

## Clifton Primary Pupil Premium Strategy

1. Summary Information					
<b>School</b>	Clifton Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP Budget</b>	£471,240	<b>Date of most recent PP review</b>	September 2017
<b>Total number of pupils</b>	918	<b>Number of pupils eligible for PP</b>	297	<b>Date for next internal review of this strategy</b>	November 2017

2. Current Attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving expected standard or above in reading, writing and maths	44% (unofficial)	67%
Progress score for reading	-2.85	0.33
Progress score for writing	0.13	0.17
Progress score for maths	-0.37	0.28

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> )	
<b>A</b>	Poor oral language skills in EYFS
<b>B</b>	Progress for pupil premium children in reading: -2.85
<b>C</b>	% of pupil premium children achieving expected standard in reading, writing and maths is 44% (unofficial) compared to 67% national other.
<b>D</b>	Behaviour issues for a small group of boys across the school (mostly eligible for PP) are having a negative impact on their progress and occasionally that of their peers.
<b>E</b>	High number of NQTs appointed from September 2017 (8).
<b>F</b>	Staff absence levels higher than Ward average.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G</b>	Low attendance
<b>H</b>	Area of extremely high social and economic deprivation (IDACI index)
<b>I</b>	Cultural barriers unique to the Yemeni community in Balsall Heath

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improve oral language skills for targeted PP in EYFS.	Continued increase in percentage of PP achieving expected standards at the end of EYFS.
<b>B</b>	Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	PP children make progress in line with national other.

<b>C</b>	Identified PP children (in particular high prior attaining) to <b>achieve</b> expected standard in reading, writing and maths.	% of PP children achieve expected standard in reading, writing and maths in line with national other.
<b>D</b>	Behaviour issues of these pupils addressed and strategies in place.	Fewer behaviour incidents recorded for these pupils on the school system and on CPOMS (without changing recording practices or standards).
<b>E</b>	Successful NQT years for all 8 teachers.	Evidence of high quality teaching and learning (including pupil outcomes) and successful final review for NQTs.
<b>F</b>	Reduction in staff absence levels.	Staff absence levels to be at least in line with, or better than the Ward and local authority averages.
<b>G</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.1% to 97%.
<b>H</b>	PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	A rich and varied trips and visitors programme and a comprehensive extra-curricular programme of activities.
<b>I</b>	Eliminate the attainment gap between our PP Yemeni boys and other children.	Gap between PP Yemeni boys attainment and other pupils is eliminated.

## 5. Planned expenditure

Academic Year	2017-18				
<b>I Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b> Improve oral language skills for targeted PP in EYFS.	Staff training on spoken language and vocabulary development. Deputy Head feedback and coaching from learning walks. Specific EYFS training from external consultant.	With the majority of our children being EAL, vocabulary development is critical. EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost. An external EYFS consultant ensures that we have up to date knowledge and expertise as well as constructive criticism.	A planned programme of INSET training is in place as well as a programme for monitoring and feedback.	Literacy Lead Practitioner and deputy heads.	November 2017
<b>B</b> Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Staff training on reading comprehension strategies and reading for pleasure. Deputy Head feedback and coaching from learning walks. External advisor to work alongside Yr 5 and 6.	Expectations of reading comprehension skills strategies used need to be consistent across the whole school. EEF suggests that reading comprehension strategies improve learning by an additional +5 months.	A planned programme of INSET training is in place as well as a programme for monitoring and feedback.	Literacy Lead Practitioner and deputy heads.	November 2017
<b>C</b> Identified PP children (in particular high prior attaining) to <b>achieve</b> expected standard in reading, writing and maths.	Staff training in data and tracking children who are targeted for combined expectations. Reduced class sizes in 6.	Staff are more focused on pupils who need to achieve combined expected standards and can easily identify gaps in learning and in attainment between subjects. Actions can then be taken to close these gaps. Although the EEF suggests that this may not be a successful strategy unless class sizes are under 20, we have found that this has enabled our teaching and learning strategies to be more effective (e.g. collaborative learning). Our high number of additional staffing also means that in 6 our staff pupil ratios are 1:12 which the EEF suggest can increase the	A planned programme of INSET training is in place. The school tracker enables staff to make continual assessments which convert to assessment codes for each child at the end of each term to track attainment and progress against targets set. Reduced class sizes have contributed towards improved progress in	Deputy Heads	November 2017

