



Ravensbury Community School Pupil Premium Strategy Statement



At Ravensbury Community School we have high aspirations and ambitions for our pupils and we believe that all of our pupils are given every chance to succeed and reach their full potential. Pupil Premium was introduced in April 2011 with the aim of narrowing the attainment gap between pupils eligible for free school meals (FSM) and those who are not by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It also includes Looked After Pupils and Services Pupils.

1. Summary information					
School	Ravensbury Community School				
Academic Year	2018-2019	Total PP budget for financial year	280,000.23	Date of most recent PP Review	N/A
Total number of pupils	404	Number of pupils eligible for PP for financial year	224	Date for next internal review of this strategy	January 2019

2. Current attainment 2017 Outcomes			
	<i>Pupil premium</i>	<i>Non-pupil Premium (other)</i>	<i>Pupils not eligible for PP (national average other)</i>
EYFS			
% achieving a good level of development (GLD)	52%	72%	71% (all pupils)
Year 1 Phonics			
% meeting the expected standard	93%	90%	83%
KS1			
% achieving age related expectations (ARE) or above in reading	76%	88%	75%
% achieving age related expectations (ARE) or above in writing	80%	88%	70%
% achieving age related expectations (ARE) or above in maths	84%	91%	76%
KS2			
% achieving age related expectations (ARE) or above in reading, writing and maths	29/35 83%	14/17 82%	64%
% achieving age related expectations (ARE) or above in reading	29/35 83%	14/17 82%	75%

% achieving age related expectations (ARE) or above in writing	29/35 83%	14/17 82%	78%
% achieving age related expectations (ARE) or above in maths	29/35 83%	13/17 76%	76%

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

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

A.	On entry to school pupils have low levels of speech and language and poor basic skills.
B.	Many pupils are affected by high levels of social, emotional and mental health issues which have a significant impact on learning and wellbeing.
C.	A number of pupils eligible for pupil premium have additional needs EAL and SEND
D.	Many pupils eligible for pupil premium who are in the lower prior attainment group at KS1 make slow progress.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Many pupils lack 'life experience' and have not visited places outside of school which stimulate creative and imagination skills, because of additional costs
F.	Parental engagement with the school; completion of homework and reading. Parents do not always know how to help their child learn at home.
G.	Attendance and punctuality; holidays taken during term time and punctuality mean children are vulnerable and missing vital learning.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress in language acquisition for those new to school. Access to QFT. To increase the percentage of pupils achieving GLD at the end of EYFS.	Early identification of pupils with speech and language needs. Pupils will access SALT, specialist language groups and additional intervention to accelerate progress and remove barriers to learning. Attainment and progress will be monitored at pupil progress meetings and demonstrate accelerated progress. By end of EYFS pupils have made accelerated progress and are working at the expected standard in the prime and specific areas. The increase the percentage of pupils working at ARE in CL by the end of EYFS, narrowing the gap between school and national figures.
B.	To lessen and /or remove social / emotional barriers to learning for some pupils to ensure that they engage fully in learning and to provide opportunities through	A range of targeted therapeutic approaches including play therapy, drama therapy and gardening and group work will

	<p>relational work to improve self esteem and manage own choices around behaviour. All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs). Pupils will make at least expected progress relative to their starting point.</p>	<p>be in available for targeted vulnerable pupils. This will increase the wellbeing and engagement of all pupils creating a purposeful learning environment. SDQ; total SDQ score and pro social score will go up. Number of recidivists in the behaviour log will reduce.</p>
C.	<p>All pupils eligible for pupil premium with additional needs; EAL/SEND will make at least expected progress, relative to their starting points, in reading, writing and mathematics. Access to QFT.</p>	<p>EAL and SEND data shows all pupils make at least expected progress relative to their starting points. Quality first teaching and an inclusive approach will help reduce barriers to learning. All pupils who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Pupils with EAL will access specialist teaching and learning support in order to remove barriers to learning. The progress of these pupils will be monitored at pupil progress meetings. Parents with EAL have more opportunities to develop their own language acquisition/skills.</p>
D.	<p>To accelerate the progress of pupils in reading, writing and maths who are in the low prior attainment group at the end of key stage 1.</p>	<p>To reduce the minus progress scores in reading, writing and maths to bring it closer to zero. 2018 progress score reading -6.27, writing -6.63, maths -3.56. Access to QFT and targeted intervention focussing on securing basic skills.</p>
E.	<p>All pupils who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Pupils will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. Pupils will experience residential trips, educational visits and visitors. There will be a focus on providing a wide range of extra-curricular activities and funding will be provided. All of the pupils will learn an instrument in Year 4. Pupils will demonstrate improved learning behaviours; independence, resilience, try new things, creativity, perseverance. The majority of pupils will reach at least ARE.</p>
F.	<p>To support the accelerated progress of those pupils not on track to reach EOY targets by improving Home Learning opportunities and extending school hours opportunities.</p>	<p>Pupils have access to a range of home learning opportunities and extended school learning opportunities; IXL, holiday clubs, homework clubs. Parents will have a better understating on how to help their children at home.</p>

