

**Dean Bank Primary School**  
**Impact of Pupil Premium Strategy Statement**  
**2018 – 2019**

<b>Rationale</b>
<p>At Dean Bank Primary School we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.</p> <p>At Dean Bank Primary School we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:</p> <ul style="list-style-type: none"> <li>• Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed</li> <li>• Having an individualised approach to addressing barriers to learning at an early stage through early intervention</li> <li>• Focussing on high quality teaching and effective deployment of staff to support disadvantaged children</li> <li>• Make decisions based on detailed data analysis and responding to evidence</li> </ul>

<b>Reception – Year 6 Pupil Premium Funding</b>				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children ( PP+)	Number of Service Children
102	55	47	5	3

<b>Early Year Pupil Premium Funding ( Nursery )</b>				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget(Projected )
11	6	4	2	£19,557

Pupil Premium Summary Information				
Total Number of Pupils ( Inc. FTE )	174		Number of Pupils Eligible	102
Total Pupil Premium Budget	£117,482 (may increase due to pupil numbers )		% of Pupils Eligible	59%

	2018 - Outcomes														
	PP Pupils			Other			SCH GAP		PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	56	57	-1	91	74	+17	35								
Year 1 Phonics	77	70	+7	80	84	-4	-3								
<b>KS1</b>								<b>KS2</b>							
Expected Standard Reading	63	63	0	86	79	+7	-23	Expected Standard Reading	67	64	+3	86	80	+6	-19
Expected Standard Writing	56	56	0	86	74	+18	-30	Expected Standard Writing	67	68	-1	100	83	+17	-33
Expected Standard Maths	69	63	+6	86	79	+7	-17	Expected Standard Maths	58	64	-6	71	81	-10	-13
								Expected Standard GPS	75	67	+8	100	82	+18	-25
								Expected Standard R/W/M	50	51	-1	70	71	-1	-20

Pupil Premium Summary Information				
Total Number of Pupils ( Inc. FTE )	186		Number of Pupils Eligible	102
Total Pupil Premium Budget	£117,482 (End of year £130.00)		% of Pupils Eligible	65%

	2019 - Outcomes														
	PP Pupils			Other			SCH GAP		PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	50	56	-6	100	75	+25	-50								
Year 1 Phonics	57	71	-14	100	84	+16	-43								
<b>KS1</b>								<b>KS2</b>							
Expected Standard Reading	69	62	+7	50	78	-28	+19	Expected Standard Reading	72	62	+10	86	78	+8	-14
Expected Standard Writing	69	65	+4	50	73	-23	+19	Expected Standard Writing	83	68	+15	86	83	+3	-3
Expected Standard Maths	69	63	+6	60	79	-19	+9	Expected Standard Maths	89	68	+21	100	83	+17	-11
								Expected Standard GPS	89	68	+21	100	83	+17	-11
								Expected Standard R/W/M	72	51	+21	71	71	0	+1

