

**Pupil Premium – review of 2016/17 strategy**

<b>Total Pupil Premium Allocation</b>		<b>£91080</b>
<b>Objective</b>	<b>Review</b>	<b>Cost</b>
To accelerate the academic progress of PP children and narrow the gap in attainment	<p><b>1:1 / small groups targeting reading comprehension skills</b></p> <p>In reading, 87% of all pupils in Y6 met the expected standard, compared to 74% in the previous year. 80% of PP met the expected standard in Y6 in 2017 compared to 69% in 2016. The average score for PP in 2017 was 102 compared to 101.8 in 2016.</p>	<b>£11837</b>
	<p><b>Homework club</b></p> <p>Targeted at specifically for PP children, this gave additional opportunities for pupils to complete homework tasks, be supported in their maths work and to read to adults. Y6 pupils on 2017, overall 78% met the expected standard in RWM a 10pp increase on 2016. 80% of PP children met EXS compared to 78% non-PP. This is also a 30pp increase on 2016 which was 50% PP meeting EXS.</p>	<b>£21000</b>
	<p><b>Bug Club and First News subscriptions</b></p> <p>The First News papers have been used successfully in homework club to engage pupils and providing them with additional reading materials. Pupils have enjoyed reading them and been excited to get the next edition. They then make their way across the school as they are made available outside of the hall beneath the reading books. Bug club has not been at all successful. It was difficult to engage pupils with the texts and the tasks using the ipads. It didn't engage many of the pupils outside of school either for various reasons. The texts weren't particularly inspiring and as there are so many different types of paper texts within the school which are easier to exchange and use available to pupils that the use of technology wasn't necessary. This will not be continued next year.</p>	<b>£1000</b>
	<p><b>TA support and interventions within Y3</b></p> <p>Based on the Durham Pips assessments carried out at the start of Y3, 37% of pupils were at 2W in Reading and 31% in Maths. By the end of the year and through targeted RWI and Maths interventions, 54% of pupils were at 3W in</p>	<b>£60000</b>

	<p>Reading and 64% in Maths. In this time, the pupils made 5.8 steps progress in Reading and 6.8 in Maths.</p> <p>For PP children, in reading, 22% were at 2W at the start of the year and 28% were at 3B by the end of the year. In Maths 11% were at 2W but 22% were at 3W by the end of the year. This proves that the TA support and interventions is having an impact on the attainment of pupils.</p>	
	<p><b>Coaching of class teachers to develop QFT from Maths specialists and interventions for specific PP</b></p> <p>Across the school, QFT in Maths has improved with Maths specialist support in planning and team teaching. In addition, the widespread use of numicon and other key maths resources has helped fill gaps in knowledge and understanding. Assertive mentoring assessments and GAP analysis provides the class teacher with clear assessment of learning and next steps.</p> <p>At the end of Y2, this Y6 cohort – overall, 78% were at 2B+. 67% PP were at 2B+ but at the end of Y6 this rose to 81% that met the expected standard. Although the overall attainment in Maths has decreased since 2016, the gap between PP and non-PP has closed. In 2016, there was a -17pp gap between PP (81%) and non-PP (98%). In 2017, there is a -3pp gap between PP (80%) and non-PP (83%)</p>	<b>£7000</b>
<p>To allow full access to the broader curriculum, extra-curricular activities and trips (including residential)</p>	<p><b>All PP accessing clubs, trips and residential</b></p> <p>All communications about trips and residential informed parents and carers of the voluntary contributions required and encouraged them to contact a member of staff if they are unable to contribute. The school supported the families entitled to PP funding and proactively sought those families where a need was identified. This enabled all pupils to attend and participate in these activities.</p>	<b>£7500</b>