		The majority of pupils eligible for pupils will reach achieve at lease the expected standard in reading, writing, maths, GVP and combined. Increased opportunities for parents to develop own skills to support their child’s learning.
G.	Attendance and punctuality of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. Celebrate good and outstanding attendance and good punctuality.	Attendance and punctuality is at least in-line with other pupils in school and nationally. Pupils/groups identified as a cause for concern will be monitored closely and intervention/action put in place to remove barrier to learning. Families work closely with the PSA.

5. Planned expenditure						
Academic year	2018-2019					
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?	Cost
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Parent support advisor	Many parents need additional support in dealing with a range of issues which include self-esteem, literacy skills, dealing with debt, housing issues, establishing routines and setting boundaries.	Meet every two weeks with PSA to review families receiving support and monitor the impact of support.	MH	Review every half term	£12,804.00 £1625.41 £1750.00
To ensure attendance and punctuality are at least in line with National figures.	Parent support advisor Celebrate good and outstanding attendance.	Targeted work with families has improved attendance and punctuality where attendance is below 90%. Targeted work will reduce the % of children arriving late for school.	Track and monitor pupil attendance every three weeks. Meet with the parents of pupils whose attendance is below 90%. Meet with parents of pupils who are persistently late for school.	MH	Review every half term	
Early identification and intervention of pupils with SALT difficulties.	Employ SALT 1 day a fortnight.	Long waiting list for NHS SALT input.	Monitoring of learning outcomes. Half termly review with SALT	JW	Ongoing. At the end of each block of intervention	£6,080.00
To accelerate the acquisition of language Year 1 and Reception	Deployment of teaching assistant to undertake delivery of language programmes	TA deliver language groups and support implementation of 1 to 1 SALT programmes.	Monitoring of learning outcomes. Half termly review with SALT	LT	Review at the end of the 6 week programme.	£12,149.92

To improve pupil mental health and wellbeing of all children with a particular prioritisation of pupil premium children	Play Therapist 1 day a week Drama Therapist 1 day a week (New 2018) Gardener 1 day a week Autumn 1, Spring 2 and Summer term Support for staff, training on reflective language and attachment.	This approach has led to improved confidence of staff and strengthened their capacity to deal with individual pupils' presenting with additional pastoral needs. Also allows pupils and families to access therapeutic intervention	Half termly review of therapeutic interventions. End of year outcomes. Analysis of SDQ scores	JW	Review every half term at Pastoral intervention meeting.	£12,160.00 £3,907.44 £12,920.00
Raised attainment and progress in Year 6 in reading, writing, maths and GPS	Employ an additional teacher to work mornings to support English and maths. Reduce class sizes	Continue to close within school attainment and progress gaps between identified groups through employment of an additional full time teacher in Year 6 to reduce class size	End of year outcomes; monitoring at pupil progress meetings 4 times a year Review of pupil progress after each assessment point.	MH	Review achievement every half term,	£30,060.66
Maintained attainment and progress in Year 2 and 6 in reading, writing, maths and GPS and combined	Employment of a 2 x TA 2 to support teaching and learning through Key Stage 1 and 2	To maintain the school's outcomes in core subjects in line with/ above average at 5, 7 and 11)	End of year outcomes; monitoring at pupil progress meetings 4 times a year	MH	Review achievement termly. Observe TA performance 3 times a year.	£19,688.50 £16,316.58
To raise attainment and accelerate the learning of those pupils entitled to PPG through the improvement of opportunities for Home Learning	Access to online maths programme; IXL Access to online reading programme; Lexia Access to Active learn	Pupils can access learning at home and can practice skills independently. This also helps supports parent involvement; opportunities for them to help at home.	End of year outcomes; monitoring at pupil progress meetings 4 times a year	MH/LT	Review achievement every half term	£1,800.00