		amount of high quality feedback and attention that pupils receive. NFER research also demonstrates that reduced class size and high ratio of staff to pupils can help achieve outcomes and narrow the attainment gap for vulnerable pupils.	previous years.		
<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	New behaviour policy implemented. Staff training in classroom behaviour management and high expectations (external consultant). Deputy Head feedback and coaching from learning walks.	With a high number of newly qualified as well as staff new to Clifton Primary over recent years, we felt that a new behaviour policy would be the key to improved behaviour management. EEF suggests that targeted interventions for specific children can improve learning by +4 months. We feel that this also has a positive impact on the rest of the class.	Individual support plans are put into place where necessary.	Deputy Heads and lead practitioners	November 2017
<b>E</b> Successful NQT years for all 8 teachers.	Comprehensive induction and mentoring programme. External NQT training provision through the Greet Teaching School Alliance. Monitoring and feedback programme.	NFER research suggests that a planned but flexible programme of support that encompasses the development of skills, knowledge and expectations, as well as providing 'personal' support is the key to successful staff induction.	Individual programmes are monitored by mentors weekly. HT review meetings each term.	NQT Mentors, Deputy Head Teachers.	November 2017
<b>H</b> PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	A broad and rich IPC curriculum to engage and inspire learners, including an International perspective. Music service provision.	The EEF suggests that Arts and Sports participation can improve learning +2 months progress. The evidence also suggests that engagement with the arts improves attitudes to learning.	Monitoring and feedback programme (learning walks and book scrutinies).	Deputy Heads and lead practitioners	November 2017
<b>I</b> Eliminate the attainment gap between our PP Yemeni boys and other children.	All class teachers to know who their PP Yemeni boys are and how they are progressing towards their targets. Leadership to ensure there is quality first teaching for all children.	Research demonstrates that quality first teaching is the key to achievement for all. Teachers need to be aware of the vulnerable children in their class to ensure they do not fall further behind. The EEF suggests that high quality feedback, mastery learning and 'meta-cognition' strategies are high impact, low cost strategies for raising attainment. Our inset programme, learning walks and staff development programmes all draw on aspects of these strategies to ensure that high quality first teaching is delivered.	Monitoring and feedback programme (learning walks and book scrutinies).	Deputy Heads and lead practitioners	November 2017
<b>Total budgeted cost</b>					<b>£289,855</b>
<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 we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b> Improve oral language skills for targeted PP in EYFS.	Continue the 'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost. The Soundswell programme has a proven track record and has raised attainment in other local schools.	AHT for EYFS to oversee implementation and continue to monitor this.	AHT	November 2017
<b>B</b> Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a	Half termly pupil progress meetings lead to a planned programme of intervention for identified children not making required progress to meet targets in reading and phonics (includes	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. EEF suggests that phonics tuition accelerates learning by +4 months. Our previous experience of establishing phonics and other	DHs and AHTs to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHs.	November 2017

low starting point and achieve age expected standards by the end of KS2.	small group and one to one tuition). Intervention staff appointed to deliver programmes. Identified children have been invited into school for early morning reading sessions.	reading interventions have demonstrated accelerated progress.			
<b>C</b> Identified PP children (in particular high prior attaining) to <u>achieve</u> expected standard in reading, writing and maths	Half termly pupil progress meetings lead to a planned programme of intervention for identified children who are at risk of not achieving their combined targets in reading, writing and maths (includes small group and one to one tuition). Intervention staff appointed to deliver programmes. Action Tutoring for identified children before school.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. Our previous experience of establishing interventions has demonstrated accelerated progress.	DHs and AHTs to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHs.	November 2017.
<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	Personalised behaviour support plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors. Plans are regularly reviewed by the pastoral team. Malachi family support.	EEF suggests that targeted interventions for specific children can improve learning by +4 months. EEF suggests that social and emotional learning interventions can accelerate learning by +4 months.	Deputy Heads and Phase Leaders to oversee Behaviour Plans.	DHs	Half termly.
<b>G</b> Increased attendance rates for pupils eligible for PP.	'Spotlight' on attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families. New incentive scheme for improved attendance.	EEF suggests that parental involvement can accelerate learning for +3 months. Our experience has demonstrated that working alongside families to improve attendance has a positive impact.	Head of School to continue to monitor attendance and oversee strategies for improvement.	Head of School.	Daily/ weekly.
<b>H</b> PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	PP children (and for some events their families) identified for specific events and activities (e.g. Shropshire holiday, theatre trips).	The EEF suggests that Arts and Sports participation can improve learning +2 months progress and improves attitudes to learning. In addition, parental involvement can accelerate learning for +3 months.	ExHT to oversee programme of visits and trips and to ensure participation by PP children.	ExHT	November 2017
<b>I</b> Eliminate the attainment gap between our PP Yemeni boys and other children.	Half termly pupil progress meetings lead to a planned programme of intervention for Yemeni boys not making required progress to catch up (includes small group and one to one tuition). Identified children have been invited into school for early morning reading sessions.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. EEF suggests that phonics tuition accelerates learning by +4 months. Our previous experience of establishing phonics and other reading interventions have demonstrated accelerated progress.	DHs and AHTs to draw together list of children following pupil progress meetings and devise intervention timetables for staff across the school.	DHs.	November 2017
<b>Total budgeted cost</b>					<b>168,249</b>

