

PUPIL PREMIUM REVIEW

Chuckery Primary School

Headteacher name:	Mr James Pearce	Signature:	
Chair of Governors name:	Neil Ravenscroft	Signature:	
Reviewer name:	Max Vlahakis	Signature:	
Date of pupil premium review:	29 th November 2017		

Pupil Premium Profile

Percentage of eligible pupils:	39% 172 pupils
Amount per pupil:	£1320
Total pupil premium budget:	£219,225

Executive Summary

Chuckery is a two-form entry school, with 39% pupils eligible for pupil premium. In the current year 4, there are 63% of pupils who are eligible. The majority of pupils enter school with multiple and significant barriers to learning. These are summarised below. The school is housed in a pleasant and well maintained building, which has been modified to meet the needs of the growing school population and the demands of an active and exciting curriculum.

The school has had a recent section 8 monitoring visit in which one of the recommendations was to commission a pupil premium review.

Though this report is principally an evaluation of the effectiveness of Pupil Premium spending, it is clear from an examination of school documentation and the evidence gathered during my review visit, that the barriers to learning exhibited amongst pupils eligible for Pupil Premium are reflected equally amongst those not eligible. It would appear that the scale of family income amongst the school population is not wide and that the social and cultural influences determining the level of deprivation are active across the entirety of the school catchment.

For the past two years, disadvantaged pupils at Chuckery in EYFS and phonics, achieved below national non-disadvantaged pupils, with an in school gap, however this is narrowing rapidly. In 2017 at key stage 1 pupils achieved below national figures, there is an in school gap between

disadvantaged and non-disadvantaged which is diminishing. At key stage 2 for the past two years however, disadvantaged children have performed less well than national non-disadvantaged and there is an in school gap.

In 2015, Chuckery's pupil premium strategy focussed considerably on providing pastoral support, such as enrichment activities and nurture groups. Where there were interventions that did focus on academic achievement, these were undertaken primarily by teaching assistants. The interventions often provided general support for all underachieving pupils rather than a specific strategy for disadvantaged children. This focus has changed considerably over the last two years and there is now a far greater emphasis on pupil progress and attainment.

Attendance at the school has rapidly improved over the last three years, from 93.8% to 95.5 and the family support worker and Educational Welfare Officer funded through pupils premium has made an impact on pupil premium children with poor attendance.

The Headteacher has been at the school for years and has succeeded in building a strong team of teaching and support staff. The Senior Leadership Team, comprising the Headteacher, the Deputy Headteacher, two Assistant Headteachers, one of whom is the Inclusion leader have forged an effective partnership which has enabled robust leadership across all aspects of school provision. The level of commitment and motivation of staff was tangible in all of the discussions and observations that I carried out and is clearly evident in the range and depth of provision for all pupils.

A system of stickers on the edge of learning books, means that pupil premium children are clearly identified to teachers and teaching assistants. The books showed that the handwriting and presentation of disadvantaged children were generally worse than non- disadvantaged children. The school has recently worked on improving feedback to pupils. This is an excellent strategy and the Education Endowment Foundation shows that it can increase pupil progress by up to 8 months. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/>

The overall aims of the Pupil Premium Plan are to:

- Reduce the attainment gap between the school's disadvantaged pupils and all pupils nationally.
- Raise the attainment and increase the rate of progress of both disadvantaged pupils and their peers.
- Improve the attendance and punctuality of disadvantaged pupils
- Reduce the barriers to learning for disadvantaged pupils and so optimise their access to learning.

- Support the individual needs of disadvantaged pupils and their peers across the ability range.
- Enable disadvantaged pupils to have wider access to opportunities to support their all-round development and raise their aspirations.

This is being achieved through: -

- Reducing the size of teaching groups.
- The provision of intervention strategies for individuals and small groups within and outside of lessons.
- The provision of enrichment activities to support personal development and raise aspirations.
- The provision of social and emotional support to improve attitudes and behaviour of identified groups and individuals.
- The provision of family support to assist in reducing barriers to learning and to strengthen safeguarding of pupils.
- The provision of professional development for teaching and support staff to enable continuous improvement of provision.

NB: The following report is based on evidence gathered from school documentation and interviews and observations carried out on the school visit on November 29th 2017. Data analysis is based on school tracking information and on the most recent RAISE and LA data. I would advise Governors to consider this report within the context of the recent previous performance of the school and the qualitative evidence, which follows in the body of the report, as there is much good practice to be seen.

Attainment and Progress

Leaders have a clear understanding of data analysis methodology and pupil tracking is fully integrated into the monitoring and evaluation schedule. Staff are fully confident in the moderation of attainment and progress. Attainment outcomes for the end of KS1 and KS2 in 2017 were lower than national average. Progress measures at the end of Key Stage 2 were in line with the national benchmarks. Disadvantaged progress at the end of KS2 was in line for writing and mathematics and below for reading -2.76

The school IDSR identified these areas to investigate;

KS2 attainment

- In 2017, writing attainment of the expected standard was at or above national for prior attainment groups: low, middle.
- In 2017, mathematics attainment of the expected standard was at or above national for the middle prior attainment group.

- Reading attainment was in the bottom 20% for at least two years for all and disadvantaged pupils.
- Writing and mathematics attainment was in the bottom 20% for at least two years for all pupils.

KS1 attainment

- In 2017, attainment in reading was below average and in the lowest 10%.
- Reading, writing and mathematics attainment was in the bottom 20% for at least two years for all pupils.

Phonics in 2017

- Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 16.

Absence and exclusions

- The proportion of total fixed term exclusions was at or above national for three years (2013/14 to 2015/16).

Data Analysis for pupils eligible for Pupil Premium indicates that: -

49% of pupils in Year 6 in 2017 were eligible for pupil premium

Reading:

At the end of KS2 in 2017:

- Disadvantaged progress in reading was lower than national at -2.8. Progress trend over time shows that disadvantaged pupils have moved from the 5th quintile in 2015 to the 4th quintile in 2016 and 2017. Between 2015 and 2016 the % progress of disadvantaged pupils improved by 22%. Between 2016 and 2017 it dropped by 6%.
- Reading attainment measures based on average scores achieved in the end of KS2 test shows that pupils eligible for PP were lower than national average for all other non PP pupils at 38%. No disadvantaged pupils achieved greater depth.

