

Pupil premium strategy statement Moat House Primary School

1. Summary information					
School	Moat House Primary School				
Academic Year	2018-19	Total PP budget	£268 000	Date of most recent PP Review	July 2018
Total number of pupils	423	Number of pupils eligible for PP	183	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
SATs results 2018	<i>Pupils eligible for PP (your school x13 children)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths 2018	33% (35% all)	67% 2017 results
% making progress in reading	-3.89 2017 -3.1 2018	-1.38 2018
% making progress in writing	-0.02 2017 +0.34 2018	-0.61 2018
% making progress in maths	-3.212017 -2.79 2018	+0.4 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Writing across the school remains low in KS1 and KS2 for PP children. The gap between non PP children and disadvantaged is on average 15.8% in writing. Specially SPAG and word gap / vocabulary affected by the oral deficit.
B.	Limited language acquisition for PP children in Nursery and Reception– limited vocabulary along with poor letter recognition and reading skills upon entry to the EYFS stage. The current intake indicates that 100% of the Nursery children have poor language skills below their chronological age. End point Nursery data reflects that 44.7% of the pupils entering Reception (2018-2019) are working below the National Standard for Listening, with Speaking 63.2% below and 68.4% below in Reading. The current Year 1 children (2018-2019) have started with 31% below National Standards in Listening and Attention and 25% below in Speaking. Therefore word gap, speaking and language acquisition is the main barrier in this area of the school.

<p>C.</p>	<p>Low current attainment for small group of pupil premium children in lower Key stage 2 maths. Evidence tells us that KS2 pupil premium children are not acquiring the core skills alongside their peers to ensure that they close the attainment gap to other children in KS2.</p> <p>51.9 % of PP children are below National ARE within KS1 and KS2 , compare to non-disadvantaged at 35.5%</p> <p>At ARE as of Summer 2 internal data (2017-2018):</p> <table border="1" data-bbox="226 320 607 568"> <thead> <tr> <th></th> <th>PP</th> <th>Non</th> <th>diff</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>55.6</td> <td>75.9</td> <td>20.3%</td> </tr> <tr> <td>Year 2</td> <td>53.8</td> <td>75</td> <td>21.2%</td> </tr> <tr> <td>year 3</td> <td>51.3</td> <td>55</td> <td>3.7%</td> </tr> <tr> <td>Year4</td> <td>25</td> <td>33.3</td> <td>8.3%</td> </tr> <tr> <td>Year5</td> <td>51.4</td> <td>47.6</td> <td>+3.8%</td> </tr> <tr> <td>Year6</td> <td>58.3</td> <td>88.9</td> <td>30.6%</td> </tr> </tbody> </table>		PP	Non	diff	Year 1	55.6	75.9	20.3%	Year 2	53.8	75	21.2%	year 3	51.3	55	3.7%	Year4	25	33.3	8.3%	Year5	51.4	47.6	+3.8%	Year6	58.3	88.9	30.6%
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<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>																													
<p>D.</p>	<p>Reading at home and parents reading skills effecting regularly of reading and quality of homework across most year groups as you move up the school. This is particularly for children in Y4 and Y6 (2017-2018).</p> <p>Y4- 5% of PP children reading at home regularly. Now 37% reading at home</p> <p>Y6- 2% of PP children reading at home regularly. Now 50% reading at home</p> <p>This is due to a support campaign by the school, although this needs to continue to raise standards in reading cross the school.</p>																												
<p>E.</p>	<p>Socio - economic issues of low aspiration, high % of social care involvement. For example, 83% of social care cases at the school are Pupil premium children. A high proportion of cases are linked to neglect and parenting issues. The year group with the highest number of PP children with social care involvement is in Y4- 45% of these are linked to neglect.</p>																												
<p>4. Desired outcomes</p>																													
	<p><i>Desired outcomes and how they will be measured</i></p>	<p><i>Success criteria</i></p>																											
<p>A.</p>	<p>Children will become more fluent writers and increase the % at the expected standard in each year group.</p> <p>Children will be measured by termly internal assessments, independently assessed writing tasks, moderation from LA, SATs, Teacher assessment judgements, ELG scores.</p>	<p>Pupils eligible for PP will have an increase in ARE in each year group in writing.</p> <p>The difference from non PP children in each year group will be diminished by at least 5%</p>																											
<p>B.</p>	<p>Increase the number of PP children meeting the national standard in reading, writing, speaking and listening at the end of EYFS and expected standard in reading and writing at end of year 1.</p> <p>Children will be measured by termly internal assessments, independently assessed writing tasks, moderation from LA, Teacher assessment judgements, ELG scores.</p>	<p>Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Increased % of children at ARE at end of year 1.</p>																											