Milestones in Pupil Attainment																			
Target % of children meeting attainment goals for 2018-19																			
		Reading						Writing						Maths					
		Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect	Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect	Ass. Milestone (ARE+)	Last Year - National	Autumn	Spring	Summer	E.O.Y Expect
				Emergent	Dev. +	Secure +	Target			Emergent	Dev. +	Secure +	Target			Emergent	Dev. +	Secure +	Target
EYFS	Target ARE+			50%	69%	88%	88%			50%	69%	88%	88%			50%	69%	88%	88%
	Target Exc ARE			6%	6%	6%	6%			6%	6%	6%	6%			6%	6%	6%	6%
	ARE+	13%	70%	50%	71%	78%		19%	70%	31%	53%	78%		25%	70%	43%	71%	78%	
	Exc. ARE	-	19%	-	-	11%		-	11%	-	-	-		-	15%	-	-	17%	
Y1	Target ARE+		89%	89%	89%	89%	89%		86%	86%	89%	89%	86%		89%	89%	89%	89%	89%
	Target Exc ARE		0%	0%	4%	7%	7%		0%	4%	7%	7%	7%		0%	4%	7%	7%	7%
	ARE+	89%		86%	70%	56%		86%		89%	74%	37%		89%		89%	93%	59%	
	G.D.	0%		0%	4%	0%		0%		7%	7%	0%		0%		4%	4%	4%	
Y2	Target ARE+	65%	41%	54%	68%	70%	70%	65%	41%	55%	68%	70%	70%	70%	46%	59%	73%	70%	70%
	Target ARE Exc	26%	5%	9%	14%	26%	26%	17%	0%	5%	9%	17%	17%	26%	14%	9%	18%	21%	18%
	ARE+	80%	76%	59%	63%	64%		90%	70%	64%	63%	64%		85%	76%	73%	67%	68%	
	G.D.	20%	26%	9%	21%	18%		20%	16%	5%	17%	14%		20%	22%	14%	21%	23%	
Y3	Target ARE+		70%	65%	70%	75%	75%		65%	65%	70%	65%	65%		74%	74%	74%	74%	74%
	Target ARE Exc		17%	9%	17%	21%	21%		9%	9%	9%	13%	13%		17%	17%	17%	17%	17%
	ARE+	70%		61%	65%	64%		65%		61%	43%	50%		74%		70%	61%	55%	
	G.D.	17%		17%	13%	14%		9%		0%	9%	14%		17%		13%	13%	18%	
Y4	Target ARE+		68%	68%	74%	68%	79%		63%	63%	74%	63%	79%		68%	68%	72%	68%	68%
	Target ARE Exc		8%	9%	9%	14%	14%		4%	4%	9%	4%	13%		20%	20%	20%	23%	24%
	ARE+	67%		65%	59%	55%		74%		70%	50%	50%		71%		61%	59%	59%	
	G.D.	21%		4%	5%	5%		14%		4%	0%	0%		21%		17%	18%	14%	
Y5	Target ARE+		63%	67%	67%	68%	68%		37%	52%	62%	64%	64%		68%	68%	71%	73%	73%
	Target Exc ARE		11%	11%	14%	18%	18%		0%	5%	14%	14%	14%		21%	21%	24%	23%	23%
	ARE+	72%		62%	59%	62%		80%		57%	55%	57%		76%		62%	64%	67%	
	G.D.	12%		10%	18%	14%		12%		10%	14%	10%		20%		19%	23%	29%	

Y6	Target ARE+	71%	54%	63%	68%	71%	71%	75%	50%	60%	72%	75%	75%	75%	63%	67%	72%	75%	75%
	Target Exc ARE	29%	21%	24%	28%	29%	29%	25%	13%	16%	24%	33%	33%	20%	21%	21%	24%	21%	21%
	ARE+	83%	75%	64%	71%	76%		74%	78%	64%	71%	84%		78%	76%	68%	75%	92%	
	G.D.	52%	28%	24%	25%	36%		26%	20%	24%	33%	28%		44%	24%	20%	21%	36%	

Early Years Pupil Premium Current Attainment		
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP (6)	Pupils Not Eligible For EYPP (5)
% achieving age expected levels on entry in Communication and Language	18	18
% achieving age expected levels on entry in Reading	27	27
% achieving age expected levels on entry in Writing	0	18
% achieving age expected levels on entry in Number	18	18
% achieving age expected levels on entry in Shape, Space & Measure	18	18

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Inconsistent phonics teaching, particularly for pupils entitled to PPG	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children
	B	Outcomes generally for pupils in receipt of PPG are not as strong as for other groups in all areas	To raise attainment in maths, writing and reading in line with peers
	C	Inconsistent teaching throughout the school – teaching of PP children is not matched to ability level (Teachers and TAs)	To improve consistency in teaching across the whole school
	D	Provision in EY	Provision in Early Years
	E	Lack of governor knowledge/challenge with regard to PP children	Governors upskilled in their understanding of data and therefore progress made by PP children
	F	Accuracy of assessment of PP children – need effective moderation of this including matching progress from previous Key Stage and ensuring like with like comparison	Assessment is accurate
External Barriers	G	Social and emotional well-being are barriers to learning (particularly for PP); this impacts on children's ability to engage and therefore has a detrimental effect on academic progress	To continue to nurture and support children to help to remove their barriers to learning
	H	Attendance (including persistent absence) is a problem with PP children and this impacts on learning	Children's attendance improves and they are no longer classed as persistently absent
	I	Parental engagement	To achieve greater parent engagement in the children's learning

