

## Archibald First School 2017-2018 Pupil Premium Strategy Statement: Updated February 2018

1. Summary information for 2017/18			
<b>Total number of pupils</b>	302, plus 52 (FTE) in Nursery in September	<b>Number of pupils eligible for pupil premium funding</b>	59 (20% of total on roll) 6 of the 59 (10%) are on the SEND register.
<b>Number of pupil premium children in each year group:</b> Nursery = 9 Reception = 6 Year 1 = 6 Year 2 = 10 Year 3 = 9 Year 4 =13 Armed forces= 1 CLA=11 (post LAC)			
<b>Total pupil premium budget:</b>	£80,800	<b>Amount per pupil:</b> Yrs 1 to 4 =£1,320 Early Years & armed forces children=£300 CLA=£1,900	
<b>Date of internal half termly reviews:</b> 9/10/17, 6/12/2017, 8/2/18, 29/3/18, 17/5/18 & 30/6/2018			
<b>Green</b> = school above the national attainment figures for other pupils (not disadvantaged). <b>Red</b> = below			

2. Key indicators summer 2017			
	Pupils eligible for PP	2017 national averages for pupils not eligible for PP	Attainment/ progress gap
<b>% of Reception class achieving a Good Level of Development (GLD) 5 PP in cohort</b>	60% 10% higher than in 2016	73%	<b>-13%</b>
<b>% achieving expected standard in Year 1 Phonics Check 9 PP in cohort</b>	89%	84%	<b>+5%</b>
<b><u>End of Key Stage 1 (Year 2) attainment figures</u> 9 PP in cohort</b>			
<b>% reaching expected standard in reading</b>	78%	79%	<b>-1%</b>
<b>% reaching a high score/working at greater depth in reading</b>	22%	28%	<b>-6%</b>
<b>% reaching expected standard in writing</b>	67%	72%	<b>-5%</b>
<b>% reaching a high score/working at greater depth in writing</b>	22%	18%	<b>+4%</b>

% reaching expected standard in maths	67%	79%	-12%
% reaching a high score/working at greater depth in maths	22%	23%	-1%
<b>Attendance % for all PP children in the school</b>	96% CURRENT	96.6% (2016) 2017 figure to be published in March	In line with national average for non disadvantaged
<b>Persistently absent % (All PP children with an attendance rate of 90% or below)</b>	2.7 % CURRENT	6.2% (2016) 2017 figure to be published in March	4.5% better than national average for non-disadvantaged

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018	
A.	Many of the pupil premium children are below age-related expectations when they start school and have poor language and communication skills.
B.	Low aspirations of some pupils and their parents.
C.	Some parents do not support home learning well eg do not hear their children read.
D.	Pupils are not resilient, independent learners and this affects their progress.

4. Outcomes and success criteria for summer 2018	
A.	<p><b>Early Years:</b> There are 6 children in receipt of pupil premium funding; 67% 4 of 6 children to achieve a Good Level of Development. 85% of the cohort to achieve a Good Level of Development.</p> <p>As of February 2018 87% of the cohort (54/60 children) are on track to achieve GLD. 9 children are now identified as Disadvantaged. 6/9 are predicted to gain a Good Level of Development – 67%.</p> <p>July 2018: 88% (53/60) achieved GLD, 67% (6/9) PP children achieved GLD</p>
B.	<p><b>Year 1 phonics screening:</b> 100% of the pupil premium children (6 of 6) to pass the phonics test (88.9% 8/9 children passed the test in 2017). 95% of the cohort to pass the phonics test (96.6% in 2017). 95% of the non PP children to pass the phonics screen in 2018. The 2017 pass rate was</p>

for non-PP was 98%.

As of February 2018 there are now 7 children identified as Disadvantaged; 6/7 of these children will pass the phonics screen – 86%.  
58/61 children in the cohort are on track to pass the year 1 phonics screen – 95%. Of the non-disadvantaged children 96% are on track to pass the phonics screen.

