

# Pupil Premium Strategy



# Statement

## Meadowside Primary School Pupil Premium Ethos and Aims

- Meadowside Primary School will adopt a whole school approach with all staff being empowered and accountable for our pupil premium pupils. The Pupil Premium Lead, Mia Lewis, will strategically lead pupil premium and ensure Pupil Premium interventions and strategies have a direct impact on raising standards.
- Quality First Teaching will be an expectation for all our pupils to ensure universal whole school strategies are employed to close the gap. Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Bespoke and personalised interventions will be implemented to target individual pupils to build upon the rising standards as a result of high quality teaching and learning occurring across the school.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Direct involvement by all stakeholders, including members of the Governing body.
- The Governors will be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and value for money.

## 1. Summary information

<b>School</b>	Meadowside Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£125,100	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	389	<b>Number of pupils eligible for PP</b>	80	<b>Date for next internal review of this strategy</b>	January 2019

## 2. Current attainment

<b>EYFS GLD</b>	<b>PP GLD 2017/18</b>	33%	<b>National 2017/18 for all pupils</b>	71%
	<b>PP GLD 2018/19</b>	50%	<b>National for all pupils 2018/19</b>	
<b>Year 1 Phonic Check</b>	<b>Whole school Phonic check 2017/8</b>	88%	<b>National 2017/18 for all pupils</b>	81%
	<b>PP Phonic check 2017/8</b>			
	<b>Whole school Phonic check 2018/19</b>	91%	<b>National 2018/19 for all pupils</b>	
	<b>PP Phonics 2018/19</b>	86%		

End of Key Stage 1 and 2 Outcomes	PP end of KS1 Results 2017/18	PP end of KS1 Results 2018/19	KS1 National 2017/18 for all pupils	PP end of KS2 Results 2017/18	PP end of KS2 Results 2018/19	KS2 National 2017/18 for all pupils
% achieving expected level or above in reading, writing and maths combined.	36%	60%	n/a	50%	47%	61%
% in reading	43%	60%	76%	67%	67%	72%
% in writing	64%	60%	68%	67%	67%	76%
% in GPS				67%	60%	77%
% in maths	57%	70%	75%	50%	67%	75%

### 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)

- |           |   |
|-----------|---|
| <b>A.</b> | Progress across KS1 and KS2 in reading, writing and maths is not in line with other pupils. |
| <b>B.</b> | More able PP pupils not attaining greater depth.  |
| <b>C.</b> | Additional and complex needs of PP pupils.  |

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

- |           |   |
|-----------|---|
| <b>D.</b> | Attendance cross the school is generally lower in most classes than other pupils. |
|-----------|---|

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased % of PP pupils achieving the expected level in reading, writing and maths.	PP pupil's achievement is in line with Non-PP pupils at the expected level within all year groups. At the end of KS1 and KS 2 attainment will be in line with national.
<b>B.</b>	Increased % of PP pupils achieving greater depth to being in line with national expectations.	PP pupil's achievement is in line with Non-PP pupils at greater depth within all year groups. At the end of KS1 and KS 2 attainment will be in line with national.

<b>C.</b>	To increase attendance for PP pupils and vulnerable groups.	Overall PP attendance will be in line with whole school to 97%. All year groups PP attendance to be at least 96%.
<b>D.</b>	Improved well-being for all PP pupils.	There will be no emotional barriers to learning for PP pupils.