<b>III 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 we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B</b> Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Continued development of the Accelerated Reader programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school. Continued participation in Achievement for all EEF research project.	EEF suggests that AR has “particularly positive effects” and can improve the reading age of low income families by +5 months. The National Literacy Trust also found that AR users have more positive attitudes to reading and read more regularly outside of class. In addition, parental involvement, through inspire workshops, can accelerate learning for +3 months. EEF suggests that digital technology can accelerate learning by +4 months and there is evidence that it is beneficial for writing and mathematics practice.	LP to monitor Accelerated Reader provide support to teachers when necessary. AHTs to ensure the inspire parent workshops are delivered. Termly reports on the progress of the Achievement for All project.	AHTs and LPS	November 2017
<b>C</b> Identified PP children (in particular high prior attaining) to <b>achieve</b> expected standard in reading, writing and maths	To reflect on practice and collaborate with high attaining schools. Peer review.	School to school support has been prioritised by the government as one of the key strategies to secure school improvement.	DH to liaise with other schools to develop a plan of collaboration and partnership.	DH	February 2018
<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	NFER research suggests “Extended Schools” are effective at improving outcomes (attainment and self-confidence). It continues to suggest that nutritional supplements result in improved cognitive, social and behavioural performance at school.	Head of School to oversee implementation and running.	HoS and LMs	November 2017
<b>F</b> Reduction in staff absence levels.	Rigorously apply ‘Managing staff absence’ policy. Ensure that procedures are followed and that attempts are made to facilitate staff returning to work as soon as possible.	Our experience shows that children behave and perform better in lessons when they have consistent teaching staff including teaching assistants.	Executive Head and Business Manager to track and monitor absence levels and ensure that procedures are followed.	Ex H and Bus M	November 2017
<b>G</b> Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision. Attendance incentives	NFER research suggests that breakfast clubs have a positive effect on attendance. Their research concluded that groups of children who participated in breakfast clubs improved their attendance at a faster rate than those who did not attend.	Head of School to oversee implementation and running.	HoS and LMs	November 2017
<b>I</b> Eliminate the attainment gap between our PP Yemeni boys and other children.	Track and monitor parental involvement of PP Yemeni boys. Follow up non- attendance / participation e.g. parent consultations, inspire workshops, behaviour meetings etc.	NFER research demonstrates robust evidence that parental engagement improves outcomes for children. They suggest that the most effective interventions are those focusing on both academic outcomes and parenting skills. Cultural sensitivity was found to be important for programmes to be successful.	Class and pupil premium lists for each event. Immediate contact to be made by phase leaders or class teachers.	Phase Leaders and Class Teachers	November 2017
<b>Total budgeted cost</b>					<b>13,186</b>