Raised attainment in writing across the school; focus on spelling	Explicit teaching of No Nonsense spelling for raised attainment in writing. (New 2018)	Research shows that daily teaching of spelling rules and patterns has an impact of pupils' ability to spell words.	End of year outcomes; monitoring of GPS at pupil progress meetings 4 times a year	JT/EH	Review achievement every half term	£225
Total budgeted cost					£131,487.51	
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets in English.	1 to 1 intervention (New 2018)	Additional hours Appointment of an interventions teacher 2 days a week to support year 6 one to one provision in reading, writing, maths and GPS. (Teacher to work an additional 1 ¼ hours, 3 days a week Nov 18 to SATs May 2019)	End of year outcomes; monitoring at pupil progress meetings 4 times a year.	MH	Review achievement after each assessment point.	£2,126.76
Improve attainment and progress of pupils in lower KS2 in maths.	1 to 1 intervention (New 2018)	Additional teacher to work 2 ½ days a week to deliver targeted interventions in lower KS2.	End of year outcomes; monitoring at pupil progress meetings 4 times a year.	MH	Review achievement after each assessment point.	£24,444.00
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets in maths.	14 weeks 1 to 1 on line tuition for Y6 pupils (New 2017)	10 pupils to access Third space learning SATs booster 1 hour each week. In a 2016 trial with Rising Stars, pupils who had weekly interventions from Third Space Learning tutors made 7 months' progress over 14 weeks.	Monitor learning outcomes. Analysis of weekly reports.	MH	Review achievement after each assessment point	£570 for TA £5,070.00

To accelerate the progress of EAL pupils	Group language session focus on pre tutoring of vocabulary and language acquisition.	EAL full time teacher to work with identified children to raise attainment across the school has shown pupils make accelerated progress. (End of year outcomes; termly monitoring. Monitor learning outcomes at pupil progress meetings 4 times a year	SH	Provision will be mapped termly on a provision map	£44,446.00
To ensure appropriate provision is in place to support the attainment and progress of vulnerable pupils and pupils with SEND.	SENDCO out of class every morning to monitor the provision for SEND pupils. SLA with Catalyst Educational psychology.	Early identification of SEND and effective targeted intervention will ensure that pupils meet their EOY target.	Analysis of termly assessment data and monitoring of one page profiles. To ensure provision is appropriate.	JW	Review half termly.	£23042.50 £5,390.00
To secure achievement of pupils in external tests; phonics, end of KS1 and end of KS2.	Holiday schools for identified pupils. Employment of good/outstanding teachers to provide targeted support based on gap analysis and as specified in the Holiday School/After school booster Intervention Plans Y6, Y2 and Y1 Holiday school –Easter 2019	Teachers who work in the school know the children really well; they know the gaps in children's learning. Children can access small group targeted support.	End of year outcomes; monitoring at pupil progress meetings 4 times a year	MH/LT	Review achievement after each assessment point	£1545.00
To provide support for pupils with SPLD	2x pupils to access specialist support (New 2018)	Specialist support provided through SALT SLA. TA to deliver programme.	Half termly reviews with NHS SALT	JW		£2,231.00
Total budgeted cost					£108,865.26	
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement	Cost

					ation?	
To provide children with healthy snack at break time to reduce any barriers to learning resulting from hunger	Provision of playtime fruit	Children should eat at least five portions of fruit and vegetables every day to remain healthy. But research shows that on average children in England eat only about three portions, with many eating fewer	Pupils have access to a range of fresh fruit.	MH	Review half termly	£4,750.00
To provide support for vulnerable pupils at risk of permanent exclusion	Pupils to access a preventative place at Bridgelea Pru. (New 2017)	Access to specialist outreach support to meet the needs of pupils and reduce the possibility of permanent exclusion.	Monitor learning outcomes	MH/ JW	Review every half term.	£7,150.00 per term
Enhanced curriculum opportunities.	Development of teaching skills in art through the employment of a specialist art teacher 1 day per week Development of teaching skills in music through employment of a specialist music teacher 1 day per week	Many pupils have limited experiences outside of school which results in little understanding of the world around them. Some pupils struggle in communicating through written forms so art and music allow pupils to communicate feelings through different medium. SLA from music service (steel pans teacher)	Displays around the school show evidence of improved art work Children demonstrate improved confidence to perform.	MH	Review termly	£7,980.00 £8,734.00
Ensure all pupils have access to a range of stimulating life experiences that enrich their learning and development.	Cost of class trips subsidised Residential trip subsidised Access to a range of after school clubs (Lego club-New 2018)	Many pupils enter Nursery with low basic skills. All year groups show a lack of experiences and understanding of the world around them. Experience has shown us that children are really motivated by trips and cite them as memorable learning experiences during the year. They also produce outcomes which are enhanced in content and creativity as a result of these visits.	End of year outcomes; monitoring at pupil progress meetings 4 times a year	MH	Review every half term	£14,000.00 £319.20
Ensure pupils with	Employ a TA to support	Class TA was unable to carry out duties	End of year outcomes; monitoring	MH/J	Review every	£17,771.00

