

Pupil premium strategy statement - St Marys CofE Primary School

1. Summary information					
School	St Mary's CE Primary, Bridport				
Academic Year	2017/18	Total PP budget	£90,460	Date of most recent PP Review	June 2017
Total number of pupils	189	Number of pupils eligible for PP	48 (25%)	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	73%	62%
Value added progress in reading (unvalidated)	3.3	2.9
Value added progress in writing (unvalidated)	2.0	2.1
Value added progress in maths (unvalidated)	0.7	0.6

Commentary on disadvantaged results:
 37.5% of pupils met GLD, 80% passed the phonics test in year 1. KS1 results 100% of PP pupils achieved reading, writing and maths and at KS2 73% achieved reading and maths with 82% reaching the expected standard for writing. Progress scores are positive for all subjects.
 Historically PP pupil's attendance has been a concern and this has been a focus. This year only 33% of PP pupils have attendance below the national average a drop of 9% from 2016-7. Persistent Absence has fallen to 10.4% from 14.2% last year. Overall PP attendance is 96.55% above the national average.

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.	PP eligible pupils' baseline in Reception Class is lower than their peers.
B.	Times table knowledge poor for PP children – lack of support from home to learn them and motivation of child. Leading to lower than peers Maths scores at end of KS2.
C.	Reading and understanding of higher level vocabulary.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance still of concern. Below 95% is an issue for 33% of these pupils and below 90% for 11%.

E	Attitude towards work outside of school by children and parents. High % not attending after school clubs or doing homework.
F	St Mary's is located in a deprived area where unemployment is high and intergenerational.
G	Child Protection statistics are high
H	SEND statistics are high
I	Many PP pupils have combined needs (72.7% 2017/180)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged students make positive progress at least in line with those from similar starting points supported by targeted effective actions and interventions	60% pupils on track Aspirational targets set for reaching GLD (59%). Attendance of PP children will increase.
B.	Increase KS2 performance data through closing the gap between PP and non PP children in Mathematics.	73% of Children with PP only (11) will make at least expected progress in Maths over 1 academic year 27% (4) will make greater than expected. Maths KS2 SATs levels will be 60% for all our PP children and the gap would have closed between PP and non PP from 2017. PP children will hand in more accurate homework each week. Teachers will positively discriminate PP children by allowing them to participate in 'pre teach' sessions and answering questions in class.
C.	Improve the teaching and learning of PP children in Mathematics at KS2.	More KS2 children will be able to answer mastery style questions during the moderation talks at the end of the year. Lesson observations will show progress of PP children over course of the lesson.
D.	Specific emotional and educational support for our PP children, particularly those with no combined need.	Give PP children access to a wider range of school clubs (both academic and sporting) Children will feel more emotionally ready to learn when in class, be more resilient and have better communication and perseverance. A comprehensive list of all barriers our PP children face which can they be used to allocate specific interventions of help that they need

5. Planned expenditure					
Academic year		2017/18			
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.					
<p>i. A) Disadvantaged students make positive progress at least in line with those from similar starting points supported by targeted effective actions and interventions</p> <p>ii. B) Increase KS2 performance data through closing the gap between PP and non PP children in Mathematics.</p>					
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?
Disadvantaged students make positive progress at least in line with those from similar starting points supported by targeted effective actions and interventions (A)	<p>Disadvantaged pupils identified and an integrated support plan agreed. Individual plan drawn up to support students and intervention planned.</p> <p>EYFS pupils identified and baseline data collected to inform learning. Aspirational targets set for reaching GLD (59%).</p>	<p>Low baseline of 80%+ being either below or well below expected standards. Need to pick up identification of barriers and put in support so that the gap doesn't widen.</p> <p>Attitude towards work outside of school by children and parents; homework not completed, parents not involved in child's learning.</p>	<p>SENCO to work closely with TA and class teacher to facilitate intervention</p> <p>Layered approach to identifying barriers and actions to overcome disadvantage e.g. Pupil Profiles, Den meetings, uniform and PE kit items to enable full participation, activities and clubs to support wellbeing and achievement</p> <p>Parental meetings share concerns and profiles work with FPZ</p> <p>Work across the MLT on EYFS projects on writing and assessment</p> <p>Literacy lead teacher out of class to give support</p>	HF/SG LG	Termly
Attendance of PP children will increase to at least 95% (A)	<p>County panel attendance officer coming to school and asking parents to attend panels.</p> <p>Awards in assembly to help improve class attendance</p> <p>Letters home and face to face meetings when</p>	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being	<p>Monitored by Attendance Lead and implemented in the school office.</p> <p>Parent meetings and agreed support/actions</p> <p>Review attendance data and hold further meetings and/or celebrate/fine</p>	KS/HF/RP	Half Termly

