



Holy Trinity CE Academy, Rothwell 2017-2018 Pupil Premium Statement

The Pupil Premium is additional funding given to schools by the government so that they can support their disadvantaged pupils and diminish the attainment difference between them and their peers. The Pupil Premium funding for 2017-18 will be £1320 for primary-aged pupils who were in receipt of free school Meals as of January 2017 or who have been in receipt of free school meals in the last 6 years. Funding of £1900 is given for all looked after children, adopted children and children with guardians. Children recorded as having parents in the Services in January 2016 or in the previous 4 years receive funding of £300.

Key Priorities

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers. In doing this we will address inequalities in education of pupils from low-income families and raise attainment of these pupils.

Good teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus and is one that we are working on with the Abbey Multi-Academy Trust and a number of schools in Calderdale as part of the Pearl Project. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through extra-curricular provision;
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners through our “Growth Mindset” approach to learning

Management of Pupil Premium

The Academy’s strategy in relation to pupil premium support is coordinated by the Principal, Vice Principal and Inclusion Leader and is monitored and supported by the Abbey Multi-Academy Trust. Priorities are disseminated to the Phase Leaders who meet with the Principal and Vice Principal following half-termly termly pupil progress meetings, to evaluate progress and assign resources available to support.

The inclusion team meets half termly to:

- review all vulnerable pupils and
- Review the strategies that are employed to ensure resources are targeted appropriately and in a timely fashion.

We currently review barriers to learning for pupil premium pupils associated with the following factors

- Attitudes to learning
- Behaviour
- SEN including Language and Literacy Skills



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- Children Looked After
- Attendance
- Home Support
- Experiences Outside of Learning
- Gaps in Learning
- Learning Resources

We use the following opportunities to review attainment and achievement of pupil premium pupils:

- Data tracking briefings
- Pupil progress meetings
- Inclusion team meetings
- Behaviour tracking briefings
- Attitudes to school survey analysis.

Numbers Involved 2017/2018

Free School Meals/Ever 6: current 58

Children Looked After: 0

Total 58

This equates to 33% of our school population.

Pupil Premium Funding

Academic year £68,8000 (Based on actual figures for April 17-March 18 and predictions from April 2017 onwards)



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2017-18 Strategy: Please also see 2017-18 Strategy Action Plan

| Issue | Cost | Strategy | Impact |
|-------------|---------|---|---|
| Leadership: | £13,000 | <p>Clear leadership responsibilities based on the progress and accountability of pupil premium pupils, the role involves working with Achievement for All to:</p> <ul style="list-style-type: none"> a) Engage in the annual PP audit as part of the PEARL (SSIF) project b) Lead and manage the intensive identification process and to target specific groups including those with more complex barriers to learning c) Monitor quality first teaching and identify and share best practice d) Rigorously track and monitor to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place. e) Review the impact of all provisions and | <p><u>Early Years</u></p> <ul style="list-style-type: none"> a) <u>GLD</u> <ul style="list-style-type: none"> • 100% Of PP children Met GLD b) <u>Average Points Progress</u> <ul style="list-style-type: none"> • Progress from on entry data ranged from +4 (Health and Self Care) to +6 (Shape Space and Measure. • Average Pointe Progress: Prime Areas: +4.38 • Average Pointe Progress: Specific Areas +4.97 • Average Points Progress: GLD Areas: +471 • Average Points Progress: All 17 areas: +4.69 Assuming >3 represents good progress then the progress of Pupil Premium children in EYFS is good or better in all areas. <p><u>KS1 Outcomes</u></p> <ul style="list-style-type: none"> a) <u>Progress from the end of EYFS</u> <ul style="list-style-type: none"> • 88% of PP pupils on role for > 1 year made expected or better progress in reading from the end of EYFS |