July 2018:

Year 1: 97% (59/61) achieved expected standard in phonic check, 86% (6/7) PP children achieved the expected standard in the phonic check

Year 2: 3/3 achieved expected standard (2 resits, 1 new to school)

Key Stage 1: 100% achieved expected standard in the phonic check

**C. End of KS1 (Year 2):** Reading 80% 8 of 10 of the pupil premium children to achieve the expected standard.

Cohort = 95%

Writing 80% 8 of 10 of the pupil premium children to achieve the expected standard.

Cohort = 97%

Maths 80% 8 of 10 of the pupil premium children to achieve the expected standard.

Cohort = 95%

**End of KS1 (Year 2) February 2018:** Reading 83% 10 of 12 of the pupil premium children to achieve the expected standard. Cohort = 95%

Writing 83% 10 of 12 of the pupil premium children to achieve the expected standard.

Cohort = 95%

Maths 83% 10 of 12 of the pupil premium children to achieve the expected standard.

Cohort = 95%

July 2018:

Cohort: 61 children

R/W/Ma 96.7% Expected standard Sc. 100% Expected standard R - 52% GDS, W -30% GDS, Ma -39% GDS, Sc, N/A

Combined R,W and Ma: 96.7% (59/61) Expected Standard 25% (15/61) GDS

PP children: 12 children

R/W/Ma 83% Expected standard Sc. 100% Expected standard R – 8.3% GDS, W - 0% GDS, Ma - 0% GDS, Sc, N/A

Combined R,W and Ma: 83% (10/12) Expected Standard 0% GDS

<p><b>D.</b></p>	<p><b>KS2 (Year 4):</b> Reading 100% 13/13 of the pupil premium children to achieve the expected standard. Cohort = 93%  Writing 92% of the pupil premium children to achieve the expected standard. Cohort = 92%  Maths 92% of the pupil premium children to achieve the expected standard. Cohort = 95%</p> <p><b>KS2 (Year 4) February 2018:</b> Reading 85% 11/13 of the pupil premium children to achieve the expected standard. Cohort = 88%  Writing 92% of the pupil premium children to achieve the expected standard. Cohort = 88%  Maths 92% of the pupil premium children to achieve the expected standard. Cohort = 97%</p> <p>July 2018:  Cohort:</p> <p>R/W/Ma 92, 93, 93% Expected Standard R -60% GDS, W -52% GDS, Ma -58% GDS  Combined R,W and Ma: 88% (59/61) Expected Standard 40% (15/61) GDS</p> <p>PP children: 13 children</p> <p>R/W/Ma 92, 92, 92% Expected standard R -31% GDS, W - 23% GDS, Ma - 23% GDS  Combined R,W and Ma: 88% (59/61) Expected Standard 40% (15/61) GDS</p>
<p><b>E.</b></p>	<p><b>To ensure all of our most able pupils, including our pupil premium children make good progress and GDS national averages are achieved or exceeded.</b> Reading PP target= 30% Cohort target = 30% Writing PP target = 20% Cohort target = 30%  Maths PP target = 20% Cohort target = 30%-</p> <p>Exp –Reading PP 83% Non PP 100%, Writing PP 83% Non PP 100%, Ma PP 83% Non PP 100%</p> <p>GDS Reading PP 8%, Non PP 63%, Writing PP 0%, Non PP 37%, Maths PP 0% Non PP 49%</p>