At the end of KS1 in 2017:

- Disadvantaged attainment was higher than the school at 63% compared to 57 in school. This below national disadvantaged by 76%

Phonics:

- Pupils eligible for PP reaching the expected standard in Year 1 was below the national average by 21% (63% / 81%) when compared with all other non PP pupils. There has clearly been a fluctuating in Phonics for PP pupils within the school since 2015. Cumulative Year 2 averages show positive results 95% of pupils achieved the phonics standard

Writing:**At the end of KS2 in 2017**

- Disadvantaged progress in writing was higher than national at 0.7. Progress trend over time shows that disadvantaged pupils have moved from the 4th quintile in 2015 and 2016 to the 2nd quintile in 2017 the % progress of disadvantaged pupils decreased by 4% between 2016 and 2017 it dropped by 6% but improved by 39%
- Writing attainment measures based on average scores achieved in the end of KS2 test shows that pupils eligible for PP were lower than national average for all other non PP pupils at 65%. No disadvantaged pupils achieved greater depth.

At the end of KS1 in 2017

- Disadvantaged attainment was lower than the school at 54% compared to 57 in school. This below national disadvantaged by 68%

Mathematics:**At the end of KS2 in 2017**

- Disadvantaged progress in maths was slightly lower than national at -0.4. Progress trend over time shows that disadvantaged pupils have an overall improving trend moved from the 4th quintile in 2015 to the 5th quintile in 2016 and then back to the 4th in 2017. Between 2015 and 2016 the % progress of disadvantaged pupils decreased by 17%. Between 2016 and 2017 it improved by 28%.
- Attainment measures based on average scores achieved in the end of KS2 test shows that pupils eligible for PP were lower than national average for all other non PP pupils at 58%. No disadvantaged pupils achieved greater depth.

At the end of KS1 in 2017

- Disadvantaged attainment was higher than the school at 63% compared to 57 in school. This below national disadvantaged of 75%

Grammar, Punctuation and Spelling:

- **At the end of KS2 in 2016** though attainment in Grammar, Punctuation and Spelling was lower but close to the national average for all other non PP pupils, When compared with other PP pupils nationally attainment was lower but close to with national average.

Current pupil's attainment and progress in reading writing and mathematics

Key

Below National	Sufficient - In Line with National	Above National	Well Above National
-----------------------	---	-----------------------	--------------------------------

Y1		All Pupils (60)	Disadvantaged Pupils (18)	Disadvantaged Core Pupils YR Y1 (17)	<p>Reading and Writing Progress of disadvantaged pupils is above expected But Attainment is well below the KS1 national benchmark for 2017. Daily 1:1 reading for pupils not at ARE Whole staff training in reading fluency. RML groupings and 1:1 intervention by RML leader. Bug Club parent workshops. Additional support for phonics and literacy</p> <p>Maths Attainment of disadvantaged pupils is well below the KS1 national benchmark for 2017 Personal mathematics targets Intervention – extra support during assemblies with a class teacher and TA. Quality first mathematics teaching</p> <p>Writing Black country project on writing Mini adventures focus on text</p>
Reading	Currently On Track	77%	61%	65%	
	KS1 National Benchmark '17	76%	79%	79%	
	Currently On Track GD	3%	0%	0%	
	KS1 National Benchmark '17	25%			
	Progress Y1	3.0	3.0	3.0	
Writing	Currently On Track ARE	77%	50%	59%	
	KS1 National Benchmark '17	68%	72%	72%	
	Currently On Track GD	5%	0%	0%	
	KS1 National Benchmark '17	16%			
	Progress – Y1	2.6	2.4	2.4	
Maths	Currently On Track	73%	39%	47%	
	KS1 National Benchmark 17	67%	63%	63%	
	Currently On Track GD	7%	0%	0%	
	KS1 National Benchmark '17	21%			
	Progress – Y1	2.5	2.1	2.1	

Y2		All Pupils (59)	All core pupils Y1 Y2 (49)	Disadvan Pupils (16)	Disadvan Core Pupils Y1 Y2 (15)	
Reading	Currently On Track	59%	56%	63%	53%	<p>Reading and Writing Attainment of disadvantaged pupils is well below the KS1 national benchmark for 2017</p> <ul style="list-style-type: none"> Progress of disadvantaged pupils is below expectations Daily reading for children off track. Bi weekly teacher led comprehension Lexia computer diagnostic reading intervention Bug Club parent workshops. <p>Maths Attainment of disadvantaged is well above the national benchmark of 2017</p> <ul style="list-style-type: none"> Personal mathematics targets Quality first mathematics teaching <p>Writing</p> <ul style="list-style-type: none"> Black country project on writing Mini adventures focus on text <p>UPS teacher to support year group teachers (0.5 FTE)</p>
	KS1 National Benchmark 2017	76%	76%	79%	79%	
	Currently On Track GD	10%	12%	6%	0%	
	KS1 National Benchmark 2017	25%	25%			
	Progress – Year 2	3.2	3.1	3.3	2.9	
	Progress – Year 1 & 2		8.6		8.4	
Writing	Currently On Track ARE	59%	69%	60%	53%	
	KS1 National Benchmark 2017	68%	68%	72%	72%	
	Currently On Track Greater Depth	10%	13%	6%	7%	
	KS1 National Benchmark 2017	16%	16%			
	Progress – Year 2	3.9	3.8	4.1	3.8	
	Progress – Year 1 & 2		8.1		8.1	
Maths	Currently On Track	66%	77%	69%	67%	
	KS1 National Benchmark 2017	67%	67%	63%	63%	
	Currently On Track Greater Depth	19%	20%	19%	20%	
	KS1 National Benchmark 2017	21%	21%			
	Progress – Year 2	3.0	3.1	3.4	3.1	
	Progress – Year 1 & 2		8.5		8.1	

Y3		All Pupils (58)	All core pupils Y2 Y3 (53)	Disadvan Pupils (27)	Disadvan Core Pupils Y2 Y3 (24)
Reading	Currently On Track	57%	60%	63%	67%
	KS2 National Benchmark 2017	71%	71%	77%	77%
	Currently On Track Greater Depth	16%	17%	26%	29%
	KS2 National Benchmark 2017	25%	25%	29%	29%
	Progress– Year 3	3.1	3.1	3.2	3.2
	Progress – Years 1-3	15.3		15.8	
Writing	Currently On Track ARE	52%	55%	56%	58%
	KS2 National Benchmark 2017	76%	76%	81%	81%
	Currently On Track Greater Depth	7%	7%	7%	8%
	KS2 National Benchmark 2017	18%	18%	21%	21%
	Progress – Year 3	3.0	3.0	3.3	3.3
	Progress – Years 1-3	14.8		15.0	
Maths	Currently On Track	72%	74%	70%	71%
	KS2 National Benchmark 2017	75%	75%	80%	80%
	Currently On Track-Greater Depth	12%	13%	15%	17%
	KS2 National Benchmark 2017	23%	23%	27%	27%
	Progress – Year 3 (Expected 2.0)	3.5	3.5	3.5	3.5
	Progress – Years 1-3 (Expected 14)	15.5		15.5	

