



Geoffrey Field Junior School
Pupil premium strategy statement 2017/18

END OF YEAR EVALUATION

| 1. Current attainment | | | | | | |
|---|------------------------------------|--|--|------------------------------------|--|--|
| End of KS2 outcomes | 2017/18 | | | 2016/17 | | |
| | <i>Pupils eligible for PP GFJS</i> | <i>Pupils eligible for PP (national average)</i> | <i>Pupils not eligible for PP (national average)</i> | <i>Pupils eligible for PP GFJS</i> | <i>Pupils eligible for PP (national average)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving ARE in reading (higher standard) | 73% | 64% | | 70% (25%) | 53% (10%) | 72% (23%) |
| % achieving ARE in writing (higher standard) | 69% | 67% | | 72% (4%) | 64% (8%) | 79% (18%) |
| % achieving ARE in maths (higher standard) | 52% | 64% | | 78% (16%) | 58% (9%) | 76% (20%) |
| % achieving ARE in grammar, punctuation and spelling (higher standard) | 74% | 67% | | 78% (24%) | 61% (14%) | 78% (27%) |
| % achieving ARE in reading, writing and maths (higher standard) | 48% | 50% | | 58% (2%) | 39% (2%) | 60% (7%) |
| progress in reading | -3.0 | -1.5 | | +1.5 | -0.7 | +0.3 |
| progress in writing | -2.0 | | | -0.5 | -0.3 | +0.1 |
| progress in maths | -4.0 | | | +2.5 | -0.5 | +0.2 |

| 1. Desired outcomes | | |
|--|--|--|
| <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> | <i>Impact</i> |
| Improved learning to learn skills and emotional resilience as learners | Pupils settle to work quickly and complete tasks in time give Pupils do not give up easily when faced with new challenges Pupils are less reliant on adult support - they mentally plan their own learning and set themselves personal challenges Observation and in/formal meetings with classroom teacher and teaching assistants | <i>Moved to 2018/19 Pupil Premium Strategy</i> |
| Accelerated progress in reading writing and maths | Attainment gap between PP and nonPP pupils reduced in all cohorts for reading, writing and maths | |
| Improved behaviour target boys in Y5 and Y6 | Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime | |
| Increased focus on stretch for higher attaining pupil premium pupils | Increased % pupils working at greater depth in reading, writing and maths | |
| Engagement in school life | Pupil questionnaire shows that PP pupils enjoy school as much as other pupils Increased uptake at after school clubs Improved attendance – see F | |

| | | |
|---|--|--|
| Increased attendance rates for pupils eligible for PP, particularly with SEND | Reduce the number of persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance from 96% (in line with school all pupils) | |
| Raise future aspirations on pupils and improve engagement of parents in supporting learning | Pupils have raised awareness of future learning and job options Parents feel better able to support learning | |