**5. Planned expenditure 2017-2018**

**Total budget = £88,640**

**i. Quality of teaching for all: to maintain our 100% record of good and outstanding teaching. Total cost = £640**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact so far
<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p>	<ol style="list-style-type: none"> <li>1. Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term.</li> <li>2. CPD for new teaching assistants to ensure effective use of existing programmes continues.</li> <li>3. Continue to systematically monitor the effectiveness of teaching, learning and interventions.</li> <li>4. Continue to up skill our teaching assistants eg SEND consultant to deliver INSET, level 2 ASD training and in-house Lexia training.</li> </ol>	<p>A shared vision for all children to reach their full potential.</p>	<ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies</li> <li>• Learning walks</li> <li>• Planning and progress meetings</li> </ul>	<p>SLT</p>	<p><u>November 2017</u> All lessons graded good or outstanding.</p> <p><u>February 2018</u> PPM and data update for Spring 1 focused on aspirations and targets for PP children. Impact of interventions monitored</p> <p><u>July 2018</u> Detailed analysis of impact of interventions and support for PP children</p>
<p>2) All teachers and TA's have a performance management target linked to pupil premium, SEND or most able *outcomes.</p>	<p>Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and November for TA's.</p>	<p>This strategy worked well in 2016/17;pupil premium outcomes improved significantly in 2017.</p>	<p>HT and performance management governors to QA.</p>	<p>HT &amp; governors</p>	<p><u>November 2017,</u> <u>February 2018</u> <u>July 2018</u> All teaching staff aware of targets and children within their cohort</p>

3) Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children.	<ol style="list-style-type: none"> <li>1. Quality assure marking and feedback.</li> <li>2. Maths marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able.</li> <li>3. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work.</li> <li>4. SLT will continue to monitor children's response to written feedback.</li> <li>5. Further develop pupils' self-reflection skills.</li> <li>6. Pupil survey on marking and feedback.</li> </ol>	To ensure ALL can make good progress It is essential that our children know what they do well and how to improve their work.	Book scrutinies by SLT and Staff	All teachers  SLT to QA	Book scrutinies show that next steps marking is developing well and impacting on strongly on pupil progress.
--	---	--	----------------------------------	-------------------------------	--

ii Targeted support for pupil premium children to enable them all to achieve well.			Total cost = £80,000		
Desired outcome	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Impact
EARLY YEARS 67% of pupil premium children to achieve a Good Level of Development (GLD)	<ol style="list-style-type: none"> <li>1. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play.</li> <li>2. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD.</li> <li>3. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home.</li> <li>4. 1 to 1 personalised support for children at risk of not achieving GLD.</li> <li>5. Work closely with Year 1 staff to share information and ensure shared high expectations continue.</li> <li>6. EYFS moderator and LA EY's consultant to QA assessment.</li> </ol>	Pupil premium attainment outcomes below national others in 2016.	Monitor carefully and review progress and attainment every half term.	Early Years Leader & SLT	<u>September 2017</u> 3 of 6 (50%) on track to achieve GLD at Baseline. <u>November 2017</u> 4 of 6 (66%) on track for a GLD <u>February 2018</u> 7/9 (67%) on track for a GLD <u>July 2018</u> 6/9 67% GLD
PHONICS 100% of pupil premium children to pass the phonics test in 2017.	<ol style="list-style-type: none"> <li>1. Intensive daily phonics support for this group delivered by literacy TA and /or class 1 teacher. Read Write Inc and Phonic books purchased.</li> <li>2. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups).</li> <li>3. Involve parents in helping their children to learn tricky words etc.</li> </ol>	Year 1 PP phonics test results were 5% above national others. Strategies and tracking of phonics acquisition by phase worked well and will be continued.	Check that pupil premium children know their phase 3/4 phonics and can apply them confidently.	Year 1 teachers	<u>November 17</u> - Number of high frequency words/sounds known has increased.  100% of PP children on track to pass Year 1