Reading and Writing
Attainment of disadvantaged pupils is below KS2 national benchmark of 2017

Literacy lead to deliver literacy sessions and plan with teachers.
Lexia computer diagnostic reading intervention
Bug Club parent workshops

Maths
Progress of disadvantaged pupils is above expectations
Attainment of disadvantaged pupils is well below KS2 national benchmark of 2017

- Personal mathematics targets
- Quality first mathematics teaching

Teach First left after one term.
UPS teacher to support year group teachers (0.4 FTE)

Y4		All Pupil (58)	All core pupils Y3 Y4 (48)	Disadvantaged Pupils (36)	Disadvantaged Core Pupils Y3 Y4 (30)
Reading	Currently On Track	71%	79%	69%	77%
	KS2 National Benchmark 2017	71%	71%	77%	77%
	Currently On Track Greater Depth	10%	13%	11%	13%
	KS2 National Benchmark 2017	25%	25%	29%	29%
	Progress– Y4 (Expected 2)	3.3	3.3	3.3	3.3
	Progress Y2-4 (Expected 14)	14.8		14.5	
Writing	Currently On Track ARE	60%	69%	53%	57%
	KS2 National Benchmark 2017	76%	76%	81%	81%
	Currently On Track Greater Depth	7%	8%	3%	3%
	KS2 National Benchmark 2017	18%	18%	21%	21%
	Progress – Y4 (Expected 2.0)	3.2	3.4	3.1	3.3
	Progress – Y2-4	15.2		14.5	
Maths	Currently On Track	71%	81%	67%	73%
	KS2 National Benchmark 2017	75%	75%	80%	80%
	Currently On Track - Greater Depth	31%	38%	27%	27%
	KS2 National Benchmark 2017	23%	23%	27%	27%
	Progress – Year 4	3.8	4.0	4.0	4.2
	Progress – Y2-4	16.2		15.9	

Reading

Attainment of disadvantaged children is below the KS2 national benchmark of 2017
Attainment of core disadvantaged pupils is in line with the KS2 national benchmark 2017

TAs trained in Direct Instruction Reading
Children below ARE read with daily Lexia computer diagnostic reading intervention
Bug Club parent workshops

Writing

Attainment of disadvantaged children is well below the KS2 national benchmark of 2017
Class teachers timetabled in afternoon for timely feedback / interventions

Maths

Attainment of disadvantaged children is below the KS2 national benchmark of 2017
Attainment of core disadvantaged pupils is below the KS2 national benchmark 2017
Additional HLTA taking focused intervention groups out daily

Y5		All Pupils (59)	Core pupils Y4 Y5 (57)	Disadvantaged Pupils (21)	Disadvantaged Core Pupils Y4 Y5 (21)	<u>Reading</u> Progress of disadvantaged pupils and progress from Year 3 above expected. Children below ARE read with daily Lexia computer diagnostic reading intervention Bug Club parent workshops <u>Writing</u> Attainment of disadvantaged well below national benchmark. Class teachers timetabled in afternoon for timely feedback / interventions. Phase Leader to work with year group on age appropriate expectations. <u>Maths</u> Attainment of disadvantaged pupils is below the KS2 national benchmark of 2017. Progress of disadvantaged pupils is well above expectations
Reading	Currently On Track	71%	72%	67%	67%	
	KS2 National Benchmark 17	71%	71%	77%	77%	
	Currently On Track GD	10%	11%	9%	10%	
	KS2 National Benchmark 17	25%	25%	29%	29%	
	Progress – Y5	3.4	3.4	3.3	3.3	
	Progress – Y3-5	16.3		16.9		
Writing	Currently On Track ARE	58%	60%	57%	4%	
	KS2 National Benchmark '17	76%	76%	81%	81%	
	Currently On Track Greater Depth	10%	12%	5%	7%	
	KS2 National Benchmark '17	18%	18%	21%	21%	
	Progress – Y5	3.1	3.1	3.0	3.0	
	Progress – Y3-5	16.5		17.1		
Maths	Currently On Track	71%	72%	67%	67%	
	KS2 National Benchmark 17	75%	75%	80%	80%	
	Currently On Track -GD	17%	18%	19%	19%	
	KS2 National Benchmark 17	23%	23%	27%	27%	
	Progress – Y5	3.6	3.5	3.8	3.8	
	Progress – Y3-5	16.3		16.9		

Y6		All Pupils (60)	Core pupils - Y5 Y6 (52)	Disadvantaged Pupils (27)	Disadvantaged Core Pupils Y5 Y6 (20)
Reading	Currently On Track	57%	60%	57%	62%
	KS2 National Benchmark '17	71%	71%	77%	77%
	Currently On Track GD	2%	0%	4%	0%
	KS2 National Benchmark '17	25%	25%	29%	29%
	Progress – Y6 (Expected 2.0)	3.2	3.2	3.3	3.3
	Progress – Y4-6 (Expected 14)	17.4		18.4	
Writing	Currently On Track ARE	60%	64%	54%	57%
	KS2 National Benchmark '17	76%	76%	81%	81%
	Currently On Track GD	10%	10%	4%	0%
	KS2 National Benchmark '17	18%	18%	21%	21%
	Progress – Y6	3.6	3.7	3.5	3.5
	Progress – Y4-6	19.1		19.6	
Maths	Currently On Track	67%	71%	54%	57%
	KS2 National Benchmark '17	75%	75%	80%	80%
	Currently On Track -GD	8%	10%	4%	5%
	KS2 National Benchmark '17	23%	23%	27%	27%
	Progress – Y6	3.2	3.1	3.4	3.1
	Progress – Y4-6	17.9		18.3	

Reading
Progress of disadvantaged pupils is in line with expectations
Children below ARE read with daily Lexia computer diagnostic reading intervention
Bug Club parent workshops

Writing
Attainment of disadvantaged pupils well below KS2 national benchmark.

Maths
Attainment of disadvantaged pupils is well below the KS2 national benchmark of 2017

Phase Leader supports class teachers with planning and delivery (1.0 FTE)
Weekly working together parent & child workshops: Autumn reading focus, Spring maths focus
After school reading clubs to start Spring term.
Three teachers in year 6.