| 3. Quality of teaching for all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|---|--|--|--|--|--|---------|---------|-------|------------|---|-------|-------|-------|---|-------|-------|-------|---|-------|-------|-------|---|-------|-------|-------|--|---|
| Objective | Success Criteria | Evidence | Impact | Next Step | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved learning to learn skills and emotional resilience as learners | Pupils settle to work quickly and complete tasks in time give Pupils do not give up easily when faced with new challenges Pupils are less reliant on adult support - they mentally plan their own learning and set themselves personal challenges | Attunement training delivered to TAs in 2016/17 Previous family worker ran after-school sessions in autumn term with identified children working on learning to learn. New school values embedded and end of year ROPES evaluations adapted to be in line with new structure (resilience and responsibility are two of the values). <i>Evidence inconclusive. Target continued in 2018/19 Pupil Premium Strategy.</i> | <i>Moved to 2018/19 Pupil Premium Strategy</i> | TAs to select children in class to build learning skills using attunement strategies Attunement strategy impact monitored through learning walks Pupil premium coaching with class teacher to support, where appropriate, the pupil's development of learning skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accelerate progress in reading writing and maths | Pupils make at least sufficient progress from start of year attainment | PP children made good progression in the majority of areas over the academic year. All of upper KS2 made more than the targeted 80% <table border="1"> <thead> <tr> <th colspan="5">Progression</th> </tr> <tr> <th colspan="2"></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="4">All Pupils</td> <td>3</td> <td>78.9%</td> <td>84.2%</td> <td>84.2%</td> </tr> <tr> <td>4</td> <td>80.0%</td> <td>65.0%</td> <td>72.5%</td> </tr> <tr> <td>5</td> <td>80.4%</td> <td>87.0%</td> <td>89.1%</td> </tr> <tr> <td>6</td> <td>93.0%</td> <td>88.4%</td> <td>95.3%</td> </tr> </tbody> </table> progression. | Progression | | | | | | | Reading | Writing | Maths | All Pupils | 3 | 78.9% | 84.2% | 84.2% | 4 | 80.0% | 65.0% | 72.5% | 5 | 80.4% | 87.0% | 89.1% | 6 | 93.0% | 88.4% | 95.3% | | Continue to monitor progression through pupil progress meetings Identify children who have made insufficient progress and link to performance management |
| Progression | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils | 3 | 78.9% | 84.2% | 84.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 80.0% | 65.0% | 72.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 80.4% | 87.0% | 89.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | 93.0% | 88.4% | 95.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Further analysis below breaks down the progression into KS1 attainment groups and allows the three areas that fell below the targeted 80% to be investigated further.

| | | | | |
|------------------|---|--------|--------|--------|
| High Attaining | 3 | 100.0% | 100.0% | 40.0% |
| | 4 | 71.4% | 57.1% | 85.7% |
| | 5 | 84.6% | 84.6% | 84.6% |
| | 6 | 100.0% | 100.0% | 100.0% |
| Middle Attaining | 3 | 100.0% | 100.0% | 88.9% |
| | 4 | 90.9% | 81.8% | 81.8% |
| | 5 | 76.7% | 86.7% | 90.0% |
| | 6 | 89.3% | 82.1% | 92.9% |
| Low Attaining | 3 | 38.5% | 60.0% | 92.3% |
| | 4 | 77.8% | 44.4% | 55.6% |
| | 5 | 100.0% | 100.0% | 100.0% |
| | 6 | 100.0% | 100.0% | 100.0% |

Year 3 Reading – Lowest attainers (38.5%)
 Year 4 Writing – Highest (57.1%) and Lowest attainers (44.4%)
 Year 4 Maths – Lowest attainers (55.6%)

Increased number of pupil premium pupils working at age expected standards and greater depth in years 4, 5 & 6.

| Attainment | | | | | | | | | |
|---------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Working at Expected | | | | | | | | | |
| | | Reading | | | Writing | | Maths | | |
| | | July 17 | Sept 17 | July 18 | July 17 | July 18 | July 17 | Sept 17 | July 18 |
| All Pupils | 3 | 65.8% | 63.2% | 65.8% | 60.5% | 60.5% | 65.8% | 65.8% | 60.5% |
| | 4 | 65.8% | | 77.5% | 57.9% | 52.5% | 47.4% | | 52.5% |
| | 5 | 47.8% | | 56.5% | 34.8% | 39.1% | 37.0% | | 56.5% |
| | 6 | 55.8% | | 70.5% | 53.5% | 68.2% | 53.5% | | 68.2% |

The percentage of children working at the expected standard in lower key stage two did not increase notably, with the exception of year 4 reading. As the school traditionally sees an attainment dip from the end of KS1 results, year 3 were aiming to maintain the current percentage of children working at expected, which they were in part successful in doing. Upper KS2 were successful in raising the percentage of children working at expected, with all subjects seeing a sizeable increase.

Working at Expected

Increase % of children in Y4/5 (2018/19) working at the expected standard

Increase the % of children working above the expected standard by the end of KS2 to bring it in line with local and national comparisons.