					<p>phonics test.</p> <p><u>February 2018</u> Strong interim assessment for children. Change in children identified as PP. 6/7 (86%) of PP children on track to pass Year 1 phonics screen.</p> <p><u>July 2018:</u> 6/7 – 86% expected std.</p>
<p>MATHS</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 92% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>White Rose maths framework implemented by all staff (Reception to Year 4).</li> <li>Maths intervention plans continue to address gaps in learning identified by assessment.</li> <li>Key maths skills taught in a systematic way every day.</li> <li>Partnership and LA moderation meetings to QA assessment.</li> <li>Targeted interventions for pupil premium children at risk of not reaching their challenging targets.</li> <li>Maths leader continues to update staff on White Rose maths framework changes and new resources.</li> <li>Succession plan in place for when maths leader goes on maternity leave.</li> </ol>	<p>The attainment of pupil premium children in some year groups was lower than that of their non-pupil premium peers.</p>	<p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings.</p>	<p>Maths Leader &amp; SLT</p>	<p><u>November 17</u> Accurate assessment.</p> <p>KS1 7 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 12 of 13 PP pupils on track to achieve expected standard.</p> <p><u>February 2018</u> Accurate assessment.</p> <p>KS1 10 of 12 PP pupils on track to achieve expected standard.</p> <p>KS2 12 of 13 PP pupils on track to achieve expected standard.</p>

					<p><u>July 2018:</u></p> <p>KS1 <b>Exp</b> –Ma 10/12 PP 83% Non PP 100%</p> <p>KS2 <b>Exp</b> – Ma 12/13 PP 92%</p>
<p>WRITING</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 92% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>1. Action plans and interventions for children at risk of falling behind.</li> <li>2. Continue with non-negotiable skills for writing; this is a key focus, particularly for boys.</li> <li>3. Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions.</li> </ol>	<p>To ensure pupils are confident communicators and achieve high level writing standards across the curriculum.</p>	<p>Lesson observations Book scrutinies</p>	<p>Literacy I Leader, &amp; SLT</p>	<p><u>November 17</u></p> <p>KS1 8 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 12 of 13 PP pupils on track to achieve expected standard.</p> <p><u>February 2018</u></p> <p>Accurate assessment.</p> <p>KS1 10 of 12 PP pupils on track to achieve expected standard. KS2 12 of 13 PP pupils on track to achieve expected standard.</p> <p><u>July 2018:</u></p> <p>KS1 Writing 10/12 PP 83% Non PP 100%</p> <p>KS2 Writing 12/13 PP 92%</p>



<p>READING</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>1. Purchase extra high quality guided reading books for all abilities, with a focus on engaging boys.</li> <li>2. Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home.</li> <li>3. Targeted interventions eg Lexia and 1 to 1 phonics.</li> <li>4. Special Educational Needs Adviser provides advice on how to support dyslexic children well.</li> <li>5. Continue to promote a love of reading via teaching, displays, guest authors and visits to Seven Stories for "Live Tales."</li> </ol>	<p>To ensure pupils are confident, fluent readers.</p>	<p>Lesson and intervention observations</p>	<p>Literacy Leader &amp; SLT</p>	<p><u>November 17</u> KS1 7 of 10 PP pupils on track to achieve expected standard.</p> <p>KS2 12 of 13 PP pupils on track to achieve expected standard.</p> <p><u>February 2018</u> Accurate assessment.</p> <p>KS1 10 of 12 PP pupils on track to achieve expected standard.</p> <p>KS2 11 of 13 PP pupils on track to achieve expected standard.</p> <p><u>July 2018:</u> KS1 Reading 10/12 PP 83% Non PP 100%</p> <p>KS2 Reading 12/13 PP 92%</p>
--	--	--	---	----------------------------------	--

