



Clapham Terrace Community Primary School

# Pupil Premium Evaluation action plan 2017-18

2017-18

DATE	AMENDED BY
October 4 <sup>th</sup> 2017	Created by JM
October 5 <sup>th</sup> 2017	Amended by JM/AMc shared with strategy group
October 16 <sup>th</sup> 2017	Proof read H Paxton, amended JM
July 2018	Evaluated after results analysis. Shared with PP strategy group and SMT
Sept 2018	Final results evaluations in

### Targets for Pupil Premium 2017-18 against actual scores

	PP children target profile	PP children <b>ACTUAL SCORES 2017-18</b>	Cohort target profile	Cohort <b>ACTUAL SCORES 2017-18</b>
KS2 Combined RWM	5 out of 8 are targeted for expected (other 3 SEND)  63%	6 children out of 7 achieved RWM expected levels 86%	88% EXP and above 25% G Depth	86% RWM expected Greater Depth SPAG 55% Nat 34 Reading 48% NAT 28% Maths 41% Nat 24%
KS1 combined RWM	1 out of 3 to reach expected (other 2 agency supported SEND) 33%	1 achieved expected level in RWM Other 2 are below ARE, progress for these 2 was expected in W and M, good in Reading (reading recovery)	80% Expected and above 33% GD	80% RWM RWM N 78% GD 27% RWM N – 12%
Attendance		95% PP children 96% school target		PP children School 96.04%

### 2017-18 Pupil Premium: Summary Outline of Expenditure

Area of Support	Examples / Details of Support	Estimated / Projected Cost of Support	Expected Impact	<i>Expected</i>
<b>Using specialist or specific support to improve overall provision</b>	➤ Additional teaching assistant time in years 6 and 2, in literacy and maths, given the substantially higher demands of the testing curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between disadvantaged and non-disadvantaged pupil narrows. 8 disadvantaged children are in the Y6 cohort, 3 of whom have identified SEND (1 in process of assessment for an EHCP, 2 with CP/ emotional needs)	<b>£7,417.80</b>	Pupil progress from end of KS 1 for Yr 6 children in reading and maths to be good or better. Yr 2 children to make good or better progress from starting points. Evidence of dialogue in marking for all PP children	Year 2 RWM combined target 75-80% Year 6 RWM combined target 80-85%

<p><b>Actual Impact July 18</b>          KS1 80% RWM – Target exceeded          KS2 93% RWM – Target Exceeded          Pupil progress KS1 to KS2 is good or better for all children (TA)          Pupil Progress EYFS to KS1 is 90% expected or better          Monitoring reports for PP children throughout the whole year indicate books are showing good progress          See Partnership Review report July 2018</p>			
<ul style="list-style-type: none"> <li>➤ Additional support from Head Teacher in Year 6 to improve progress for pupils. In maths x 3 sessions a week</li> <li>➤ Induction support for Y6 teacher who is new to year group. Attend all moderation courses the LA offer</li> <li>➤ Moderate with cluster schools</li> </ul>	<p>£110.00 x 3 sessions x 12 weeks =  <b>£3,960.00</b></p> <p>£110.00 x 2 days x 2 staff = <b>£440.00</b></p>	<p>Continue to close the gap in attainment between disadvantaged in year 6 (8 children) and rest of the cohort          Evidence of dialogue in marking for all PP children          Year 6          R 85% cohort -PP 88%          W 90% PP 75%          M 90% PP 88%</p>	<p>Current Y6 PP Reading score 88% expected.          Writing 75% expected          Maths 88% expected          Make progress against this to bring scores closer to national          Y2 RWM 1 out of the 3 PP children on track for expected, other 2 SEND</p>
<p><b>Actual Impact July 18</b>          H-Teacher delivered 3 x maths sessions weekly throughout spring Term          Moderation sessions were attended throughout the year across cluster and with St Pats more regularly          KS2 R 93% W 93% M 90% GPS 93%          PP children KS2 R WM 87% - exceeded target          KS1 Hit target 1/3 children achieved ARE – other 2 SEND</p>			
<ul style="list-style-type: none"> <li>➤ Additional adult input in Year 1 to ensure children with lower starting points make accelerated progress with phonics</li> <li>➤ Track phonics accurately and effectively, leading to consistent additional adult input for EAL and SEND children who are slower to progress.</li> </ul>	<p><b>£7,417.80</b>          £880.00 (4 KIT days)</p>	<p>TA time x 5 hours a week to accelerate the phonic progress of low ability children (3 children PP)          Kit days CA</p>	<p>Phonics scores for disadvantaged children to match that of pupils with similar starting points (pass phonics screen).          Low ability PP/ disadvantaged to make progress on termly phonics testing</p>

