

# Pupil Premium Strategy Statement – Godinton Primary School

1. Summary information					
School	GODINTON PRIMARY SCHOOL				
Academic Year	2016-2017	<b>Total PP budget</b> <i>September 2016 – August 2017</i> <i>(including projected estimate)</i> <b>£65, 481</b>		<b>Date of most recent PP Review</b>	JANUARY 2017
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	JULY 2017
<b>Budget</b>	Pupil premium is allocated for a financial year April 2016 – April 2017 The pupil premium strategy plan runs from September 2016 – July 2017 Adaptations are made to funding when new allocations are made in April therefore the plan takes into account predicted amounts based on actual figures for the previous financial year.				
<b>Pupil Premium income from pupils receiving deprivation pupil premium.</b>	£55,110	<b>Pupil Premium income from pupils receiving pupil premium as LAC or adopted from care.</b>	£7,596	<b>Pupil Premium income from pupils receiving pupil premium as service children.</b>	£2,775

2. Current attainment				
<b>Good Level of Development – Early Years Foundation Stage</b>				
<b>Godinton Pupil Premium Pupils</b>		<b>Godinton Non-Pupil Premium Pupils</b>		<b>National All Pupils</b>
3/4 (75%)		41/56 (73%)		69.3%
<b>Year 1 Phonics Attainment – Pupils Reaching the Required Standard</b>				
<b>Godinton Pupil Premium Pupils Reaching the Required Standard</b>	<b>Godinton Non-Pupil Premium Pupils Reaching the Required Standard</b>	<b>National Disadvantaged Pupils Reaching the Required Standard.</b>	<b>All Godinton Pupils Reaching the Required Standard</b>	<b>National All Pupils Reaching the Required Standard</b>
5/5 (100%)	35/44 (80%)	70%	83%	81%

### KS1 SATs (Year 2) - Pupils Reaching Age Related Expectations

	Godinton Pupil Premium Pupils	Godinton Non-Pupil Premium Pupils	National All Pupils	National Disadvantaged Pupils (does not include service children)	National Non - Disadvantaged Pupils (does not include service children)
<b>Reading</b>	3/5 (60%)	43/55 (78%)	74%	62%	78%
<b>Writing</b>	3/5 (60%)	39/55 (71%)	65%	53%	
<b>Maths</b>	3/5 (60%)	42/55 (76%)	73%	60%	77%

### KS2 SATs (Year 6) - Pupils Reaching Age Related Expectations

	Godinton Pupil Premium Pupils (13 pupils)	Godinton Non-Pupil Premium Pupils (46 pupils)	National All Pupils	National Disadvantaged Pupils (does not include service children)	National Non - Disadvantaged Pupils (does not include service children)
<b>Reading</b>	9/13 (69%)	29/46 (63%)	66%	53%	71%
<b>Writing</b>	10/13 (77%)	31/46 (67%)	74%	64%	77%
<b>Spelling, Punctuation and Grammar</b>	10/13 (77%)	34/46 (73%)	72%	61%	78%
<b>Maths</b>	10/13 (77%)	35/46 (76%)	76%	57%	75%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	<p><b>Maths</b></p> <p>Internal data analysis has identified that the attainment of pupil premium children in years 3-5 is lower than that of non-pupil premium children in maths and on average is below age related expectations. Poor mathematical problem solving skills – ability to manipulate numbers and to reason. Difficulties in applying mathematical skills acquired in contextualised problems.</p>
<b>B.</b>	<p><b>Grammar and Spelling (Phonics)</b></p> <p>Internal data analysis has identified difficulties in sentence structure and grammatical understanding of pupil premium children. KS2 GPS test showed 67% of disadvantaged pupils met the required standard compared with 76% of non-disadvantaged children (a different picture than when just looking at pupil premium children). Poor GPS skills are impacting on writing results of pupil premium children in Years 4-6 which are lower than</p>

