

Moortown Primary

Pupil Premium, 2016-17



Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- ✕✕ pupils who have been eligible for free school meals at any point in the last six years
- ✕✕ children who have been looked after continuously for more than six months
- ✕✕ children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, when we use iPad apps, other pupils join in too; when we read First News, lots of children enjoy the activity. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of additional tuition out of school or extra support and challenge in school.

In the next few pages, you will find:

- ✕✕ **Pupil Premium Strategy 2016-17 Overview**: this is a summary of how we will invest to make sure pupils have the best possible outcomes
- ✕✕ **Pupil Premium Strategy 2016-17 Detail**: this provides more detail of how we will invest the funding

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

Contact us if you'd like to know more about how we use pupil premium in school.

Previous strategies and evaluations are also available.

Pupil Premium Strategy 2016-17 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

total number of pupils eligible for pupil premium (deprivation):		26 x £1320	
total number of pupils eligible for pupil premium plus:		1 x £1,900	
total pupil premium allocation:		£36,220	
next review of pupil premium strategy: (colour-coded notes used for review / outcomes; below, right hand column)		24.02.17, 28.04.17, 07.07.17	
what	description and detail	proportion paid for (of actual cost)	amount
total staffing	<p>Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw</p> <p>Teaching and learning time across the week totals approximately 25 hours. Across the week, 15% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to about 3.5 – 4.0 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group.</p> <p>Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per class on average.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition in the Early Years on average make 4 months' extra progress.</p> <p>https://goo.gl/yCcwyl</p>	15%	£20,424
continuing professional development	<p>This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail.</p> <p>In 2016-17, we are developing teachers' skills and approaches in reading (to meet higher National Curriculum expectations in this area); in grammar (similarly, to address higher expectations); and in the context of 'mastery' for Maths (an approach advocated by many education experts and practiced in East Asian countries).</p> <p>Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress.</p> <p>Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.</p> <p>Each year, we explore ways to support our Teaching Assistants. This year, we want our Early Years Foundation Stage (TAs) to develop skills in developing pupils' speaking and listening skills.</p> <p>Education Endowment Foundation evidence suggests 5 months' extra progress for Early Years intervention.</p>	90%	£2450 (LA package) £100 est (speech and language) £250 est (reading) £150 est (grammar and punctuation) £2,655 est (grammar and punctuation)
learning resources	<p>Various resources are listed below, for use both at school and at home.</p> <p>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</p>	50%	£4,722
tuition	<p>In addition to total staffing costs, we invest in private tuition for some disadvantaged pupils.</p> <p>Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	100%	£4,020
resources and activities	<p>From trips to the theatre to residentials, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost.</p> <p>Education Endowment Foundation evidence indicates that these can have a small, positive impact on learning – around 2 months.</p>	100%	£1449
total		N/A	£36,220

Pupil Premium Strategy 2016-17 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths. Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

specific nature of investment	rationale / aims	how we will measure impact	review and outcomes
<i>In 2016-17, we plan to invest pupil premium money in the following):</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils <i>Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</i>			
Continue to provide the opportunities for tuition – externally and after school	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. <i>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	1 x Y6 (HA) child is receiving private tuition through Explore Learning. Latest reports state: <i>'we have seen huge improvement in his writing.....he is working at a consistently high level in reading and maths.'</i> (Dec 2016) Standardised scores in tests show that he continues to make progress and will achieve at least ARE at the end of Y6 in all areas. Booster groups are embedded in practice in Y1,2,4,5,6 after school with either TAs or teachers leading them. We are starting to see progress as a result of children regularly attending booster classes: eg 1 x Y4 (LA) child is exceeding targets in reading after attending booster. Another Y4 child is achieving ARE after concerns were raised in Autumn term. 1 x Y5 child is exceeding targets in Reading and consistently working at ARE in Maths and Writing. 1 x Y6 child is now working just below ARE whereas before was working well below ARE in Writing.
Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support	To improve older children's reading skills eg inference and deduction. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	Booster groups are focusing on reading in particular and comprehension strategies. Interventions to increase reading fluency and comprehension are also in place. 70% of children receiving pupil premium funding in KS2 are at ARE for Reading. 1 x child who is below ARE has increased from 0→1. 67% of children receiving pupil premium funding in KS1 are at ARE for Reading. An increase of 17% since Dec 2016.
Dedicated time with teacher	To make sure that intervention time is	Attainment and progress – more children	In the majority of classes the % of pupil

