	12	36%	8%	91%	9%
6	12	58%	17%	92%	33%

Spring term 2 data 2018 evaluation:

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	13	54%	15%	77%	8%
2	11	55%	0%	82%	36%
3	16	63%	6%	94%	6%
4	11	46%	9%	91%	46%
5	10	40%	20%	90%	30%
6	11	64%	18%	91%	27%

<mark>Summer term 2 data 2018 evaluation:</mark>

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	13	54%	15%	77%	0%
2	11	64%	0%	82%	36%
3	16	56%	6%	94%	13%
4	11	36%	9%	82%	36%
5	10	60%	20%	100%	40%
6	13	69%	31%	92%	23%

Better integration and	• Appoint TA3 with considerable EAL	Increase in number of EAL	• CPOMS reveals no settling in	EAL lead- EM	Termly

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support for EAL children that are new to English	experience (£15,283) • New protocol around EAL children starting school • Training around the NASSEA framework- staff • Purchase the NASSEA framework publication £35.00 x 2= £70 • EAL vocabulary development INSET provided by Lancs EAL team (£500)	children joining school. 6% increase since 2014/15	issues around children • Parent/child report that they are happy in school • EAL tracker shows progress in English proficiency using the NASSEA framework programme • Teachers further develop vocabulary within the classroom	supported by EF	**Autumn term 2017 Evaluation:** No concerns on CPOMS Progress for EAL children using NASSEA framework

Autumn term 2017 Evaluation:
No concerns on CPOMS
Progress for EAL children using NASSEA framework

Profile of EAL children in October 2017

Nov 2017	Proficiency in English						Total
	A	B	C	D	E	N	
R	4	4					8
Y1	1	3					4
Y2	1	1	3	3			8
Y3		1	5				6
Y4	5		2	4		1	12
Y5	1	1	3	2		1	8
Y6	1	1		3		1	6
Total	13	11	13	12		3	52

Reading- EAL children Dec 2017

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	50%	0%	100%	25%
2	8	75%	0%	63%	0%
3	6	50%	33%	100%	7%
4	12	25%	0%	92%	0%
5	7	14%	14%	100%	43%
6	6	50%	50%	100%	33%

Writing- EAL children Dec 2017

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	50%	0%	75%	25%
2	8	63%	0%	88%	0%
3	6	50%	33%	100%	33%
4	12	17%	0%	100%	8%
5	7	14%	14%	100%	29%
6	6	34%	17%	100%	17%

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Maths- EAL children Dec 2017

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp	Exc
1	4	75%	0%	75%	0%
2	8	38%	0%	63%	13%
3	6	67%	50%	83%	17%
4	12	17%	0%	100%	0%
5	7	14%	14%	100%	43%
6	6	50%	0%	100%	17%

<u>Spring term 2 2018 Evaluation:</u>
No concerns on CPOMS
Progress for EAL children using NASSEA framework

All classrooms vocab rich as revealed by monitoring

Profile of EAL children in March 2018

March 2018	Proficiency in English						Total
	A	B	C	D	E	N	
R		5	3				8
Y1		1	2	1			4
Y2	2	1	3	3			9
Y3		1	3	2			6
Y4	2	4	1	2	3		12
Y5		2	3	4			9
Y6	2		2	1	3		8
Total	6	14	17	12	6	0	56

Reading- EAL children Spring 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	50%	0%	100%	50%
2	10	60%	40%	100%	20%
3	6	67%	33%	100%	83%
4	11	18%	9%	73%	27%
5	9	11%	11%	100%	67%
6	7	43%	14%	100%	71%

Writing- EAL children Spring 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	50%	0%	100%	50%
2	10	40%	30%	100%	20%
3	6	50%	33%	100%	67%
4	11	46%	9%	100%	45%
5	9	11%	11%	89%	45%
6	7	29%	14%	100%	29%

Maths- EAL children Spring 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	75%	0%	100%	0%
2	10	50%	30%	90%	40%
3	6	67%	50%	84%	17%
4	11	46%	9%	100%	64%
5	9	11%	11%	78%	55%
6	7	43%	43%	57%	14%