6. Review of expenditure				
Academic Year		2016-17		
Desired Outcomes:				
A Improve oral language skills for targeted PP in EYFS and Key Stage 1.				
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.				
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.				
D Behaviour issues of these pupils addressed and strategies in place.				
E Increased attendance rates for pupils eligible for PP.				
F PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.				
G Eliminate the attainment gap between our PP Yemeni children and other children.				
I Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
A Poor oral language skills in EYFS and Key Stage 1	Staff training on questioning, vocabulary development and reasoning. Deputy Head feedback and coaching from learning walks. Specific EYFS training from external consultant.	In 2016, 62% of all children were identified expected or above in speaking at the end of EYFS, pupil premium children were 54% with a gap of -8%. In 2017, 74% of all children were at the expected standard or above in speaking, pupil premium children were 71%, closing the gap by 5% to -3%. This helped increase our overall GLD to 60%.  85% of lessons observed throughout the year in EYFS and KS1 demonstrated high quality questioning techniques and verbal responses from children.	We need to ensure that our learning walks are tightly focused on our pupil premium action plan (as well as our SEF) to identify specific areas of improvement. Class data needs to be at hand during learning walks to ensure that the teacher is responding to the needs of the class. Whole class assessment in Spoken Language for Years 1-4.	£112,991 (see detailed budget breakdown)
B Progress for pupil premium children in reading is -2 compared to 0.33 national other	Staff training on reading comprehension strategies and reading for pleasure. Deputy Head feedback and coaching from learning walks	In 2017 reading pupil premium progress was -2.85.	We need to rigorously monitor the effective use of accelerated reader and put support in place for those classes that need it.  Increase additional teaching and learning support in year 6 for pupil premium children. Timetable to include: head of year 6, Maths lead practitioner, GR 3 Teaching Assistant, 2 teachers in afternoons, 3 graduates. After school focus groups: 2 graduates and 2 teachers.	
C % of pupil premium children achieving expected standard in reading, writing and maths is 31% compared to 60% national other	Staff training in data and tracking children who are targeted for combined expectations. Reduced class sizes in Years 5 and 6.	Pupil premium children achieving expected standard in reading, writing and maths rose significantly from 31% to 44% (unofficial data). National other has risen to 67%	Non-negotiable: all teachers to know their pupil premium children, both their learning needs and pastoral welfare.  Intervention teacher to be appointed to focus on closing pupil premium gaps in English and Maths where they appear across the school.	£61,192 (see detailed budget breakdown)
D Behaviour issues for a small group of boys across the school (mostly eligible for PP) are having a negative impact on	Staff training in classroom behaviour management and high expectations. Deputy Head feedback and coaching from	32 children were placed on IBPs at some point in the year. 20 of these children were pupil premium which is 63% of all children on behaviour plans – this is an extremely high number (37% of our pupil population are pupil premium). 19 children have had fixed term exclusions this	We will be starting 2017-18 with 16 children on behaviour plans, 11 of these are pupil premium children (69%). IBPs and time out logs need to identify if pupils entered are	

their progress and occasionally that of their peers.	learning walks.	year, 74% of these are pupil premium children. Successes: 16 children no longer need an IBP of which 9 are pupil premium.	pupil premium to review actions and spending throughout the year. Learning mentors need to follow a more rigid timetable in order to monitor, review and provide updates on data and impact to ensure that appropriate actions are put in place as soon as possible.			
<b>F</b> Area of extremely high social and economic deprivation (IDACI index)	A broad and rich IPC curriculum to engage and inspire learners, including an International perspective. The development of a state-of-the-art Science and technology lab.	A comprehensive programme of trips and visits were undertaken to enrich the curriculum and offer wider experiences. IPC work scrutinies demonstrate some variation in standards across year groups.  All classes participate in a Science Lab lesson, once every two weeks this has led to a reduction in the gap between our Pupil Premium and non-pupil premium (40.6% and 51.7% respectively).	Pupil work scrutinies need to focus on the standard of pupil premium children in foundation subjects. Assessment procedures need to be tightened up for foundation subjects. Variation in standards across a year group will be eliminated through rigorous monitoring and staff working closely together to be secure in knowing the expected standards.	£64,289 (see detailed budget breakdown)		
<b>G</b> Cultural barriers unique to the Yemeni community in Balsall Heath	All class teachers to know who their PP Yemeni children are and how they are progressing towards their targets. Leadership to ensure there is quality first teaching for all children.	Pupil progress meetings have been rigorous in tracking the progress of PP Yemeni children towards their end of year targets and interventions have taken place where necessary.  EYFS GLD All 60% Yemeni 63% KS1 Combined All 51% Yemeni 37% KS2 Combined All 51% Yemeni 34% While there is still a gap, this has dramatically improved – previous attainment for Yr 5 was 0% combined).	Continue rigorous programme of pupil premium children and impact of interventions.			
<b>II Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	<b>Lessons learned (and whether we will continue with this approach)</b>	<b>Cost</b>		
<b>A</b> Poor oral language skills in EYFS and Key Stage 1	'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	The impact of the Soundswell intervention was significant.	We continue to prioritise staffing and resources to maintain this intervention in EYFS and KS1.	£34,100 (see detailed budget breakdown)		
					July 2016 at age expected standard.	July 2017 at age expected standard.
		Reception			34%	68%
		Yr 1			39%	77%
Yr 2	14%	86%				
<b>B</b> Progress for pupil premium children in reading is -2 compared to 0.33 national other	Half termly pupil progress meetings lead to a planned programme of intervention for identified children not making required progress to meet targets in reading and phonics (includes small group and one to one tuition). Intervention staff appointed to deliver programmes. Identified children have been	In 2017 reading pupil premium progress was -2.85.	We need to rigorously monitor the effective use of accelerated reader and put support in place for those classes that need it.  Increase additional teaching and learning support in year 6 for pupil premium children. Timetable to include: head of year 6, Maths lead practitioner, GR 3 Teaching Assistant, 2 teachers in afternoons, 3 graduates. After school focus groups: 2 graduates and 2 teachers.	£118,652 (see detailed budget breakdown)		