	<p>meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the class room;</p> <p>to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of.</p> <p><i>Education Endowment Foundation evidence: 8 months' extra progress can be made through extra feedback; as a general rule, our staff</i></p>	<p>reaching age related expectations Staff feedback on engagement and learning behaviour</p> <p>Pupil interviews regarding confidence, what their targets have been and how they have progressed</p>	<p>premium children at ARE in RWM has stayed the same or increased. In Y5 1 x child has slipped below ARE; he has the potential to reach ARE by end of year . In Y1, 1 x child is now at ARE in R as a result of focused time with the teacher and re-teaching. In Y3, 1 x child has reached ARE in M after focused learning with the teacher and re / pre-teaching. In Y6: 1 x child has reached ARE in R & M as a result of interventions and dedicated time with the teacher; 1 x child has gone from 0→1 in R as a result of intervention and re-teaching; 1 x child who receives private tuition is achieving ARE+ in M.</p>
Dedicated time with learning mentor (to be appointed for January 2017 start)	<p>To support learning behaviour in class and to develop good social and emotional aspects of learning (eg self esteem, social skills).</p> <p><i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	Learning walks in school which focus on learning behaviour	<p>Learning mentor in post from January 2017. Intervention groups will evolve and impact will be recorded at the end of the academic year. Because of circumstances with a child needing 1:1 support from the learning mentor, intervention groups are just starting to take place and a timetable is being applied (April 2017). This will be reviewed and impact shown in July.</p>
A series of after-school professional development around oral language interventions in the Early Years Foundation Stage	<p>To develop the use of spoken language on entry into school with focused sessions on a regular basis.</p> <p><i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	Confident speakers using a range of vocabulary and correct speech sounds Feedback from teachers and parents	feedback from LB – which children did this affect???
<p>Supporting speaking, listening, reading and writing skills <i>Research shows that disadvantaged pupils may be more likely to have a limited vocabulary and have delayed language skills. Pupils might also be less likely to read at home and could have limited higher order reading skills – this could be the result of limited funds to spend on books, lack of time or lack of interest.</i></p>			
First News Club	<p>To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary.</p>	Pupil feedback / teacher feedback regarding confidence in class and contributions	<p>Disadvantaged pupils are taking a copy of the newspaper home each week – feedback from them is that they enjoy reading the paper and find the articles easier to access and understand. Children are more confident when speaking about what they have read and are able to answer questions, find facts and give opinions. Whole class focus on reading skills has also had an impact on how children approach reading different forms of text eg newspaper.</p>
Continue to implement Catch-Up Reading support package in more year groups	<p>To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress (existing data analysis shows this</p>	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback forms and other pupil	<p>70% of children receiving pupil premium funding in KS2 are at ARE for Reading. Y3: 67% (ALL: 90%; non pp: 93%) Y4: 100% (ALL: 79%; non pp: 79%)</p>