	those of non-pupil-premium children.	
<b>C.</b>	<b>Speech, Language and Communication Skills</b> Assessment on entry of pupil premium children indicates that some pupils have lower than expected speech, language and communication skills.	
<b>D.</b>	<b>Core Learning Skills</b> Learning skills of pupil premium children across the school is poor – growth mindset, resilience, working memory and listening skills.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Pastoral support required for some families from Family Liaison Officer.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Maths</b> Narrowed gap of attainment between pupil premium children and non-pupil premium children in maths. Attainment of pupil premium children is closer to age expected attainment. Improvement identified in problem solving and reasoning skills contributing to overall attainment.	<ul style="list-style-type: none"> <li>• Average attainment of pupil premium children is closer to age expectations in maths.</li> <li>• Average attainment of pupil premium is closer to or better than that of non-pupil premium children in maths.</li> <li>• Improvement identified through internal assessments in children's problem solving and reasoning skills.</li> </ul>
<b>B.</b>	<b>Grammar and Spelling (Phonics)</b> To increase the attainment of disadvantaged children in spelling (phonics), grammar and punctuation in order to improve the children's overall writing ability.	<ul style="list-style-type: none"> <li>• Average attainment of disadvantaged children is closer to age expectations in GPS and writing.</li> <li>• Average attainment of disadvantaged children is closer to or better than that of non-disadvantaged children in GPS and writing.</li> <li>• Work scrutiny highlights improved grammar, punctuation and spelling in written work.</li> </ul>
<b>C.</b>	<b>Speech, Language and Communication Skills</b> To develop the speech, language and communication skills of pupil premium children in Year R.	<ul style="list-style-type: none"> <li>• Increase the percentage of pupil premium children meeting the ELG in the areas of CLL.</li> <li>• Improved CLL to have a positive impact on self-esteem and behaviour.</li> </ul>
<b>D.</b>	<b>Core Learning Skills</b> To promote core learning skills of pupil premium children across the school in the areas of: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving.	<ul style="list-style-type: none"> <li>• Staff and children have a greater understanding of the impact which these skills have on learning and attainment.</li> <li>• Staff feel confident in promoting these areas to their children.</li> <li>• Children are better able to reflect on these areas of their development.</li> </ul>

5. Planned expenditure					
Academic year		2016-2017			
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?
<p><b>A. Maths</b></p> <p>Improvement identified in problem solving and reasoning skills contributing to overall attainment.</p>	<p>Introduction of SPEAR maths problem solving programme across the Upper School.</p>	<p>Problem solving and reasoning skills require improvement in all our pupils. Calculation / arithmetic skills are stronger and when working on straight forward procedural elements of the maths curriculum, pupil attainment is higher. Pupils often lack confidence in their ability to apply calculation skills to contextualised problems and to articulate their reasoning when problem solving. This has been evidenced through work scrutiny and staff feedback.</p>	<ul style="list-style-type: none"> <li>• Maths coordinator to investigate resources and distribute to staff.</li> <li>• Staff training to be delivered by the maths coordinator in term 1 and then reviewed in term 4.</li> <li>• Implementation of the programme to be reported back to SMT following on from feedback in team and school meetings.</li> <li>• Maths book scrutiny in terms 3 and 4 to look at the effectiveness of the programme and the impact on standards.</li> <li>• Pupil progress meetings to be used to discuss attainment and progress in maths, particularly with reference to problem solving.</li> <li>• Teaching assistant support children in class with problem solving tasks.</li> </ul>	<p>Maths Coordinator and Icon Team Leader</p>	<p>January 2017</p>