**Pupil Premium Planned Expenditure**

<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Baseline Data</b>	<b>Autumn Evaluation</b>	<b>Spring Evaluation</b>	<b>Summer Evaluation</b>
<b>A.</b> To continue with the improvement in phonics	Continued focus on phonics, tracking well to ensure appropriate progress. Governor assigned to monitoring phonics so has a clear handle on impact of changes.	<b>EEF ~ Phonics ~ moderate impact for low cost ( extensive research )</b>  All staff are teaching phonics to a good level. Leadership has transferred to another member of staff so it's important to keep track of this.	Intervention £9441	% at each phase  Rec Ph1 ~ 19 Rec Ph 2 ~ 81 Y1 Ph2 ~ 18 Y1 Ph3 ~82 Y2 Ph3 ~10 Y2 Ph4 ~ 24 Y2 Ph5 ~67	% at each phase Aut 2  Rec Ph 2 ~ 50 Rec Ph 3 ~ 50 Y1 Ph2 ~ 32 Y1 Ph3 ~25 Y1 Ph4 ~ 42 Y2 Ph3 ~5 Y2 Ph4 ~ 5 Y2 Ph5 ~50 Y2 Ph6 ~ 40	% at each phase Spr 2  Rec Ph 2 ~ 18 Rec Ph 3 ~ 82 Y1 Ph3 ~ 15 Y1 Ph4 ~7 Y1 Ph5 ~ 78 Y2 Ph4 ~ 13 Y2 Ph5 ~25 Y2 Ph6 ~ 63	% at each phase Summer 2  Rec Ph 2 ~ 5 Rec Ph 3 ~ 47 Rec Ph 4~ 47 Y1 Ph3 ~ 19 Y1 Ph4 ~7 Y1 Ph5 ~ 48 Y1 Ph6 ~ 26 Y2 Ph5 ~18 Y2 Ph6 ~ 82
<b>B.</b> To raise attainment in maths, writing and reading in line with peers	Quality First Teaching  Targeted intervention across the school for Y2 (TA in M,T,W) and Y4,5 and 6 (Teacher M,T,W). Timetabled intervention targeted to specific groups	<b>EEF ~ Small group tuition ~ moderate impact for moderate cost (limited research )</b>  Ofsted inspection identified inconsistencies in teaching across the school.	Intervention from HLTAs (£20,200)  TA Sp&lang (£3,776)  Reading during Breakfast Club time (£3,254)	Rec 2018 19 PP Baseline  All Prime Areas 18% All Com&Lang 27% All PSED 45%  R 0% W 18% N 9% Sh&S 64%	Rec 2018 19 PP Autumn 2  All Prime Areas 27% All Com&Lang 27% All PSED 45%  R 45% W 27% N 27% Sh&S 45%	Rec 2018 19 PP Spring 2  All Prime Areas 50% All Com&Lang 58% All PSED 58%  R 58% W 42% N 58% Sh&S 55%	Rec 2018 19 PP Summer  All Prime Areas 50% All Com&Lang 60% All PSED 58%  R 60% W 60% N 60% Sh&S 60%
				Y1-Y6  Baseline taken from Summer 2017/18 End of year internal tracking.	Y1 ~ Y6 R PP children made progress in 50 % of classes  W PP children made progress in 83% of classes  M PP children made progress in 67% of classes	Y1 ~ Y6 R PP children made progress in 33 % of classes  W PP children made progress in 33% of classes  M PP children made progress in 50% of classes	Y1 ~Y6 R PP children made progress in 50 % of classes  W PP children made progress in 67% of classes  M PP children made progress in 50% of classes
<b>C.</b> To improve the consistency of teaching across the whole school.	Quality First Teaching This will be developed through a combination of staff training, coaching as well as monitoring visits (Lesson Observations and Learning Walks) with clear targets for improvement given and acted upon.	<b>Pupil Premium Update 2014 (OFSTED ) School set a clear vision with High Expectations</b>  Teaching was inconsistent across the school.	Intervention from HLTAs (£20,200)	67% of teaching is good or better based on agreed Criteria for Teaching & Learning	Following Support Plans and staff changes 89% of teaching is good or better following observations	Following Support Plans and staff changes 100% of teaching is good or better following observations	Following Support Plans and staff changes 89% of teaching is good or better following observations ( 1 member of staff continues to be inconsistent once data/book scrutiny and lesson observations are triangulated)