The percentage of children in upper school working at greater depth improved over the year but unfortunately, this was the case across the school. Year 3 and 4 saw only fractional improvements in the percentage of children working at greater depth and in some areas percentages fell.

| Attainment | | | | | | | | | |
|--------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Working at Greater Depth | | | | | | | | | |
| | | Reading | | | Writing | | Maths | | |
| | | July 17 | Sept 17 | July 18 | July 17 | July 18 | July 17 | Sept 17 | July 18 |
| All Pupils | 3 | 47.4% | 21.1% | 39.5% | 5.3% | 7.9% | 13.2% | 13.2% | 5.3% |
| | 4 | 18.4% | | 17.5% | 10.5% | 5.0% | 5.3% | | 10.0% |
| | 5 | 10.9% | | 23.9% | 2.2% | 4.3% | 6.5% | | 6.5% |
| | 6 | 18.6% | | 25.0% | 14.0% | 13.6% | 7.0% | | 18.2% |

Working at Greater Depth

Providing more opportunities for greater depth learning across all areas of the curriculum is a whole school target.

Increase the % of children working at greater depth from their July 18 % so that the number working at this level is more in line with national and local data.

Increased rates of progress for targeted pupils

% of targeted children making accelerated progression

| Target Pupils | | | | | | | |
|----------------------|---|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|
| Accelerated Progress | | | | | | | |
| | | Reading | | Writing | | Maths | |
| | | ALL | Pupil Premium | ALL | Pupil Premium | ALL | Pupil Premium |
| All Pupils | 4 | 88% (7 pupils) | 100% (6 pupils) | 70% (7 pupils) | 60% (3 pupils) | 70% (7 pupils) | 80% (5 pupils) |
| | 5 | 70% (7 pupils) | 25% (1 pupils) | 45% (5 pupils) | 40% (2 pupils) | 82% (9 pupils) | 100% (4 pupils) |
| | 6 | 75% (12 pupils) | 86% (6 pupils) | 71% (10 pupils) | 63% (5 pupils) | 82% (14 pupils) | 80% (8 pupils) |

The targeted children were those who had finished KS1 at or above expected but had since fallen behind. The targeted pupil premium children made good progress in both reading and math. Only three targeted pupil premium children failed to make accelerated progress in maths.

On average 73% of the targeted pupils made accelerated progress and 70% of the targeted pupil premium children.