medical needs make at least expected progress.	pupils with medical needs (New 2018)	because children with medical needs needed support so an additional TA has been employed to support these needs.	at pupil progress meetings 4 times a year. Review of impact of support.	W	half term	
Total budgeted cost to allocate					£0	
Total Targeted Spend 2018-2019					£301,056.97	

6. Review of expenditure -Pupil Premium Plan for 2017-2018

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
<p>Accelerated progress in language acquisition for those new to school. Access to QFT. To increase the percentage of pupils achieving GLD at the end of EYFS.</p>	<p>Parent support advisor Employ SALT 1 day a fortnight. Deployment of a teaching assistant to deliver language programmes.</p>	<p>Pupils with speech and language needs have been identified early and programmes were put in place to address these needs. Pupils have had access to SALT, specialist language groups and additional intervention to accelerate progress and remove barriers to learning. Attainment and progress of pupils was monitored at termly pupil progress meetings and have demonstrated accelerated progress. 81% working at or above the expected standard in CLL. 5% working above the expected standard. By end of EYFS pupils had made accelerated progress relative to their starting points and are working at the expected standard in the prime and specific areas.72% working at or above the expected standard in the prime early learning goals and the specific early learning goals. 72% achieved GLD which is inline with national figures. Two children have had access to specialist SPLD, intervention focussing on processing and understanding of language which has enabled both pupils to meet end of year targets in English and maths and one to pass the phonics screening test.</p>	<p>Continue with this approach to support pupils with SALT needs and to target pupils for early language acquisition intervention.</p>