	attendance drops below 95%. Identify families where attendance has historically been an issue and meet to discuss barriers/ support. Work within new DCC framework to promote good attendance				
Maths lessons will follow a more 'keep up' strategy with every child accessing the curriculum. (B)	Lesson study focussing on mastery in KS2. Use of TAs and interventions aimed at children who are not on track to get expected at the end of KS2. Use of Pre teach to positively discriminate to support PP children.	Maths has frequently been the subject that our school achieves lowest results in since the new SATs came out for KS2 (2016 M24%, R44% W56% 2017 M69% R62% W77%) 2016 maths for disadvantaged 19% against 76% national, 2017 – 46% against 75% National)	Maths leaders will support with planning and moderating lesson study sessions. Opportunities to share best practise about how keep up can work. Check that teachers have positively discriminated PP children with a 'pre teach' session.	KB/RP	Termly
PP children will hand in more accurate homework each week. (B)	Homework club for PP children – initially invite only. Focus will be on mathematics but also looking at reading and vocabulary.	Children in KS2 with PP needs hand in less homework than other children. They have mentioned during maths questionnaire that they find it hard to get support at home with homework and maths is the subject in which they struggle the most to complete on their own. This was increasing the gap between PP and non PP as homework is often revision of topics covered in class that week.	Run by year 6 teacher and PP/KS2 maths lead to make sure that children are involved and learning is structured around their needs. She is able to support all aspects of maths homework for whole of KS2	RP	Termly
Total budgeted cost					£40779.19
iii. (C) Improve the teaching and learning of PP children in Mathematics at KS2.					
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?

Teaching in year 5/6 will improve and the gap between PP and non PP children will get smaller.	SSIF research project with Year 5/6 teachers and maths lead.	Different style of observation which is more frequent and with smaller changes for the class teacher to make each week, results in quicker improvement of teaching and through this better learning. This will support our year 5 and 6 pupils and with focus on PP children the gap between these non PP should decrease.	Weekly coaching sessions between KS2 maths lead and year 5 teachers with different focus in each session. Feedback to SSIF research lead (KB) and fellow maths leads during face to face network meetings. Use of video to check	KB/RP/PR	Termly
Implementation and successful teaching in Shanghai style.	Shanghai maths observation. Visit to see a teacher from Shanghai deliver a maths lesson (years 1,2,3,4,5 and 6 class teachers)	Shanghai teaching style is proven to enable all children in the class to learn at the same pace. Thus meaning that the gap between PP and non PP will stay consistent or get smaller rather than increase.	Training on the Shanghai style of teaching. Lesson observations Lesson studies Feedback Book scrutiny	KB/RP/ class teachers	Easter 2018
Analysis of numbers of children accessing interventions shows that 58% are in receipt of Pupil Premium.	TAs will be given this information and systems set up to help them analyse trends so that we can discuss ways to ensure pupils achieve at least national gains wherever possible.	For most of the interventions PP children make similar progress to the national averages. However until now we have not particularly highlighted these markers to the TAs leading the groups	Tracking system and moderation of interventions to make sure that they are worthwhile and working.	KB/TAs	Termly
iv (D) Specific emotional and educational support for our PP children, particularly those with no combined need.					
Teachers and SLT will have a greater understanding of PP children's barriers of learning.	Identifying barriers to learning for PP children through questioning and one page profiles. Using this information to look at how we can allocate specific PP funding for their needs.	Some of our PP children, particularly those with no combined need are not on track to be secure by end KS2 and no interventions have been given as no SEND. We need to discover what other barriers they may have to learning. This will enable us to put some different type of intervention in place to try and break down these barriers.	Initial barriers identified by talking to child/teacher/parent and through SLT knowledge of children and family situations. Barriers will be formalised onto a one-page table which shows each PP children and their personalised need. This will enable us to allocate more individualised support funding based on what their requirements and barriers are.	RP/HF/KB Class teachers	Dec 2017