<p><b>MOST ABLE</b> All of our most able pupils, including pupil premium children to make good progress so a higher percentage exceed age related expectations by the end of KS1.</p>	<p><b>GDS TARGETS</b></p> <table border="1"> <thead> <tr> <th></th> <th><u>Pupil Premium</u></th> <th><u>Whole cohort</u></th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td><b>30%</b></td> <td><b>49%</b></td> </tr> <tr> <td><b>Writing</b></td> <td><b>20%</b></td> <td><b>38 %</b></td> </tr> <tr> <td><b>Maths</b></td> <td><b>30%</b></td> <td><b>34%</b></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Additional guided reading sessions for most able. (TA and class teachers).</li> <li>Rearranged support in maths sessions to target most able pupils within set 1.</li> <li>Increased challenges/extension activities in set 1 maths.</li> <li>Increased teacher support in writing.</li> </ol>		<u>Pupil Premium</u>	<u>Whole cohort</u>	<b>Reading</b>	<b>30%</b>	<b>49%</b>	<b>Writing</b>	<b>20%</b>	<b>38 %</b>	<b>Maths</b>	<b>30%</b>	<b>34%</b>	<p>To ensure our most able children achieve their full potential and are well prepared for KS2.</p>	<p>Lesson and intervention observations</p>	<p>HT</p>	<p><u>February 2018</u> <b>GDS TARGETS</b> <b>PP</b> <u>/ Whole cohort</u> <b>Reading</b> <b>16% / 50%</b> <b>Writing</b> <b>8% / 44 %</b> <b>Maths</b> <b>8% / 40%</b> Progress of PP children is secure from their starting points. PP children being targeted for GDS to maximise their progress.</p> <p><u>July 2018:</u> GDS Reading PP 8%, Non PP 63%, Writing PP 0%, Non PP 37%, Maths PP 0% Non PP 49%</p>
	<u>Pupil Premium</u>	<u>Whole cohort</u>															
<b>Reading</b>	<b>30%</b>	<b>49%</b>															
<b>Writing</b>	<b>20%</b>	<b>38 %</b>															
<b>Maths</b>	<b>30%</b>	<b>34%</b>															

<b>iii Other approaches to raise the attainment and progress of pupil premium children. Total cost = £8,000</b>					
<b>Desired outcome</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>
Parents better able to support learning at home.	<ol style="list-style-type: none"> <li>1. Discuss with PP parents' ways we can help them to support their children's learning at home.</li> <li>2. Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents.</li> <li>3. Toddlers, Tales and Tunes workshops run by our Family Support Adviser to develop our youngest children's social and communication skills.</li> <li>4. Positive parenting classes and emotional wellbeing course organised by our Family Support Adviser.</li> <li>5. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School.</li> </ol>	Increased parental support will lead to increased progress and attainment	<p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings.</p>	<p>HT and class teachers</p> <p>Family Support Adviser</p>	Our parents are encouraged and supported to be actively involved in their children's learning at home.
Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.	Paying for children to attend educational visits and theatre trips to inspire and enhance communications, writing and humanities progress. Also fund weekly music tuition, football coaching and other sporting activities before and throughout the day.	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	HT	Financial barriers removed
Provide high quality enrichment opportunities to inspire all pupils to aim higher.	<ol style="list-style-type: none"> <li>1. Visits from authors, theatre companies, primary ICT consultant, athletes, artists and employers to provide exciting learning experiences to encourage all children to aim high.</li> <li>2. Visit to North East Science Fair and universities.</li> <li>3. Special STEM days to provide science, technology, engineering and maths challenges and career information. Many of the STEM, Arts and PE activities are organised across all schools in the Gosforth School Trust.</li> <li>4. During Book Week parents who are illustrators and authors come into school to talk about their jobs.</li> </ol>	Some of our pupil premium children have low aspirations.	<p>Plan quality opportunities.</p> <p>Invite feedback from children.</p> <p>Monitor evaluations from staff/pupils.</p>	SLT	<p>Equality of access provided.</p> <p>Children inspired to achieve at the highest levels.</p> <p>Children are aware of possible future careers.</p>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>			<b>2016-2017 Pupil premium grant = £68,640</b>	
<b>Targeted support for pupil premium children.</b>				
<b>Desired outcome</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this)	<b>Cost</b>
<b>EARLY YEARS</b> 60% to achieve a good level of development in summer 2017	Targeted support to stretch/challenge and personalised action plans for pupil premium children.  EYFS moderator quality assured assessment.  Support provided for parents' so they are able to confidently support and challenge at home.	All children in receipt of pupil premium funding made at least good progress from their individual starting points and 60% (3 of 5) achieved GLD. This was a 10% improvement on the 2016 outcomes.	Will be continued.	<b>£5,000</b>
<b>PHONICS</b> 78% of PP children to pass the phonics test.	Intensive daily phonics support. HLTA also delivered extra targeted support in summer term. Additional Read Write Inc resources purchased.  Parents involved in helping their children to learn tricky words.	89% of pupil premium children passed the phonics test, 5% more than the national average for pupils not eligible for the pupil premium grant.	Strategies to continue in 2017/18	<b>£640</b>
<b>READING</b> End of KS1 80% of pupil premium children to achieve expected standard. End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.	Extra high quality guided reading books purchased for all abilities and additional books for the school library.  Adult readers provided strong support, particularly for pupil premium children whose parents do not hear them read frequently at home. Targeted interventions eg Lexia, 1 to 1 phonics, Toe by Toe and SEND adviser provided advice on how to support dyslexic children well.	100% of pupil premium children in Years 1 to 4 made at least expected progress in reading.  <u>% of PP children achieving expected standard</u> Year 2 = 78% Year 4 = 97%		<b>£2,000</b>  <b>£13,362</b>