Continue to target children who have not made sufficient progress from entry

Link to staff performance management

| Increased focus on stretch for higher attaining pupil premium pupils | Increased number of pupils working at greater depth | <table border="1" data-bbox="757 116 1550 424"> <thead> <tr> <th colspan="10">Attainment</th> </tr> <tr> <th colspan="10">Working at Greater Depth</th> </tr> <tr> <th></th> <th></th> <th colspan="3">Reading</th> <th colspan="2">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th></th> <th>July 17</th> <th>Sept 17</th> <th>July 18</th> <th>July 17</th> <th>July 18</th> <th>July 17</th> <th>Sept 17</th> <th>July 18</th> </tr> </thead> <tbody> <tr> <td rowspan="4">All Pupils</td> <td>3</td> <td>47.4%</td> <td>21.1%</td> <td>39.5%</td> <td>5.3%</td> <td>7.9%</td> <td>13.2%</td> <td>13.2%</td> <td>5.3%</td> </tr> <tr> <td>4</td> <td>18.4%</td> <td></td> <td>17.5%</td> <td>10.5%</td> <td>5.0%</td> <td>5.3%</td> <td></td> <td>10.0%</td> </tr> <tr> <td>5</td> <td>10.9%</td> <td></td> <td>23.9%</td> <td>2.2%</td> <td>4.3%</td> <td>6.5%</td> <td></td> <td>6.5%</td> </tr> <tr> <td>6</td> <td>18.6%</td> <td></td> <td>25.0%</td> <td>14.0%</td> <td>13.6%</td> <td>7.0%</td> <td></td> <td>18.2%</td> </tr> </tbody> </table> <p data-bbox="757 456 1588 576">The percentage of children working above expected fell in several areas in lower school. In upper school, reading saw large increases in pupils working above expected although these were below national and local equivalents for all pupils.</p> | Attainment | | | | | | | | | | Working at Greater Depth | | | | | | | | | | | | Reading | | | Writing | | Maths | | | | | July 17 | Sept 17 | July 18 | July 17 | July 18 | July 17 | Sept 17 | July 18 | All Pupils | 3 | 47.4% | 21.1% | 39.5% | 5.3% | 7.9% | 13.2% | 13.2% | 5.3% | 4 | 18.4% | | 17.5% | 10.5% | 5.0% | 5.3% | | 10.0% | 5 | 10.9% | | 23.9% | 2.2% | 4.3% | 6.5% | | 6.5% | 6 | 18.6% | | 25.0% | 14.0% | 13.6% | 7.0% | | 18.2% | | Further CPD for staff on opportunities for GDS learning |
|--|--|--|------------|----------|---------|------------|---------|-----------|---------|-----------|-----|-----------|--------------------------|--|--|---------|--|---------|--|---------|--|---------|--|---------|---------|---------|--|---------|----|-------|----|-----|----|-----|---------|---------|---------|---------|---------|--------------------------|---------|------------|------------|---|-------|------------|-------|-----------|------|-----------|-------|-----------|--------------------------|-------|-----------|-------|----------|------|-----------|---|----------|---|-----------|---|----------|--------------------|------|-----------|---|---------|----|-----------|---|----------|-------|-----------|------|---------|-------|---|---|
| Attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Working at Greater Depth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Reading | | | Writing | | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | July 17 | Sept 17 | July 18 | July 17 | July 18 | July 17 | Sept 17 | July 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils | 3 | 47.4% | 21.1% | 39.5% | 5.3% | 7.9% | 13.2% | 13.2% | 5.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | 18.4% | | 17.5% | 10.5% | 5.0% | 5.3% | | 10.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | 10.9% | | 23.9% | 2.2% | 4.3% | 6.5% | | 6.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | 18.6% | | 25.0% | 14.0% | 13.6% | 7.0% | | 18.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved behaviour target boys in Y5 and Y6 | Fewer behaviour incidents recorded for these pupils on the school system - classroom and lunchtime | <p data-bbox="757 584 1588 767">The number of behaviour incidents involving pupil premium, and as a whole, has decreased markedly compared to the previous academic year. The school has consolidated its process for supporting children whole struggle with behaviour. Each year group has a trained ELSA, coordinated by the family worker, to deliver structured support to children identified through behaviour analysis.