NURSERY	Listening & Attention (Additional Progress)	Understanding (Additional Progress)	Speaking (Additional Progress)	Reading (Additional Progress)	Writing (Additional Progress)	Number (Additional Progress)	The World (Additional Progress)	Being Imaginative (Additional Progress)	Diffce Chron age vs age all subject	Progress since baseline (months)
All pupils	-16.7 (+6.5)	-16.0 (+5.3)	-16.2 (+7.5)	-17.1 (+4.9)	-12.9 (+8.0)	-16.7 (+6.6)	-14.6 (+7.4)	-12.8 (+9.3)	-15.9	+11.1
All PP pupils	-16.7 (+5.6)	-14.4 (+6.7)	-13.6 (+7.4)	16.2 (+5.2)	-13.0 (+6.8)	-15.1 (+7.4)	-14.2 (+6.6)	-11.8 (+10.0)	-15.5	+11.8
PP boys	-16.0 (+7.4)	-15.6 (+5.9)	-13.1 (+9.1)	-18.5 (+4.8)	-15.8 (+6.1)	-15.5 (+7.5)	-15.8 (+5.7)	-12.3 (+7.8)	-16.2	+10.4
PP girls	-16.6 (+4.3)	-15.9 (+6.0)	-17.2 (+7.2)	-16.7 (+3.2)	-14.0 (+3.4)	-16.0 (+6.2)	-14.4 (+5.8)	-15.3 (+5.4)	-14.2	+13.2

RECEPTION	Listening & Attention (Additional Progress)	Understanding (Additional Progress)	Speaking (Additional Progress)	Reading (Additional Progress)	Writing (Additional Progress)	Number (Additional Progress)	The World (Additional Progress)	Being Imaginative (Additional Progress)	Diffce Chron age vs age all subject	Progress since baseline (months)
All pupils	-11.3 (+7.8)	-12.7 (+5.0)	-14.3 (+8.1)	-11.3 (+7.8)	-13.0 (+0.2)	-15.7 (+4.4)	-14.6 (+4.9)	-13.2 (+8.0)	-13.1	+9.1
All PP pupils	-11.0 (+9.0)	-13.4 (+5.8)	-14.8 (+8.0)	-11.0 (+9.0)	-14.4 (0)	-15.5 (+6.6)	-14.8 (+6.1)	-12.3 (+9.8)	-13.7	+10.0
PP boys	-11.2 (+9.3)	-15.4 (+6.3)	-21.0 (+2.8)	-14.5 (+9.3)	-14.9 (+0.3)	-14.6 (+9.9)	-13.6 (+8.1)	-12.8 (+9.2)	-13.6	+11.3
PP girls	-10.0 (+7.0)	-12.9 (+4.1)	-15.4 (+6.0)	-10.9 (+8.5)	-13.7 (+3.3)	-16.9 (+1.8)	-16.7 (+2.2)	-11.9 (+9.0)	-13.8	+7.9

Recommendations

- The appointment of the inclusion manager as pupil premium lead has brought about greater focus on the achievement of pupil premium children with more timely evaluation and adjustments made. Self- evaluation has been thorough and use made of qualitative and quantitative data from last year's strategy. Whilst some actions from last year have been effective and therefore worthwhile continuing, such as the family support worker, it is worth considering a greater focus on the achievement of pupils in key stage 2. More use could be made of national research such as the Education Endowment Foundation. Use of their tool kit can be very helpful in considering strategies that have been proven to be effective
- Quality first teaching can have a disproportionate effect on disadvantaged children. The school targets some of the pupil premium grant on ensuring that whole class teaching is of the highest quality possible. Effective pupil collaboration and peer mentoring underpins the success of such strategies and though the school uses these within and between classrooms, they may wish to consider the implementation of a school wide programme of support for pupils in the language and social skills needed in order to increase consistent high quality peer interaction. This will be of particular benefit for higher ability pupils.
- The school is supporting a small number of children who have identified behaviour issues; however, this was not in evidence on the learning walk. Work undertaken by the school in the previous year has helped to address these problems. Continued high quality teaching with some support should help to keep children engaged.
- Where Teaching assistants are used to provide additional interventions it is essential that they have high quality support and training. It may be worthwhile considering the literacy lead teacher delivering weekly literacy master classes to teaching assistants.
- As well as behaviour issues, the school recognises an issue with high levels of mobility. It is worth considering an additional learning package for pupil premium pupils who are newly arrived at the school in years 5 and 6.
- Pupil premium children must not be considered as one homogenous group and previous attainment should be considered to ensure pupils meet their full potential. The school should continue to conduct regular and frequent moderation of assessment judgements within and across year groups and to participate in cross-school moderation with other schools. In the last two years at the school, more able pupil premium children have not attained higher levels and not enough pupil premium have made more than expected progress.
- The school should focus on improving the reading progress and attainment of disadvantaged pupils in KS2 and diminishing the differences between disadvantaged attainment and non-disadvantaged attainment. The school's leaders should particularly monitor those disadvantaged pupils assessed as working towards the expected level at the end of Foundation Stage to ensure that they make optimum progress throughout Key Stage 1. GPS attainment increasingly strong in the school. Leaders should monitor whether this good practice is shared by all teaching and support staff to ensure that more pupils have the opportunity to make the rapid gains being made by many.
- Governors understand the new strategy of teaching assistants being more targeted toward pupil premium children. However, it is now time for governors to take a more critical approach to whether that work is being successful at key stage 2. Consider using the government analysis

and review tool kit: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413825/The_Pupil_Premium_-_Analysis_and_challenge_tools_for_schools.pdf

- However, the leadership team should continue to monitor the consistency of application of these across the school and share good practice to ensure that all eligible pupils make the rapid gains being made by many.

Foundation Stage:

- Data related to the achievement of a Good Level of Development shows that though well below average on entry and well when compared with all other non PP pupils at the end of Foundation Stage, pupils make rapid progress from their very low starting points in Nursery and throughout Reception. The school has clearly identified the barriers to learning in the early years and has provided rich experiences for them to be able to develop the skills that prepare them for learning.
- Literacy and maths data for PP pupils is below average when compared with all other non PP pupils, though provision is clearly in place to encourage rapid progress once the children have this foundation.

Leadership and Management

The Headteacher has established an effective monitoring and evaluation system across the school comprising data analysis, work and planning scrutiny, lesson observation and Pupil Progress Meetings. The accuracy of related judgements was confirmed in collaboration with an NLE and three LA School Improvement Advisers. Consequently, leaders have a clear framework for school improvement, which is articulated well in the School Improvement Plan. There is a strong commitment by leaders to spread the existing good and outstanding practice across the school to secure consistent, high quality teaching and learning throughout. Leaders at all levels are aware of the urgency to accelerate progress in order to close the gaps between pupils eligible for Pupil Premium and all other pupils nationally. They are active in monitoring and supporting progress in their areas of responsibility throughout the whole school.