	Where staff require more support, this is implemented.						
<b>D.</b> Provision in Early Years	EDAs are supporting the school to develop a positive and constructive learning environment. They come in every two or three weeks and implement a new strategy and evaluate the progress of the strategy introduced on the previous visit.  EY lead post has been advertised as a new post to give this area the required lead it needs.	<b>EEF ~ Early Years Intervention (moderate income for very high cost based on extensive research)</b>  Following the inspection the county in discussion with the HT agreed that this was an area of significant need and therefore this intense approach was required. There are 3 staff who are benefiting from this support and will remain there next year and so this support is going to have an impact.	TA for nursery support ( £8,000)  Resources (£3000)	Continuous provision is not well thought out or organised efficiently. There is duplication and it is not clear what the children are supposed to do or learn in many areas. Staff lack an understanding of their role in managing the provision. Staff also do not understand the importance of interacting with the children in provision to model skills and support learning through play.	There are distinct areas of provision and many resources are labelled and clearly organised. Children access provision well and play is of good quality most of the time. All staff have specific areas of provision that they are responsible for. Staff interact with children in provision to support their play. Staff have a much better understanding of their role in moving children on during play and in helping to direct activities to support specific children. Provision still needs considerable improvement. Displays are needed to support learning. There is limited differentiation in provision. Some areas still need resources labelling.	Provision is well organised, labelled and tidy, but there is limited levels of challenge for the most able children. This is something that needs to be addressed going forwards. Displays are almost all hessian and are used to support, celebrate and encourage learning. They are well used by the children and staff have ownership of them and know what they are for. Outdoor provision remains an issue, but things are beginning to improve. The sheds have been painted which has lifted the whole place. This will be an area of focus this term.	Following OFSTED in May the EYFS department was cited as being GOOD and acknowledgement was made to the improvement within provision and teaching. The school secured funding for the Outside area from the LA and completed an audit in order to ensure purchases have the biggest impact on learning. An order was placed and resources will arrive at the beginning of term. The EYFS continues to be an area for development but now has a strong leader who is making a big difference to the children's learning.
<b>E</b> Governor Development in understanding, tracking and measuring impact of PP money.	Identify two Governors who will meet with SLT to understand and ensure the gap is diminishing between disadvantaged pupils and National  The two governors have been assigned the role of PP governors. They have completed the PP Governor training and are now	<b>Impact of Pupil Premium Report 2013 (OFSTED ) 2 pupil Premium Gvs are named and trained and challenge staff about PP Pupils with minutes reflecting this</b>  Committee minutes will evidence Gov commitment , training will highlight CPD development and skills audit will	Time allotted through Management Time (£3,500)	2 Governor appointed as PP lead	Governors have met with Staff and HT and reviewed data for PP pupils and evaluated the strategy.	Governors have used monitored the SDP to ensure that PP children are a main consideration as a vulnerable group and continue to challenge leaders regarding PP pupils and the progress they make.	Governors continue to play a vital role in school development and were praised in the recent OFSTED report for their leadership.  Although this will not be a main areas on the school Improvement plan for 19/20 Gvs will still be encouraged to develop through CPD and hold the school to account.