</p> <table border="1" data-bbox="757 799 1550 1098"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">Autumn</th> <th colspan="4">Spring</th> <th colspan="4">Summer</th> </tr> <tr> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Behaviour Entries Logged</td> <td>215</td> <td>166 77%</td> <td></td> <td></td> <td>145</td> <td>122 84%</td> <td>34</td> <td>19 56%</td> <td>158</td> <td>91 58%</td> <td>23</td> <td>12 52%</td> </tr> <tr> <td>Discrimination Incidents</td> <td>6</td> <td>6 100%</td> <td>10</td> <td>5 50%</td> <td>1</td> <td>1 100%</td> <td>5</td> <td>4 80%</td> <td>4</td> <td>4 100%</td> <td>3</td> <td>1 33%</td> </tr> <tr> <td>Bullying Incidents</td> <td>15</td> <td>14 93%</td> <td>0</td> <td>0 0%</td> <td>16</td> <td>11 69%</td> <td>3</td> <td>2 66%</td> <td>33</td> <td>18 55%</td> <td>0</td> <td>0 0%</td> </tr> </tbody> </table> | | Autumn | | | | Spring | | | | Summer | | | | 2016/17 | | 2017/18 | | 2016/17 | | 2017/18 | | 2016/17 | | 2017/18 | | All | PP | All | PP | All | PP | All | PP | All | PP | All | PP | Behaviour Entries Logged | 215 | 166 77% | | | 145 | 122 84% | 34 | 19 56% | 158 | 91 58% | 23 | 12 52% | Discrimination Incidents | 6 | 6 100% | 10 | 5 50% | 1 | 1 100% | 5 | 4 80% | 4 | 4 100% | 3 | 1 33% | Bullying Incidents | 15 | 14 93% | 0 | 0 0% | 16 | 11 69% | 3 | 2 66% | 33 | 18 55% | 0 | 0 0% | | Further training for ELSAs Review behaviour analysis process | |
| | Autumn | | | | Spring | | | | Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016/17 | | | 2017/18 | | 2016/17 | | 2017/18 | | 2016/17 | | 2017/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | All | PP | All | PP | All | PP | All | PP | All | PP | All | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviour Entries Logged | 215 | 166 77% | | | 145 | 122 84% | 34 | 19 56% | 158 | 91 58% | 23 | 12 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discrimination Incidents | 6 | 6 100% | 10 | 5 50% | 1 | 1 100% | 5 | 4 80% | 4 | 4 100% | 3 | 1 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bullying Incidents | 15 | 14 93% | 0 | 0 0% | 16 | 11 69% | 3 | 2 66% | 33 | 18 55% | 0 | 0 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Engagement in school life | Pupil questionnaire shows that PP pupils enjoy school as much as other pupils Increased uptake at after school clubs Improved attendance | <p>Through funded places and targeting children with poor uptake to extra-curricular activities, the percentage of pupil premium children engaging in school life outside of normal school hours improved over the year. 38% of all club spaces were filled with pupil premium children.</p> <table border="1" data-bbox="757 284 1547 576"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Total number of places filled in clubs</td> <td>352</td> <td>313</td> <td>297</td> </tr> <tr> <td>Total number of places filled in clubs by pupil premium children</td> <td>114</td> <td>102</td> <td>115</td> </tr> <tr> <td>% of places filled by pupil premium children</td> <td>32.3%</td> <td>32.6%</td> <td>38.7%</td> </tr> </tbody> </table> | | Autumn | Spring | Summer | Total number of places filled in clubs | 352 | 313 | 297 | Total number of places filled in clubs by pupil premium children | 114 | 102 | 115 | % of places filled by pupil premium children | 32.3% | 32.6% | 38.7% | | Continue to target non-participating pupil premium children with funded places with an aim to improved participation to 42% (percentage of pupil premium children at school) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------|----------------------|---------|--------|--|------|---------|--|--|-----|-----|-----|--|---------|-------|---------|--|--|--|---------|--|---------|--|---------|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------------|------|------|------|------|------|--|--|------|--|------|------|--|--|--|
| | Autumn | Spring | Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of places filled in clubs | 352 | 313 | 297 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total number of places filled in clubs by pupil premium children | 114 | 102 | 115 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of places filled by pupil premium children | 32.3% | 32.6% | 38.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increased attendance rates for pupils eligible for PP, particularly with SEND | Reduce the number of persistent absentees among pupils eligible for PP to below 8% (in line with national PA for all pupils) Increase overall PP attendance from 96% (in line with school all pupils) | <p>The attendance of pupil premium children was above that of national as it has been in the previous two years but was 0.8% below the targeted 96.0%. However, the overall percentage is above national and schools with the same IDACI score.