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| | | <p>interventions that are in place.</p> <p>f) Lead whole school events for disadvantaged pupils including events to promote parental engagement.</p> <ul style="list-style-type: none"> • To engage fully in the PEARL project with all schools involved (SSIF) including working with the project lead (Katie North) and a SLE • To implement SeeSaw to aid parental engagement | <ul style="list-style-type: none"> • 88% of PP pupils on role for > 1 year made expected or better progress in writing from the end of EYFS • 100% of PP pupils on role for > 1 year made expected or better progress in maths from the end of EYFS <p>b) <u>KS1 Attainment</u></p> <ul style="list-style-type: none"> • 50% of PP pupils on role >1 year met the expected standard in reading. This represents a +14% increase on 2017 PP outcomes • 50% of PP pupils on role >1 year met the expected standard in reading. This represents a +14% increase on 2017 PP outcomes • 75% 50% of PP pupils on role >1 year met the expected standard in reading. This represents a +16% increase on 2017 • The combined percentage matched 2017 and consolidated the upward trend in attainment |
| Teaching and Learning | £10,000 | <p>Maintaining high quality teaching:</p> <ol style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback d) Literacy Lead Training (PEARL) e) 3 Support Staff to complete Teamworks Developing Pedagogy and Subject Knowledge programme (PEARL) <p>A range of teaching and learning programmes that develop teacher skills and</p> | <p><u>KS2 Outcomes</u></p> <p>a) <u>Progress from KS1</u></p> <ul style="list-style-type: none"> • In 2018 PP Pupils exceeded FFT50 targets in R and where at FFT50 targets in M. |



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| | | <p>classroom practice. These include:</p> <ul style="list-style-type: none"> a) SENCO Training: M Level b) SENCO Training: Local Training c) Learning Mentor Training d) Intervention programme training e) Training of NQT f) PEARL Project Training | <p>and where within 1 pupil of FFT targets in W.</p> <ul style="list-style-type: none"> • Pupils that didn't make expected progress had exceptional and additional barriers to learning b) <u>Attainment ay KS2</u> • The percentage of PP pupils meeting the expected standard in R increased significantly from 2017 to 71%. • The percentage of PP pupils meeting the expected standard in W increased significantly from 2017 to 43%. • The percentage of PP pupils meeting the expected standard in M increased significantly from 2017 to 57%. <p><u>Whole School Data</u></p> <ul style="list-style-type: none"> a) <u>Whole School Progress</u> • In -year good or better progress for PP pupils in 17-18 for R was 82%. 22% made better than good progress. • In-year good or better progress for PP pupils in 17-18 for W was 80%. 27% |
| Additional Teaching Hours/1:1 teaching | £10,000 | <ul style="list-style-type: none"> 1) Before/After school provision 2) Additional Teacher summer term | |
| Interventions | £15000 | <p>1) A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Training we intend to access e.g:</p> <ul style="list-style-type: none"> • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club <p>2) The Rothwell Area Inclusion Partnership</p> | |



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| | | provide family support, pupil counselling services, Ed Psych support, and alternative provision on a referral basis | made better than good progress. |
| Learning Mentor | £11,000 | <p>One to one and group mentoring and nurture groups support pupils with emotional, behavioural, attendance and/or Personal problems.</p> <p>Parental support, Early Help delivery, attendance strategy etc.</p> <p>This support is delivered in the main by the school Learning Mentors. They are supported by other members of the inclusion team and support staff</p> | <ul style="list-style-type: none"> In-year good or better progress for PP pupils in 17-18 for W was 80%. 27% made better than good progress. In-year good or better progress for PP pupils in 17-18 for M was 78%. 16% made better than good progress. <p>b) <u>Whole School PP attainment</u></p> <ul style="list-style-type: none"> Attainment for PP pupils increase from the end of 17 to end of 18 in R by-- to 56% Attainment for PP pupils increase from the end of 17 to end of 18 in W by-- to 43% Attainment for PP pupils increase from the end of 17 to end of 18 in M by - -to 55%% |
| Speech and Language Therapist | £3000 | A Trust Speech and Language Therapist has been appointed 2017-18 to work with all pupils with S&L needs including those with PP funding | <p>c) <u>Standardised Tests</u></p> <ul style="list-style-type: none"> As part of the PEARL SSIF Project pupils in Y3 and 5 were tested using GL assessments in reading and spelling |
| Individual Needs | £7000 | 1) Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a | |