## 5. Planned expenditure

Academic year

2018-19

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	Updates and Impact																																																	
<b>A and B</b>	To have quality first teaching across the school as the biggest impact on outcomes. -	-Regular learning walks and observations. - Planning scrutiny. -Termly data drops, alternating teacher assessment with Rising Star assessments. -CPD for staff.	-Regular and robust PPMs led by the SLT will tightly monitor progress.  -Strategically planned termly book scrutinies and learning walks.	AHT with responsibility for T&L  HT/SLT	<p>Pupil Progress meetings had specific PP focus.</p> <p>Maths, Reading and Writing leads supported all teachers on supporting PP pupils through quality first teaching. This included modelling lessons and team teaching lessons</p> <p>PP pupils identified on planning.</p> <p>The quality of teaching across the school has improved.</p> <table border="1"> <thead> <tr> <th></th> <th>Good impact on learning</th> <th>Outstanding impact on learning</th> </tr> </thead> <tbody> <tr> <td>Spring 1</td> <td>61%</td> <td>17%</td> </tr> <tr> <td>Summer 2</td> <td>71%</td> <td>18%</td> </tr> </tbody> </table> <p><b><u>% of PP pupils on track or higher from Autumn 1 to summer 2.</u></b></p> <p><b>Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>A1</th> <th>S2</th> <th>A1</th> <th>S2</th> </tr> <tr> <th></th> <th>Boys</th> <th>Boys</th> <th>Girls</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>50%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>33%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>17%</td> <td>17%</td> <td>29%</td> <td>43%</td> </tr> <tr> <td>Y5</td> <td>47%</td> <td>77%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Y6</td> <td>46%</td> <td>82%</td> <td>40%</td> <td>60%</td> </tr> </tbody> </table>		Good impact on learning	Outstanding impact on learning	Spring 1	61%	17%	Summer 2	71%	18%		A1	S2	A1	S2		Boys	Boys	Girls	Girls	Y1	50%	50%	50%	50%	Y2	50%	50%	100%	100%	Y3	50%	33%	33%	50%	Y4	17%	17%	29%	43%	Y5	47%	77%	25%	25%	Y6	46%	82%	40%	60%
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<b>A and B</b>	<p><b>Staffing</b></p> <p>Employ a new DHT to form an Inclusion Team and drive forward this strategy: Deputy Head /Inclusion Lead, SENDCo, Pastoral Manager and Inclusion Assistant; to drive strategy forward (% of DHT/ ADH salaries £18,000)</p>	PP data across the school shows that pupils are not achieving in-line with their peers.	Head Teacher, SLT and Governors to be fully informed of the PP spend and the outcomes and impact.	Deputy Head Teacher	<p>.PP strategy implemented across the whole school.</p> <p>All Teachers and TAs received in house training on Pupil Premium.</p> <p><b>Progress of Pupil Premium across the whole school:</b></p> <table border="1"> <thead> <tr> <th colspan="3">% of Pupils making Expected + progress.</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>Year 2</td> <td>60%</td> <td>58%</td> </tr> <tr> <td>Year 3</td> <td>25%</td> <td>6%</td> </tr> <tr> <td>Year 4</td> <td>40%</td> <td>27%</td> </tr> <tr> <td>Year 5</td> <td>59%</td> <td>67%</td> </tr> <tr> <td>Year 6</td> <td>56%</td> <td>40%</td> </tr> </tbody> </table>	% of Pupils making Expected + progress.				PP	Non-PP	Year 1	14%	14%	Year 2	60%	58%	Year 3	25%	6%	Year 4	40%	27%	Year 5	59%	67%	Year 6	56%	40%																																																								
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<b>A and B</b>	<p><b>Interventions</b></p> <p>Develop provision for PP pupils and vulnerable groups</p>	Using up to date research, including the EEF Toolkit, it ensures that staff and pupils have access to provide high	Time allocated for the Inclusion team to research,	Inclusion Team	In the Spring term, 22% of pupils achieved their targets.																																																																																