<p><b>B. Grammar and Spelling (Phonics)</b></p> <p>To increase the attainment of pupil premium children in spelling, grammar and punctuation in order to improve the children's overall writing ability.</p>	<p>Review of grammar skills progression across the school. Introduction of 'No Nonsense' grammar scheme. Review of approach to spelling and phonics teaching across the school.</p>	<p>Good improvements have been made in the children's phonics knowledge over the past two years as evidenced in improved phonics screening results. Whilst maintaining the approach taken to phonics teaching we now need to look at the teaching of spelling from year 3 upwards and the focus of the children's ability to use a wide range of spelling strategies and to spell the suggested common exception words. Grammar also needs to remain a focus. Whilst grammar results in the KS2 GPS test show 74% of all pupils met the expected standard (above National) we want to ensure that these skills are being embedded into the children's writing.</p>	<ul style="list-style-type: none"> <li>• English coordinator to investigate resources and distribute to staff.</li> <li>• Staff training to be delivered by the English coordinator in term 1 and then reviewed in term 4.</li> <li>• Implementation of the programme to be reported back to SMT following on from feedback in team and school meetings.</li> <li>• Pupil progress meetings to be used to discuss attainment and progress in writing and spelling / phonics.</li> <li>• Review of spelling tests in Upper School.</li> <li>• Teaching assistant support children in class with phonics, spelling and grammar activities.</li> </ul>	<p>English Coordinator and Cre8 Team Leader</p>	<p>January 2017</p>
<p><b>C. Speech, Language and Communication Skills</b></p> <p>To develop the speech, language and communication skills of early years children in order to increase the % of children meeting the ELG.</p>	<p>Language for Learning training to be implemented for all teachers and TAs across the school.</p>	<p>The language enrichment groups have proved successful over previous years and have benefitted those children who start school with poor CLL skills. Staff training in developing a more effective 'language friendly' classroom would also be beneficial across the school and would complement targeted initiatives such as the language enrichment groups. Data from 2015-2016 indicated that % of pupils below expectations on entry for:</p> <p>Listening and Attention – 25% Understanding – 20% Speaking – 20%</p>	<ul style="list-style-type: none"> <li>• SMT to meet with Language for Learning' trainers.</li> <li>• 'Language for Learning' training to be delivered to all teaching staff and TAs to promote quality first teaching in the area of SLCN by specialist providers.</li> <li>• Staff to implement aspects of the training within their classrooms, evidenced through classroom displays, layout and organisation</li> </ul>	<p>Assistant Head for Inclusion</p> <p>All teachers and TAs</p>	<p>January 2017</p>

		<p>End of year results for the 2015-2016 cohort:</p> <p>100% of pupils at age expected attainment for listening and attention</p> <p>100% of pupils at age expected attainment for understanding</p> <p>95% of pupils at age expected attainment for speaking</p>	and lesson observations.		
<p><b>D. Core Learning Skills</b></p> <p>To promote core learning skills across the school in the areas of: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving.</p>	<p>Implementation of Powers to Learn school based initiative across the school.</p>	<p>Pupil progress meetings have highlighted poor learning skills in many of children including those in receipt of pupil premium. Areas of particular concern were identified during Staff INSET – July 2016 as: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving. Lesson observations have also highlighted some passivity in the children and a lack of 'risk taking' in their learning.</p>	<ul style="list-style-type: none"> <li>• Introduce powers to learn programme.</li> <li>• Build PTL activities into day to day classroom routines.</li> <li>• Display boards in each class and around the school promote PTL.</li> <li>• Staff meeting time allocated to PTL each term.</li> <li>• Wednesday assemblies focus on PTL.</li> <li>• Support for children who have difficulty with the core skills needed.</li> <li>• FLO to provide support activities, including workshops, for parents.</li> <li>• Links to be made with the new House Point system and the encouragement of children to be more motivated about their learning.</li> <li>• Promotion of positive child mental health during national Child Mental Health Week (6th February)</li> </ul>	<p>Deputy Head</p> <p>Assistant Heads</p>	<p>January 2017</p>
<b>Total budgeted cost</b>					<b>£15,000</b>