Children will feel more emotionally ready to learn when in class and have more resilience and better communication and perseverance.	Completing GL PASS assessment. Providing counsellor to help with emotional support needed. Introducing The Edge with focus on PP children. Thrive practitioners Play Therapist	Some PP children have been identified as having lack of self-esteem towards certain subjects. Work on The Edge to increase different aspects of children's emotional intelligence e.g. resilience, communication to enable them to fulfil learning potential.	Frequent discussions with counsellor/therapist to identify positive actions to support them. The Edge coordinators who will run assemblies and awards and make sure teachers know what their focus is for each half term. Thrive profiles and activities ELSA support DEN staffed to offer support, guidance and interventions	RP/HF/KB	July 2018
Total budgeted cost					£45402
iv. 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?
Assessment on speed of times tables and accuracy in amount of times tables known by heart.	Initial baseline assessment of x-table facts needed in year 3-6 Research ways that quickly improve x-tables facts that are relatively cheap and children will be motivated by.	Children in KS2, especially PP are joining year 6 with little or no times table facts. This is holding them back as so many of the maths topics require a strong, fast times table recall. Children with non PP are not learning their tables for the tests in class each week and so gap is widening.	Children will improve their speed each week for specific times tables given by class teacher. An end assessment will show improvement in speed and amount correct. <i>X table rock star club with priority given to PP children to be run at lunchtime.</i>	RP	Dec 2017 March 2018
Children's attitude towards times tables – faces how they feel now towards x tables and maths and repeat at the end.	Use of rewards to congratulate improvement in x-tables Time to revise specific x-tables tests. Opportunities for children who don't have internet	Children with non PP are not learning their tables for the tests in class each week and so gap is widening. Through maths questionnaire with PP children (no combined need) it was found that they had a much poorer attitude	Children's attitude towards maths and x tables in particular will have improved since the start of the year. Children will have more positive self-esteem towards maths and participate more in lessons.	RP	March 2018

	access to revise x-tables in school. Increase the confidence and esteem of children with PP in regards to times tables (linked to focus above)	towards maths than their peers. Analyse why they felt bad and decide as teachers can we do anything to help improve it?			
Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Learn to Move, Move to Learn	Though the impact of sports participation is thought to be low by EEF we feel that for some pupils feelings of value, opportunities to be leaders, or just to have a go build on their resilience and self esteem	Though the result of competitive team sports will hopefully be successful they key element is child's presentation at these events and their view of belonging and participating (See PE and Sport action plan)	HF/KS	July 18
Total budgeted cost					£4525

6. Review of expenditure				
Previous Academic Year		2017-8		
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
Maths lessons will follow a more 'keep up' strategy with every child accessing the curriculum. (B)	Lesson study focussing on mastery in KS2. Use of TAs and interventions aimed at children who are not on track to get expected at the end of KS2. Use of Pre teach to positively discriminate to support PP children.	Lesson study turned into focus on 'S' Planning and mental maths session. Pre teach sessions happening in year 6. Some have happened in year 5. More work will need to be done on using AFL next year to inform future planning with new teachers. TA and interventions were aimed at year 5/6 children who were not on track to make expected progress at the end of Key Stage 2. Focus year groups: Year 5: Autumn: 57.2% secure 14.3 GD Summer: 76.2% secure 28.6% GD Year 6: SATs in Oct – 1 child secure (4%) Retest in March – 17	Impact was seen in year 6 but will need rolling out to the rest of the school next year. This is already planned through the continued involvement and funding from the SIFF project. Current Maths lead for the project is leaving as is year 6 teacher so staff taking on these roles have already attended a training day in Exeter on Pre-teach and is on Maths SIP for 2018-19 as	As above agreed budgeted costs