==Summer term 2 2018 evaluations==

Reading- EAL children Summer 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	75%	0%	100%	50%
2	10	50%	30%	80%	20%
3	6	67%	33%	100%	50%
4	12	17%	8%	83%	50%
5	9	11%	11%	100%	78%
6	8	67%	13%	87%	38%

Writing- EAL children Summer 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	50	0	100	50
2	10	70	20	100	40
3	6	67	33	100	33
4	12	25	17	100	67
5	9	11	11	78	44
6	8	62	13	100	25

Maths- EAL children Summer 2018

Yr	No. of children	Attainment		Progress	
		At ARE+	Ahead	Exp+	Exc
1	4	75%	0%	100%	0%
2	10	80%	30%	100%	40%
3	6	67%	50%	100%	17%
4	12	33%	8%	92%	58%
5	9	11%	11%	89%	56%
6	8	81%	38%	87%	25%

High awareness of Mental Health and Wellbeing for pupils and their families and swift	• Develop a mental health and wellbeing strategy/policy and action plan • Promote positive mental health and	Elevated levels of mental health issues with pupils, but particularly parents within	• Senior leader- mental health and wellbeing champion to lead • Strong support from SLT	EM/Pastoral team	Reviewed regularly at Pastoral meetings. HT to review at SLT meetings Spring Term Evaluation 2018: AB recently been appointed Mental Health lead within school. Prior to his appointment, the school did not have a

| intervention as required | wellbeing through internal forms of communication such as posters, noticeboards, staff newsletters, school website letters and leaflets to parents (£200)
• Sign up to the Time to change Employer Pledge
• Provide staff training around mental health and wellbeing in school (£1000)
• Provide a base for positive universal work around pupils and families to promote wellbeing at school and in the home
• Develop a sense of connectedness, focus and purpose amongst all stakeholders
• Devise a system that readily identifies children with mental health issues so that early interventions can be put in place | the catchment area

Gap in service needing to be filled after Place2Be left

Access to CAMHS has become incredibly difficult

Staff dealing with children with mental health backgrounds in the classroom, this could impact on their own well being

Lack of understanding around identifying children with mental health issues

Children have a lot of worries put on them through parents oversharing in the home | • Regular standing on pastoral team agenda
• Projects and themes across school
• Action plan will have been submitted online to Mental and Health Wellbeing award
• All stakeholders report they can talk about problems in a non-stigmatising way
• Increased understanding amongst staff on how children with issues around mental health and wellbeing are identified and what strategies are put in place
• Increased staff awareness about the | | Mental Health policy. AB along with other members of staff (AP and JM), attended a Mental Health and Wellbeing conference at Turf Moor. Within this conference the staff were given various, different materials for supporting the school. One of these was a Mental Health Policy that could be and was adapted to meet the demands of our school.

AB applied for an award called the 'Wellbeing Award for Schools (WAS)'. This award would offer school support in ensuring the school follows a whole school approach for supporting every pupil and member of staff with their mental health. As part of this award school has elected a 'Change Team'.

The change team includes;
• The pastoral team within school
• LP (governor)
• BFCitC
• A pupil
• A parent
• A teaching member of staff
• Potentially a local doctor

On 07/03/18 Luke Ambler from Andy's Man Club and Success School (also an ambassador for suicide prevention) came into school to work with years 4, 5 and 6 to deliver workshops. These workshops catered and raised awareness of mental health and promoted resilience. The workshops were well received. Because of this the children have become much better at talking about their feelings both positive and negative

The #BeYou project for school has been booked for children across school which will start in April 2018. The #BeYou Primary School Project consists of 3 sessions to the project which are; Brainchild, Mind Trekkers and Talkaway. |

	• Through the pastoral team, programmes are developed and delivered that help pupils cope with predictable life changes and transitions • Pastoral programmes are delivered for parents and children that focus on social and emotional development • Set up fundraising events for mental health charities • Provide supervision for staff • Ensure all stakeholders receive up to date information around mental health and well being • Make use of the CAMHS type outside service as a clear pathway of getting early support around mental health • Plan and deliver programmes for		widespread nature of mental health problems in children • Increased levels of engagement with parents/carers and families, through the pastoral team • All staff can spot a developing problem effectively • School effectively evidences positive mental health through a portfolio • Staff/children can openly talk about how they are doing and what might be impacting on their mental well being • Positive relationships are developed as evidenced by		**Summer term evaluation 2018** Mr Brown's Boys club continued to run with children from Y5 and Y6 #BeYou [project days 2 and 3 took place- these had a positive impact on the children Mental Health and Wellbeing Change Team met to decide on an action plan and way forward for the coming year.