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| | | result of analysis of their individual needs | <ul style="list-style-type: none">• Free School Meals R Mean SAS increased +3.3 in 6 mths.• Free School Meals Spelling Mean SAS increased +2.2 in 6 mths. <p>Other</p> <ul style="list-style-type: none">• A significant number of PP pupils have multiple vulnerabilities which are compounding barriers to learning. The number of vulnerabilities range from 3 to 8 with the average PP vulnerability score of 4.3. PP therefore have on average another 3 vulnerability factors.• The PP cohort is disproportionately mobile compared to their Non PP peers in the majority of classes.• PP children are disproportionately represented on the SEND register• PP children are disproportionately poor attenders. |
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| | | | <p>As a result, 100% of PP children have had Learning Mentor input around a range of vulnerabilities/needs.</p> <p>The SENDCO is directly involved in supporting the education of 47% PP pupils.</p> <p>The Speech and Language Therapist has implemented support for 16% of PP Pupils</p> |
|--|--|--|--|



Rothwell CE Primary Academy Pupil Premium Strategy Action Plan

| 1. Summary information | | | | | |
|------------------------|-----------|----------------------------------|---------|-------------------------------|---------------|
| Academic Year | 2017/2018 | Total PP budget | £68,800 | Date of most recent PP Review | December 2017 |
| Total number of pupils | 182 | Number of pupils eligible for PP | 58 | Date for next internal review | March 2018 |

| 2. Current attainment/progress | | | | | |
|---|----------------|-------------------------------|--|-----------------------------------|--|
| <u>Key stage 2</u> | | <i>Pupils eligible for PP</i> | | <i>Pupils not eligible for PP</i> | |
| | | 6 | | 18 | |
| % achieving expected or above in reading, writing and maths | | 0% | | 77.8% | |
| Attained expected or above | Reading | 16.7% | | 77.8% | |
| | Writing | 16.7% | | 88.9% | |
| | Maths | 16.7% | | 94.4% | |
| Average Points Progress | | | | | |
| | Reading | -2.5 | | +0.1 | |
| | Writing | -0.3 | | -2.3 | |
| | Maths | +0.8 | | +0.6 | |
| <u>Key stage 1</u> | | <i>Pupils eligible for PP</i> | | <i>Pupils not eligible for PP</i> | |
| | | 14 | | 14 | |
| % achieving expected or above in reading , writing and maths | | 42.9% | | 85.7% | |
| | Reading | 50% | | 85.7% | |
| | Writing | 50% | | 85.7% | |

| | | | |
|---|--|-------------------------------|-----------------------------------|
| | Maths | 50% | 92.9% |
| % pupils making expected of better progress from end of EYFS | | | |
| | Reading | 86% | 100% |
| | Writing | 86% | 100% |
| | Maths | 86% | 100% |
| <u>Year 1 Phonics</u> | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving expected standard | | 86% | 79% |
| <u>Year 2 Phonics</u> | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| | | 5 | 1 |
| % achieving expected standard | | 80% | 0% |
| EYFS | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| | | 8 | |
| % achieving GLD | | 50% | 68% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
| In-school barriers | | | |
| A. | To continue to improve PP progress in reading so that attainment in KS1/KS2 improves | | |
| B. | To improve PP progress in writing so that attainment in KS1/2 improves | | |
| C. | To improve Parental engagement of pupil premium pupils. | | |
| External barriers | | | |
| D. | Attendance | | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be</i> | | Success criteria | |

Over all aims

1. To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in literacy (PEARL)
2. To improve attendance for pp pupils and increase parental engagement (PEARL)
3. To improve attitudes to learning for PP pupils

Action Plan (2017-18)

Objective 1: To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in literacy (PEARL)

| Action 1: To implement and monitor PP additionally tracker | | | | |
|--|---|------------|--------------------|--|
| Actions | Success criteria | Timescales | Person responsible | Cost/resource implications |
| 1) <i>To formulate a new PP Tracker</i> | 1) <i>PP tracker in place and updated half termly</i> | HT1 | DF | <i>Inset time</i> |
| 2) <i>Teachers to identify barriers to learning and implement individual support</i> | 1) <i>Whole school strengths and barriers identified</i> 2) <i>Barriers added to tracker and support plans in place leading to improved outcomes</i> | HT2 | DF | <i>Additional planning time for teachers</i> |

