



Evidence of outcomes has been collected using a variety of methods. For example, data analysis, scrutiny of planning and pupils' work, observations, pupil voice activities, enquiry tasks, Governor evaluation and feedback from stakeholders.

- 1. To continue to secure good or better rates of progress for all pupils eligible for the pupil premium thus ensuring that progress, across the curriculum, is similar to, or improving, in relation to that of non-pupil premium children in school. To target core subjects to narrow the in school gap between Pupil Premium and Non-Pupil Premium in Upper KS 2. This will focus on pupils' comprehension skills, reading fluency and open ended problem solving.**

Monitoring of classroom practice, the provision map and half termly evaluations has evidence that focused and personalised teaching for pupils in receipt of Pupil Premium has been provided.

Evaluation of pupil premium provision shows personalised learning has increased pupils confidence and independence. This has been evidenced in small group and whole class scenarios led by teachers and HLTA/TAs.

Termly moderation and progress monitoring has been successful in maintaining all stakeholders focus on our priorities.

Throughout the year, parent meetings have been led to further develop communication of pupil progress. Parents have been given a clear understanding of progress and next steps. Pupil and parent feedback has been positive.

Assessments show the progress of the majority of eligible pupils has been sustained and has accelerated in line with expectations. Reading and writing show two children made more than expected progress.

94% of eligible pupils made expected progress in reading and writing and 82% in maths. Where any in school gaps still exist, these are closing.

Eligible pupils in EYFS achieved a Good Level of Development.

Due to the obvious need to maintain confidentiality, actual Y5 and Y6 assessment results cannot be published. This is due to the small number of pupils eligible for support per year group.

Pupils are showing a greater resilience when solving open ended problems, however this needs to be an ongoing focus.

Pupils have shown an increased ability to access the whole curriculum. This has been evidence in work. Pupils are more willing to reflect on the progress they have made and to explain what they need to do next in order to improve.

Time has been planned for robust Governor monitoring, with feedback given to the Curriculum & Standards committee. This is evidenced in governor monitoring files.

Next steps 2019/20: To continue to secure good or better rates of progress for these pupils, across all subject areas.

- To target core subjects in Year 4 +. Focus on pupils' comprehension skills, reading fluency and vocabulary
- To develop pupils' skills and confidence when solving open ended problems
- To challenge pupils to transfer knowledge, understanding and skills across the curriculum

- 2. To support emotional/behavioural needs of the most vulnerable pupils. To develop positive attitudes to learning - including resilience, concentration and confidence. To provide curriculum enrichment to widen opportunities available for all pupils, thus having a positive effect on attitudes to school.**

Weekly support has been provided to support pupils with emotional, social or friendship issues. We have evidenced through monitoring, observations and parent partnerships that this support has reduced the impact that these barriers have had previously on achievement and progress.

Families have commented that they feel well supported in reducing barriers to children's achievement - financial, legal, emotional and medical support.

Every effort has been made to support children to develop positive attitudes to learning – including attendance, confidence, concentration and access to educational resources. Pupil voice activities have evidenced areas for

celebration and development. Staff say aspirations have been raised.

CPD has been used to upskill staff and in particular those who work directly with vulnerable pupils.

By publishing our attendance action plan we have raised parents' awareness of the links between attendance and achievement. As a result, attendance data for Pupil Premium children compares favorably.

Pupil and parent voice evidences that the Forest School activities have provided opportunities for pupils to build resilience. Pupils have also demonstrated high levels of engagement.

Records show we have successfully provided curriculum enrichment activities to eligible pupils e.g. visits and music sessions. Almost all eligible pupils have attended at least sport or music club at some point during the year. At least 1 visit has been funded.

Pupils have also had access to a range of cultural experiences.

Our achievement of the Careers Mark award evidences our work to raise aspirations.

Vital and efficient multi-agency communication has been maintained.

Next steps 2018/19: To continue to support emotional/behavioural needs of the most vulnerable pupils.

To encourage pupils to aspire to reach their OPB now and in the future, developing positive attitudes to learning - Including resilience, concentration and confidence. To provide curriculum enrichment to widen opportunities available for all pupils

Due to the obvious need to maintain confidentiality, actual assessment predictions for groups of pupils will not be published on this site. This is due to the small number of pupils eligible for support per year group. However, if you wish to discuss this aspect of the school's work please do not hesitate to contact Mrs Ledingham.