**Actual Impact July 2018**

TA support in Year 1 proved to be effective, observations and drop ins enabled good practice to be spread across the 5 adults used to facilitate phonic provision. Tracking half termly led to adjustments to groupings  
Phonic score 90% Yr1 PP children – scored 32, 39 out of 40 points on Phonics screen (1 had additional input to secure this)

<ul style="list-style-type: none"> <li>➤ Additional SMT support in Year 2 to ensure provision is moderated and benchmarked against another school to maintain progress for GD for disadvantaged children (1 MA, 2 LA)</li>   <li>➤ Additional TA input for MA PP in Year 6 to ensure they achieve expected standard in RWM – specific booster provision on top of class support</li> </ul>	<p><b>£1,320.00</b> (6 days release)</p> <p><b>£880.00</b> (4 KIT days)</p> <p><b>£646.68</b></p> <p><b>£304.32</b> (2 hours x 12 weeks)</p> <p><b>£1,268.00</b> (TA PM sessions)</p>	<p>Disadvantaged children make progress from their starting points 1 PP child MA to achieve expected</p> <p>MA prior attainers to achieve expected level. ( 7/8 PP children )Y6</p> <p>Progress of PP pupils: Mid and Top ability to broadly match or exceed that of other pupils. Evidence of dialogue in marking for all PP children</p>	<p>MA PP child in Yr 2 to achieve expected – 1 child</p> <p>Increased number of TA and MA PP children to achieve expected</p>
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**Actual Impact July 2018**

The one MA PP children achieved Expected level in Yr 2  
All but 1 SEND PP child in Yr 6 achieved Expected level  
2/8 PP children achieved GD in Maths and 1 in Reading in Yr 6