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	families that promote positive mental health and wellbeing (free through adult learning) • Attend relevant training around mental health and wellbeing as a pastoral team <mark>(£1500)</mark> • Provide training for a member of staff to become a mental health and wellbeing champion <mark>(£500- Andy's Man club)</mark> • Access and arrange for outside mental health advocates to support children in school • To lead a mental health conference for East Lancs SLT • EYFS children to be assessed on entry and across the year using The Leuven Scales for Wellbeing •		interviews/qu estionnaires	
		Total budgeted cost		**£58,602.95**
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?
Families readily access support services within school and any outside agency support- directed through the Family Support Manager	• Full time Family Support Manager for parents with the following: • Liaise regularly with the MASH/CART teams when families are on the cusp of Social Services • Liaise with the Police CBM • Liaise with Social Workers where children are subject to Child Protection Plans/CIN • Instigates CAF's • Chair TAF meetings • Attend Child Protection Meetings, Core Group Meetings, CIN Meetings • Liaise with external agencies where signposting families were	Health LSIP 2015/16 shows: As a district, Burnley is significantly worse than the England average for the following: • Proportion of children in poverty- 24.6 compared to Lancs- 16.9 and England- 18.6 • Hospital stay for self-harm- 346.1, compared to Lancs 237.2 and England 191.4 • Long term unemploymen t- 5.7, compared to Lancs- 3.4 and England average 4.6	• Monitoring of support provided and the impact this has on the individuals in school.	Family Support Manager	Ongoing monitoring as part of the pastoral team meeting See separate report in school

	an option i.e. Fire Service, Young carers, Early Action Police Team, Early Break, Safenet etc. • Liaise with housing associations such as Calico regarding rent arrears Anti-social behaviour • Assist parents whose children need medical appointments with ELCAS • Further develop the record keeping systems within school • Meet with parents/carers to discuss personal issues and referred to several agencies • Collect children from home and visited children reluctant to come to school • Follow up on children with				

	poor attendance and discussed the importance with parents on why children should be in school • Support parents where their child has been excluded • Offer 1-1 parenting strategies to parents using Incredible Years/Strength ening Families/ Challenging Years • Ring parents and offers support for online Secondary school places • Support families with poor IT skills - applying for secondary school places • Liaise with Lancs Adult Learning to deliver courses over the course of the year.				

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	<mark>(Cost-£24,924)</mark>				

		Total budgeted cost	<mark>£24,924</mark>

iv. 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 rates for PP children improves to above 96% across school	• Breakfast club- 8.00-8.45 everyday <mark>(£9061)</mark> • Learning Mentor work around attendance <mark>(£11,632)</mark> and Family Support Manager (FSM already accounted for) • Attendance lead tracking closely on a weekly basis • Prizes for 100% attendance that increase in worth and value <mark>(£600)</mark>	A group of children coming into school late or on the minutes, without breakfast. This resulting in children not engaging with learning, low level disruptive behaviour incidents and children not making progress. Low income families- breakfast not always possible **Data from last year 2016/17** • Attendance of PP children lower when compared to	• Attendance issues on CPOMS decline from starting points • Attendance improves for key children • More children meet 100% attendance target • Teachers report increased levels of engagement by children • Individual attendance will increase	Learning Mentor Family Support Manager	Termly **Autumn term Evaluation 2017:** <mark>Period: 01/09/2017 AM to 31/12/2017 PM</mark>

Autumn term Evaluation 2017 table:

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
PP	79	95.14	3.89	0.97	1.47	0.34
Non-PP	133	96.18	3.14	0.68	0.16	0.04

Spring term Evaluation 2018:

<mark>Period: 01/01/2018 AM to 31/03/2018 PM</mark>

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
PP	72	95.81	3.16	1.03	0.53	0.28
Non-PP	138	95.61	3.26	1.13	0.23	0.02

Attendance for the entire year (2017-18) so far:

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
PP	82	95.39	3.62	0.99	1.12	0.32
Non-PP	138	95.95	3.19	0.86	0.19	0.03

