

# Pupil premium strategy statement (primary)

1. Summary information					
School	Reynolds Academy				
Academic Year	2017-18	Total PP budget	143,280	Date of most recent PP Review	Sep 17
Total number of pupils	467	Number of pupils eligible for PP	109	Date for next internal review of this strategy	Jul 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least expected in reading, writing and maths	41%	67%
Progress measure in Reading	-2.5	0.3
Progress measure in Writing	-2.2	0.2
Progress measure in Mathematics	-1.2	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Prior attainment shows that a number of the PP pupils are LAE pupils.
B.	Readiness to learn, motivation and confidence barriers for PP children are having a detrimental effect on their academic progress.
C.	A number of the PP pupils have special educational needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Parental support and aspiration
E.	Attendance
F.	A number of the PP pupils receive support from external agencies for a variety of reasons.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment and progress of disadvantaged pupils has improved and the gap has narrowed	Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils
		The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths is closer in line to non-disadvantaged

<b>B.</b>	The self-awareness and confidence of disadvantaged pupils has improved	Confidence and aspirations of all PP children are raised
<b>C.</b>	Attendance is closer to national	All PP attendance rates are raised

## 5. Planned expenditure

Academic year

**2017 – 2018**

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>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Maintain additional teachers in order to reduce class sizes and improve opportunities and outcomes.</p> <p>The focus on improving outcomes for disadvantaged pupils continues to be a key priority on the academy business plan.</p> <p>Purchase resources to develop English and Mathematical skills, especially in key year groups.</p> <p>Provide extra classes to target pupils with extra needs.</p> <p>Ensure staff with management and leadership responsibilities all strive to improve progress and outcomes for pupils.</p> <p>Ensure the academy Business Plan drives improvement in key areas, for example,</p>	<p>In FS2, the proportion of disadvantaged pupils reaching GLD was less than last year but above the national picture. Overall, disadvantaged pupils have made less progress across the aspects, though not in the core areas.</p> <p>In KS1, the proportion of disadvantaged pupils attaining the expected standard or better, in all three subjects, is lower than the proportion of non-disadvantaged and is a reversal on last year. There are gaps between the progress of disadvantaged and non-disadvantaged pupils, though the gaps are fairly narrow in writing and maths; it's more significant in reading.</p> <p>In KS2, the proportion of disadvantaged pupils attaining the expected standard, or better, is less than other pupils across all subjects, though, generally, gaps</p>	<p>Improving outcomes for pupil premium children continues to be a key priority on the academy's Business Plan.</p> <p>All staff are fully aware of who their pupil premium children are. All staff are fully aware of every pupil's prior attainment.</p> <p>The attainment and progress of pupil premium children is tracked on a half-termly basis and analysed against the progress of other groups by every teacher and SLT.</p> <p>Termly Pupil Progress meetings are held with all teachers and SLT to analyse and discuss the progress of pupil premium children and to provide suitable intervention where required.</p> <p>Certain PP pupils have their own mentor to support them; liaise with parents and help to monitor their general progress.</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principal</p> <p>Maths and English Co-Ordinators</p>	<p>Termly with final review being in July 2018</p>

	<p>improving outcomes in reading.</p> <p>Purchase resources to develop English and Mathematics skills, such as Talk4Writing materials and revision materials.</p> <p>Ensure performance management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training in place to ensure teachers are able to teach maths and English to the best of their abilities.</p> <p>Ensure teaching engages and motivates all children, but in particular PP children.</p> <p>Ensure children have a say in what they want to learn.</p>	<p>were narrower than the previous year. Disadvantaged pupils make slower progress across reading, writing and maths at the end of KS2.</p> <p>Reducing class sizes and giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p>	<p>The progress of pupil premium children is built into to the performance management targets of all teachers and all teachers are required to provide evidence of provision made for pupil premium pupils on a termly basis.</p> <p>The attainment and progress of pupil premium children is reported to governors on a termly basis.</p> <p>Whole school training has been and will be provided for staff to support the progress of the children.</p> <p>Barriers to learning will be discussed with all staff and strategies to combat these barriers will be discussed and shared with all staff.</p> <p>Meetings take place throughout the year to monitor and address any potential issues and to share good practice - at least one weekly staff meeting a term is dedicated to discussion and sharing good practice.</p>		
<b>Total budgeted cost</b>					£84,455