C.	<p>Increase the number of PP children meeting the national standard and age related expectations in maths.</p> <p>Children will be measured by termly internal assessments, Rising Stars assessments, SATs, Teacher assessment, 99 Club progress.</p>	<p>The gap for pupil premium to non-in maths is narrowed in each year group.</p> <p>PP Children achieve a better progress scaled score than 2018 results.</p>
D.	<p>Increase parental engagement through academic support</p> <ul style="list-style-type: none"> • Increase home readers • Increase support with homework and spellings • Wider parental engagement in workshops and parent centred events, particularly linked to SPAG and Literacy. 	<p>Increased parental engagement of PP families at parent workshops and parents' evenings.</p> <p>Increased reading at home by PP families.</p>
E.	<p>To reduce the number of PP children who have social care involvement to improve their living standards and improve home conditions.</p> <p>Increase link to local agencies including Moat Hub.</p>	<p>The number of PP children with social care involvement to reduce.</p>

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?
A	Purchase a SPAG scheme with CPD linked training for staff with a launch to include expectations of timetables work and how this is to be marked and fed into wider literacy and extended writing.	Nationally there is a recognised word gap for disadvantaged children. The school recognise that SPAG is not as clearly defined in books as it could be and that results show across the school that spelling, word gap and grammar are areas that need developing, partly down to the nature of the socio-economic area. 2018 KS2 SPAG results were 58% of children achieved ARE. Ofsted said, "Pupils' use of grammar, punctuation and spelling are weak across the school. This directly affects the quality of written work produced."	Impact overseen by Literacy Lead, Phase Leader, class teacher and PP lead. Quality CPD events Track progress Support from Rachael Clarke Impact on the number of PP children having weekly SPAG sessions	Whole SLT and PP Lead.	Sept 2018 £TBC
A	Set up alternative provision for PP children during Literacy for children who are well below the expected standard- The Hive. This will reduce the ratio of PP children to staff in classes during Literacy lessons, too, which will allow for more targeted support.	The gap between non PP children and disadvantaged is on average 15.8% in writing. Head and SENCo/PPG Lead visit to similar successful provisions at local schools. Ofsted's views on 'nurture provision' are also positive: 'Supporting children with challenging behaviour through a nurture group approach found that many pupils attending such groups were making substantial progress with their behavioural, social and emotional skills. The most successful groups also placed a strong focus on developing literacy and numeracy skills and views success in basic skills as a key factor in raising self-esteem.'	Impact overseen by SENCo/PPG Lead and Link SEN/PPG Governor. Additional staff employed to provide quality teaching and learning.	SENCo/PPG Lead	October 2018 £2500 £staffing costs
A/B	Provide training for all staff, by an external consultant, Dean Thompson, around vocabulary,	Nationally there is a recognised word gap for disadvantaged children.	Impact overseen by Literacy Lead, Phase Leader, class teacher and PP lead.	PP Lead	October/November 2018 £1500 (SSIF)