	<p>is boosting children's reading skills). <i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>feedback; formal observation with focus on engagement and enjoyment</p>	<p>Y5: 67% (ALL: 80%; non pp: 81%) Y6: 67% (ALL: 83%; non pp: 80%) Catch up Reading or daily reading has had an impact on confidence and engagement: Pupil Feedback forms Spring 17: <i>"I enjoy reading especially Friday sessions (reading for pleasure)." Y4</i> <i>"I kind of like reading now. I do need to improve and it makes me imagine." Y4</i> <i>"I enjoy reading because we can choose different books." Y5</i></p>
<p>Take children to book shops and / or libraries to buy / borrow books</p>	<p>Building on the modest success of theatre trips (see below) where reading has been encouraged, to engage reluctant readers and promote a love of reading. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i></p>	<p>Pupil feedback</p>	<p>Visits to Waterstones: <i>"I enjoyed reading the books that you could choose – it was interesting."</i> <i>"It was a nice time to choose a book and have a meal – it was fun."</i> <i>"My favourite thing was books because I like books very much."</i></p>
<p>Provide books to individuals</p>	<p>To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i></p>	<p>Pupil feedback</p>	<p>Ongoing. There has been a whole school focus on reading and there is a definite increase in engagement and children are asking to read different books and want access to a greater variety of books. Reading for pleasure sessions are very popular and give all children the chance to read a book of my choice.</p>
<p>Continue Lexia program in class and at home (part-funding from pupil premium funds)</p>	<p>To continue this three year contract in order to boost reading and writing skills in Key Stage 1 and, where needed, Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	<p>Attainment and progress in reading and writing</p>	<p>Ongoing – particularly in KS1 and Y3. Y4,5 & 6 are exploring other interventions to see if there is more progress. Feedback from teachers shows that Lexia is still valued and making a difference in the lower year groups: <i>"I like it for the younger kids. I especially like that the children are totally independent. It's like having an extra TA.</i> <i>A lot of our children use it at home. However, we probably need to up the profile as there are quite a few who don't. I get that in KS2, it is too slow. I think if we kept it, we could consider how Reception can use it more.</i> <i>Evidence of impact: after poor spelling data for a group of children in T1, we added them to the Lexia intervention. Their spelling scores in T2 have all improved (in at least three of the cases by about ten marks in the test)."</i></p>

Include Lexia as part of Breakfast Club which runs for two mornings each week	To boost reading and writing skills (Breakfast Club – see below).	Staff feedback on engagement and learning behaviour	Attendance at breakfast club has improved so children are having more time to access Lexia at this time.
Replenish resources for the teaching of phonics	To boost early reading and writing skills. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Sustain school's performance in the Year 1 phonics screening check, aiming for at least 90% meeting the expected standard	Audit in process. No new resources have been bought at present but this needs to be done for the Autumn term.
For all teachers, professional development on reading and how to teach it effectively	To address the new, higher demands in the National Curriculum for higher-level reading skills and therefore have a positive impact on older children's reading outcomes. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Staff feedback Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	Reading CPD twilights in Autumn term have given staff opportunity to make effective changes. Approaches to guided reading have changed and staff are exploring different ways to teach reading. 70% of children receiving pupil premium funding in KS2 are at ARE for Reading. Y3: 67% (ALL: 90%; non pp: 93%) Y4: 100% (ALL: 79%; non pp: 79%) Y5: 67% (ALL: 80%; non pp: 81%) Y6: 67% (ALL: 83%; non pp: 80%)
For some teachers (Y3,4), professional development on grammar and punctuation and how to teach it effectively, in an engaging way	To address some gaps and misconceptions in grammar, and to ensure that this aspect of the curriculum is taught in a fun way to ensure children are enjoying and achieving. This will be for Y3,4 teachers to ensure a secure basis for Y5,6, where other aspects of writing, such as composition and effect, can be worked on with fewer gaps and concerns in grammar and punctuation skills. Therefore, in the longer term, to promote good writing skills <i>Education Endowment Foundation evidence on catering for lots of learning styles: 2 months' extra progress.</i>	Staff feedback Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Grammar, Punctuation and Spelling Longer term attainment and progress: a higher proportion of children at the end of Key Stage 2 reaching expected standards in Writing	
Supporting Maths skills <i>Disadvantaged pupils may have limited opportunities to use and apply number and other mathematical concepts. This could be the result of limited time to spend on books, lack of time or lack of interest. A 'fear' of Maths might also be a significant barrier, meaning parents / carers choose to avoid talking about number and end up not enthusing about Maths as they might about a book.</i>			
A series of after-school professional development on a mastery approach to Maths teaching and learning (an approach advocated by many education experts and practiced in East Asian countries)	To develop teachers' skills and approaches in the context of 'mastery' for Maths, and therefore improve learning outcomes for children in Maths. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths	CPD twilights in Autumn term have given teachers a better skill set when approaching mastery in maths. Y1: 75% (ALL: 77%; non pp: 81%) Y2: 50% (ALL: 83%; non pp: 88%) Y3: 67% (ALL: 87%; non pp: 88%) Y4: 100% (ALL: 76%; non pp: 75%) Y5: 67% (ALL: 83%; non pp: 85%) Y6: 67% (ALL: 87%; non pp: 89%)
Continue Mathletics program in class and at home	To continue the Mathletics subscription in order to boost maths skills in Key Stage 1 and Key Stage 2. <i>Education Endowment Foundation</i>	Staff feedback on engagement and learning behaviour	ongoing