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>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>External training was attended by a senior member of staff focusing on engaging and inspiring pupil premium children.</p> <p>Maintain additional support staff to provide support to disadvantaged pupils</p> <p>Train staff and purchase resources to provide support for disadvantaged pupils who have emotional and behavioural needs</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils through the mentoring programme</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p> <p>Provide a wide range of intervention programmes to support pupils with their learning.</p> <p>Test children using GL assessment diagnostic tests to identify gaps in knowledge and understanding, in conjunction</p>	<p>In FS2, the proportion of disadvantaged pupils reaching GLD was less than last year but above the national picture. Overall, disadvantaged pupils have made less progress across the aspects, though not in the core areas.</p> <p>In KS1, the proportion of disadvantaged pupils attaining the expected standard or better, in all three subjects, is lower than the proportion of non-disadvantaged and is a reversal on last year. There are gaps between the progress of disadvantaged and non-disadvantaged pupils, though the gaps are fairly narrow in writing and maths; it's more significant in reading.</p> <p>In KS2, the proportion of disadvantaged pupils attaining the expected standard, or better, is less than other pupils across all subjects, though, generally, gaps were narrower than the previous year. Disadvantaged pupils make slower progress across reading, writing and maths at the end of KS2.</p>	<p>Improving outcomes for pupil premium children continues to be a key priority on the academy's Business Plan.</p> <p>All staff are fully aware of who their pupil premium children are. All staff are fully aware of every pupil's prior attainment.</p> <p>The attainment and progress of pupil premium children is tracked on a half-termly basis and analysed against the progress of other groups by every teacher and SLT.</p> <p>Termly Pupil Progress meetings are held with all teachers and SLT to analyse and discuss the progress of pupil premium children and to provide suitable intervention where required.</p> <p>Certain PP pupils have their own mentor to support them; liaise with parents and help to monitor their general progress.</p> <p>The progress of pupil premium children is built into to the performance management targets of all teachers and all teachers are required to provide</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principal</p> <p>Maths and English Co-Ordinators</p>	<p>Termly with final review being in July 2018</p>