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| | | non-PP children in all years except R and Y5. A similar picture for PP boys as well
• Attendance of PP girls lower when compared to non-PP girls in all years except Y5 and Y6
• PP Boys v PP Girls. Boys attendance better than girls in R, Y4, Y5 and Y6. Girls better in Y1, Y2 and Y3
• Unauthorised attendance below National (0.9) for PP boys in Y3 and PP girls in Y5 | | | |

<mark>Summer term Evaluation 2018:</mark>

<mark>Period: 08/05/2018 AM to 20/07/2018 PM</mark>

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
PP	75	94.44	4.14	1.42	0.68	0.34
Non-PP	134	96.38	2.79	0.83	0.13	0.03

Attendance for the entire year (2017-18):

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
PP	87	94.78	4.04	1.18	1.05	0.30
Non-PP	136	96.16	2.99	0.85	0.10	0.04

100% attendance reward was received by 27 children. This was an increase on the year before.

| Positive marketing for the school to increase uptake of children on roll | • Springboard 2016/17 for all families and for key areas within the community <mark>(£1000)</mark> | • High levels of mobility.
• Vast majority of classes still not at full capacity- 30 | • Class numbers increase, and school moves towards 210-full (30 in each year group) | SN/MB-governor | At the end of each term. Reported to governors through HT report

Marketing has had a positive effect on numbers on roll. At the start of 2017-18, we had 188 children on roll. This increased to 204 by Easter. An increase in 16 on roll. By the end of the year the overall number came in at 206 |

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Period	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
2016-17								
Autumn 2016- Sept 2016	30	29	30	23	27	23	23	185
Autumn 2016- Nov	30	29	29	25	26	22	21	182
Spring 2017- March	29	30	29	27	29	22	20	186
Summer 2017- June	30	28	30	27	29	22	22	188
2017-18								
Autumn 2017- Nov	29	28	28	30	30	30	26	201
Spring 2018- March	30	29	30	29	29	30	27	204
Summer 2018-July	30	29	30	30	29	30	28	206

- School attracts families from the immediate area, some of these do not have stable living arrangements

- Springboard becomes first choice for parents
- Mobility decreases when compared to previous years

Provide children with enrichment experiences to enhance their learning experiences

- Nurture programme for children that have missed early 'nurturing' experiences (2 adults @ £18,500) (Resources- £500)
- Subsidise trips and visitors into school to put learning into context for nurture (£500)
- School Minibus to be retained to transport children to local areas of interest as part of links with curriculum (£9000)
- School Choir and access choir

Children join school with limited life experiences
Families from low income- unable to contribute towards trips

- Nurture Training for 2 members of staff
- Pupil questionnaires
- Comments by children
- Levels of engagement as relayed by teachers
- Use of experiences applied by children in class to spark imagination
- Increase levels of fascination and awe

Subject Leaders

SLT

Ongoing mapping by teachers.
Information to curriculum lead

Spring term evaluation

School has continued to employ a choir master for the choir group. Over the last 12 months we have seen an increase in the number of children joining choir. The choir has become much more established and in comparison, to last year is now attending more events and taking part in more competition. This year they also went to sing at a care home.

Participation in Young Voices has brought families and children together but also given the children the experience of performing with other children. This year, those children that took part in the performance last year, came across much more confident and demonstrated better performance levels.

Through providing children with a variety of learning experiences, we have seen increased levels of engagement

	master- 1 hour a week (£1200) • Participate in Young Voices (£359.83) • School pantomime- Beauty and the Beast (£1600.00) • Job Junction Raising Aspiration programme for Year 6 children through partnership with UCLAN (£1700) • Subsidise trips and learning experiences for children other than the ones listed above (£6000)		• Develop personal interests, hobbies, passions and abilities	in lessons, linked to specific topics and better retention of information linked to key topics being taught. **Summer term evaluation** Various enrichment experiences were provided for the children in the summer term which were all evaluated and shared with the governors in terms of impact in the HT's report. The following are some of the experiences provided: Kingswood residential for the year 6 children Job Junction programme for the year 6 children Mrs Dowson's Farm trip for the year 2 children Offshoots trip to Townley for the Nurture children
	Total budgeted cost			**£80,352.83**
	Total cost for all actions			**£163,679.78**