		children secure (65%) with 2 GD (8%). KS2 SATs results 2018 showed 73% at expected levels with 20% achieving greater depth	well as the PP strategy.	
Teaching in year 5/6 will improve and the gap between PP and non PP children will get smaller.	SSIF research project with Year 5/6 teachers and maths lead.	<p>Teacher much more confident with planning and teaching lessons. Behaviour management has improved and children have made good progress over the year (see PUMA results). Questioning of children using Babcock was more self-assured this time and class teacher had a better understanding of whether her children were on track or not.</p> <p>Class teacher took key ideas around lesson back to her own classroom. During the paired planning she became much more confident with using the 'S' planning method and is now using it frequently to plug gaps in her class journey.</p> <p>Focus classes</p> <p>Year 5: Non PP Autumn data: 46% secure 23% GD PP autumn data: 75% secure 0% GD Non PP summer data: 62% secure 31% GD PP summer date: 86% secure 25% GD</p> <p>Year 6: In 2016-7 the gap was 10% and this year has been reduced to 4%, this is below national.</p>	Definite impact from the project on all children but gap closed in particular for amount of Greater Depth children. Continued funding from SIFF project will enable us to continue next year – with new lead and year 6 teacher. Best practise and strategies learnt from this year will be rolled out to the rest of key stage 2 initially and then Key stage 1 in the summer term.	
Implementation and successful teaching in didactic (Shanghai) style.	Shanghai maths observation. Visit to see a teacher from Shanghai deliver a maths lesson (years 1,2,3,4,5 and 6 class teachers)	<p>Majority of teachers are following an episodic approach, not always on a daily basis (especially in lower key stage 2, where they are wanting to concentrate more on concrete materials when introducing new topics).</p> <p>Variation has been introduced in most year groups and will just need to be checked and evidenced over the next year.</p> <p>Progress in maths has been shown across all year groups in Key Stage 2 who are following this style of approach.</p>	Will continue with this approach next year but no need to continue funding as is now embedded in key stage 2.	
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

<p>Disadvantaged students make positive progress at least in line with those from similar starting points supported by targeted effective actions and interventions (A)</p>	<p>Disadvantaged pupils identified and an integrated support plan agreed. Individual plan drawn up to support students and intervention planned. EYFS pupils identified and baseline data collected to inform learning. Aspirational targets set for reaching GLD (59%).</p>	<p>Comparative data for PP children for the year. Reception: GLD: 37.5% Read: 37.5 Writing: 37.5 Maths: 50% Year 1: Phonics assessment: 4/5 PP children pass (80%) class: 27/30 pass (90%) Was 40% pp secure (2/5) July 2017 Year 2: July 2017: Read 83.3 secure 0% GD Writing 83.3 / 0% Maths 83.3 / 17% June 2018 Read: 100% / 29% GD Writing: 100% / 14% Maths: 100% / 29% Year 3: July 2017: Read 75% secure 25% GD Writing 88 / 38% Maths 75 / 50% June 2018 Read: 82% secure 42% GD Writing: 67/14% Maths: 82/18%</p>	<p>SENCO worked closely with TA and class teacher to facilitate intervention at earlier stages in the year, which enabled children to become part of regular class learning at an earlier time in year. Class teachers produced grid which showed PP children and identified barriers to learning which was shared with TAs and kept in classroom so could be referred back to by all members of staff. This included approaches that could help children with emotional needs as well as educational. This really worked well and all staff are more aware of these children within lessons and how they can accurately support them.</p>	<p>As above agreed budgeted costs</p>