	<p>with the academy's internal assessment and tracking system.</p> <p>Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics.</p>	<p>Reducing class sizes and giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p>	<p>evidence of provision made for pupil premium pupils on a termly basis.</p> <p>The attainment and progress of pupil premium children is reported to governors on a termly basis.</p> <p>Whole school training has been and will be provided for staff to support the progress of the children.</p> <p>Barriers to learning will be discussed with all staff and strategies to combat these barriers will be discussed and shared with all staff.</p> <p>Meetings take place throughout the year to monitor and address any potential issues and to share good practice - at least one weekly staff meeting a term is dedicated to discussion and sharing good practice.</p>		
<b>Total budgeted cost</b>					£19,992
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>The self-awareness and confidence of disadvantaged pupils has improved.</p> <p>Their self-esteem has improved.</p> <p>This in turn supports them with their academic knowledge and skills and ultimately, improves outcomes for all pupils.</p> <p>Extra support will be put in place for those pupils with emotional needs.</p>	<p>Subsidise all educational visits to ensure disadvantaged pupils have been offered the same opportunities as the other children.</p> <p>Provide free music tuition to engage and motivate disadvantaged pupils.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, in order to motivate children to learn.</p> <p>Provide a wide range of after school clubs free of charge in order to give disadvantaged children the opportunity to try different sports.</p> <p>Use the EVC to actively engage and encourage pupils to participate in enrichment activities.</p> <p>Provide enrichment opportunities to ensure disadvantaged have high aspirations and can achieve in different fields.</p> <p>Visits and visitors are being used to promote aspiration and to motivate learning by broadening horizons.</p>	<p>Much under achievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them.</p> <p>Exposing children to as many experiences as they can possibly have, not only spurs them on to learn more, but also gives them the context in which they are able to record that knowledge.</p> <p>Evidence shows that in some cases there is a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>Additional clubs give PP pupils an opportunity to demonstrate skills outside the curriculum, therefore, building their confidence and self-esteem.</p> <p>VLe book library allows all pupils an opportunity to access a wide range of books which not be affordable to all pupils.</p> <p>A number of our PP pupils have emotional needs and therefore require additional support to help their academic progress and general well-being.</p>	<p>The Educational Visits and Enrichment co-ordinator tracks the participation of pupil premium children in after school clubs, including sports, and actively targets pupils to attend.</p> <p>Termly meetings with staff will assess the impact of any extra enrichment provision and identify and further needs to implement.</p> <p>EVC to provide a half-termly report and action plan detailing the current and future provision for PP pupils.</p> <p>Track pupils supported by the academy counsellor to assess progress and impact, academically and emotionally.</p> <p>Monitor use of the VLe for PP pupils.</p>	<p>Principal</p> <p>Vice Principal</p> <p>Assistant Principal</p> <p>Educational Visits and Enrichment Co-ordinator</p> <p>Maths and English Co-ordinators</p>	<p>Termly with final review being in July 2018</p>
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	<p>Specialist teachers in French and music are used to promote positive attitudes and aspiration.</p> <p>VIE provides all pupils with access to on-line books at home.</p> <p>Continue to employ the academy counsellor to support emotional and educational needs.</p> <p>Purchase a programme to support and tack pupils with emotional needs.</p>				
Attendance is closer to national	<p>Absences of disadvantaged children are challenged where appropriate, including the use of EWO.</p> <p>Incentives are introduced for good attendance.</p> <p>Termly rewards for 100% attendance.</p> <p>Identify disadvantaged pupils with poor attendance and assess current provision.</p> <p>Ensure AO is liaising with senior colleagues to help identify potential barriers to</p>	<p>Attendance rate for PP pupils over the year was 93.45%. Attendance rate for non-PP pupils over the year was 95.40%.</p> <p>If pupils are not attending, there chance of academic attainment and progress is reduced.</p>	<p>Attendance Officer to liaise with the EWO on a daily basis to ensure provision is in place for targeted pupils.</p> <p>AO to liaise with the Principal on a regular basis, through formal half-termly reviews highlighting attendance of identified pupils and provision in place to support targets.</p> <p>EWO to provide termly reports showing attendance of targeted groups.</p>	Principal Attendance Officer	Termly with final review being in July 2018



	<p>good attendance for identified individuals.</p> <p>Incentivise good attenders and continue to raise the profile of good attendance.</p> <p>Maintain current provision of good practice between EWO and AO.</p> <p>Identify disadvantaged pupils who have poor punctuality and ensure procedures are followed to improve relevant issues.</p>				
<b>Total budgeted cost</b>					42,073