</p> <table border="1" data-bbox="757 735 1547 967"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">Overall attendance %</th> <th colspan="6">Persistent absence within pupil groups (below 90%)</th> </tr> <tr> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>95.3</td> <td>94.2</td> <td>95.1</td> <td>94.5</td> <td>95.2</td> <td></td> <td></td> <td>15.1</td> <td></td> <td>15.7</td> <td>13.1</td> <td></td> </tr> </tbody> </table> <p>The percentage of persistent absentees (falling below 90%) for pupil premium children was 13.1% in 2017/18. This was above the targeted 8%, which the school met with all pupils (7.8%) but still below national comparisons.</p> | | Overall attendance % | | | | | | Persistent absence within pupil groups (below 90%) | | | | | | 2015/16 | | 2016/17 | | 2017/18 | | 2015/16 | | 2016/17 | | 2017/18 | | | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Pupil premium | 95.3 | 94.2 | 95.1 | 94.5 | 95.2 | | | 15.1 | | 15.7 | 13.1 | | | Continue to work closely with EWO to support persistent absentees Whole school attendance challenges Family worker to continue to engaged with persistent absentee families, with regular liaisons and home visits |
| | Overall attendance % | | | | | | Persistent absence within pupil groups (below 90%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2015/16 | | 2016/17 | | 2017/18 | | 2015/16 | | 2016/17 | | 2017/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupil premium | 95.3 | 94.2 | 95.1 | 94.5 | 95.2 | | | 15.1 | | 15.7 | 13.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>Raise future aspirations on pupils and improve engagement of parents in supporting learning</p> | <p>Pupils have raised awareness of future learning and job options Parents feel better able to support learning</p> | <p>The school successfully took part in the WEC public speaking and poetry competitions.</p> <p>Inspire week in year 5 gave the children an opportunity to experience a considerable range of different job opportunities in the local community.</p> <p>Parental attendance at consultation afternoons and sharing afternoons improved over the year. A new online system for booking consultations was introduced and the school's family worker made links with parents who had not attended.</p> <p>Parents attendance at workshops was lower than hoped so parents were surveyed to find out opinions on parental sessions that took place 2017/18 to inform future planning.</p> <table border="1" data-bbox="757 579 1565 857"> <thead> <tr> <th></th> <th colspan="5">Autumn</th> <th colspan="3">Spring</th> <th colspan="2">Summer</th> </tr> <tr> <th>Event</th> <th>Clubs meeting Autumn term</th> <th>Parent Cons Autumn Term</th> <th>Christmas Craft Afternoon</th> <th>Maths workshop</th> <th>Clubs Christmas Show</th> <th>Parent Cons Spring Term</th> <th>Reading workshop</th> <th>Y6 SATs info session</th> <th>Science afternoon</th> <th>Clubs show</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>37 13% families</td> <td>237 67% pupils</td> <td>54 19% families</td> <td>29 10% families</td> <td>130 22% families</td> <td>274 77% pupils</td> <td>41 14% families</td> <td>24 28% pupils</td> <td>93 32% families</td> <td></td> </tr> </tbody> </table> | | Autumn | | | | | Spring | | | Summer | | Event | Clubs meeting Autumn term | Parent Cons Autumn Term | Christmas Craft Afternoon | Maths workshop | Clubs Christmas Show | Parent Cons Spring Term | Reading workshop | Y6 SATs info session | Science afternoon | Clubs show | Attendance | 37 13% families | 237 67% pupils | 54 19% families | 29 10% families | 130 22% families | 274 77% pupils | 41 14% families | 24 28% pupils | 93 32% families | | <p>Continue to hold curriculum-based workshops to support parents at home.</p> <p>Continue to use new booking system to help improve parental consultation attendance.</p> <p>Increase the number and frequency WEC inter-school competitions, starting with sports.</p> |
|--|---|---|---------------------------|-----------------------|------------------------|-------------------------|-----------------------|----------------------|-----------------------|------------|--|--------|--|-------|---------------------------|-------------------------|---------------------------|----------------|----------------------|-------------------------|------------------|----------------------|-------------------|------------|-------------------|-----------------------|----------------------|-----------------------|-----------------------|------------------------|----------------------|-----------------------|---------------------|-----------------------|--|--|
| | Autumn | | | | | Spring | | | Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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