| Action 2: To implement the PEARL project (5 term Project) | | | | |
|---|------------------|------------|--------------------|----------------------------|
| Actions | Success criteria | Timescales | Person responsible | Cost/resource implications |

| | | | | |
|---|---|-------------------------------|-------------------------------------|---|
| <p><i>To complete whole staff training on PEARL Project and intended outcomes</i></p> | <ol style="list-style-type: none"> 1) <i>Teaching staff show improvements in QFT as a result of the PEARL project</i> 2) <i>Pupil standardized scores in R improve as a result of QFT</i> | <p><i>HT1 and ongoing</i></p> | <p><i>DF</i></p> | <p><i>INSET Day and ongoing INSET time for PEAR Project</i></p> |
| <p><i>To complete Support Staff Training</i></p> | <ol style="list-style-type: none"> 1) <i>Support staff to work with PIVOT care to establish systems for recording intervention entry/exit points</i> 2) <i>Support staff to flag PP in entry/exit data</i> 3) <i>3 TA's to complete and implement Teamwork's training</i> 4) <i>Pupil standardized scores in R improve as a result of QFT</i> | <p><i>HT2</i></p> | <p><i>DF/TW/DM (PIVOT Care)</i></p> | <p><i>Release time for TW and TA's to train with PIVOT Care and attend Teamwork's training. Release time for TW to monitor impact</i></p> |
| <p><i>To support teachers in developing QFT in the PEARL Project AFI's</i></p> | <ol style="list-style-type: none"> 1) <i>Literacy Lead to use monitoring to identify 3 areas of QFT development</i> 2) <i>Literacy Lead to deliver regular staff training, peer support and monitoring</i> 3) <i>Teaching staff show improvements in QFT</i> 4) <i>Pupil standardized scores in R improve as a result of QFT</i> | <p><i>HT2 onwards</i></p> | <p><i>KE</i></p> | <p><i>Release time for KE to attend training, support colleagues, plan INSET and monitor impact</i></p> |

Objective 2: To improve attendance and parental engagement for pp pupils

| Action 1: | | | | |
|---|---|--|--------------------|--|
| Actions | Success criteria | Timescales | Person responsible | Cost/resource implications |
| To review school wide attendance strategies | <ol style="list-style-type: none"> 1) Termly letters leading to termly meeting 2) 100% of parents/carers of PP children with <93% attendance attend meetings 3) Termly reductions in the percentage of PP children receiving red letters and an increase in amber and green 4) Term on term increase in the % PP eligible for rewards/prizes | <p>Letters: Autumn 2017</p> <p>Meetings: Early Spring 2018</p> | D. F/DW | <p>Trust Head of Safeguarding/Behaviour/Attendance to review current strategy and support implementation of new policy/processes and rewards</p> <p>£250 for attendance rewards/prizes</p> |
| To implement Individual Attendance Plans | <ol style="list-style-type: none"> 1) Formulated and monitored termly for all children with attendance of 90% or less 2) For PP these are formulated following a panel approach (SLT, LM,) 3) All plans formulated in consultation with pupils and parents | First Plans in place by end of Jan 18 | D. Foulke | DF/DWAO//LM Time |

| Action 2: | | | | |
|--|---|------------|--------------------|--|
| Actions | Success criteria | Timescales | Person responsible | Cost/resource implications |
| To increase parental engagement of PP pupils | 1) Increase of pupil premium parents engaging with school support activities, parent's evenings, school workshops, and Seesaw 2) At least 80% of PP parents engage with activities | Spr1 | DF/KE | SLT/Teacher Time Cover Incentives (£500) |
| | | | | |