<ul style="list-style-type: none"> <li>➤ Additional TA time in years 3 4 and 5 to diminish the difference between disadvantaged and non-disadvantaged pupils. Year 3 have 6 PP children Year 4 have 6 disadvantaged pupils of which 4 are LA,1 is MA and 1 is TA and year 5 have 6 PP pupils 3 LA, 2 MA and 1 TA</li> <li>➤ Provision and use of TA time to ensure missed learning in books identified and catch up opportunities created</li> </ul>	<p><b>£4,945.20</b> (MO PM)</p> <p><b>£2,967.12</b> (JMC)</p>	<p>Pupils to be in line with children from similar starting points at the end of Year 4 and Year 5 Evidence of dialogue in marking for all PP children</p>	<p>Reduced gap between disadvantaged in Year 4 and Year 5 for MA PP children and TA PP children Current achievement of PP pupils Year 5 R 43% expected, W 42%</p>
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				expected, M 43% /expected Year 4 R 29% expected, W 43%, expected, M 28% expected
<b>Actual Impact July 2018</b>				
50% of Yr 3 PP children achieved ARE in RWM, (3 out of the 6 children, 2 of these are working beyond ARE). The 3 who haven't achieved the expected Yr 3 standard are all SEND, 1 is SP&L 34% of PP children in Yr 4 have achieved Y4 ARE, the 4 who haven't are SEND (1EHCP, 2 recently left the SP&L unit) 43% of Y5 PP children have achieved the ARE for Yr 5 in R WM, the 4 who haven't are all SEND children PP monitoring has led to significant improvement in PP children's books so there are no gaps in learning. Wishes are consistently acted upon				
<ul style="list-style-type: none"> <li>➤ Maths cluster training day with a focus on reasoning to be attended by teachers across S Leamington</li> <li>➤ CLIC sessions to be further developed in each class to improve reasoning and calculations skills within mathematics. Raise the confidence level of staff</li> <li>➤ Additional TA sessions for LA PP children during CLIC</li> <li>➤ Introduce testing with more rigour to ensure TA matches test outcome (an issue with the MA PP throughout school )</li> </ul>	<p><b>£880.00</b> (4 days release)</p> <p><b>£2,472.60</b> (CLIC 1 hour TA time across school)</p>	<p>Pupils are able to apply their maths skills to enable them to reach expected levels on the maths reasoning paper</p> <p>Maintain the number of children reaching GD</p> <p>Increase raw score on reasoning paper at Year 6 against last year</p> <p>breakdowns (went up by 2 2016-17)</p>	<p>Close the GAP for PP pupils in maths in each cohort .All MA prior attainers who are PP to hit expected or above TA ability PP to achieved GD throughout school</p> <p>Y3- 1 child Y4 -1 child Y5- 1 child</p>	
<ul style="list-style-type: none"> <li>➤ Release time for subject leaders in literacy and numeracy and science to support teaching and learning within their subject. Aim to raise achievement and ensure higher outcomes for all groups of learners, including disadvantaged pupils at all ability levels. Observations to be carried out and good practice shared</li> <li>➤ Support provided for teachers new to the school in order to secure the best possible provision.</li> </ul>	<p><b>£8,580.00</b> (1 day per week supply)</p>	<p>Sustain outcomes in each cohort particularly at GD in literacy, numeracy and science, building on the progress made in 2016-17</p>	<p>GD percentages to be sustained in each cohort for TA children - of which 3 are PP children</p>	

**Actual Impact July 2018**

See Performance and attainment data 2017 18

- All work trawls and monitoring of pupil voice etc. to make comparisons between disadvantaged children and other children.
- Actively promote the participation of PP children in clubs and activities
- (specific art club, athletics)

Part of SMT role. Already accounted for as subject release

SMT monitoring to act on the differences found between PP and non-disadvantaged pupils. Adjust provision to reflect the findings

PP children to be represented in all leadership groups  
All PP children to have additional input in dialogue and marking in literacy and numeracy to demonstrate progress particularly of LA PP  
Current level of representation of PP children in pupil voice groups 8% at the start of 201617 , by the end it was ?? Sustain this

**Actual Impact July 18**

Representation in pupil voice groups has grown throughout 2017-18, 21% of the children in these leadership groups are PP, this has risen from 8% in 2016-17

Monitoring has been carried out of PP books against non-PP books, there has been a vast improvement in marking of LA PP children as a result of the monitoring carried out.

- Head Teacher and Inclusion manager to implement the recording system to improve impact measuring for all PP children- build consistency with this
- PP Governor to monitor the provision for PP children across school through talking to the children and the teachers

Inclusion Manager  
½ day per week  
**£4,680.00**  
(£120.00 x 39 weeks)

Class Teachers to be highly accountable for how PP children are performing and what is being done additionally to ensure they have appropriate provision. Prioritising additional support to focus on these key children (MA and TA)

Class Teachers to be able to evidence the impact of additional interventions for PP children and take ownership of adjusting provision at Wave 1 and Wave 2