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
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
<p>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils.</p> <p>The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard in Year 1 Phonics has narrowed.</p> <p>The progress rates of disadvantaged pupils at the end of KS2 are closer in line with non-disadvantaged pupils.</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing, maths and SPAG is closer in line to non-disadvantaged.</p>	<p>Reduce class sizes to improve opportunities and outcomes.</p> <p>Increase support to address shortfall in Mathematics and English skills.</p> <p>Fund specialist teacher in music, Computer Science and PE.</p> <p>Set in Mathematics and English according to children's abilities.</p> <p>Purchase resources to develop English and Mathematics skills e.g. Read, Write, Inc. spelling package.</p> <p>'Disadvantaged Champion' to ensure the profile of these children is raised in all aspects of school life.</p> <p>Promote a joy for reading through the half termly 'Reading Challenge' with a focus on PP children, ensuring they have every</p>	<p>Additional teachers continued to work with pupils, for example, three teachers in Year 6 and an additional teaching assistant in Foundation Stage 2.</p> <p>Resources purchased and distributed throughout the academy, for example, a full set of revision resources for all year 6 pupils; Read, Write Inc. spelling package.</p> <p>Extra classes were provided, for example, intervention and booster classes across all key stages to support small groups and individuals.</p> <p>Extra sessions were provided, for example Easter revision sessions, at no cost, for all pupils; in addition, weekly evening sessions were provided for all Year 6 pupils and their parents to attend.</p> <p>A full enrichment programme, with pupil premium children specifically targeted and catered for, leading to a very high level of turn-out for these pupils.</p> <p>The wider curriculum offering, funded through the pupil premium, provides experiences that nurture interests and talents. Children, for whom the school receives pupil premium, leave the academy with ambitions and aspirations not dissimilar to those of their peers.</p> <p>Pupils, generally, made good progress.</p> <p>On-going training was provided.</p>	<p>Yes, we will continue with this approach with additional strategies.</p> <p>The provision for PP pupils continues to be very high profile throughout the academy and is a key theme throughout all areas e.g. the academy business plan and key priorities; planning; assessment; tracking; review meetings; performance management; training and staff meetings.</p> <p>There was a lot of success for our PP pupils across the key stages and gaps were narrowed in different areas.</p> <p>Clearly, this is not reflected in all of the data, particularly at the end of KS1 and KS2. It should be noted that concerns with KS1 prior data, for Year 6 pupils, produced before the school became an academy, has been questioned for</p>	£97,176.00

	<p>opportunity to achieve. Use children's ideas as a reward.</p>	<p>Reading and comprehension opportunities have increased pupils love of reading.</p> <p>The number of pupils meeting the reading challenge, i.e. reading at home at least three times a week, improved significantly.</p> <p>The outcomes in Reading improved in all key stages.</p> <p>In Foundation Stage 2, those reaching a Good Level of Development, increased again, to 76%, continuing to remain above the national average.</p> <p>In Foundation Stage 2, six of the nine disadvantaged children reached a good level of development.</p> <p>In FS2, the progress of disadvantaged pupils was largely in-line with non-disadvantaged pupils for reading, writing and space, shape and measure, though there was a wider gap for number.</p> <p>In Year 1, Phonics outcomes were vastly improved, with 87% of pupils attaining the national standard and were above the national results for the first time.</p> <p>At the end of Year 1, all of the disadvantaged pupils met the national standard in Phonics.</p> <p>By the end of Year 2, 11/14 disadvantaged pupils met the national standard in Phonics.</p> <p>At the end of KS1, attainment improved in Reading and Writing, and though it was slightly less than the previous year in Maths, outcomes were still higher than the national average.</p> <p>At the end of KS1, the proportion of disadvantaged pupils attaining the expected standard or better in reading, writing</p>	<p>inaccuracies, which has been acknowledged by the local authority and the governing body. Therefore, the progress data of all pupils is not necessarily reflective of their progress across the key stage, as supported by other data.</p> <p>However, all strategies were implemented. It is felt that gradually, these strategies, if continued and with additional focus, will narrow future gaps and support the attainment and progress of the PP pupils.</p> <p>Many of our PP pupils do have external barriers to learning which will be a key focus for the academy during next year, looking at how we can address any areas and support pupils/parents additionally.</p> <p>Linked to the above, we will look at further ways to support the PP pupils with additional needs, through internal and external support. Increasingly, we find that external barriers to learning have a detrimental impact on academic achievement.</p>	
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		<p>and mathematics is lower than the proportion of non-disadvantaged pupils and is reversal on last year.</p> <p>At the end of KS2, attainment improved in all areas – Reading, Writing, Maths and Grammar; and those achieving the expected national standard in Reading, Writing and Maths improved by 7%.</p> <p>In Reading the proportion of disadvantaged pupils attaining the expected standard is below that of others, though the gap is narrower than last year's national figure.</p> <p>In Writing the proportion of disadvantaged pupils attaining the expected standard is below that of others, though higher than the figure for the previous year and slightly closer to the national figure of 2016.</p> <p>In Mathematics, the proportion of disadvantaged pupils attaining the expected standard is below that of others, though higher than the figure for the previous year and slightly closer to the national figure of 2016.</p> <p>In Grammar the proportion of disadvantaged pupils attaining the expected standard is below that of others, though higher than the previous year; the gap is narrower than the previous year and narrower than the national figure for 2016.</p>		
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in	External training was attended by a senior member of staff focusing on engaging and inspiring pupil premium children.	A full range of strategies were employed, following the attendance by a member of SLT on a training course, aiming to engage pupil premium children. This included an intervention group for targeted children using practical resources, such as Lego, to design and produce a football	We have decided not to continue with some of the interventions we put in place. For example, it was felt that some of those	£20,825.00