	teaching strategies to support vocabulary and creating a vocabulary rich environment.	The current intake indicates that 100% of the Nursery children have poor language skills below their chronological age. End point Nursery data reflects that 44.7% of the pupils entering Reception (2018-2019) are working below the National Standard for Listening, with Speaking 63.2% below and 68.4% below in Reading. The current Year 1 children (2018-2019) have started with 31% below National Standards in Listening and Attention and 25% below in Speaking.	Quality CPD events Track progress		
A/B	CPD linked to speech, language and communication needs delivered by L3SLCN to raise staff understanding of SLCN, and how best to support children with their learning.	48% of the school's SEN Register is for Speech, Language and Communication needs. The current intake indicates that 100% of the Nursery children have poor language skills below their chronological age. End point Nursery data reflects that 44.7% of the pupils entering Reception (2018-2019) are working below the National Standard for Listening, with Speaking 63.2% below and 68.4% below in Reading. The current Year 1 children (2018-2019) have started with 31% below National Standards in Listening and Attention and 25% below in Speaking.	Impact overseen by Literacy Lead, Phase Leader, class teacher and PP lead. Quality CPD events Track progress	PP Lead	October 2018 £400 (SSIF)
A/B	Purchase resources to create a vocabulary rich environment and to support the teaching of vocabulary.	Nationally there is a recognised word gap for disadvantaged children. The current intake indicates that 100% of the Nursery children have poor language skills below their chronological age. End point Nursery data reflects that 44.7% of the pupils entering Reception (2018-2019) are working below the National Standard for Listening, with Speaking 63.2% below and 68.4% below in Reading. The current Year 1 children (2018-2019) have started with 31% below National Standards in Listening and Attention and 25% below in Speaking.	Impact overseen by Literacy Lead, Phase Leader, class teacher and PP lead. Quality CPD events Track progress	PP Lead	October 2018 £3000 (SSIF)
Total budgeted cost					£7400 £4900 SSIF
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?
A/B	Specific training for EYFS and Year 1 staff regarding SLCN and Wellcomm.	A member of the EYFS team has received training regarding SLCN (L3 qualification) and Wellcomm. The impact is apparent in the Wellcomm exit data 2017-2018. The school wishes to upskill more staff to future-proof the work and to ensure that work continues throughout the school. More trained staff will enable more children to receive appropriate, targeted support. 48% of the school's SEN Register is for Speech, Language and Communication needs. School commissions SALT, but having staff trained in will reduce waiting list times.	Impact overseen by SENCo/PPG Lead and Link SEN/PPG Governor.	PPG Lead	June 2019 £1750 (SSIF)
A/B	Commission Speech and language Services from Nursery to Y6. Additional Speech and Language Assistant to be commissioned to deliver therapy sessions from YN to Y6.	48% of the school's SEN Register is for Speech, Language and Communication needs. The current intake indicates that 100% of the Nursery children have poor language skills below their chronological age. End point Nursery data reflects that 44.7% of the pupils entering Reception (2018-2019) are working below the National Standard for Listening, with Speaking 63.2% below and 68.4% below in Reading. The current Year 1 children (2018-2019) have started with 31% below National Standards in Listening and Attention and 25% below in Speaking. NHS waiting times for SLCN are lengthy. By purchasing Speech and Language Therapy, early intervention is made possible.	Impact overseen by SENCo/PPG Lead and Link SEN/PPG Governor.	PPG Lead	June 2019 £10 462 £4930 (£2000 EYFS PPG)
B	Increased language support in EYFS through Wellcomm.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	EYFS Staff, Phase Leader, PPG Lead	June 2019

B	Increased language support in KS1 and KS2 through the use of Speech Link and Language Link.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. 48% of the school's SEN Register is for Speech, Language and Communication needs. School commissions SALT, but, through the use of Speech Link and Language Link, the school will be able to address some SLCN within school. This will allow for early intervention to be made and will reduce waiting list times for children with more profound SLCN needs to be seen by a professional.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Phase Leaders, Class teachers PPG Lead	June 2019
B/C	Increased teaching support in Y2 and Y6 for maths and literacy. MC/SM in Y2	We want to provide extra support to increase the rate of progress. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Maths/Literacy Leads, Phase Leader, class teacher and PP lead.	Phase Leaders	June 2019 £24 299
D	Parent workshops- Adult Education. Liaise with Moat Hub. Reading events to promote reading skills.	Too few pupils make good progress from their different starting points. The socio-economic nature of the area means that parents are often unable to support their children as they do not have the skills themselves.	½ termly meeting with PP lead/ English and RWI leader to discuss outcomes of initiatives, % is increasing for Parents involvement	Literacy Lead/ Parental Engagement Lead	Dec 2018
E	Learning mentor supports all children on CAF or equivalent or CP plan Learning mentor is the key person between the parent, child and agency. CAF support and early help through Learning mentor team Family workers in place for home visits for Level 3 and ABOVE Regular CAF and above meetings Breakfast club After school clubs to build aspiration DSL and safeguarding team Increase links with Moat Hub.	Safeguarding need form KCSIE document. Statutory duty	Regular meetings with DSL, LM team and PP lead	Learning mentor team DSL- Melanie Collins.	Fortnightly