		<p>Year 4: July 2017: Read 33 secure 0% GD Writing 22 / 0% Maths 22 / 0% June 2018 Read: 76% secure 23% GD Writing: 47/ 17% Maths: 70/ 13%</p> <p>Year 5: July 2017: Read 75 secure 0% GD Writing 50 / 0% Maths 50 / 0% June 2018 Read: 71% secure 19% GD Writing: 52/5% Maths: 71/24%</p> <p>Year 6: July 2017: Read 80 secure 20% GD Writing 60 / 30% Maths 60 / 30% July 2018 Read: 73% secure 23%GD Writing: 81/15 Maths: 77/7</p>		
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<p>Attendance of PP children will increase to at least 95% (A)</p>	<p>County panel attendance officer coming to school and asking parents to attend panels. Awards in assembly to help improve class attendance Letters home and face to face meetings when attendance drops below 95%.</p> <p>Identify families where attendance has historically been an issue and meet to discuss barriers/ support. Work within new DCC framework to promote good attendance</p>	<p>Monitored by Attendance Lead and implemented in the school office. Parent meetings and agreed support/actions. Local agency support to bring children from houses into school. Attendance figures at start of the year shows that 29/47 (year 1-6) children were above 95% attendance (62%) at the end of academic year 2017-18.</p>	<p>The total attendance for PP children was 93.56%. This year it is 96.55% and improvement of 2.99%. The school has held half termly meetings with all parents where attendance has been a concern and in the vast majority of these cases attendance has improved. The school has issued penalty Notices for holidays taken in term time and this has raised awareness in the wider school community of this action. The rigorous drive to improving attendance will continue again next year.</p>	
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<p>PP children will hand in more accurate homework each week. (B)</p>	<p>Homework club for PP children – initially invite only. Focus will be on mathematics but also looking at reading and vocabulary.</p>	<p>Run by year 6 teacher and PP/KS2 maths lead to make sure that children are involved and learning is structured around their needs. She is able to support all aspects of maths homework for whole of KS2 All year 6 PP children were invited to attend the after school homework sessions, where we focussed on completing maths in a supportive and fun environment. The children had cookies and hot chocolate and maths lead was on hand with any help required support. Homework club worked well with 100% of PP children in year 6 handing in work on time, an increase of 100%.</p>	<p>No doubt that the homework club was a success and even ended up with 4 children from other classes attending too. The children were definitely motivated by the hot chocolate and food and not sure how good uptake would be without this incentive. Also vital that the club was run by the class teacher or an adult who would be able to support the children accurately without increasing any misconceptions. Ideally all Key Stage 2 PP children would be invited and clubs run by the class teacher to see real impact and homework closely set to reinforce work done in class and differentiated to their levels.</p>	
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<p>Teachers and SLT will have a greater understanding of PP children's barriers of learning.</p>	<p>Identifying barriers to learning for PP children through questioning and one page profiles. Using this information to look at how we can allocate specific PP funding for their needs. Completing GL PASS assessment.</p>	<p>Initial barriers identified by talking to child/teacher/parent and through SLT knowledge of children and family situations. Barriers were formalised onto a one-page table which shows each PP children and their personalised need. This allowed us to allocate more individual funding based on what their requirements and barriers were: These included: Support with work out of school due to family member's recent ***** diagnosis. Weekly reading with a consistent adult for a longer period of time to ensure time is given to support inference and develop vocabulary. Focus: <u>M feels welcomed and at ease coming into school everyday</u> Action: M is welcomed with positive comments and a smile without drawing too much attention to her. Each class teacher copied the information from the barriers form onto a one-page template which was shared with class adults and included the child's barrier and particular support relevant to support the child. You can see from progress data above/their maths attitude surveys and PASS assessments from the start and end of the year that children have improved feelings towards school and in particular maths (8/13 children at start of the school showed a negative representation about their feelings towards maths and by the end of the academic year this has dropped to 2/13 children).</p>	<p>Most of the barriers were emotional and support was given by trained ELSAs, Counsellor, Play therapist and Thrive Practitioners as well as supportive TAs led by teaching staff. Full list of barriers will need to be completed at the start of next year. PASS analysis was good value for money and has given a large amount of insight into specific year groups in particular. If it were to continue next year, it would be rolled out to all PP not just combined needs.</p>	<p>RP/HF/KB Class teachers</p>