	using EEF Toolkit to identify high impact interventions and outcomes.	quality learning opportunities for all pupils.	and plan for training opportunities for staff CPD.		<p>The cost of the Spring interventions was £1606.</p> <p>In the Summer the school ran 85 PP intervention groups and an average of 62%-achieved targets set. The cost was £2,653.</p> <p><i>This is an increase of 40% compared to last term.</i></p>																														
<b>A and B</b>	<p><b>Staff Training</b></p> <p>-Maths No Problem (£995)</p> <p>-Kinetic Letters (£1021)</p> <p>-RWI Phonics and reading.(£940)</p>	<p>-In 2017-18 at the end of KS 1 only 57% and in KS2 only 50% reached the expected level in maths.</p> <p>-In 2017-18 at the end of KS 1 only 43% reached the expected level in reading.</p>	<p>-Whole school training for Maths No Problem will be completed on 29-10-18.</p> <p>- Regular and robust PPMs led by the SLT will tightly monitor progress.</p> <p>- Phonic lead will lead on termly phonic assessments and tightly monitor outcomes, highlighting pupils who may need additional interventions.</p>	<p>Assistant HT: T&amp;L</p> <p>Maths Lead</p> <p>Phonic Lead</p>	<p><b>Whole School End of Key Stage Assessments</b></p> <table border="1"> <thead> <tr> <th colspan="2">GLD</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>33%</td> </tr> <tr> <td>2018/19</td> <td>50%</td> </tr> </tbody> </table> <p><i>An increase of 17%</i></p> <table border="1"> <thead> <tr> <th colspan="2">Year 1 Phonics</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td></td> </tr> <tr> <td>2018/19</td> <td>86%</td> </tr> </tbody> </table> <p><i>Above national for all pupils.</i></p> <p><b>Key Stage 1 outcomes at Exp+</b></p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>43%</td> </tr> <tr> <td>2018/19</td> <td>60%</td> </tr> </tbody> </table> <p><i>An increase of 17%</i></p> <table border="1"> <thead> <tr> <th colspan="2">Writing</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>64%</td> </tr> <tr> <td>2018/19</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>57%</td> </tr> <tr> <td>2018/19</td> <td>70%</td> </tr> </tbody> </table> <p><i>An increase of 13%</i></p>	GLD		2017/18	33%	2018/19	50%	Year 1 Phonics		2017/18		2018/19	86%	Reading		2017/18	43%	2018/19	60%	Writing		2017/18	64%	2018/19	60%	Maths		2017/18	57%	2018/19	70%
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<b>A and B</b>	HLTAs to reduce group sizes for maths and English in KS2. 3x HLTAs (£10,000)	Smaller groups for maths and English to accelerate progress.	-Regular and robust PPMs led by the SLT will tightly monitor progress. Group data will be monitored for impact.	ADHT: HLTA Line Manager	<p>HLTA in Year 6 taking a focus group, plus and additional teacher has been employed 3 days per week.</p> <p>Bespoke interventions in place to support Year 6 pupils.</p> <p>In Year 6 an additional teacher was employed until May to support interventions across the year group.</p> <p>HLTA supporting groups in classes in Years 3 and 4. Changes to approach were made after MNP training.</p> <p>In year 2 an additional FT TA has been employed until May 2019.</p> <p><i>See data</i></p>																		
<b>A and B</b>	Specialist providing highly differentiated access to the curriculum. (Staffing: £18,380)	Vulnerable pupils will receive bespoke interventions and individualised curriculums to promote learning and progress.	-Regular scrutiny and monitoring by ADH. -Data will be scrutinised by SLT to ensure positive impact on progress.	ADHT: HLTA Line Manager	8 pupils accessed the Retreat during the mornings. 3/8 (38%) were PP pupils.																		