The Headteacher and his team make good use of evidence of impact to deploy Pupil Premium funding. They have used national research into strategies for supporting disadvantaged pupils, for example, in the deployment of Learning Support staff. There is clear evidence that the strategies deployed within the school are impacting on the learning and progress of pupils eligible for Pupil Premium.

The professional development needs of staff are being met through a range of provision, which is well suited to the needs of the pupils in the school. Training for specific interventions is particularly good and consequently the school's provision map caters for a wide range of learning, social and emotional needs.

Provision for safeguarding and parental support is very effective. Many parents have accessed these services and are more able to support their children's learning and wellbeing as a result. Attendance is managed very well and there have been significant gains in this area.

The recent appointment of a Pupil Premium Governor has increased the capacity of the Governing Body to monitor the cost effectiveness of Pupil Premium provision.

- **Quality First Teaching**

The part time deployment of leaders for maths and English in supporting other year groups is an effective use of Pupil Premium funding. Strategies are modelled for both teaching and support staff and they are able to act on immediate feedback as they work alongside the subject specialists.

Leaders are actively reviewing the assessment framework to ensure its continued effectiveness. The potential of effective diagnostic feedback to raise the attainment of pupils is recognised by the school and strategies to increase its efficiency have been put in place. The use of software such as 'Plickers' will increase the frequency with which children can receive verbal feedback and modelling which is the most effective strategy, particularly for children in the early stages of reading. Pupil self-assessment strategies such as 'Wobbly Wallets' are also increasing learning independence.

The school is aware of the need to increase the challenge for pupils to further raise standards. The use of meta cognitive strategies such as Bloom's Taxonomy have the potential to engage children in higher order thinking skills and though in its early stages, the school is working towards consistent application.

The school has identified the development of comprehension skills as an area for development in reading, particularly for higher ability pupils. The use of a programme such as Reciprocal Reading as a means of professional development for teachers and support staff would support a consistent approach to the identification of progression in skill development in this area of learning.

Talk for Writing is clearly helping to meet the needs of disadvantaged pupils within the school. The programme of wider opportunities is providing pupils with a repertoire of language and concepts to support their writing and the effective practice in phonics and Spelling, Punctuation and Grammar is providing children with the tools they need to write.

The school has implemented a highly practical mathematics curriculum it has the potential to provide the concrete and spatial experiences that the children need for the building of mathematical understanding. Further development of strategies to support mental calculation skills will also help to raise standards further. The school may wish to include the teaching of times tables and mental strategies in its parental support programme.

The needs of the children are identified quickly on entry to school and the EYFS provision focuses on those aspects which underpin good learning skills. The deployment of two Speech and language Therapists are supporting pupils and upskilling staff.

- **Specific Interventions**

Meeting the learning and social and emotional needs of pupils is a strength of the school. The provision map is very broad and reflects the wide range of needs evident within the school. The deployment of additional teaching and support staff from Pupil Premium funding contributes significantly to the school's capacity to support individual needs.

The impact of learning interventions is monitored closely and support programmes are modified appropriately to ensure optimum progress. The progress of pupils with SEN, many of whom are eligible for Pupil Premium is at least good. An effective CPD programme enables the school to sustain this wide provision effectively.

- **Wider Opportunities**

Research evidence suggests that some strategies designed to widen experiences for children are now having an impact on learning and progress. It is my view that this is not the case for Chuckery. Leaders and staff have explored ways to optimise the use of the activities to develop learning behaviours, increase attendance and engagement as well as providing enriching experiences that form the basis of conceptual and language development. Pupils spoke of the value of these activities and school evidence illustrates their impact on, for example, the quality of writing. However, the school should continue to monitor the relative potential of activities for supporting learning.

BARRIERS TO LEARNING

- The school is situated in an area of significant social disadvantage. The IDACI school deprivation indicator is significantly higher than both the local and national indicators in the top 20% of schools nationally. The majority of pupils enter Nursery with a level of development below the national age expectation. Many are well below.

- The oral language skills for most children are at a very low starting point. Vocabulary is limited and the acquisition of language conventions is poor. 66% of pupils have English as an additional language, many of whom are at a low starting point in their home language.
- The social development of many pupils is at a low level and they are unprepared to play and work cooperatively alongside other children.
- There is a high incidence of single parent families and unstable relationships among parents.
- Unemployment is high and there are many families in financial difficulty.
- There is a high incidence of domestic violence.
- There is a high incidence of social care and safeguarding concerns.
- Children enter school with very limited experience of the wider world and this limits language, resilience and ambition.
- Many parents with negative personal school experience which limits their ability to support their children.

1. Leadership and Management

This section will evaluate the role of leaders in optimising the use of the Pupil Premium funding to support the progress and development of disadvantaged pupils.

Focus	Chosen Strategies	Success Criteria	Evaluation of provision and impact	Suggested Next Steps
Progress and Attainment	<p>Data analysis</p> <p>Pupil tracking</p> <p>Appointment of additional teaching and support staff to provide smaller pupil groups</p> <p>Staff deployment</p> <p>Pupil Progress Meetings</p> <p>Intervention deployment</p> <p>Resource deployment (with Governors)</p>	<p>Optimum progress for all pupils.</p> <p>Accelerated progress for PP pupils</p> <p>Early Identification of need</p> <p>Teaching more effectively matched to need</p>	<p>See Attainment and Progress in Executive Summary section of this report for specific breakdown of subjects and Key Stages.</p> <p>As a result of their robust monitoring and evaluation programme the Headteacher and his Senior Leadership Team have a clear understanding of the quality of provision across the school and how it is impacting on the progress of pupils eligible for Pupil Premium. The performance of pupils eligible for PP is tracked and monitored both on an individual basis and for the group as a whole at class and cohort level. This enables senior leaders to evaluate comparative progress across the school. They effectively use the outcomes of classroom observations, pupil progress meetings, work scrutiny and the performance management process to determine the use of the Pupil Premium funding. The Headteacher has made use of the EEF evaluation of Teaching and Learning strategies to inform his work in this area.</p> <p>Leaders have strategically deployed additional teaching staff to reduce teaching group size in areas of most need, eg. Years 2 and 6, and job share arrangements enable the English leader to model and support good practice across the school. (maths leader is a non-class based deputy and so is able to model and support good practice across the school.). The school reports that smaller classes are enabling more specific differentiation and additional support. In the maths lesson I observed, groups of children were productively engaged in investigations on fractions at 4 different levels.</p> <p>Learning Support staff are also deployed effectively according to their strengths and the particular needs of pupils and there is clear evidence that the impact of their work is monitored. I observed support staff in the classroom and conducting specific interventions, all of whom were providing a good scaffold for the children's learning.</p> <p>There is a mechanism in place to identify individual staff need and to provide appropriate CPD/coaching/mentoring.</p> <p>There is a clear accountability structure across the leadership team and both the senior and middle leaders have defined roles and responsibilities.</p>	<p>In order to ensure consistency across the school implement regular and frequent within and cross-school moderation of assessment judgements.</p> <p>Consider further leadership training for subject leaders eg. NPQML,</p> <p>Share the good practice that exists within the school across other year groups</p>