<p>To lessen and /or remove social / emotional barriers to learning for some pupils to ensure that they engage fully in learning and to provide opportunities through relational work to improve self esteem and manage own choices around behaviour. All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs). Pupils will make at least expected progress relative to their starting point.</p>	<p>Play Therapist 1 day a week Drama Therapist 1 day a week Gardener 1 day a week Autumn 1, Spring 2 and Summer term Training for new staff; reflective language, attachment, trauma. Provision of playtime fruit</p>	<p>All pupils eligible for pupil premium settled quickly and felt safe and secure in school. Needs were identified at the half termly pastoral meetings and intervention put in place for these pupils. Their emotional needs were met and they were happy and ready to engage and learn. Half termly monitoring measured the impact of these interventions to ensure they were having a positive impact. The impact of interventions had a positive impact on progress and attainment which can be seen in improvements in the pupils SDQ scores. A range of targeted therapeutic approaches including play therapy, drama therapy and gardening and group work were offered to identified pupils. This increased the wellbeing and engagement of all pupils creating a purposeful learning environment. Children had basic needs met and had access to fruit at break times. Introduction of peer mediators at lunchtime deal with low level incidents on the playground which have reduced the number of incidents.</p>	<p>Continue with this approach to support pupils, families and staff to have their emotional needs met.</p>
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<p>All pupils eligible for pupil premium with additional needs; EAL/SEND will make at least expected progress, relative to their starting points, in reading, writing and mathematics. Access to QFT.</p>	<p>Employment of a 2 x TA 2 to support teaching and learning through Key Stage 1 and 2 Group language session focus on pre tutoring of vocabulary and language acquisition 2x pupils to access specialist support Pupil to access a preventative place at Bridgelea Pru. Employ a TA to support pupils with medical needs SENDCO out of class part time to support and monitor the provision for vulnerable pupils. SLA with catalyst education to support school to meet the needs of vulnerable pupils.</p>	<p>EAL and SEND data shows all pupils make at least expected progress relative to their starting points. Internal data shows that all SEN pupils except Y4 reading, Y4 maths and Y3 writing make at least expected progress in reading, writing and maths. Internal data shows that all EAL pupils make at least expected progress in reading, writing and maths, with the exception of Y4 in reading. Quality first teaching and an inclusive approach has helped reduce barriers to learning. All pupils who were at risk of not making expected progress were discussed at pupil progress meetings and individual strategies were put in place to enhance learning, these were planned in conjunction with the SENCO. EAL pupils accessed specialist teaching and learning support in order to remove barriers to learning.. The progress of these pupils was monitored at pupil progress meetings and further intervention put in place if needed. Parents with EAL had opportunities to develop their own language acquisition/skills.</p> <p>EOKS2 data – progress scores, national in brackets</p> <table border="1" data-bbox="936 778 1518 954"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>5.7 (0.03)</td> <td>4.6 (0.03)</td> <td>5.6 (0.03)</td> </tr> <tr> <td>SEN</td> <td>0.9 (0.03)</td> <td>2.8 (0.03)</td> <td>0.5 (0.03)</td> </tr> </tbody> </table> <p>Preventative placement worked well and avoided the pupil being permanently excluded from school, this continued whilst statutory assessment was undertaken. There were no permanent exclusions in 2018-2019. There was a 50% reduction in the number of FTE in 2018-2019 compared to 2016-2017. All classes have a TA to support pupils learning needs.</p>		Reading	Writing	Maths	EAL	5.7 (0.03)	4.6 (0.03)	5.6 (0.03)	SEN	0.9 (0.03)	2.8 (0.03)	0.5 (0.03)	<p>Continue with this approach to ensure that the needs of EAL and SEND pupils are met.</p> <p>TA employed to meet the medical needs of pupils was effective during 2018-2019 but is now no longer needed; this approach will not continue.</p>
	Reading	Writing	Maths												
EAL	5.7 (0.03)	4.6 (0.03)	5.6 (0.03)												
SEN	0.9 (0.03)	2.8 (0.03)	0.5 (0.03)												