	<p><b>Actual Impact July 18</b> Class teachers Impact logs have proven to have a huge impact on the progress of all PP children Monitoring has been personalised for all children</p>			
	<ul style="list-style-type: none"> <li>EYFS Leader to continue to develop skills to enable all staff within the unit to make continuous on-going assessments of children's learning in both guided sessions and in independent play.</li> </ul>	<p><b>£2,340.00</b> Fortnightly sessions 19 weeks</p>	<p>All EYFS staff lead learning to raise the outcomes in language and communication and literacy.</p>	<p>EYFS target 73% C and L for those lower in baseline , progress to be accelerated</p>
	<p><b>Actual Impact July 18</b> GLD 77% in EYFS, from low starting points All children have made good or outstanding progress from their start points in all learning goals PP child has low starting points (case study shows progress made)</p>			
<p><b>Securing the progress of targeted learners</b></p>	<ul style="list-style-type: none"> <li>Continuation of interventions with proven impact, including intervention for pupils who did not pass phonics test at end of Year 2. 6 pupils in Year 2 of which 2 are PP LA. 2 children in Year 3 of which 1 is PP ,</li> <li>Increase the number of children using Nessy 25 children of which 12 are PP children</li> </ul> <p>Reading recovery programme to be invested in. Training for TA's , run across the school for all LA PP children ( 1 Year 1 , 2 Year 2 , 2 Year 3 , 4 Year 4 , 3 Year 5 and 1 Year 6</p> <p>Reading Recovery Training x 2 days for 4 TA's AB, SR,MH and AC as lead teacher</p> <ul style="list-style-type: none"> <li>Training on HFW delivery of interventions Liz Lee (SIS)</li> <li>Shadowing of TA's trained in HFW to cascade this interventions throughout school</li> <li>New KS2 reading resources for PP LA</li> <li>Interventions put in place based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including:</li> </ul>	<p>10 Pupil Premium children 10 minutes per day Nessy per child <b>£3,708.90</b></p> <p><b>£500.00</b> PA TA training <b>£500.00</b> Reading Recovery New books</p> <p>10 Pupil Premium children 10 minutes per day per child Reading Recovery <b>£3,708.90</b></p> <p><b>£220.00</b> (1 KIT day)</p>	<p>The impact of each intervention will also be measured through analysis of pupil progress data for the pupil receiving each intervention</p> <p>Progress on LA PP to be strong against objective measures , THRIVE or BOXHALL and Progress Indicators to be used as assessment tool for very Low ability SEND</p> <p>Impact of reading recovery programme to show accelerated progress</p>	<p>PP children to make progress towards the phonic screen ( LA) . All intervention records to demonstrate progress against targets for LA PP against THRIVE, BOXHALL or Progress Indicators .</p>

	<ul style="list-style-type: none"> <li>• Lego Therapy: 2 children both PP</li> <li>• Time to Talk / Chatter Matters for 2 PP children</li> <li>• 'Volcano in My Tummy' for 3 children 2 PP</li> <li>• Self-esteem development for 2 children, 1 PP</li> <li>• Precision Teaching: 2 PP children</li> <li>• First Class Number 4 children, 3 PP</li> <li>• Plus 1, Power of Two: 5 children 5 PP</li> <li>• Mathletics lunch time club 12 children, 5 PP children all year</li> <li>• Art club Year 4 and Year 5 PP children</li> </ul>	<p><b>£57.06</b> (12 weeks)</p> <p><b>£494.52</b> PA</p> <p><b>£50.71</b> (12 weeks)</p> <p><b>£247.26</b> PA</p> <p><b>£989.04</b> PA <b>£600.00</b> (30wks)</p> <p><b>£494.52</b> PA <b>£200.00</b> resources</p> <p><b>£247.26</b> PA</p>		
<p><b>Actual Impact July 18</b> The Impact Report for all interventions tracks the termly progress made by all children (see report) Nesy, HFW, Progress Indicator reports, THRIVE report and Boxall data clearly shows progress ALL children are making from their starting points. AC has worked with all TAs to refine the recording systems used to show progress for all children receiving interventions</p>				
<p><b>Minimising the impact of barriers to learning and promoting cultural capital</b></p>	<ul style="list-style-type: none"> <li>➤ Continued engagement of pastoral TA to support and raise achievement for vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems.</li> <li>➤ Generate targets from THRIVE assessments for the children who score below the pass mark. Feed these into PLPs and adjust provision to address need</li> </ul>	<p><b>£2,967.12</b></p> <p><b>£1,000</b> PA Thrive</p> <p><b>£304.32</b> (AR)</p>	<p>Barriers to attendance and engagement in learning are minimised. Unauthorised absence robustly challenged and reduced. Absence of pupils is reduced. No group of pupils is significantly</p>	<p>PP attendance to be 95% Number of children with attendance below 90% to be reduced, building on the progress made in 2016-17</p>