	meeting termly with the assessment co-ordinator looking specifically at the PP data. They have also attended meetings where work with PP children is discussed.	support knowledge gaps.					
<b>F.</b> Ensure accuracy of assessment.	With a focus on PP children select 3 children from each class on a half termly basis and moderate the assessment given and ensure appropriate challenge.	<b>Pupil Premium Report 2014 (OFSTED) Schools committed to 'closing the gap' have robust tracking systems ~ this includes accurate assessment and Pupil Progress Reviews</b>  Assessment has been inconsistent.	Management Time (£3,500)  Assessment TLR (£3,115)	Based from July Moderation. All staff agreed with End of Year Levels for children	Rec Y2 Y6  8 judgements were moderated within the cluster and all were agreed	In school moderations continues half termly focusing on all ability groups are identified. Cluster group moderation has validated school judgements. External LA moderation validated school judgements in writing and maths.	End of year moderations were completed and school continue to work with local clusters to ensure accuracy. School will now concentrate on developing a feedback policy that underpins the need for children to make at least good progress in core areas as well as foundation subjects.
<b>G.</b> To continue to nurture and support children to help to remove their barriers to learning	SLA for a School Counsellor - 6 sessions a week. PP are a focus for this. Resilience Project – training has taken place and is being implemented. PP are a focus for this. Breakfast Club is offered to all children and take up tends to be PP. The more vulnerable children are encouraged to attend. TAs to be used as a greater resource during Breakfast Club and at lunchtime – pastoral support.	<b>EEF ~ Social and emotional Learning (moderate impact for moderate cost based on extensive evidence)</b>  Children needing access to this specific support to help remove barriers to learning.  Developing children's resilience so that they are more pro-active learners and understand what is expected of an active learner.  To give a positive start to the day and	SEND Teacher (1 day each week ) (£8,500)  School Councillor ( £6,669 )  Community Engagement (£450)  OPAL ( £4,500 )  Breakfast Club (£4,157)  Staffing for breakfast (£3992 )	2017 – 18  152 detentions  Breakdown termly  Autumn 1 ~ 30 Autumn2 ~ 54  Spring 1 ~ 9 Spring 2 ~22  Summer 1 ~ 13 Summer 2 ~ 24  152 for the full year	2018 -19  Detentions Breakdown termly  Autumn 1 ~ 23 Autumn2 ~ 30	2018 -19  Detentions Breakdown termly  Autumn 1 ~ 23 Autumn2 ~ 30  Behaviour continues to improve in school and the incidents for detentions are for less serious incidents as expectations are higher  Spring 1 ~ 29 Spring 2 ~20  102 for Autumn & Spring	2018 -19  Detentions Breakdown termly  Autumn 1 ~ 30 Autumn2 ~ 30  Spring 1 ~ 29 Spring 2 ~20  Behaviour continues to improve in school and the incidents for detentions are for less serious incidents as expectations are higher  Summer 1 ~ 14 Summer 2 ~19  135 for the full year.



		ensure children have eaten something before starting their learning. TAs to be used as active listeners during BC as currently happens during lunchtime sessions. This will be further developed so that opportunities can be taken to hear children read, do basic skills work if they are ready for this.					OFSTED recognised that behaviour and welfare are a strength of the school.				
<p><b>H.</b> Children's attendance improves and they are no longer classed as persistently absent</p>	<p>Attendance Officer to work with all vulnerable PP families. Action Plan to be drawn up for each family. Monitor those children under 90% and identify early if causing concern. Termly school sessions inviting parents in to raise awareness of attendance. Continue to raise teachers' awareness of how they can encourage good attendance.</p> <p>Rewards are given to children and warning letters etc. are sent out. All families have to submit medical evidence when ill.</p>	<p><b>Pupil Premium Report 2013 ( OFSTED ) A PSA and Attendance Officer have been appointed from within the current staff.</b></p> <p>A % PP children are PA ( persistent Absence ) Parents can be difficult to engage and not recognise the importance of attendance.</p> <p>If there is more regular contact e.g. termly meeting with coffee to discuss attendance and celebrate successes this may have an impact.</p>	<p>PSA sessions (£4250 )</p> <p>Attendance Officer (£3227)</p> <p>Financial Rewards (£310)</p>								
				<p>PA % PP Y1-6</p>	Autumn	Spring	Summer				
				<p>16/17</p>	17.00 (17/100)	20.62 (20/97)	29.03 (public Health) (27/93)	15.96 (15/94)	14.98 (14/96)	16.85 (15/89)	19.07
				<p>17/18</p>	12.22 (11/90)	21.28 (20/94)	26.60 (25/94)	20.00 (19/95)	22.77 (23/101)	20.62 (20/97)	20.58
<p>18/19</p>	13.46 (14/104)	14.56 (15/103)	17.48 (18/103)	17.48 (18/103)	15.38 (16/104)	18.87 (20/106)	17.92				