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<p>Children will feel more emotionally ready to learn when in class and have more resilience and better communication and perseverance.</p>	<p>Providing counsellor to help with emotional support needed. Introducing The Edge with focus on PP children. Targeting support to children with no combined SEND who aren't receiving any interventions already.</p>	<p>The children have enjoyed The Edge tasks and children in year 5 have started to collect puzzle pieces towards the full set at the end of year 6. Children have accessed the counsellor more this year with teachers being able to recommend any children that they know are facing high level of emotional challenge. So far she has dealt with issues involving being taken into care, suicidal thoughts and feeling and the murder of a parent. This is a vital service for the children in our school and gives free access to the children who couldn't afford it otherwise. 50% of year 6 winners of The Edge total puzzle were PP children.</p>	<p>We need to positively discriminate towards PP children within the Resilience and communication aspects of the edge. This is the area where most of the non-combined PP children are lower than their peers. Next year we should continue with The Edge and collection of puzzle pieces for year 5/6. Possibly setting up opportunities – throughout the year- where children can achieve the trickier aspects of the puzzle (for example this year – the children in year 6 had to present the parents evening information to their parents with the class teacher talking in between for communication.</p>	<p>RP/HF/KB</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Assessment on speed of times tables and accuracy in amount of times tables known by heart.</p>	<p>Initial baseline assessment of x-table facts needed in year 3-6</p> <p>Research ways that quickly improve x-tables facts that are relatively cheap and children will be motivated by.</p>	<p>Children in Key stage 2 were given an initial baseline speed at the start of the year. Whereas a school our mean average baseline was: 13.53 seconds.</p> <p>We had 2 children (2%) with a baseline of lower than 5 seconds (expected standard) 3 children (3%) lower than 4, 0 (0%) children lower than 3, 0 children (0%) lower than 2 and 0 children (0%) lower than 1. A total of 5% of children (5) with expected speed.</p> <p>At the end of the year our results were significantly improved our school mean average is 7.30 seconds.</p> <p>4 children (4%) with a baseline of lower than 5 seconds (expected standard) 6 children (5%) lower than 4, 12 (11%) children lower than 3, 28 children (25%) lower than 2 and 8 children (7%) lower than 1.</p> <p>A total of 53% (58) children with expected speed.</p> <p><i>Times table rock star club with priority given to PP children was run at lunchtime once a week, with full turnout each time (16 children) was run by PP lead.</i></p>	<p>This was a very successful intervention and represented good value for money. Our year 3 and 4 children will be given more of the opportunities to practise next year as they are still not close enough to expected level by the end of year 4 (under 5 seconds).</p>	<p>As above agreed budgeted costs</p>
<p>Children's attitude towards times tables – faces how they feel now towards x tables and maths and repeat at the end.</p>	<p>Use of rewards to congratulate improvement in x-tables</p> <p>Time to revise specific x-tables tests.</p> <p>Opportunities for children who don't have internet access to revise x-tables in school.</p> <p>Increase the confidence and esteem of children with PP in regards to xtables (linked to focus above)</p>	<p>Children's attitude towards maths and x tables in particular will have improved greatly since the start of the year.</p> <p>Children have a more positive self-esteem towards maths and participate more in lessons.</p> <p>(11/13 from 3/13 at the start of the year highlighted a positive relationship with Maths.)</p> <p>13/13 from 4/13 at the start of the year highlighted a positive feeling towards times tables.</p> <p>Children enjoyed receiving the certificates for winning class and when they became a new rock legend, hero or star (less than 3,2 and 1 seconds). Their names were also displayed on a rock star hall of fame.</p>	<p>See above.</p> <p>Questionnaire could be rolled out to all PP children not just those with no combined need.</p> <p>Incentives helped the children with motivation towards playing in their own time and so should be continued.</p> <p>This year PP lead paid for subscription and first set of badges but budget bid has been submitted for 2018-19 to cover the estimated costs through PP fund.</p>	

<p>Increased involvement in sports and targeted motor skill development</p>	<p>Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Learn to Move, Move to Learn</p>	<p>Clubs attended this year: Autumn: KS1 non PP - 47%, PP- 42%, KS2 non -63%, PP- 67% Spring: KS1 non PP - 55%, PP- 50%, KS2 non -52%, PP- 50% Summer: KS1 non PP - 60%, PP- 58%, KS2 non -65%, PP- 64% PP children were offered free or heavily reduced access to all after school clubs, even those with external coaches. PP and inactive children who were identified as not attending a club were targeted through lunchtime activities organised and led by the sports ambassadors supported by a TA. Sports council involved in discussions about which clubs have been offered throughout the year and feedback from questionnaires has been used to target different groups. This Girl Can initiative for inactive girls was attended by 50% of PP children.</p>	<p>Continue to fund after school clubs for PP children, especially in Key Stage 1 where the gap between PP and non is larger (although still not significant). Start to carry out data collection on how many PP children are representing the school in different inter and intra sports events.</p>	
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