<p><b>WRITING</b> End of KS1 80% of pupil premium children to achieve expected standard. End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<p>Action plans and interventions for children at risk of falling behind.</p> <p>Introduction of non-negotiable skills for writing, implemented across the curriculum.</p> <p>Every 2 weeks pupils in Years 1 to 4 produce a significant piece of extended writing.</p>	<p>98% of pupil premium children in Years 1 to 4 made at least expected progress in writing.</p> <p><u>% of PP children achieving expected standard</u>  Year 2 = 67%  Year 4 = 95%</p>	<p>Continue to monitor the effectiveness of existing provision, adapting to meet the needs of individual pupils.</p>	<p>£950</p>
<p><b>MATHS</b> End of KS1 80% of pupil premium children to achieve expected standard. End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<p>White Rose maths framework piloted by one member of staff in each year group. INSET for staff.</p> <p>Maths intervention plans address gaps in learning identified by assessment.</p> <p>Key maths skills taught in a systematic way every day.</p> <p>Partnership and LA moderation meetings to QA assessment.</p>	<p>95% of pupil premium children in Years 1 to 4 made at least expected progress in maths.</p> <p><u>% of PP children achieving expected standard</u>  Year 2 = 67%  Year 4 = 95%</p>	<p>New maths strategies are needed to ensure all pupils reach age expected standards.</p>	<p>£1,200</p>
<p><b>MOST ABLE</b>  <u>% of PP to achieve GDS</u>   Reading 20%  Writing 20%  Maths 10%</p>	<p>Additional guided reading sessions for most able.</p> <p>Rearranged support in maths session to target most able pupils within set 1. Increased challenges/extension activities in set 1 maths.</p> <p>Increased teacher support within writing.</p>	<p><u>% of PP children achieving GDS</u>  Reading 22%  Writing 22%  Maths 22%</p> <p>All targets exceeded and writing PP national benchmark exceeded by 4%.</p>	<p>Strategies very successful and will continue this year.</p>	

<p><b>OTHER</b> Remove financial barriers to learning, inspire by providing high quality enrichment and help parents to support home learning well.</p>	<p>Paying for children to attend educational visits and theatre trips to inspire and enhance communications, writing and humanities progress. Also funded music tuition, football coaching and other sporting activities.</p> <p>Visits from authors, theatre companies, artists, athletes, employers, visits to NE Science Fair and universities and STEM days provided high quality enrichment.</p> <p>Numeracy and literacy workshops to show pupils how to effectively support home learning. Positive parenting classes and emotional wellbeing course organised by Family Support Adviser.</p>	<p>Financial barriers to enrichment activities removed. Aspirations of our pupil premium children raised. These actions impacted well on the progress and attainment of our pupil premium children</p> <p>Increased self-confidence of pupils and parents. Parents said they felt more confident to support home learning effectively.</p>	<p>Strategies very successful and will continue this year</p>	<p><b>£45,488</b></p>
---	--	--	---	-----------------------

### 7. Additional detail

For **additional** information and evidence relating to this plan please see Achievement Partner reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.