	<i>evidence: 4 months' extra progress.</i>		
Include Mathletics as part of Breakfast Club which runs for two mornings each week	To boost maths and reasoning skills (Breakfast Club – see below).	Staff feedback on engagement and learning behaviour	Attendance at breakfast club has improved so children are having more time to access Mathletics at this time.
Supporting learning in other subjects <i>Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.</i>			
Take children to theatre to view plays based on reading and buy the book to read afterwards	To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback forms and other pupil feedback	Visit to theatre has been planned for May 2017.
Arts Artemis Individual music tuition	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	There are regular music sessions for groups of children delivered by a TA. Feedback from children needed.
Our own in-house after-school clubs cost £1 (subsidised by the PE premium), and completely free for disadvantaged pupils (also subsidised by pupil premium). A small contribution from pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers.	To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	Ongoing Feedback from children needed.
Our Moortown pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils have this subsidised: the Year 4 residential is fully subsidised (50% from pupil premium, 50% from PE premium); the Year 6 one is partly subsidised.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC). <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	All children in Y6 who receive pupil premium funding have been able to go on residential because of help with costing. Feedback needed after residential. Financial help was offered to 1 x Y4 child but their choice was not to go because of other reasons.
Improving overall teaching <i>We always want to improve our own teaching. Investing in effective continuing professional development for teachers will lead to better teaching and learning for all, including for disadvantaged pupils.</i>			
<i>(Initiatives including continuing professional development in 2016-17 has been listed elsewhere, since it focuses on specific learning.)</i>			
Supporting learning at home <i>From Annual Surveys of parents and children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At Moortown Primary, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.</i>			

Offer parent workshops, coffee mornings (focus: homework, learning resources etc) and focused invites to open mornings.	To provide more opportunities for parents / carers to talk to staff and spend time in school; to provide resources to support homework activities. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Attendance at workshops and coffee mornings and parental feedback about impact it has had.	Parent workshops in the Autumn term were poorly attended. Topic and homework reviews were well attended with some parents of disadvantaged children attending aswell.
Learning bags – resources to particularly focus on maths and reasoning	To provide opportunities for learning to be supported at home with parents and to help engage parents in the whole experience <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i>	Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour	Phonics resources sent home to KS1 at beginning of Spring term to support learning at home. SATS resources to go home to Y6 to help parents engage with learning. Resources have gone home and were discussed at parents' evening. 1 x KS2 parent has approached me and asked for help in buying some maths resources to support the child's learning at home. Parents are very positive about the bags and engagement from some families has increased.
Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials	To provide opportunities for learning to be supported at home: Can significantly improve children's reading and numeracy Encourages children and their parents/carers to read and play games together Gives enjoyment to children through owning their own books Supports children over the summer as they move into the next school year <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> http://www.letterboxclub.org.uk/research-and-evaluation/	Attainment and progress – compare progress for the three selected children reaching age related expectations	1x Y1 (redacted) 1 x Y3 (redacted) 1x Y5 (redacted)
Supporting social and emotional aspects of learning <i>At Moortown Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress eg behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems</i>			
Opportunities for all children to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	All disadvantaged children partake in all visits and other experiences and are engaged in all aspects.
Breakfast Club twice weekly, with the option of Omega 3 supplements	To have access to resources so that children have same opportunities as everyone else, including a healthy breakfast. <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> We offer Omega 3 to improve 'reading and	Attendance at breakfast club Staff feedback on engagement and learning behaviour	Ongoing Attendance at breakfast club has improved and more parents have agreed to their child receiving the omega 3 tablet.