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?
<p><b>A. Maths</b></p> <p>To narrow the gap of attainment between pupil premium children and non-pupil premium children in maths. Attainment of pupil premium children is closer to age expected attainment.</p>	<p>HLTA employed to support maths teaching in Year 6 reducing group sizes for the 2 lower sets to 15 children.</p>	<p>We want to provide extra HLTA support to increase maths attainment in Year 6.</p> <p>The proportion of disadvantaged pupils' at Godinton achieving the expected standard in Maths (67%) is 11.0% less than the non-disadvantaged pupils' average at the school (78%), but 10.0% greater than the national disadvantaged pupils' average of 57%.</p> <p>The KS2 AvSS for Maths amongst disadvantaged pupils (101.8) is 1.5 points less than the non-disadvantaged pupils' average (103.3), but 1.1 points greater than the national disadvantaged pupils' average (100.7).</p> <p>The Maths Overall Progress Score amongst disadvantaged pupils (-1.6) is 1.0 points less than the non-disadvantaged pupils' average at the school (-0.6), and 1.1 points less than the national disadvantaged pupils' average (-0.5).</p>	<ul style="list-style-type: none"> <li>Lesson observations and book monitoring to take place according to planned schedule.</li> <li>Review of planning for sessions.</li> <li>Feedback from staff and discussion at pupil progress meetings.</li> </ul>	<p>Year 6 staff</p> <p>Deputy Head</p> <p>Yr 6 HLTA</p>	<p>January 2017</p>
<p><b>B. Spelling (Phonics) and Grammar</b></p> <p>To continue to ensure that attainment in the Year 1 and 2 phonics screening exceeds National expectations.</p>	<p>Additional TA support (including speech and language TA) to reduce differentiated group sizes for phonics teaching.</p>	<p>Current measures for supporting children with their phonic development in years 1 and 2 has had a positive impact on the attainment of pupil premium children.</p> <p>At Godinton the percentage achieving the expected standard in Y1 Phonics has increased by an average rate of 4% per year since 2013, which is 1.1 times faster than the national rate of change.</p> <p>Overall, the percentage achieving the</p>	<ul style="list-style-type: none"> <li>Phonics groups to be set up in years R, 1 and 2.</li> <li>Needs of each group to be assessed, identified and reviewed at regular intervals.</li> <li>Sessions to be planned for using Letters and Sounds materials.</li> <li>Additional TA support to be implemented and regularly reviewed.</li> </ul>	<p>Deputy Head</p> <p>Team Leaders</p> <p>Year R, 1 and 2 teachers and teaching assistants.</p>	

		<p>expected standard in Y1 Phonics at Godinton has increased by 8% over the past three years.</p> <p>In 2015-2016 all pupil premium children met the required standard. We want to continue the current trend.</p>	<ul style="list-style-type: none"> <li>• Inclusion of specialist s and I TA support to be included.</li> <li>• Assessments to be reviewed regularly by SMT and progress to be discussed at pupil progress meetings.</li> </ul>		
<p><b>C. Speech, Language and Communication Skills</b></p> <p>To develop the speech, language and communication skills of early years children in order to increase the % of children meeting the ELG.</p>	<p>Implementation of language enrichment groups in Year R.</p>	<p>The language enrichment groups have proved successful over previous years and have benefitted those children who start school with poor CLL skills. In 2015-2016 4 out of 5 pupil premium children had low skills in an aspect of CLL.</p>	<ul style="list-style-type: none"> <li>• Language link assessments to be carried out on all reception pupils on entry to school.</li> <li>• Prioritise as a result pupils to be included in the language enrichment groups.</li> <li>• S and L TA to devise programme for group.</li> <li>• Regular feedback to class teachers and Assistant Head for Inclusion.</li> <li>• Feedback on success of groups to feed into pupil progress meetings.</li> </ul>	<p>Assistant Head for Inclusion.</p> <p>Reception Staff</p> <p>S and L TA.</p>	
<p><b>D. Core Learning Skills</b></p> <p>To promote core learning skills across the school in the areas of: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving.</p>	<p>Pastoral support groups to be provided to provide additional support for children struggling in these areas.</p>	<p>Pupil progress meetings have highlighted poor learning skills in many of children including those in receipt of pupil premium. Areas of particular concern were identified during Staff INSET – July 2016 as: listening skills, mindfulness, working memory, growth mindset, resilience and problem solving. Lesson observations have also highlighted some passivity in the children and a lack of ‘risk taking’ in their learning.</p>	<ul style="list-style-type: none"> <li>• Children to be identified who are causing a concern in each of the termly areas of focus.</li> <li>• Children to be referred to the Pastoral Support TA for 1:1 or small group focus.</li> <li>• Feedback to be provided to Assistant Head and during pupil progress meetings.</li> <li>• Leuven Scales to be used for additional assessment.</li> </ul>		
<b>Total budgeted cost</b>					<b>25,000</b>