	<ul style="list-style-type: none"> <li>➤ Termly re assessments using THRIVE to measure progress in emotional development as cohorts and as individual pastoral groups.</li> <li>➤ JMc to analyse findings from THRIVE assessments to enable pastoral groups to be generated , addresses gaps in the children's emotional profile</li> <li>➤ Alison Roberts and Anoushka Clarkson, to track attendance, implementing action plans for those most vulnerable. Action plans in place for 6 Children, of which 4 are PP. Communication with class teacher to improve through use of the PP and SEND class file.</li> <li>➤ Counselling sessions to be offered to children who are struggling to deal with home situations. 4 pupils attending of which 2 are PP</li> </ul>	<p><b>£750.00</b> PA</p>	<p>disadvantaged by poor attendance.</p>	
<p><b>Actual Impact July 18</b> The number of PP children with attendance below 90% has reduced to only 2 in 2017-18. There are 4 PP children on plans for attendance. There are 7 children across school who have improved attendance over the year</p>				
	<ul style="list-style-type: none"> <li>➤ Pastoral TA to : <ul style="list-style-type: none"> <li>▪ Support parent relationships with the school, including organisation of coffee mornings / drop in sessions to help parents to engage with their child's learning</li> <li>▪ Parent education classes – to enable parents to support pupils at home. Develop 1 workshop every half term for vulnerable parents</li> <li>▪ Engage with cookery project (Bayleaf cookery group) to promote and improve healthy life styles for our most vulnerable families (4 families autumn term all PP)</li> <li>▪ Engage Early Help (CAF) for families that require support</li> </ul> </li> </ul>	<p>Already accounted for above</p> <p>Grant received to enable to put this project on -</p> <p><b>£1,483.56</b> (GS)</p>	<p>Parents to be able to support pupils at home increasing parent engagement at school and pupils achievement.</p>	<p>100% engagement in parents' evenings to be sustained Reading percentages to be continue to improved for PP children</p>
<p><b>Actual Impact July 2018</b> All parents or carers of PP children attended parents' evenings and reviews during 2017-18 All workshops for vulnerable parents were well attended and had positive feedback.</p>				

12 families engaged in the Bayleaf cookery programme, evaluations were positive  
 2 families were new referrals for Early Help, 1 Reception child in particular has positively engaged with school after a very poor attendance in the first few weeks of reception