					<p>The Retreat was supported by the ADH/SENDCo, Inclusion Assistant, Deputy SENDCo and had a FT HLTA.</p> <p>Small groups for SEMH were ran in the afternoons for any pupils within school. This included:</p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Self-esteem</li> <li>• Protective Behaviours</li> <li>• Lego therapy</li> <li>• Emotional and behaviour support</li> </ul> <p>Summer term data shows that 74% of PP pupils who accessed a range of SEMH interventions achieved their targets and 14% partially achieved them.</p>																
<b>A and B</b>	Using Target Tracker regular, robust tracking sessions to identify trends and patterns. (£1,000)	Class teachers will regularly monitor trends in data and this will be used effectively as part of Pupil Progress meetings. This will ensure all pupils are monitored closely and interventions put in place when needed to ensure all pupils make at least good progress.	-Regular and robust PPMs led by the SLT will tightly monitor progress.	Class teachers HT and SLT	Termly data drops occurred so PP progress was monitored closely. PPM meetings were held with PP focus as part of meetings. Staff aware of PP pupils and what is in place to support them.																
<b>A and B</b>	Implement Bluehills Provision Map Writer. (Bluehills:50% of cost £293)	A whole school monitoring system is necessary to monitor effectiveness and impact of PP interventions.	- Termly impact analysis reports.	DHT: Inclusion Lead	<p>BlueHills has been implemented and is managed by the Deputy SENDCo.</p> <p>Termly impact reports have been in place since Spring Term 2018/19.</p> <p>Interventions are managed carefully with entry and exit levels to show progress.</p>																
<b>C</b>	Attendance will be regularly monitored and analysed for PP and vulnerable groups; identifying and trends, patterns and target year groups. (£2,500)	Any issues with attendance will be identified quickly ad support put in place; thus reducing attendance as a barrier to learning. Attendance will be in line with whole school: 96%.	<ul style="list-style-type: none"> <li>- Termly attendance reports for vulnerable groups.</li> <li>- Attendance shared with parents at Parent Consultation evenings.</li> </ul>	Pastoral Manager	<p>DHT and PM meet termly to monitor attendance and create report for staff.</p> <p>PP attendance at the end of the academic year 2018.19 was:</p> <table border="1"> <thead> <tr> <th>Class</th> <th>PP %</th> <th>Non-PP %</th> <th>Diff %</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>95.3</td> <td>94.9</td> <td>0.4</td> </tr> <tr> <td>1</td> <td>91.3</td> <td>97.1</td> <td>6.1</td> </tr> <tr> <td>2</td> <td>96.8</td> <td>96.0</td> <td>0.8</td> </tr> </tbody> </table>	Class	PP %	Non-PP %	Diff %	R	95.3	94.9	0.4	1	91.3	97.1	6.1	2	96.8	96.0	0.8
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<b>D</b>	SEMH interventions run by the Pastoral Manager and inclusion Assistant. ( Inclusion assistant £5010)	Through and robust monitoring of outcomes of SEMH interventions. To support and advise staff and run bespoke interventions.	Monitoring of outcomes and impact of interventions through Bluehills.	DHT AHT/SENDCo PM	Summer term data shows that 74% of PP pupils who accessed a range of SEMH interventions achieved their targets and 14% partially achieved them.																
<b>Total budgeted cost</b>					£ 58,139																
<b>ii. Targeted Support</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>Updates and Impact.</b>																
<b>C and D</b>	Family Support (£4,000)	For targeted families where SEMH needs are a barrier to learning tracking of specific needs, progress, attainment and attendance will be provided to ensure that barriers to learning are removed.  Working with individual pupils to remove SEMH barriers to learning.	-Attendance will be monitored termly.  -Impact on progress and attainment will be monitored through rigorous Pupil Progress meetings.	DHT  Pastoral Manager  ADHT/SENDCo	The Pastoral Manager has worked on attendance throughout the year.  The differences between PP and Non-PP are very small across the school apart from in Year 1. The Pastoral Manager has worked on attendance throughout the year.																
<b>C and D</b>	Structured start to the day-providing attendance support. (£2,000)	Pastoral Manager and Inclusion Assistant will provide strategies and support to assist PP pupils and their families with low attendance and difficulties coming in to school.	Bluehills Monitoring	DHT/Inclusion Lead AHT/SENDCo	7 pupils access Sensory Circuits as a structured start to prepare the pupils for their day. This runs for 15 minutes x 5 days per week.  <b>86% achieved their target.</b>																
<b>A</b>	Lunch time reading group in KS1 and KS2. ( £2,000)	The libraries will be open during lunchtime and TAs will be available to hear PP pupils and vulnerable pupils read regularly.  Targeted 1:1 reading for PP.	Class teachers will monitor reading records weekly and direct pupils to attend the reading sessions.	Class Teachers  Pupil outcomes monitored	2 class teachers in KS 2 opened the library twice a week during lunchtimes; all pupils could access and attend.																

<b>A and B</b>	Bespoke Interventions, booster groups or reinforcement either 1:1 or small group. ( £500 per pupil x 80: £40,000))	Targeted interventions with smart targets will accelerate progress and increase the % of PP pupils reaching the expected levels and greater depth; and the gap will be closed.	-Focused use of data. -Bluehills interventions monitored termly.	Inclusion Assistant SENDCo DHT	Summer term data shows that 74% of PP pupils who accessed a range of SEMH interventions achieved their targets and 14% partially achieved them.
<b>A</b>	Phonic interventions or Years 1 and 2. (£4,000)	Small group and 1:1 phonic interventions enabling more intensive, targeted support to be implemented with an aim to raising standards.	-Termly phonic check assessments. -Robust tracking sessions will identify trends and gaps.	Phonic Lead	Interventions ran all year, pupils were assessed on a termly basis, and groups reorganised.  <b>86% of PP pupils met the required standard.</b>
<b>A</b>	Virtual Learning (£1194x 4 per term £4776)	Online booster sessions for maths, reading and writing.	Progress tracked via online assessments.	AHT: T&L	11 PP pupils accessed Third Space intervention.  64% achieved their targets and 36% partially achieved them.
<b>A and B</b>	Rock Steady ( £1200)	Providing funding for enrichment activities and clubs to ensure that all PP pupils have access if they choose and are not disadvantaged due to financial restraints.	Monitored on termly spreadsheet.	SOM	2 pupils used their PP bursary to do so.
<b>Total budgeted cost</b>					£57,976