iii. 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?
To support families and children with pastoral issues such as parenting skills, attendance and health issues.	<p>Family Liaison Officer to deliver targeted 1:1 support to parents on a range of issues.</p> <p>Family Liaison Officer to continue to run Monday Toddler Group and Wednesday Morning Coffee Shop.</p> <p>Continuation of the Young Carers Group</p>	<p>Continuation of Issues raised at pupil progress meetings related to pupil welfare.</p> <p>Increased number of referrals to the FLO.</p> <p>Response from parents that they find FLO support useful.</p>	<ul style="list-style-type: none"> <li>• Termly meetings with Flo and Deputy Head to review caseloads and programmes of support.</li> <li>• Feedback of the benefits of FLO support to feed into pupil progress meetings.</li> </ul>	<p>Deputy Head</p> <p>Assistant Head</p> <p>FLO</p>	January 2017
To enable participation of pupils in educational visits and other educational opportunities e.g. swimming	Funding available to supplement activities.	Need to ensure that all pupils benefit from the educational experiences and opportunities open to them.	<ul style="list-style-type: none"> <li>• Regular review of budgets by Finance Manager.</li> </ul>	<p>Finance Manager</p> <p>EVC Coordinator</p>	January 2017
To support pupils with subject specific small group or 1:1 interventions and class based support in order to ensure expected progress and attainment in key areas.	Teaching Assistant Support provided in each class to support interventions as identified on the provision maps and class based support in maths and English lessons.	Intervention analysis shows that many interventions have a positive impact on the attainment and progress of children. New system of individualised provision maps for all pupils accessing additional support now in place. Success of interventions reviewed at pupil progress meetings with staff.	<ul style="list-style-type: none"> <li>• Monitoring of provision maps and analysis of data for intervention groups by Assistant Head for Inclusion.</li> <li>• Feedback from staff and TAs at pupil progress meetings.</li> <li>• Review of provision maps.</li> </ul>	Assistant Head	January 2017
Completion of pupil assessments (including Educational	Assistant Head to identify assessments required to support pupil learning and	To ensure that appropriate assessments are completed where required for individual pupils to support learning and wellbeing.	<ul style="list-style-type: none"> <li>• Assistant Head for Inclusion to monitor the completion of assessment and to</li> </ul>	Assistant Head	January 2017

Psychologist)	wellbeing.		<p>ensure that results are shared with staff and parents.</p> <ul style="list-style-type: none"> <li>To act upon any advice given and include on the provision map where required.</li> </ul>		
To support pupils with EAL in order to ensure expected progress and attainment in key areas.	EAL HLTA to continue to deliver language support groups for identified pupils.	Provision map analysis identifies positive feedback about the success of the EAL intervention groups in the past. Improvements noted in discussions and through analysis at pupil progress meetings.	<ul style="list-style-type: none"> <li>Monitoring of provision maps and analysis of data for intervention groups by Assistant Head for Inclusion.</li> <li>Feedback from staff and TAs at pupil progress meetings.</li> <li>Review of provision maps.</li> <li>Records kept by EAL HLTA.</li> </ul>	Assistant Head EAL HLTA	January 2017
<b>Total budgeted cost</b>					<b>£25,481</b>

6. Review of expenditure				
Previous Academic Year 2015-2016				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To Increase the % of pupils achieving above expected attainment and those at expected attainment in writing.	Deputy Headteacher released to support English teaching. 6 hours per week plus marking and preparation time. Reduced group sizes to have a positive impact on	<p>11 out of 13 children (84%) made at least 6 steps of progress. 4 children (31%) made more than 6 steps of progress. 2 children made 5 steps of progress. Language difficulties hindered further attainment. 3 children were assessed at below the PoS, 3 exceeded and the rest were at expected.</p> <p>Full data analysis of attainment and progress completed by Deputy Head.</p>	Groupings not to be continued next year as move back to whole class literacy teaching to be trialled. Consideration given to feedback from teachers that children in the lower set would benefit from exposure to wider ideas.	<b>£5,000</b>