<p>line with non-disadvantaged pupils.</p> <p>The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard in Year 1 Phonics has narrowed.</p> <p>The progress rates of disadvantaged pupils at the end of KS2 are closer in line with non-disadvantaged pupils.</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing, maths and SPAG is closer in line to non-disadvantaged.</p>	<p>Maintain additional support staff to provide support to disadvantaged pupils</p> <p>Train staff and purchase resources to provide support for disadvantaged pupils who have emotional and behavioural needs</p> <p>Offer 1:1 targeted support to Y6 disadvantaged pupils through the mentoring programme</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p> <p>Provide a wide range of intervention programmes to support pupils with their learning.</p> <p>Test children using GL assessment diagnostic tests to identify gaps in knowledge and understanding, in conjunction with the academy's internal assessment and tracking system.</p> <p>Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics.</p>	<p>stadium; linked to this was liaison with the local football team, Grimsby Town, where the children went to the ground to discuss and show professionals their plans.</p> <p>A full range of intervention sessions were put in place throughout the year, led by teaching staff and support staff. These included one to one sessions and small group sessions.</p> <p>A mentoring system was in place to support vulnerable pupils e.g. 29 Year 6 pupils had an individual mentor, including virtually all of the pupil premium children, offering advice and academic and emotional support. This included liaising closely with parents and working with parents during regular pupil/parental SATs workshops.</p> <p>GL Assessments were purchased and gaps identified, in conjunction with the academy's internal assessment and tracking system and gaps identified; appropriate interventions put in place.</p> <p>Booster groups and intervention strategies supported targeted pupils and, in the majority of cases, helped to improve their academic performance.</p> <p>Easter revision sessions were very well attended.</p>	<p>targeted for some programmes e.g. the lego project, did not gain any great benefit. This could be due to other factors but we felt other programmes would be more beneficial.</p> <p>We will continue to offer a wide range of intervention strategies for groups and individuals. We do find these to be very useful and beneficial.</p> <p>We will continue to develop ways to track these pupils.</p> <p>One area for development for next year is to look at a wider programme of intervention tools and resources to ensure those receiving additional guidance are getting the most benefit from extra time and input.</p> <p>The additional sessions for year 6 e.g. weekly parental workshops and Easter classes will continue as these are very useful.</p>	
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	Easter holiday booster group sessions in Mathematics and English			
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>The self-awareness and confidence of disadvantaged pupils has improved.</p> <p>Their self-esteem has improved.</p> <p>This in turn supports them with their academic knowledge and skills and ultimately, improves outcomes for all pupils.</p>	<p>Subsidise all educational visits to ensure disadvantaged pupils have been offered the same opportunities as the other children.</p> <p>Provide free music tuition to engage and motivate disadvantaged pupils.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, in order to motivate children to learn.</p> <p>Provide a wide range of after school clubs free of charge in order to give disadvantaged children the opportunity to try different sports.</p> <p>Use the EVC to actively engage and encourage pupils</p>	<p>Children, for whom the school receives pupil premium, leave the academy with ambitions and aspirations not dissimilar to those of their peers.</p> <p>Opportunities for visits and visitors have inspired and motivated pupils to learn. These were subsidised by the academy. The wider curriculum offering, funded through the pupil premium, provides experiences that nurture interests and talents. For example, the children's author, Abi Elphinstone was invited to the school to deliver workshops which proved incredibly inspiring for the children; a theatre company performed, 'The Friendly Giant' which again led to some wonderful work, and importantly, helped to engage and enthuse the children.</p> <p>Other speakers included a WWII veteran who worked with the year 5 children which led to various projects, including a significant input to the BBC's national listening project. Also linked to this, was the recruitment of a local radio broadcaster who produced radio broadcast of the children. Each activity providing essential emotional development for all pupils, including the pupil premium pupils.</p> <p>The enrichment programme, including extra-curricular activities continued to increase with a very full and wide-ranging variety of clubs on offer to all pupils, with no charge e.g. Horrible Histories Club; Boys' Team-building club; chess</p>	<p>This approach will continue. We do feel that, for our pupils, these is a key area. Raising aspirations and confidence and boosting self-esteem is a very important area for the development of our pupils.</p> <p>Enrichment opportunities have increased in scope and variety over the last few years and this will continue.</p> <p>It was very useful to track those PP pupils attending and participating in enrichment opportunities, which will continue.</p> <p>We will strive to provide even greater opportunities for targeted pupils.</p> <p>One area that was not as successful was the use of the Vle, despite attempts to</p>	£29,146.00