<b>iii. Other Approaches</b>					
<b>Desire d 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>Updates and Impact.</b>
<b>D</b>	Bursary voucher £100 per PP Pupil. ( £100 x 80: £8000)	Access to trips, before/after school clubs and music tuition. Parents/carers to have a say in the provision for their child/children.	Tracking via spread sheet managed by School Office Manager and PP Lead /DHT.	SOM PP Lead/DHT	100% of PP parents had access to £100 bursary, which was used to pay for school events, trips, MASC and residential breaks. <ul style="list-style-type: none"> <li>• 44 pupils attended trips.</li> <li>• 12 pupils attended MASC for wrap around care and holiday sessions.</li> <li>• 6 pupils attended clubs</li> </ul>

					<ul style="list-style-type: none"> <li>10 pupils took part in wow day visits.</li> </ul>																		
<b>D</b>	Enrichment visit/ residential trips.(£1500)	Cost of any board and lodgings covered for the trip and subsidised trips judged on an individual basis; so that no pupil is discriminated against due to financial situations.	Monitored via the SBM.	SBM	<p>5 Year X 6 pupils accessed this money: 5x£160= £800</p> <p>3 X Year 4 pupils 3x£106=£318</p> <p>Total:£1118</p>																		
<b>A</b>	Easter booster sessions for Year 6 pupils.(£1000)	A series of sessions during the Easter holiday to provide small group booster sessions in preparation for SATs. This will incorporate some well-being/sports sessions with the PE specialist teacher.		Year 6 staff Specialist PE Teacher.	<p>An additional experienced teacher was employed 3 days per week. Focused groups in maths/English and targeted interventions.(all PP pupils) Actual spend: £</p> <p>School purchased access for all pupils to online 'SATs Bootcamp'£164</p> <p><b>Key stage 2 at outcomes at Exp+</b></p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>43%</td> </tr> <tr> <td>2018/19</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Writing</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>67%</td> </tr> <tr> <td>2018/19</td> <td>67%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>50%</td> </tr> <tr> <td>2018/19</td> <td>67%</td> </tr> </tbody> </table> <p><b>2019 national provisional combined for PP is 51%</b></p> <p><b>Meadowside Primary 47%</b></p>	Reading		2017/18	43%	2018/19	60%	Writing		2017/18	67%	2018/19	67%	Maths		2017/18	50%	2018/19	67%
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<b>D</b>	School Milk (£90.00 x10months: £900)	School milk provided free for all PP pupils.			All pupils have free milk.
<b>Total budgeted cost</b>					£11,400
<b>Overall Pupils Premium Spend</b>					£127,515
<b>The minimum planned spend for Pupil Premium is £127,515 which is slightly over the allocated funds for 2018-19.</b>					

## 6. Review of expenditure

Previous Academic Year

### 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
A and B	-Quality first teaching -Interventions	Improved quality first teaching and a range of interventions has had a positive impact on progress made by PP pupils across the school. In years, 2, 3, 4 and 6 the % of pupils making Exp+ progress is higher than that of Non-PP.	Despite a higher % of PP pupils making accelerated progress in Years 3-6 need to focus on PP pupils making accelerated progress.	

### ii. Targeted Support

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
A, B, C and D	.-Interventions and small group phonics. -	Interventions, especially phonics had a huge positive impact. 86% of Year 1 PP pupils met the required standard. SEMH interventions, including a structured start to the day were also positive with 74% meeting targets.	. Reading lunch club needs to be looked at in a more detailed and organised way with specifically targeted pupils.  SLT members will now be hearing readers on a weekly basis.	

### iii. Other approaches

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

A and D	<p>-Small group interventions to increase PP pupils reaching expected at the end of KS assessments.</p> <p>-Bursary</p>	<p>End of KS data looks positive with KS2 being at 47% combined and national provisional result is 51%, so just under national; and also a 6% increase on last year's school combined results for PP. KS 1 results show an increase in reading and writing compared to last year.</p> <p>Parents having access to a bursary and having control over how to spend it has enabled PP pupils to access trips, clubs and events.</p>	<p>We need to have a whole school focus on PP and GD.</p> <p>Next year we just need to ensure that we remind parents regularly on the funding and what they can spend it on.</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)