<p>I. To achieve greater parent engagement in children's learning.</p>	<p>Gain parents' opinions through questionnaire.  Encourage parents to support more with reading and phonics by providing phonics workshops and 'reading together' opportunities.</p>	<p><b>EEF ~ Parental Engagement (moderate impact for moderate cost based on moderate research</b>  Children are not being heard read at home and phonics is not being reinforced.</p>	<p>PSA (£4250)</p>	<p>Open invitation to Coffee mornings and reminders on newsletter and notice board  5 parents attended during Autumn 1</p>	<p>12 parents attended during Autumn 2</p>	<p>The PSA now specifically invites parents in at a convenient time and supports them by telephone where appropriate.  17 more parents are being supported.  EYFS have begun Wednesday lunchtime sandwiches with invited parents to support learning in this area.</p>	<p>The role of the PSA continues to develop and engage and support families.  The Attendance Officer is also now using this member of staff to ensure that there are other opportunities to work and meet with families.</p>
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Budget Summary		
	Desired Outcome	Cost
A	To raise attainment in phonics – with a particular focus on Y1 and Y2 and PP children	£9,441
B	To raise attainment in maths, writing and reading in line with peers	£27,230
C	To improve consistency in teaching across the whole school	£20,200
D	Provision in Early Years	£11,000
E	Governors upskilled in their understanding of data and therefore progress made by PP children	£3,500
F	Assessment is accurate	£6,615
G	Children are supported to overcome barriers to learning through nurturing, counselling and a developed supportive curriculum.	£28,268

H	Attendance improves	£7,787
I	Parental engagement increases	£4,250
<b>Additional Spending</b>		
OPAL Resources		£5,000
Enhancement Activity (Gala Theatre )		£1,240
		<b>Total Budget Spent</b> £124,531

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Committee Members Will Haynes / Keith Brown / Denis Regan / P Northcott			
Pupil Premium Committee Meeting	Autumn: Evaluated by DR /KB/WH/PN December 2018	Spring: Evaluated by KB/DR/	Summer:
<p>Autumn Summary</p> <p>Governors have monitored teaching and learning and phonics. The committee have been pleased with the introduction of the new teaching and learning policy. They can see the impact of support and have strategically changed staffing to ensure all classes have a high standard of education.</p> <p>Phonics has continued to be monitored closely with challenge being directed regarding staff new to Year 1. Where progress has not been seen to be rapid governors have questioned the support and development needed to ensure appropriate progress is made.</p> <p>Governors have spent time discussing progress data for PP children and been pleased to see that in several classes that the gap is diminishing. Validated SATs results show that PP children are accessing a good level of teaching and making at least good progress.</p>			

Spring Summary

Governors have monitored the attendance of vulnerable families, including specific children and are pleased to see attendance rising and persistent absence falling. They commissioned a report from the LA and this substantiates school data.

Pupil Progress Reviews have been carried out and Governors have analysed and challenged the SLT to ensure Age Related Attainment and Progress continues to improve. They understand where progress is not at rapid that the support system is implemented and ensuring all pupils and staff are performing to the best of their ability.

Governors have continued to monitor teaching and learning to ensure PP children receive good quality first teaching and intervention for PP children ensures rapid progress is made due to high quality planning and feedback.

Summer Summary

Governors continue to questions the impact of the strategies in place at half termly meetings and although are pleased that PA is generally falling that this continues to be a priority for PP pupils are there are still too many families who struggle to get their children to school regularly. It continues to be an area of focus for the new school development plan.

Pupil Progress meetings continue to highlighted specific PP children who are not making as much progress as Non-PP pupils although in some areas the gap is nor diminishing due to the 'Mathew Effect' of Non PP pupils continually to outperform following good quality first teaching.

Although teaching is now far more consistent, where progress for PP has not been good enough staff continue to be held to account through the Appraisal system for this. We continue as a school to develop staff skills to ensure that learning opportunities are appropriate for all children but especially PP children who are continually having to 'catch' up due to their lower than national baseline entry into nursery and reception.

**Reviewed**

September 2019