Objective 3 To improve attitudes to learning for PP pupils

| Action 1: | | | | |
|---|---|--|--------------------|--|
| Actions | Success criteria | Timescales | Person responsible | Cost/resource implications |
| To monitor attitudes to learning and self esteem | 1) PASS Survey Completed Spr 16 for Y1/3/5 2) PP in other Yr grps to undertake PASS survey 3) Attitudes to learning show a significant improvement over the course of the PEARL Project | Measured Termly Spr 18 and at the end of PEARL project | DF/HO | £1000 to purchase PASS for PP pupils in year groups outside the focus of PEARL project so that all PP pupils complete PASS |
| To implement regular mentoring for PP pupils with poor attitudes to | 1) Pupils identified HT2 (Initial Y2/6 focus) | Mentoring begun for focus grp Spr 1 | DF | Staff release time and cover |

| | | | | |
|---|--|--|-----------|----------------|
| learning and low self esteem | <ul style="list-style-type: none"> 2) <i>Mentoring to begin Spr 1</i> 3) <i>Improved attitudes to learning measured in majority of PP pupils</i> | <i>Mentoring in place for all vulnerable PP pupils HT3 onwards</i> | | |
| To make explicit use of CW and Seesaw to raise profile of Rothwell R's and Growth Mindset | <ul style="list-style-type: none"> 1) <i>Improved attitudes to learning measured in majority of PP pupils</i> | <i>Ongoing</i> | <i>DF</i> | |
| To target PP pupils for specific interventions/trips/activities to raise aspirations | <ul style="list-style-type: none"> 1) <i>Specific interventions to raise concentration and attitudes.</i> 2) <i>Improved attitudes to learning measured in majority of PP pupils</i> 3) <i>Staff can demonstrate, through case studies and appropriate data, the progress and impact the support given has on those PP pupils identified for nurture support.</i> | <i>Ongoing</i> | <i>DF</i> | <i>TA Time</i> |

Proposed Expenditure based on 2017-18 Pupil Premium Statement

| 5. Planned expenditure | |
|-------------------------------|--------------------|
| Academic year | 2016 - 2017 |
| | |

| Desired outcome | Chosen action / approach | How it is implemented | Staff lead | When will you review implementation? |
|---|--|--|--|---|
| To provide Learning Mentor capacity to: <ol style="list-style-type: none"> 1) Provide nurture support for identified pupils that have social and emotional barriers to learning Ob1A2/Ob3A1 2) To increase Parental Support for PP pupils Ob2/A2 3) To support attendance strategies Ob2/A1 | Learning mentors to develop bespoke programmes and deliver support following Pupil Progress Meetings | One to one/group mentoring and nurture support following PPMs. Parental support, Early Help delivery, attendance strategy etc. Development of new and rigorous monitoring processes Support is delivered in school supported by the Inclusion Team. | Inclusion Manager and Learning Mentors | March 2018 |
| Total budgeted cost | | | | £11,000 |
| Desired outcome# | Chosen action / approach | How it is implemented | Staff lead | When will you review implementation? |

| | | | | |
|---|---|---|------------|-------------------|
| <p>To provide leadership capacity to:</p> <ul style="list-style-type: none"> a) Engage in PP audit (Jan 18) as part of PEARL project Ob1/A2 b) Lead and manage identification progress and to target specific groups Ob1A1 c) Monitor and improve QFT teaching in literacy Ob1A2 d) Provide intervention for PP pupils Ob1A2/Ob2/A1 e) Review impact of QFT and interventions Ob1/A2 f) To implement Seesaw Ob2A2 | <p>Clear leadership responsibilities based on progress of disadvantaged pupils involving work with PEARL Project.</p> | <p>SLT to lead through work with PEARL and PPMs</p> | <p>SLT</p> | <p>March 2018</p> |
| Total budgeted cost | | | | <p>£13000</p> |

| <p>To provide capacity to implement high quality teaching and learning Ob1A1/2</p> | <p>Maintaining high quality teaching:</p> <ul style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback d) Additional Teacher (Summer Term) <p>A range of teaching and learning programmes that develop teacher skills and classroom practice to be accessed. These include:</p> <ul style="list-style-type: none"> a) SENCO Training: M Level b) SENCO Training: Local Training c) Learning Mentor Training d) Intervention programme training e) Training of NQT | <p>SLT to implement following triangulation of staff performance</p> | <p>SLT</p> | <p>July 2018</p> |
|---|--|--|-------------------|---|
| Total budgeted cost | | | | £20,000 |
| Desired outcome | Chosen action / approach | How it is implemented | Staff lead | When will you review implementation? |