	invited into school for early morning reading sessions.		Pupil Premium Interventions to be planned clearly with written targets, timings and impact recorded.	
<b>C</b> % of pupil premium children achieving expected standard in reading, writing and maths is 31% compared to 60% national other	Half termly pupil progress meetings lead to a planned programme of intervention for identified children who are at risk of not achieving their combined targets in reading, writing and maths (includes small group and one to one tuition). Intervention staff appointed to deliver programmes.	Pupil premium children achieving expected standard in reading, writing and maths rose significantly from 31% to 44% (unofficial data).	Prioritise pupil premium children for intervention. Teaching assistants and other staff allocated according to pupil premium gaps and children underachieving at all levels (including higher attainers).	
<b>D</b> Behaviour issues for a small group of boys across the school (mostly eligible for PP) are having a negative impact on their progress and occasionally that of their peers.	Personalised behaviour support plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors. Plans are regularly reviewed by the pastoral team.	32 children were placed on IBPs at some point in the year. 20 of these children were pupil premium which is 63% of all children on behaviour plans – this is an extremely high number (37% of our pupil population are pupil premium). 19 children have had fixed term exclusions this year, 74% of these are pupil premium children. Successes: 16 children no longer need an IBP of which 9 are pupil premium.	IBPs and time out logs will identify pupil premium children to review actions and spending throughout the year. Learning mentors need to follow a more rigid timetable in order to monitor, review and provide updates on data and impact to ensure that appropriate actions are put in place as soon as possible. Support from outside agency (COBS) – whole school inset and support for individual teachers and children.	£68,462 (see detailed budget breakdown)
<b>E</b> Low attendance	'Spotlight' on attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families.	Whole school attendance is still low at 93.7% despite robust procedures in place to improve this. There is no gap between pupil premium and non-pupil premium (94.1 %).	Review whole school incentive system to encourage better attendance as an alternative strategy. Continue to implement all our existing procedures for lateness and attendance.	
<b>F</b> Area of extremely high social and economic deprivation (IDACI index)	PP children (and for some events their families) identified for specific events and activities (e.g. theatre trips).	Pupil and parent voice demonstrated a good attitude to learning and achieving higher goals. Successful participation in mathematics competitions and a 'higher ability day' at a local secondary school.  Shropshire holiday cancelled due to unforeseen circumstances.	Improved gifted and talented programme of opportunities for higher attaining pupil premium children. Establish partnership with Aston University for 'aspirations' project. Re-establish Shropshire holiday opportunity.	£5,570 (see detailed budget breakdown)
<b>G</b> Cultural barriers unique to the Yemeni community in Balsall Heath	Half termly pupil progress meetings lead to a planned programme of intervention for Yemeni children not making required progress to catch up (includes small group and one to one tuition). Identified children have been invited into school for early morning reading sessions.	Pupil progress meetings have been rigorous in tracking the progress of PP Yemeni children towards their end of year targets and interventions have taken place where necessary. EYFS GLD All 60% Yemeni 63% KS1 Combined All 51% Yemeni 37% KS2 Combined All 51% Yemeni 34% While there is still a gap, this has dramatically improved (previous attainment for this Yemeni cohort in Yr 5 was 0% combined).	We have identified key gaps in learning across the school to be pupil premium, Yemeni boys. We have appointed an Arabic speaking male to work intensively with these children. The rigorous programme of pupil premium interventions will also impact on these children.	
<b>III Other approaches</b>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost																				