<p>To accelerate the progress of pupils in reading, writing and maths who are in the low prior attainment group at the end of key stage 1.</p>	<p>Employ an additional teacher to work mornings to support English and maths. Reduce class sizes Explicit teaching of Nonsense spelling for raised attainment in writing. 14 weeks 1 to 1 on line tuition for Y6 pupils</p>	<p>Pupils had access to QFT in reduced class sizes to increase pace of learning. Low prior attainment groups progress scores have all improved and are closer to zero -0.12 (-3.56) in maths, 0.15 (6.27) in reading and 3.11(3.56) in writing. 2018 figures in brackets. 9/10 pupils who accessed 1 to 1 online maths tuition achieved the expected standard, 1 pupil who didn't missed the expected standard by 1 mark. LAP pupils in Y1, Y2 and Y6 make better than expected progress in writing.</p>	<p>Continue with this approach to ensure that pupils eligible for pupil premium make at least expected progress relative to their starting point.</p>
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<p>All pupils who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Development of teaching skills in art through the employment of a specialist art teacher 1 day per week Development of teaching skills in music through employment of a specialist music teacher 1 day per week Cost of class trips subsidised Residential trip subsidised</p>	<p>Pupils had access to a wide range of enrichment opportunities to enhance aspiration and raise expectations. Pupils experienced a number of residential trips, educational visits and visitors. Pupils have had access to enrichment opportunities which were subsidised through the pupil premium grant; Educational Visits Reception- Blue Planet Aquarium, Punch and Judy and MCFC Y1-Manchester airport visit and Blackpool Zoo visit Y2- Chester Zoo visit, Zion arts centre, Chinese workshop Y3- Hindu Temple visit, St Cross Church visit, Roman Soldier visitor, visit to Chester Y4-Viking day visitor, Castleton visit, Water Aid visitor, Mayan workshop, Ordsall Hall Y5-Space exhibition, Quarry Bank Mill visit, Greek workshop Y6- Residential visit to Ghyll Head, Imperial War Museum visit, Stockport Air Raid Shelters visit, Blackpool Zoo visit, Manchester museum, Scotsmans flash outdoor centre.</p> <p>There was a focus on providing a wide range of extra-curricular activities which were fully funded. All pupils in Year 4 learned to play an instrument. Out of hours learning opportunities; choir, samba, steel pans, football, dodgeball, Lego club. Pupils demonstrated improved learning behaviours; independence, resilience, try new things, creativity, perseverance through the enrichment opportunities on offer to them</p>	<p>Continue with this approach subsidising educational visits and clubs to improve life experience.</p>
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<p>To support the accelerated progress of those pupils not on track to reach EOY targets by improving Home Learning opportunities and extending school hours opportunities.</p>	<p>Access to online maths programme; IXL Access to online reading programme; Lexia Access to Active learn</p> <p>Holiday schools for identified pupils. Employment of good/outstanding teachers to provide targeted support based on gap analysis and as specified in the Holiday School/After school booster Intervention Plans Y6, Y2 and Y1 Holiday school –Easter 2019</p>	<p>Pupils had access to a range of home learning opportunities and extended school learning opportunities; IXL, holiday clubs, homework clubs supported learning. The vast majority of pupils eligible for PP achieved at least the expected standard in reading, writing, maths and combined. Attainment in GPS improved to 87% which was 9% above national figures. There were increased opportunities for parents to develop their own skills to support their child’s learning through the attendance at curriculum workshops.</p> <p>Key performance indicator data for all pupils.</p> <table border="1" data-bbox="936 499 1545 699"> <thead> <tr> <th>EYFS Data</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td colspan="2">72%</td> <td colspan="2">72%</td> </tr> <tr> <td>PSE-Combined</td> <td colspan="2">74%</td> <td colspan="2">79%</td> </tr> <tr> <td>CLL-Combined</td> <td colspan="2">76%</td> <td colspan="2">81%</td> </tr> </tbody> </table> <table border="1" data-bbox="936 722 1545 909"> <thead> <tr> <th rowspan="2">KS1 Data</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>Exp</th> <th>Above</th> <th>Exp</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85%</td> <td>29%</td> <td>84%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>24%</td> <td>72%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>86%</td> <td>27%</td> <td>80%</td> <td>25%</td> </tr> </tbody> </table> <table border="1" data-bbox="936 933 1545 1165"> <thead> <tr> <th rowspan="2">KS2 Data</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>Exp</th> <th>Above</th> <th>Exp</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Eng and Ma Combined</td> <td>72%</td> <td>19%</td> <td>80%</td> <td>22%</td> </tr> <tr> <td>Reading</td> <td>81%</td> <td>36%</td> <td>84%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>25%</td> <td>82%</td> <td>29%</td> </tr> <tr> <td>Maths</td> <td>79%</td> <td>25%</td> <td>87%</td> <td>38%</td> </tr> </tbody> </table> <p>Specific reasons have been identified for pupils who did not make at least expected progress. In school data shows that pupils eligible for pupil premium make at least expected progress in reading, writing and maths.</p>	EYFS Data	2018		2019		GLD	72%		72%		PSE-Combined	74%		79%		CLL-Combined	76%		81%		KS1 Data	2018		2019		Exp	Above	Exp	Above	Reading	85%	29%	84%	28%	Writing	80%	24%	72%	18%	Maths	86%	27%	80%	25%	KS2 Data	2018		2019		Exp	Above	Exp	Above	Eng and Ma Combined	72%	19%	80%	22%	Reading	81%	36%	84%	44%	Writing	81%	25%	82%	29%	Maths	79%	25%	87%	38%	<p>Continue to provide extended school hours opportunities to ensure pupils meet their EOY targets. Continue to fully fund online programmes to support home learning.</p>
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<p>Attendance and punctuality of pupils in receipt of PPG is monitored and in-line with other pupils in school and nationally. Celebrate good and outstanding attendance and good punctuality.</p>	<p>Parent support advisor Celebrate good and outstanding attendance. Attendance support from One education.</p>	<p>PSA worked with targeted families to improve attendance and punctuality. Attendance and punctuality is at broadly in-line with other pupils in school and nationally. Pupils at risk of 10% PA is slowly falling. There are still a significant number of pupils who take holidays during term time. School have bought in support from One Education to review school attendance policy and work with identified families. Pupils/groups identified as a cause for concern were monitored closely and intervention/action was put in place to remove barrier to learning.</p>	<p>Continue with this approach.</p>
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7. Additional detail

Key performance indicator data will be used to support the impact of this strategy.