			<p>From discussion it is clear that these leaders are aware of the needs of pupils eligible for PP. They were aware of the urgent need to ensure that they make accelerated progress in order to close the gaps that exist between them and all pupils nationally. They also demonstrated an understanding of strategies likely to have most impact on accelerating progress.</p> <p>The leader for Inclusion has an in depth knowledge of the particular needs of pupils across the school and of the strategies available to address them. She has an effective relationship with the LA Inclusion Support Team and the SENCo which is enhancing the provision available. Her part time class teaching role enables her to monitor specific intervention strategies, to observe and track individual pupils and to support the professional development of the staff. All interventions are reviewed termly and are time limited according to impact. From discussion it is evident that the staff have confidence in her judgements in this area.</p>	Continue to support this activity with a part or full time non class teaching role.
Teaching, Learning and Assessment	<p>Further CPD for middle leaders to increase capacity raising standards of PP pupils</p> <p>Leaders provide classroom support for staff</p>	<p>Accelerated progress for PP pupils</p> <p>Pitch and pace of work more closely linked to individual need</p> <p>Increased motivation</p> <p>Increased confidence</p> <p>Gifted and talented pupils identified</p>	<p>Senior and Middle leaders are actively involved in the monitoring of teaching and learning. Leaders for English and maths conduct regular work scrutinies and monitor differentiation, pitch and pace of work. Support is provided to individual staff where needed.. The Senior Leaders also attend planning meetings in order to monitor and advise on teaching and learning strategies and deployment of Learning Support Staff.</p> <p>Leaders have established a framework for assessment for learning and its implementation is monitored as above.</p> <p>Additional learning support staff have been deployed from PP funding. This is also supported by the investment in CPD and performance management of this group of staff.</p> <p>The school has used PP funding to provide a range of wider opportunities to enrich children's experience of the world in order to further encourage the development of language, imagination, resilience and commitment. The parents I spoke to reported on how these activities had impacted upon their children's' attitudes. (See Wider Opportunities below)</p> <p>Leaders have restructured the school curriculum framework using 'mini adventures' in order to further encourage motivation and engagement by pupils. Topics are used creatively as contexts for writing, reading and maths activities and classroom displays reflect the wide range of knowledge, understanding and skills being developed. The pupils I spoke to were</p>	Ensure that the good practice amongst Learning Support staff is shared across the whole school.

			enthusiastic and interested in their topics and described activities they had been involved in.	
Behaviour and Safety	<p>Support parents to engage more effectively in children's learning</p> <p>Monitor and support the inclusion leader in the identification of need and provision of early help</p>	<p>Barriers to learning reduced</p> <p>Children are safeguarded</p> <p>Parents are more able to support their children</p> <p>Positive learning behaviour</p>	<p>As a result of the many and significant barriers to learning that the majority of pupils face, leaders have invested heavily in staff and strategies to support families and enable pupils to overcome barriers and make the most of learning opportunities.</p> <p>Clear records of interaction with pupils demonstrated improvements in engagement, attitudes and behaviour.</p> <p>Monitoring records show the frequency of disrupted learning for individuals and groups and this enables leaders to provide appropriate support for both staff and pupils.</p> <p>I observed no unacceptable behaviour on my visits to classrooms, corridors and playground.</p>	<p>Ensure all staff are equally confident in the use of conflict resolution strategies and that identified strategies are consistently applied.</p>
Governance	<p>Governance review and support</p> <p>Appointment of PP Champion</p> <p>Formulation of a Governor Development Plan</p>		<p>The Headteacher commissioned a review of Governance in January 2017. Date of initial meeting for review 27th March 2018. A Pupil Premium Champion has been appointed from amongst them. She is an ex education professional and is aware of the urgency to close the gaps between pupils eligible for Pupil Premium and their peers. She reported that Pupil Premium funding was routinely discussed during budget setting and monitoring meetings and that decisions about cost effectiveness of chosen strategies were supported by achievement data. Her now meets regularly with the Inclusion Manager and is becoming familiar with the strategies being deployed. Consequently, her capacity to monitor and challenge leaders in this area has been increased.</p> <p>There is a clear framework for spending and a rationale for its deployment. This is supported by the School Improvement Plan, which identifies success criteria for the areas that Pupil Premium helps to support.</p> <p>The school website complies with DfE guidelines with regard to publication of PP information.</p> <p>The Headteacher reported that it is an expectation that all Governors undertake training but that Governor recruitment is sometimes difficult.</p>	<p>Encourage all Governors to access training for data analysis and the use of the Pupil Premium</p>