<b>B</b> Identified PP children (in particular high prior attaining) to make better than expected <b>progress</b> in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Continued development of the Accelerated Reader programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school. Years 5 and 6 have one to one electronic devices to support learning at home and at school. Laptops and iPads are widely available for use across school. Participation in Achievement for all EEF research project.	2017 Reading results demonstrate an -8% gap for pupil premium children compared to non-pupil premium. This in line with last year, however, the percentage of pupil premium children achieving the expected standard in reading has risen from 40% to 52%. Overall attendance for inspire workshops was approximately 70%. There was little difference in the attendance of pupil premium and non-pupil premium families Of the parents who attended structured conversations, 70% of these were pupil premium families. Accelerated Reader Data shows that pupil premium children are currently achieving less well on the quizzes than non - pupil premium. There is some in school variation. Laptops and iPads are well used to support learning within the curriculum.	Continue to focus on pupil premium children to eliminate the gap in reading. Continue to monitor attendance at inspire workshops, contacting non-attenders by phone. Continue with Achievement for All project. Monitor Accelerated Reader data more frequently and address any discrepancies. Contact parents for children not achieving well in quizzes and ensure these children have time in school to read and discuss their books.	£9,407 (see detailed budget breakdown)																				
<b>C</b> Identified PP children (in particular high prior attaining) to <b>achieve</b> expected standard in reading, writing and maths	Participation in BEP Reading Partnership. To reflect on practice and collaborate with high attaining schools.	In 2017 100% of high prior attainers who were pupil premium achieved expected standards or above in reading, writing and maths. Participation in the BEP reading project encouraged reflection on practice and offered useful teaching and learning tips.	Collaboration with other schools will be continued, as well as working with an external consultant for English to continue to raise standards.	£1,100 (see detailed budget breakdown)																				
<b>D</b> Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	Breakfast club has been running successfully with high numbers of children attending. Healthy food choices are provided as well a range of physical and non-physical activities. This has provided a successful start to the day for identified children with individual behaviour plans.	Breakfast club to be continued.	£1000																				
<b>E</b> Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision.	Pupil premium attendance was better than non-pupil premium attendance at 94.1% compared to 93.5%. This still needs to be improved.	Breakfast club to be continued alongside robust procedures to improving attendance across the whole school.																					
<b>G</b> Eliminate the attainment gap between our PP Yemeni children and other children.	Targeted parental involvement of Yemeni parents in order to raise awareness of how they impact on their children's success in education. (Yemeni only parental events, trips, targeted liaison.)	Data demonstrates that the overall gap is still similar to 2016, however, there has been a significant improvement in reading with 43% of Yemeni children achieving the expected standard, compared to 29% (2016).  The programme of targeted parental involvement seems to have had an impact on girls' achievement but not boys. This will be an area for development next year.	Maintain a focus on pupil premium Yemeni boys as a priority for intervention and wider approaches.	£15,595																				
		<table border="1"> <thead> <tr> <th>2017</th> <th>Combined</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>50</td> <td>56</td> <td>68</td> <td>66</td> </tr> <tr> <td>Boys Gap</td> <td>-26</td> <td>-36</td> <td>-32</td> <td>-9</td> </tr> <tr> <td>Girls Gap</td> <td>0</td> <td>-6</td> <td>+9</td> <td>+3</td> </tr> </tbody> </table>	2017		Combined	Reading	Writing	Maths	All	50	56	68	66	Boys Gap	-26	-36	-32	-9	Girls Gap	0	-6	+9	+3	
2017	Combined	Reading	Writing		Maths																			
All	50	56	68		66																			
Boys Gap	-26	-36	-32		-9																			
Girls Gap	0	-6	+9	+3																				