					Total budgeted cost	£41 441 £1750 (SSIF)
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 implementation?	
Staffing – -Learning Mentor for attendance -2 Learning Mentors to support families and children - Additional Full time Teaching Assistant support x7 - 150 additional TA hours per week.	Additional staff and support should enhance the provision for the children. Smaller classes and groups enable teachers to focus on individuals to ensure they are achieving appropriate levels. Specialist teachers bring that experience and knowledge to the school as a whole.	We want to provide extra support to increase the rate of progress. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Nasen (2015) has shown the impact that TAs, with the right support, can make on a one-to-one and small group basis.	Regular meetings with DSL, LM team and PPG lead. Half termly Pupil Progress Meetings. Regular monitoring of interventions. Performance Management of TAs	Deputy Head Head, PPG Lead, SLT Assistant Head	Half termly June 2019 £228 100	
Outside agencies – -Time for You counselling (one day per week) PPG External Review (Acorn Education- Matt Potts)	The provision of ensures children are being supported and are accessing the interventions - some parents struggle to keep that commitment to an intervention held off site. These interventions are very important to the child's overall development.	We have invested in additional student support services above those included the Service Level Agreement.	Feedback from TFY will be positive. Postive impact on children's emotional wellbeing. Speech and Language needs will be addressed much quicker, so that children's learning is not negatively impacted upon. Decrease in % of children requiring SALT in KS2.	SENCo/PPG Lead	June 2019 £8580	
Experiences – -Whole school to pantomime - Subsidised Dol-y-Moch visit -Young Voices -Forest schools -Big School Transition -Morning of Music -Subsidised school trips. -Imagineering	Children at Moat House have a lack of experiences provided at home. We feel that the lack of experiences has a major impact on learning as the children struggle to write about and talk about things they have no experience of. We use PPG support the curriculum to give hands on learning to our children. Forest schools is organised to give additional ways of focussing in their learning - ie - behaviour management.	Experiences (School Trips/DYM/Performing Arts/Performances/ Seaside/Pantomime/Young Voices). Ofsted said, 'The curriculum is well enriched with lots of visits, visitors and clubs. Pupils talked with enthusiasm about their recent residential visit to Wales which helped develop their personal and social skills. Such opportunities add to pupils' enjoyment of school.'	Feedback from experiences will be positive. Postive impact on children's emotional wellbeing and outlook.	SLT	Throughout the year. £12 300	
Extended schools - -Performing arts service - music -Sports for All	As above. Children need support from extra- curricular clubs. They also need to experience a range	Extended School Activities (Street Dance, Cheer Leading, Coaching, Performing Arts, Resources for Clubs)	Feedback from extended schools will be positive. Postive impact on children's emotional wellbeing and outlook.	SLT	Throughout the year. £2856	

<ul style="list-style-type: none"> -Street Dance -Coventry sports foundation (non - curricular) -Resourcing for clubs -PAS non-curriculum music -One body one life -Triple P project -Healthy foods project -Engage -Premier Sports -Coventry Blaze 	<p>of activities to support their learning.</p>	<p>Ofsted said, 'The curriculum is well enriched with lots of visits, visitors and clubs. Pupils talked with enthusiasm about their recent residential visit to Wales which helped develop their personal and social skills. Such opportunities add to pupils' enjoyment of school.'</p>	<p>Uptake of extended schools will remain high.</p>		
<ul style="list-style-type: none"> Others – -Family support 	<p>Family support - coffee mornings /Haven drop in sessions - to support parents, AT7 sports sessions in half term holidays, taxis to ensure attendance is consistent, uniform, support with trips funding</p>			<p>SLT</p>	<p>Throughout the year. £500</p>
Total budgeted cost					<p>£252 336</p>
Total Planned Expenditure					<p>£301 177 £6650 SSIF £2000 EYFS PPG <hr style="width: 10%; margin-left: 0;"/>£292 527</p>
Estimated Budget					<p>£268 000</p>
Deficit to be paid from school's budget					<p>£24 527</p>