<ul style="list-style-type: none"> <li>➤ Early birds breakfast club to enable children to have a smooth start to the day and aid transition. Currently 5, of whom 3 PP, attend</li> </ul>	<p><b>£1,396.20</b> (SR)</p>	<p>Develop social and emotional skills to enable children to begin to access the full curriculum and make progress against the objectives for their year group. Measure progress against Progress Indicators</p>	<p>Breakfast club used to continue to improve attendance and lateness for PP children. Little Stars club to keep the number of red card incidents low at lunch time          Number of respect time incidents to reduce, over the year          100% of children to produce home learning, facilitated through school</p>
<ul style="list-style-type: none"> <li>➤ Little Stars lunchtime provision to support the development of social skills for the most vulnerable children . Currently 6, of whom 2 PP attend</li> </ul>	<p><b>£997.43</b> (JI)</p>		
<ul style="list-style-type: none"> <li>➤ Homework club and reading partners to focus on the PP children. Currently 12 children</li> </ul>	<p><b>£1,237.28</b> (MDS)</p>		
<ul style="list-style-type: none"> <li>➤ Athletics club to engage all PP children who haven't got support at home 10 children</li> </ul>	<p><b>£199.49</b></p>		
<ul style="list-style-type: none"> <li>➤ Board games club to improve emotional and social skill development. 4 children, of whom 3 are PP</li> </ul>	<p><b>£56.00</b> Autumn Term</p>		
<ul style="list-style-type: none"> <li>➤ Origami club in Year 6 - 2 PP children attending</li> </ul>			
<ul style="list-style-type: none"> <li>➤ Art Club to engage PP children – 8 children attend</li> </ul>	<p><b>£200.00</b></p>		

**Actual Impact July 18**  
 All PP children have enjoyed the clubs they have attended and Progress Indicator scores highlight the progress the LA PP children have made in their emotional development, clubs support this process  
 Homework club led by AC has been hugely successful as has Athletics, led by TF and Art club led by EF  
 Red card incidents have dropped significantly in 2017-18, with only 5 in the Summer Term  
 Lateness has reduced significantly through the support of attendance plans and early help for key families, there are only a few late arrivals, these families have intervention in place

<ul style="list-style-type: none"> <li>➤ Nurture provision to support the learning for the most vulnerable children. Develop learning behaviours and emotional resilience to enable them to make stronger progress against their SMART PLP targets.</li> </ul>	<p><b>£96.00</b> membership fee to Nurture Network</p>	<p>Pupils displaying a high level of emotional and behavioural needs make strong progress against objectives Progress Indicators / THRIVE and Boxall used as measures</p>	<p>Boxall / THRIVE and PI to demonstrate progress against objectives</p>
<ul style="list-style-type: none"> <li>➤ Boxall to be used to generate targets for these children in nurture</li> </ul>	<p><b>£3,500.00</b></p>		
<ul style="list-style-type: none"> <li>➤ Thrive screen to be carried out on all classes. From this, those children falling below the average for the class will have</li> </ul>	<p>Not accounted for</p>		

	<p>personal targets in place. These targets will led to provision being put in place through nurture and pastoral support (GS x2 pm sessions, JMc x4 assembly groups, nurture x 5 pm sessions )</p>	<p><b>£440.00</b> (2 days to complete screening)</p> <p><b>£448.89</b> (1 hour per week TA3)</p>		
<p><b>Actual Impact July 2018</b>          THRIVE screen results show the cohort improvement each term, as well as the individual progress children who are receiving 1 to 1 programmes have made. The THRIVE impact report shows the significant progress rates of children with emotional needs. Boxall profiles are also completed for all children in nurture and show their progress</p>				
	<ul style="list-style-type: none"> <li>➤ Continued investment in enrichment opportunities for sport and creative arts, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience. This includes paying for trips and residential.</li> <li>➤ Artist Project</li> <li>➤ Marle Hall Residential Trip</li> <li>➤ Music provision for PP children funded</li> <li>➤ Swimming lessons funded.</li> </ul> <p>Trips          Year 1 and 2 Warwick Castle 4 PP          Year 5 and 6 Victorian Leamington 14 PP          Year 3 and 4 Birmingham Museum 11 PP          Whole School Panto 36 PP</p>	<p><b>£550.00</b> (Artist)</p> <p><b>£1,656.00</b>          6 children in Year 6          £55 per term x 2 children =</p> <p><b>£330.00</b>          3 children in Year 3</p> <p><b>£144.00</b>          6 children in Year 4</p> <p><b>£240.00</b>          8 children in Year 5</p> <p><b>£320.00</b></p> <p><b>£37.20</b></p> <p><b>£42.00</b></p> <p><b>£82.50</b></p>	<p>Opportunity to engage in a wide range of enrichment experiences to have a positive impact on pupils understanding of team-work and life skills (linked to expectation that they take on greater responsibility at school). All pupils, including those in receipt of the Pupil Premium, learn and achieve exceptionally well, through a broad, balanced and enriched curriculum.</p>	<p>PP engagement in clubs and participation in sporting events to increase. Currently 22% of extra-curricular places are taken up by PP children</p>
<p><b>Actual Impact July 2018</b>          All PP children have been funded to attend Marle Hall, swimming, music tuition for some of the children, all school trips          The number for PP children in extra-curricular clubs has risen to 30% 2017- 18</p>				
	<ul style="list-style-type: none"> <li>➤ Provide children with a PE kit and uniform items they may require (book bags, PE bags Etc.) Ensure PP children are selected for inclusive sports events</li> </ul>	<p><b>£75.00</b></p>	<p>To ensure all identified children have a PE kit provided to enable them to take part in all activities with no barriers that will affect their self esteem</p>	<p>100% participation in PE and sport</p>