2. Quality First Teaching

Focus	Chosen Strategies	Success Criteria	Evaluation of impact	Suggested Next Steps
Teaching, Learning and Assessment	Improve the efficiency of diagnostic feedback to pupils	Pupils gain skills for independent learning	<p>From discussion leaders recognise the potential of meta-cognitive and collaborative learning strategies to accelerate progress of pupils, particularly in supporting higher ability pupils in accessing higher order thinking skills. Within the time constraints of my visit I was not able to evaluate the extent to which the use of Bloom's taxonomy was impacting on learning but recommend that the school continue to pursue this strategy.</p> <p>Collaborative learning approaches have been used within classrooms and between year groups with positive outcomes. Leaders may wish to consider the implementation of a whole school programme which supports children in the development of effective group social skills and the acquisition of language structures that support negotiation and group enquiry which are often limited amongst PP pupils. I would recommend that leaders explore the 'Thinking Together' dialogic teaching approaches developed by Lyn Dawes at a point in the school development journey when there is sufficient capacity for it embed effectively. There is evidence that this approach improves speech, language and communication skills if used systematically.</p>	<p>Consider the use of 'Plickers' software across the school to improve diagnostic feedback https://www.plickers.com/</p> <p>Evaluate the extent to which the use of Bloom's Taxonomy is impacting on learning</p>
	Use of Bloom's Taxonomy to support planning for effective differentiation	Accelerated progress for higher ability pupils		<p>Explore the potential of Dialogic Teaching approaches for developing pupils' collaborative skills https://www.amazon.co.uk/Thinking-Together-Programme-Activities-Developing/dp/1904806015 https://thinkingtogether.educ.cam.ac.uk/resources/ https://thinkingtogether.educ.cam.ac.uk/resources/About Talking Points.pdf</p>
	Collaborative learning strategies	Peer support used more effectively	<p>Within classrooms Learning Support Staff are deployed in a range of ways. Teachers and Support Staff work with all abilities. Support staff are familiar with the planning for each session and of their role within it. The classroom based support I observed was productive. The support staff were using questioning techniques well and were managing the groups to ensure the participation and learning of all children.</p>	<p>Continue to ensure that the good practice of Learning Support staff is shared across the school</p>

Reading	<p>Reduced group size</p> <p>Support for parents to improve their ability to support their children at home</p> <p>Monitoring and support by subject leader</p>	<p>More effective differentiation</p> <p>Improved comprehension skills</p> <p>Improvement in frequency and quality of book sharing time at home.</p>	<p>Pupils are taught in mixed ability sets for Reading and writing as the school feels that less able pupils benefit greatly from having oral language modelled by their more able peers, particularly in Talk for Writing which depends upon active pupil discussion. Teachers are also more able to support the progress of children in their own class in reading and writing across the curriculum. The size of these sets is reduced as a result of Pupil Premium funding and until this year when outcomes of KS 2 were below national average the school has a record of all pupils and those eligible for PP achieving above national average in reading.</p> <p>The school's approach to reading has been modified to reflect the revised curriculum to optimise motivation and engagement. The English leader reports that the development of comprehension skills is an area for development and that the staff are being supported with regard to this in lessons,</p> <p>A significant barrier to the effective development of reading and comprehension skills is parents' limited experience of sharing books with their children.</p> <p>Many of the children who were assessed at 2B at the end of KS1 did not convert to the expected standard at the end of KS2. The school may wish to conduct monitoring, moderation and training to ensure that assessment judgements are secure throughout the school and that children continue to make at least expected progress.</p>	<p>Continue to monitor that smaller group size is enabling pupils' work to be more closely matched to need</p> <p>The school may wish to explore the use of a programme such as Reciprocal Reading to inform staff development in this area or as a specific short term intervention for identified pupils</p> <p>Conduct monitoring, moderation and training to ensure assessment judgements related to the new framework are accurate and that pupils make at least expected progress</p>
Writing	<p>Talk for Writing</p> <p>Provision of wider opportunities</p> <p>Monitoring and support by subject leader</p>	<p>Improve outcomes and progress in writing, particularly for more able pupils</p>	<p>Talk for Writing has been introduced because of its focus on oral language in its teaching strategies. Children are introduced to oral storytelling with the support of symbols. This leads on to group guided writing and writing frames as a support for individual, independent writing.</p> <p>Again, limited experience of the wider world limits the vocabulary and imagination of PP pupils and the school subsidises key experiences for the children to enrich their capacity for writing.</p> <p>The school has a record of outcomes below national average for writing for all pupils and for those eligible for PP. The language rich approach adopted by the school is clearly having impact, despite a dip in 2017. The school should now seek to ensure that the good practice that exists across the school is spread to all year groups.</p>	<p>Further exploit opportunities for writing across the curriculum as a result of wider opportunity provision</p> <p>Ensure good practice that exists within school is extended to all year groups</p>

			The school is part of a KS1 writing project in partnership with the Manor teaching school, early indicators show this is having an impact on pupil progress.	
Phonics and Spelling, Punctuation and Grammar	Ruth Miskin approach Ongoing staff training	Increase pupil confidence in writing Raise standards in early reading skills.	The development of Phonics and Punctuation, Grammar and Spelling is becoming a strength within the school. Together with the Talk for Write initiative it is clearly giving the children confidence in tackling their writing.	Ensure the good practice that exists within school is extended to all year groups
Maths	Monitoring and support by subject leader	Raise standards in maths for PP pupils, particularly the more able	<p>Limited home experiences and support for activities such as multiplication tables are barriers to effective learning in maths. The Maths leader has developed a highly practical approach will provide the concrete and spatial experiences that the children need to build their maths skills on.</p> <p>In key year groups pupils are organised into ability based sets for maths as this enables staff to differentiate more closely to need and to focus teaching on a narrower range of conceptual stages. Owing to the limited language experience of the children outside of school, many need support with mathematical language and ability based setting helps to facilitate more effective support. However, there is evidence (EEF) to suggest that investigative Maths and the higher order thinking skills are taught more effectively in collaborative mixed ability groups and the school may wish to explore the impact on this aspect of maths further.</p> <p>The school has introduced a range of strategies to improve mental maths and calculation. These include a (times table challenge), raising the status of maths amongst the pupils and support the development of skills.</p> <p>The maths leader is able to monitor and support in classrooms across the school as the deputy headteacher.</p> <p>Many of the children who were assessed at 2B at the end of KS1 did not convert to the expected standard at the end of KS2. The school may wish to conduct monitoring, moderation and training to ensure that assessment judgements are secure throughout the school and that children continue to make at least expected progress.</p>	<p>Continue with strategies to improve consistency in the quality of teaching and learning, particularly for more able children in maths</p> <p>Ensure all Learning Support staff are confident in their subject knowledge for maths</p> <p>Explore the use of mixed ability collaborative groups for investigative maths</p> <p>Explore the possibility of maths workshops for parents to enable them to better support their children at home</p> <p>Consider further leadership training for subject leaders Eg NPQML or NPQSL</p> <p>Conduct monitoring, moderation and training to ensure</p>

				assessment judgements related to the new framework are accurate and that pupils make at least expected progress
EYFS	<p>Speech and Language Therapist deployed with identified pupils</p> <p>Intervention strategies based on nurture principles</p> <p>Key information sharing in transition meetings</p> <p>Moderation meetings</p>	<p>Early identification of need</p> <p>Increased number of PP pupils achieving GLD at the end of EYFS</p> <p>S&L needs efficiently addressed</p> <p>Pupils with attachment needs appropriately supported</p>	<p>Leaders clearly recognise the importance of the EYFS in beginning to address the low levels of oral language that most children display on entry to school and of the need to identify specific barriers to learning. Provision across the Foundation Stage is language rich and the development of good social and emotional learning habits is a focus.</p> <p>The school has bought in specialist a Speech and Language Therapist to support individual children and to model strategies for staff.</p> <p>Communication and Language outcomes at the end of Foundation Stage for PP eligible pupils are improving more rapidly than all other non PP pupils. This represents at least good progress.</p>	<p>Explore the feasibility of nurture provision for identified pupils</p> <p>The school could use PP funding to increase support in Year 1 to ensure that the needs of individuals can be better supported in this transition phase.</p>