| To provide capacity to implement high quality interventions and support: Ob1A2, Ob2A2 | A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Who have accessed training to deliver: <ul style="list-style-type: none"> • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club • Same day intervention • After School Provision | Following PPMs | HO/TW | March 2018 |
|--|---|--|---|---|
| Total budgeted cost | | | | £15000 |
| Desired outcome | Chosen action / approach | How it is implemented | Staff lead | When will you review implementation? |
| To identify within school the group of PP with speech and language difficulties Ensure pupils eligible for pupil premium are targeted for speech and language support particularly in EYFS, year 1,2 and 3. Ob1A1 | Pupils identified by SALT Programmes of support developed Programmes monitored and reviewed each term Data fed into inclusion team reviews | Support given by speech and language assistant Support given by teaching assistants | SALT Classroom Support Assistants Inclusion Manager | July 2017 |
| Total budgeted cost | | | | £3,000 |
| Desired outcome | Chosen action / approach | How it is implemented | Staff lead | When will you review implementation? |

| | | | | |
|---|--|----------------------------------|-----|------------|
| To provide specific resources to improve outcomes and promote good learning behaviours. Ob 3A1 | Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs | Needs identified as part of PPMs | SLT | March 2018 |
| Total budgeted cost | | | | £7000 |

Impact 2017-18

1) To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in literacy (PEARL)

GLD

The gap at GLD between PP and Non PP closed with PP outperforming non PP in 2018

Phonics

The phonic gap widened and this will be a focus of intervention and support in 2018-19

KS1

50% of PP pupils on role >1 year met the expected standard in reading. This represents a +14% increase on 2017 PP outcomes

50% of PP pupils on role >1 year met the expected standard in reading. This represents a +14% increase on 2017 PP outcomes

75% of PP pupils on role >1 year met the expected standard in reading. This represents a +16% increase on 2017 The combined percentage matched 2017 and consolidated the upward trend in attainment

KS2

The percentage of PP pupils meeting the expected standard in R increased significantly from 2017 to 71%.

The percentage of PP pupils meeting the expected standard in W increased significantly from 2017 to 43%.

The percentage of PP pupils meeting the expected standard in M increased significantly from 2017 to 57%.

Standardised Tests

As part of the PEARL SSIF Project pupils in Y3 and 5 were tested using GL assessments in reading and spelling

Free School Meals R Mean SAS increased +3.3 in 6 mths.

Free School Meals Spelling Mean SAS increased +2.2 in 6 mths.

The outcomes for PP therefore increased 2017-18 as a result of this strategy.

2) To improve attendance for pp pupils and increase parental engagement (PEARL)

| Year Group | Attendance 16-17 | Attendance 17-18 |
|------------|------------------|--|
| 2 | 92% | 93% +1% |
| 3 | 90% | 92% +2% |
| 4 | 98% | 93% -6% (smack cohort impacted by holidays in term time) |
| 5 | 92% | 93% +1% |
| 6 | 89% | 93%+4% |

The work successfully stopped the declining trend in attendance. Only marginal gains were made in terms of PP attendance and this continues in 2018-19 as a focus of academy work. The small number of PP pupils in some classes means that data is influenced strongly by persistent absentees. This is a priority 18-19.

3) To improve attitudes to learning for PP pupils

Pupils in Y3 and Y5 were tested using the GL Assessment: Pupil Attitudes to Self and School. Key outcomes were:

| | Free school meals percentiles | | | | | | | | |
|---------|-------------------------------|-------------------------------|--------------------------|---------------------------|-----------------------|--------------------|------------------------|-------------------------|--------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Feelings about school | Perceived learning capability | Self-regard as a learner | Preparedness for learning | Attitudes to teachers | General work ethic | Confidence in learning | Attitudes to attendance | Response to curriculum demands |
| KS2 No | 41.6 | 61.7 | 53.6 | 43.0 | 48.4 | 39.0 | 60.1 | 59.8 | 57.2 |
| KS2 Yes | 41.6 | 70.6 | 53.6 | 43.0 | 48.4 | 58.8 | 75.3 | 46.5 | 57.2 |

* **Green:** High satisfaction with their school experience

The only area in which FSM attitudes were lower than non FSM was in attitudes to attendance. This will be a focus of work in 18-19. It is reasonable to state that this strategy was generally successful in ensuring pupils had positive attitudes towards school and themselves as learners.