	<p>to participate in enrichment activities.</p> <p>Provide enrichment opportunities to ensure disadvantaged have high aspirations and can achieve in different fields.</p> <p>Visits and visitors are being used to promote aspiration and to motivate learning by broadening horizons.</p> <p>Specialist teachers in French and music are used to promote positive attitudes and aspiration.</p> <p>VIE provides all pupils with free access to on-line books at home.</p>	<p>club; Science club; Book Club; choir; and a full range of sporting clubs throughout the year.</p> <p>Sport has continued to be a key focus – the EVC has targeted and tracked pupil premium to engage in enrichment activities and has encouraged participation in sporting events, both internal and external.</p> <p>As a result, 91% of all pupil premium children engaging in an enrichment activity and 69% participating in sporting enrichment. This has had massive benefits for individual children.</p> <p>All educational visits were subsidised for all pupil premium children.</p> <p>Free music tuition was made available to all pupil premium children.</p> <p>Attitudes to learning continue to be very good.</p>	<p>urge use at home by pupils. Therefore, this will be an area for focus next year with a fresh approach needed.</p>	
<p>Attendance is closer to national and the gap between disadvantaged and non-disadvantaged pupils is narrowed.</p>	<p>Track attendance of disadvantaged children daily.</p> <p>Absences of disadvantaged children are challenged where appropriate, including the use of EWO.</p> <p>Incentives are introduced for good attendance.</p> <p>Termly rewards for 100% attendance.</p> <p>Link improved attendance to teaching assistant's</p>	<p>Attendance of disadvantaged pupils was lower than non-disadvantaged pupils but will continue to be a key focus for the Principal, Attendance Officer and EWO on a daily basis.</p> <p>There was an increase in the range and scope of positive rewards and incentives for good incentives, including weekly prizes, as well as termly prizes.</p> <p>Teaching assistants monitored and encouraged good attendance through strategies linked to their performance management targets.</p> <p>Attendance of pupil premium children was tracked on a daily basis and suitable strategies implemented where necessary.</p>	<p>We will be continuing with this aspect as a key area of focus. Though attendance of PP pupils was lower than other pupils, we do feel that we implemented a wider range of strategies and did everything we could to improve this area.</p> <p>Greater positive incentives were put in place.</p> <p>Liaison took place on a daily basis with the EWO.</p>	

	<p>performance management targets.</p>		<p>TAs employed a wide range of strategies with their classes to encourage good attendance.</p> <p>The AO and EWO targeted and dealt with any issues regarding attendance for PP pupils.</p> <p>One area for greater focus next year will be to improve punctuality.</p> <p>The Principal will also endeavour to improve awareness of the impact of lost educational time through unauthorised term time holidays.</p>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)