	<p>behaviour of underperforming children', as research suggests.</p> <p><i>University of Oxford evidence (2012):</i> https://goo.gl/5ClcZe</p>		
SEAL intervention and support	<p>To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more.</p> <p><i>Education Endowment Foundation findings indicate that those involved in extra SEAL support on average make 4 months of extra progress.</i></p>	<p>Staff feedback on engagement and learning behaviour Pupil and parental feedback</p>	<p>SEAL intervention groups will evolve and impact will be recorded at the end of the academic year.</p> <p>Because of circumstances with a child needing 1:1 support from the learning mentor, intervention groups are just starting to take place and a timetable is being applied (April 2017). This will be reviewed and impact shown in July.</p>

Pupil Premium Strategy 2017-18 and beyond – ideas

How might we invest in the future to make sure pupils continue to have the best possible outcomes?

This table outlines ideas that we might pursue in the future. (These ideas are added to in the course of the year.)

Idea / challenge	rationale
Disadvantaged pupils play active part in choosing books to replenish the school library and / or class library stock	<i>To engage reluctant readers and promote a love of reading.</i>
Employ an additional teacher who works across Sphere Federation, providing expert, smaller teaching groups	<i>Education Endowment Foundation findings indicate that smaller class sizes has a moderate impact on learning but at a high cost. However, the teacher could be used as a resident long-term 'supply teacher' across the three schools in Sphere Federation, therefore reducing supply teacher costs and staff absence insurance costs. This would mean money saved can be re-invested in provision for disadvantaged pupils.</i>
Continuing professional development on philosophy for children (P4C)	<i>Education Endowment Foundation evaluation notes: 'P4C had a positive impact on pupils' Key Stage 2 (KS2) progress in reading and maths. This is significant in that P4C was not explicitly focused on improving KS2 outcomes, yet managed to lift maths and reading attainment relative to 'business as usual'. It is also important to note that the gains in KS2 were greater in all subjects for students eligible for free school meals (FSM).'</i> https://goo.gl/D8tcPF
Continue to explore ways to increase attendance amongst disadvantaged pupils so that it is at least in line with other pupils (a school and national issue)	<i>Attendance matters. We want all pupils to have high attendance, so they are in school enjoying and achieving as much as possible.</i>
Explore Achievement for All Schools Programme	<i>Claims of a five-year track record for accelerating progress and attainment in the lowest-achieving 20% group of learners, using a direct-delivery coaching model.</i>
Subscribe Y4 pupils for Story Hunters (BookTrust): http://www.booktrust.org.uk/programmes/primary/storyhunters/ Every Story Hunters pupil to get a monthly personalised pack of books and activities for a six-month period. Every pack includes at least two carefully chosen books, plus engaging games and resources that children can share with their families.	<i>Reading for pleasure can have a dramatic impact on a child's educational outcomes and wellbeing. To encourage a love of reading and to develop confidence and engagement. Based on the award-winning Letterbox Club model. May also help to build home-school links. Template surveys to monitor impact will be provided by BookTrust.</i>