	<b>Actual Impact July 18</b>			
	All PP children were provided with a PE kit, this broke down as the children were allowed to take them home, they then didn't return them. Next year kits will be kept in school and taken home half termly to wash by a school member of staff 100% participation was achieved, although not all wore kit			
	➤ Provision of after school clubs - supported for PP children	<b>£48.00</b> (Liz England Street Dance)	Ensure PP children are able to access activities and experiences that promote a healthy life style and positive experiences which lead to success	Representation of PP children in extra-curricular activities to continue to improve
	➤ Sports or extra-curricular clubs for pupils in all year groups.	<b>£150.00</b>		
	<b>Actual Results July 2018</b>			
	All PP children attending outside providers clubs have been funded during 2017-18			
<b>Governor engagement</b>	<ul style="list-style-type: none"> <li>➤ Governors to have a clear overview of PP spending and the impact the funding is having.</li> <li>➤ PP governor to talk to class teachers about the class provision for disadvantaged children and how progress is tracked.</li> </ul> Termly meetings with SEND/Inclusion Governor to evaluate the progress and impact of this action plan		Critical challenge from Governors around impact of Pupil Premium expenditure Full understanding of how PP children are monitored for progress with the aim to close the gap.	LA PP to make progress against starting points MA and TA PP to achieve the same as non-disadvantaged children do from similar starting points
	<b>Actual Impact July 2018</b>			
	PR has met regularly with AC, the inclusion manager to look at progress of PP children. PP children have spoken to PR about marking and responses to wishes C and S committee have received breakdowns of progress and attainment data termly Governors have met with Subject leaders, progress and attainment has been discussed during these meetings Progress reports from subject leaders (SEND, EYFS, Maths, Reading, Writing, SPAG) have been shared with Governors			
	<b>Estimated Pupil Premium Funding</b>	<b>£62,880.00</b>		
	<b>Estimated / Projected Total Cost</b>	<b>£81,367.89</b>		
	<i>Additional funding from school budget</i>	<i>£18,487.89</i>		

### Impact of expenditure and strategy up to 2017

The schools evaluation of performance is rigorous. We measure the impact of the Pupil Premium grant by tracking every child's progress and knowing every child's needs. We can carefully identify any areas of weak progress and develop strategies or use interventions to promote improvement. The impact of quality Wave 1 teaching is constantly monitored, as is every intervention, using a variety of impact data including: ASP, KS1 phonic data, KS1 and KS2 SATS data, EYFS data, LA data position statements and achievement and progress internal tracking data.

Pupils work is scrutinised regularly and lesson drop-ins and observations are carried out by all of the SLT. A number of case studies are used to show the impact of pastoral interventions and the impact of attendance actions plans. Pupil surveys and interviews are used to evaluate the impact of interventions and enrichment activities.