	the attainment and progress of pupils. Smaller, lower ability set of just 11 pupils with teacher, and two further sets of 24 pupils with a teacher plus additional TA support.			
To ensure that progress and attainment is on track for pupil premium children in maths and English (year 5) and maths (Year 6).	HLTA to provide support in lower maths and English in Year 5 and support in Year 6 maths.	10 out of 13 children (77%) made at least 6 steps of progress. 4 children (31%) made more than 6 steps of progress in year 6. In year 5 - 8 out of 16 children (50%) made 6 steps of progress in reading. In writing 13 out of 15 children made at least 6 steps of progress (87%). In maths 13 out of 15 children (87%) made at least 6 steps of progress.  Full data analysis of attainment and progress completed by Deputy Head.	Support structure to continue next year. Increase EAL support as language issues for some pp pupils are impacting on attainment.	<b>£7,000</b>
To ensure that progress and attainment is on track for pupil premium children.	Teaching Assistant Support for interventions (including those which support individual pupil targets)	Year 6 - Writing and maths (see above). In reading 10 out of 13 children (77%) made at least 6 steps of progress. 1 child exceeded 6 steps. Year 5 – see above. Year 4 - Reading - only 1 child made 6 points progress, with the rest making just 4 or 5. Writing - 6 out of 8 pupils (75%) made at least 6 steps of progress. Maths - 3 out of 8 pupils made 6 steps of progress. Year 3 - Reading - 7/13 children made 6 steps of progress. Writing - 8/13 children made 6+ steps progress. Maths 8/13 children made 6 steps of progress. Year 2 - Reading – 2/5 children made 6+ steps of progress. Writing – 3/5 children made 6+ steps progress. Maths 4/5 children made 6 steps of progress.	Teaching assistant support in class and for interventions had a positive impact on children's progress and attainment with additional children also benefitting from the support and groupings available. Provision map analysis in place completed by Assistant Head.	<b>£41,465</b>

		<p>Year 1 - All children reached age expected standards in reading, writing and maths.</p> <p>Full data analysis of attainment and progress completed by Deputy Head.</p>		
<p>To support pupils with EAL in order to ensure expected progress and attainment in key areas.</p> <p>To improve understanding of the spoken language, sentence structure, understanding of past tense verbs and plurals.</p>	<p>EAL HLTA to continue to deliver language support groups for identified pupils.</p>	<p>Data analysed by Deputy Head. Groups have been implemented and have included grammar teaching and topic pre-teaching.</p>	<p>Support considered to be successful. To continue with groups next academic year.</p>	<p><b>£1200</b></p>
<p>To support the emotional and social wellbeing of pupils.</p>	<p>Pastoral 1:1 support groups in place to address a range of emotional and wellbeing issues.</p>	<p>Pastoral support groups have taken place to support pupil's emotional and social wellbeing. This has included workshops on friendships and self-esteem. Feedback from children, staff and parents has been positive.</p>	<p>Support considered to be successful. To continue with groups next academic year.</p>	<p><b>£2000</b></p>
<p>To support families and children with pastoral issues such as parenting skills, attendance and health issues.</p>	<p>Family Liaison Officer to deliver targeted 1:1 support to parents on a range of issues.</p> <p>Family Liaison Officer to continue to run Monday Toddler Group and Wednesday Morning Coffee Shop.</p> <p>Implementation of the Young Carers</p>	<p>FLO has provided very positive support for parents and this in turn has had a positive impact on the children.</p> <p>Coffee Shop and Toddler Group both continue to grow in number and provide a good social outlet for parents. Various events have also taken place to support parents.</p>	<p>Support considered to be successful. To continue with groups next academic year.</p>	<p><b>£3950</b></p>

	Group			
To enable participation of pupils in educational visits and other educational opportunities e.g. swimming	Funding available to supplement activities.	All pupil premium children have engaged with additional educational opportunities available.	Budget to continue to be allocated next year.	<b>£1100</b>
To accelerate the progress made by individual pupils through additional teaching assistant support 1:1.	1:1 maths support for individual pupils. 1:1 speech and language support for individual pupil.	Support has been successfully implemented. Individual data analysed by Deputy Head.	1 pupil left school in May.	<b>£4640</b>
Completion of pupil assessments (including Educational Psychologist)	Ed Psych Assessments for individual pupils and SENCO management time.	Assessments completed and action points implemented by Assistant Head for Inclusion.	Further assessments to be completed next year as required.	<b>£1000</b>
To ensure that pupils meet the expected standard in the phonics screening. Smaller groups to aid more focused support.	S and L Teaching Assistant support provided to assist with phonics teaching in Year 1 and 2.	All pupil premium children in Year 1 met the required standard in the phonics screening. All pupil premium children required to retake the phonics screening met the expected standard in Year 2.	Support considered to be successful. To continue with groups next academic year.	<b>£3425</b>
To improve communication skills and to support their listening and attentions skills to ensure effective learning in the classroom.	Initial language assessments in Year R completed- language link. Language enrichment groups implemented on the basis of assessment.	All pupils scored at least a 2 in ELG despite low starting points in CLL areas.	Support considered to be successful. To continue with groups next academic year.	<b>£3100</b>