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase parental engagement through academic support</p> <ul style="list-style-type: none"> •Increase home readers •Increase support with homework and spellings •Wider parental engagement in workshops and parent centred events 	<p>Re-launch reading diaries with expectations of x3 times per week reading</p> <p>Hold a reading morning workshop for each year group after school- starting in Y3 and Y5.</p> <p>Parent forums to discuss school life and future achievements</p> <p>Reading achievements in assembly and certificates for parents and children.</p>	<p>Increased parental engagement of PP and non-PP families at parent workshops and parents' evenings.</p> <p>Increased reading at home by PP and non-PP families.</p> <p>Y3 Book event- 50% of children and their parents attended.</p> <p>On average, reading at home by PP children increased by 30% during the incentive.</p> <p>Target year groups:</p> <p>Y3- 5% of PP children reading at home regularly. Now 37% reading at home</p> <p>Y5- 2% of PP children reading at home regularly. Now 50% reading at home</p> <p>Book shelves in the school entrance area offering free books to children and their families have been well received and it is evident that families are accessing the books.</p>	<p>Children responded well to the incentive. This needs to continue to maintain momentum.</p> <p>Parent events worked well, again, when there was an incentive for parents to come along i.e. a free book for them and their child.</p>	£150

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
Increase the % of PP children making expected progress so that is in line with all children in both Y2 and Y6. Diminish the difference for PP children who are 2 terms or more below ARE.	Increased teaching support in Y2 and Y6. MC and SM in Y2 AK and JJ in Y6	<p>Pupils eligible for PP in Y2 and Y6, on the whole made good progress by the end of the year so that a greater proportion of pupils eligible for PP met age related expectations, compared to last year.</p> <p>Y2- Children achieving expected standard or above: Reading- 57.7% (non-PP 63.8%) Writing- 38.5% (non-PP 43.1%) Maths- 53.8% (non-PP 63.8%)</p> <p>Y6- The gap between PP and Non-PP children achieving the expected standard in Reading, Writing and Maths decreased from 2017 to 2018. In all areas, PP children made more progress this year, compared to 2016-2017. In writing, PP children made more progress than non-PP children.</p>	Although we are diminishing the difference between PP and Non-PP children we need to continue to ensure that children are tracked carefully and that appropriate interventions are made.	£23 026
Increase the number of PP children meeting the national standard in reading, writing, speaking and listening at the end of EYFS.	Increased language support in EYFS. Time for talk	<p>Pupils eligible for PP in EYFS made rapid progress by the end of the year so that an increased proportion of pupils eligible for PP met age related expectations, compared to 2017.</p> <p>PP children achieving GLD increased to 56.25%, which is just above National for PP children. The percentage of PP children achieving the expected standard increased in 2018 to: Reading- 62.5% (National 62.52%) Writing- 56.25% (National 58.5%) Listening- 68.75% (National 77.38%) Speaking- 75% (National 76.79%)</p> <p>Wellcomm data shows: YR- PP children achieving the expected standard in July 2018 was 90% (2% more than non-PP children). This is an 80% increase on the percentage of PP children at the expected level in January 2018. YN- PP children achieving the expected standard in July 2018 was 69% (23% more than non-PP children). This is an 69% increase on the percentage of PP children at the expected level in January 2018.</p>	<p>Wellcomm is already having a positive impact on the percentage of children achieving the expected standard in Reading, Writing, Speaking and Listening. This needs to be further embedded over the coming year:</p> <ul style="list-style-type: none"> -More training for EYFS and Y1 TAs regarding Wellcomm -SLCN L3 training for 2 additional TAs -SLCN training for all staff -Developing the use of additional tools (e.g. Speech Link, BVPSiii) to support children in EYFS and beyond. <p>Work completed with YN children will be built on in YR.</p>	

Increase the % of PP children meeting the required standard in the Y1 Phonics Screening so that it is in line with national and at least in line with non-PP children at the school.	Regular tracking of the progress of PP children. Extra 1:1 phonics support for PP children.	Pupils eligible for PP in Y1 made rapid progress by the end of the year so that 85% of pupils eligible for PP passed the Phonic Screening, which is above National and Local Authority figures for all children (83% and 81% respectively). This was also a significant increase in the % of PP children passing the Phonic Screening compared to 2017.	Continue with the same level of tracking and support to make sure that figures are maintained in 2019 and beyond.	
To reduce the number of PP children who have social care involvement to improve their living standards and improve home conditions.	Learning mentor supports all children on CAF or equivalent or CP plan Learning mentor is the key person between the parent, child an agency. CAF support and early help through Learning mentor team Family workers in place for home visits for Level 3 and ABOVE Regular CAF and above meetings Breakfast club After school clubs to build aspiration DSL and safeguarding team Staffing – -Learning Mentor for attendance -2 Learning Mentors to support families and children	The number of PP children with social care involvement has continued to be high: 83% of social care cases at the school are Pupil premium children. A high proportion of cases are linked to neglect and parenting issues. The year group with the highest number of PP children with social care involvement is in Y4- 45% of these are linked to neglect.	Continue to provide a high level of support to PP children and their families who have social care involvement. Increase links with the new Moat Family Hub.	£82 727
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