Regular feedback is given to parents and carers (termly consultations and a written report at the end of the summer term). Children with an EHCP plan or with PLPS, as they have an identified SEND need, have regular reviews to share PLP targets. Parents meet with agencies involved in setting targets to ensure children's needs are being appropriately met. Attendance data, behaviour logs, exclusion data and pupil progress meetings are all used when tailoring interventions to each child or when adapting provision to ensure impact on progress rates.

#### Year 1 Phonics 2018

	Clapham Terrace Disadvantaged children	Clapham Terrace other children	Clapham Terrace all children	Warwickshire all children	National all children
2018	Both passed (100%)	89% 25/ 28	90% ( 27/30)	84%	83%
2017	1 passed 2 didn't (33%)	88% 22/25	82%	82%	81%
2016	1 passed 2 didn't (33%)	81% 21/26	76% (29 children)	82%	81%
2015	4 passed 4 didn't (50% )	64% 16/19	66%	77%	77%
2014	4 passed 3 didn't (57%)	89% 16/18	86%	76%	74%

#### KS1 Expected level 2018

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham Terrace All children	National All children
Reading	33 % 1 out of 3	23/27 85%	80% expected (24 children )	75%
Writing	33% 1 out of 3	23/37 85%	80% expected (24 children)	60%

Maths	33% 1 out of 3	23/37 85%	80% expected (24 children)	76%
RWM	33% 1 out of 3	23/37 85%	80% expected (24 children)	67%

### At Greater Depth KS1 2018

	Clapham Terrace disadvantaged children	Clapham Terrace Other children	Clapham Terrace all children	National all children
Reading	0 child /3 0%	12/ 27 children 44%	12/ 30 40%	26%
Writing	0 child /3 0%	8/27 children 30%	8/30 27%	16%
Maths	0 child /3 0%	12/27 children 44%	12/30 40%	22%
RWM	0 child /3 0%	8/27 children 30%	8/30 27%	12%

### Key Stage 2 Expected level 2018

	Clapham Terrace disadvantaged children 8 children	Clapham Terrace other children	Clapham Terrace all children	Warwickshire all children/ disadvantaged	National all children
Reading	88%	TA 21/ 21 100% SATS 20/21 95%	92% 27/29	89% Disadvantaged ARE 95% Non Disadvantaged 7% difference 18% difference Nationally	75%
Writing	88%	95% % TA20 / 21	93% 27/29	89% Disadvantaged ARE 95% Non Disadvantaged 7% difference 18% difference Nationally	78%
Maths	88%	20/21 95% TA TEST 96% GAP-46	93% 27/29	89% Disadvantaged ARE 90% Non Disadvantaged 1% difference 17% difference Nationally	76%

RWM	88%	94% TA 81% TEST GAP-34	93% 27/29	89% Disadvantaged ARE 95% Non Disadvantaged Better than non disadvantaged by 6% 21% difference Nationally	64%
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### KS 2 Greater Depth

	Clapham Terrace disadvantaged children 8	Clapham Terrace other children 21	Clapham Terrace all children	National all children
Reading	0 TA 1 TEST 13% 1 disadvantaged child achieved GD	12/21 TA 57% TA TEST 13/21 62%TEST	8/29 28%TA 15/29 48%	28%
Writing	0 TA	8/21 TA 38%	8/29 28%TA	20%
Maths	0 TA 1 TEST 2 disadvantaged Children achieved GD	8/21 TA 38% TEST	8/29 28%TA	24%
RWM	0 TA 2/8 TEST26% 2 Disadvantaged children	4/21 TA 19% TEST 12/21 57%	4/29 14%TA 12/29 41% 55% TEST	10%

### Scaled scores 2018

### Attendance

Attendance	2017-18
FSM Ever 6 children	????
Rest of the school	96.04%