3. Specific Interventions: a. Learning PP funding related to this area:				
Focus	Chosen Strategies	Success Criteria	Evaluation of impact	Suggested Next Steps
Meeting individual and small group learning needs	<p>Wide range of intervention strategies to meet individual needs</p> <p>Monitoring and support for all staff in relation to specific strategies</p> <p>Monitoring of impact</p>	<p>Learning matched to individual needs</p> <p>Individual pupils make optimum progress</p>	<p>The school has an extensive provision map which reflects a wide range of need. Delay in the acquisition of oral language is a particular barrier to the majority of pupils and strategies to support this are evident in all waves of provision. There is also a range of specific strategies to meet cognition and learning, communication and interaction, emotional, social and mental health and sensory and physical needs. SEN provision has been commended by the LA Inclusion Support Team for the school. Children eligible for PP access these strategies according to need.</p> <p>From discussion it was evident that the Leader for Inclusion has a firm grasp of the strengths and areas for development in the deployment of these strategies and of their impact on groups and individuals. Pupil progress is monitored closely in relation to the specific intervention and if impact wains it is promptly changed. Many interventions are time limited to ensure maximum impact.</p>	<p>Continue to operate this level of monitoring and support</p> <p>To consider CPD programmes for staff according to need.</p>

3. Specific Interventions: b.Social and Emotional

PP funding related to this area:

Focus	Chosen Strategies	Success Criteria	Evaluation of impact	Suggested Next Steps
Attendance	Attendance Adviser monitors and supports families to improve attendance and punctuality	Reduced no. of pupils with persistent absence Increased annual attendance data Improved punctuality rates	<p>The school closely monitors attendance of pupils on a daily basis. Pupils at risk of poor attendance are identified and all absences are followed up with parents. Home visits are made and parents are offered support for managing attendance.</p> <p>The school has a system of incentives which are valued by the children.</p> <p>Attendance at the school has improved. In 2015/16 School attendance was 95.5% and PA was 12.3%</p> <p>Current attendance of Pupils eligible for Pupil Premium was 95.2% which was higher than for all PP pupils nationally. PA was 6.6% which was lower than for all PP pupils nationally. The school continues to strive for the attendance of PP pupils to at least equal the national average for all pupils.</p>	Continue this level of monitoring and support
Safeguarding And Parent Support in Community Hub	<p>Safeguarding Adviser provides Early Help support</p> <p>Parent Support Adviser provides support and guidance for families to increase engagement in school</p>	<p>Efficient management of cause for concern referrals</p> <p>Pupil and family support targeted at identified need</p> <p>Improvement in circumstance for pupils and families</p>	<p>The school has established and effective cause for concern procedure using a computer system called CPOMS which is known to all adults in school. Referrals are managed promptly and the Headteacher is consulted and kept informed at all levels, taking the lead when appropriate.</p> <p>In the Spring Term of 2017 there are 3 live Children in Need cases, 9 Child protection and 10 Early Help all of them are for pupils eligible for Pupil Premium.</p> <p>The PSA provides 1 to 1 support for parents and organises a range of workshops and courses for parents.</p>	<p>Continue this level of monitoring and support</p> <p>Offer to share this good practice with other local schools</p>

		<p>Children are safe and secure</p> <p>Parents more able to support their children at home</p> <p>Raised aspirations for families</p>		
Behaviour and attitudes	Develop the influence of the inclusion leader	<p>Calm working environments</p> <p>Improved collaboration between pupils</p> <p>More effective learning</p>	<p>The inclusion Leader, provides support for groups and individuals is enabling the school to address the needs of a small group of children who have the potential to disrupt learning for others. A range of strategies is deployed to meet their individual needs. This includes emotion coaching, social skills, play skills. Clear records of intervention are kept and these demonstrate a reduction in the incidence of challenging behaviour as a result of the interventions.</p> <p>.</p> <p>Throughout my visit there was a calm atmosphere in classrooms and corridors and in the playground children played together constructively.</p>	Continue this level of monitoring and support

4. Wider Opportunities				
PP funding related to this area:				
Focus	Chosen Strategies	Success Criteria	Evaluation of impact	Suggested Next Steps
Extra Curricular Provision	<p>Appointment of Health and Wellbeing Coach</p> <p>Sports and Learning Apprentices</p> <p>Lunchtime and After School Clubs</p> <p>Breakfast Club</p>	<p>Increased engagement of pupils</p> <p>Improved behaviour</p> <p>Raised aspirations</p> <p>Improved health</p>	<p>The school organises a varied programme of activities for all ages. This includes _____ etc. PP pupils are encouraged to attend and ____% of them are regular attenders.</p> <p>Outside agencies are used to increase capacity and vary the range of activities.</p> <p>The PP children I spoke to were very positive about the range of activities that were available to them.</p>	<p>Though this programme has significant benefits in terms of health, engagement etc in its own right, the school should continue to monitor how their impact is transferring into improved learning behaviours in the classroom. For example, the use of a skill based award scheme where children can gain points for using such skills as perseverance, cooperation etc both in extracurricular and classroom based work.</p>
Wider Opportunities	<p>Visits to curriculum related venues</p> <p>School based enrichment experiences</p> <p>Residential visits</p>	<p>Increased awareness of the wider world</p> <p>Improved vocabulary</p> <p>Raised aspiration</p> <p>Increased confidence and independence</p>	<p>The school uses Pupil Premium funding to subsidise visits and experiences to provide the stimulus for language and concept development and to raise aspirations. Residential visits are arranged for KS2 with visits to ____% of the places are taken up by pupils eligible for Pupil Premium.</p> <p>Day visits are organised to support class topics.</p> <p>School based experiences include authors, artists, drama groups and musicians.</p> <p>The PP children I spoke to were very motivated by the range of opportunities and talked about how it helped their work.</p>	<p>Continue to monitor the relevant potential of activities for supporting learning and wider experience.</p>