<p>Increase the % of PP children making expected progress so that is in line with all children in both Y2 and Y6. Diminish the difference for PP children who are 2 terms or more below ARE.</p> <p>Increase the number of PP children meeting the national standard in reading, writing, speaking and listening at the end of EYFS.</p>	<p>Staffing –</p> <ul style="list-style-type: none"> - Additional Full time Teaching Assistant support x7 - 150 additional TA hours per week. 	<p>Pupils eligible for PP in Y2 and Y6, on the whole made good progress by the end of the year so that a greater proportion of pupils eligible for PP met age related expectations, compared to last year.</p> <p>Y2- Children achieving expected standard or above: Reading- 57.7% (non-PP 63.8%) Writing- 38.5% (non-PP 43.1%) Maths- 53.8% (non-PP 63.8%)</p> <p>Y6- The gap between PP and Non-PP children achieving the expected standard in Reading, Writing and Maths decreased from 2017 to 2018. In all areas, PP children made more progress this year, compared to 2016-2017. In writing, PP children made more progress than non-PP children.</p>	<p>Although we are diminishing the difference between PP and Non-PP children we need to continue to ensure that children are tracked carefully and that appropriate interventions are made.</p>	<p>£145 373</p>
<p>To reduce the number of PP children who have social care involvement to improve their living standards and improve home conditions.</p> <p>Increase the number of PP children meeting the national standard in reading, writing, speaking and listening at the end of EYFS.</p>	<p>Outside agencies –</p> <ul style="list-style-type: none"> • Time for you counselling • Additional Speech and Language support • PPG Review- Matt Potts (Acorn Education) 	<p>Pupils eligible for PP in EYFS made rapid progress by the end of the year so that an increased proportion of pupils eligible for PP met age related expectations, compared to 2017.</p> <p>PP children achieving GLD increased to 56.25%, which is just above National for PP children.</p> <p>The percentage of PP children achieving the expected standard increased in 2018 to: Reading- 62.5% (National 62.52%) Writing- 56.25% (National 58.5%) Listening- 68.75% (National 77.38%) Speaking- 75% (National 76.79%)</p>	<p>Wellcomm is already having a positive impact on the percentage of children achieving the expected standard in Reading, Writing, Speaking and Listening. This needs to be further embedded over the coming year:</p> <ul style="list-style-type: none"> -More training for EYFS and Y1 TAs regarding Wellcomm -SLCN L3 training for 2 additional TAs -SLCN training for all staff -Developing the use of additional tools (e.g. Speech Link, BVPSiii) to support children in EYFS and beyond. 	<p>£19 262</p>
<p>Pupil Premium pupils are provided with the same out of school opportunities.</p>	<p>Experiences –</p> <ul style="list-style-type: none"> • Whole school to pantomime • Dol-y Moch visit • Young Voices • Forest schools • Visitors for WOW days 	<p>All pupils have access to the same opportunities to enhance their learning in school.</p>	<p>This needs to continue.</p>	<p>£12 330</p>

	<p>Extended schools –</p> <ul style="list-style-type: none"> • Performing arts service - music • Sports for All • Street Dance • Coventry sports foundation (non - curricular) • Resourcing for clubs • PAS mini pals • One body one life • Triple F project • Healthy foods project 			£2856
Pupil Premium pupils are provided with the same out of school opportunities.	<p>Others –</p> <ul style="list-style-type: none"> • Family support • CPD • Attendance incentive • Playground pals 	All pupils have access to the same opportunities to enhance their learning in school.	This needs to continue.	£995
Total Expenditure				£340 951
Total PPG Budget				£277 970
Difference made up by School's budget				-£62 621

7. Additional detail

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