



## GREAT SANKEY PRIMARY SCHOOL

### Pupil Premium Strategy 2018-2019

*Together We Learn and Grow*

#### Amount of Pupil Premium funding received for 2018-2019:

<b>Number of pupils eligible:</b>	36 (11%) (including 8 Post LAC and 3 Services)
<b>Total Pupil Premium received:</b>	£ 46,400 (Sept 18)

#### Identified barriers to educational achievement:

Our school has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Grasp of writing, purpose and enjoyment (particularly with boys)
- Resilience and approaches to independent learning
- Early speech and language
- Post adoption / attachment disorder / separation anxiety
- Knowledge and understanding of key maths strategies to accelerate learning, focusing on retention of fluency facts
- Knowledge and understanding of reading strategies to accelerate learning, focusing on inference and deduction
- Access to extra-curricular activities such as trips, participation in clubs, enhancement activities
- Parental engagement
- Social and emotional skills and engagement
- Low attendance of some pupils

A key focus within school this academic year is the importance to further develop resilience, independent learning and personal growth and celebration of success. These have all been identified as a barrier particularly for some disadvantaged children at GSP. Following analysis, children appear to have little awareness of their own thinking and often control over their own behaviour. This can inhibit their ability to learn deeply, reason and consequently achieve the highest levels. Previous strategies have focused on outcomes and have been heavily intervention based with an over reliance on adult support and intervention.

#### Key expenditure – how the allocation will be spent:

Area of Spend	Focus	Total Allocation
<b>Dedicated TAs in classes for focused interventions and pupils at risk of not at least meeting ARE</b> <i>(Rationale: Data shows effective diminishing of differences in PP pupils through targeting and team approach. Reviews show effective deployment of TAs allow for individuals to be targeted</i>	<ul style="list-style-type: none"> <li>• To further improve achievement in reading and writing so that all children receiving PP will make at least expected progress and some will exceed. Support and guidance for TAs in developing inference and stamina to the writing process.</li> <li>• To continue to develop children's attitudes and resilience to reasoning and problem solving in Mathematics through the use of the newly established Maths Hub. Focus</li> </ul>	<i>Specialist teachers and classes: £8,500</i>  <i>Educational</i>

<p>for additional support to ensure full access of the curriculum beyond core subjects.)</p> <p><b>TA Speech and Language support for focused programmes – disadvantaged pupils</b>  <i>(Rationale: Reviews and monitoring shows that this targeted approach is effective in raising speech and language attainment / social skills of pupils with individual needs – therefore having a positive effect on core learning. Data shows this approach to work in meeting the needs of individuals if staff are targeted and deployed effectively as well as regularly reviewed).</i></p> <p><b>Dedicated teaching and intervention support through use of DHT</b>  <i>(Rationale: Reviews and monitoring shows that this targeted approach is effective in raising attainment and progress scores of pupils – particularly those children in Y6. Data has shown that this approach works in meeting the needs of individuals, including those with individual needs, when staff are and children are targeted and deployed effectively and regularly reviewed ).</i></p> <p><b>Dedicated intervention programmes of Reading Plus and No Nonsense Spelling to target children at risk of not meeting ARE.</b>  <i>(Rationale: Support from home in these core and basic skills is not always met by some families at home – dedicated intervention programmes provide children with additional support tools with proven impact.</i></p> <p><b>Dedicated pastoral lead support</b>  <i>(Rationale: Review shows increasing needs for pastoral and nurturing support in school. Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</i></p> <p><b>Funding for extra curricular events, school trips and residential and uniform support</b>  <i>(Rationale: The social and emotional needs of the individual will be met as part of our school ethos and commitment in which we strive for a whole child centred approach).  Including launch and triaing of use of Commando Joe box and introduction of Children’s University (including funding of clubs for PP children to access)</i></p>	<p>on achievement of significant groups – including PP.</p> <ul style="list-style-type: none"> <li>• To continue with Reading Plus intervention support for children in UKS2, including core PP groups.</li> <li>• To continue with Early Talk Boost in Nursery and the use of Story Bags in Reception.</li> <li>• To improve achievement in reading and writing so that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed. DHT to support in delivering inference and catch up intervention to key groups – including PP. Support for spelling through use of NNS scheme and staff inset training.</li> <li>• Supporting Y6 with the use of DHT teaching in Y6 alongside the two class teachers for 4 mornings a week during Autumn 17 and Spring 18 for R, W, M.</li> <li>• Supporting significant groups of children, including PP children at risk of not meeting ARE through the use of DHT delivering intervention 4x afternoon per week.</li> <li>• Supporting Y5 R/W/M with use of DHT teaching 4 x mornings per week during Summer term 2 2019.</li> <li>• Consultancy support for reading targeted at EYFS pupils incl PP.</li> <li>• Personal and social support from Pastoral Lead</li> <li>• Nurture sessions delivered by Pastoral Lead and Speech and Language Intervention TA</li> <li>• Behaviour programme delivery</li> <li>• Time to talk support</li> <li>• Lunchtime availability and club supported by Pastoral Lead and Senior Leaders 5 x afternoon per week.</li> <li>• Parental engagement and support</li> <li>• Attendance</li> <li>• Personal and social support</li> </ul>	<p><i>support staff, including subsidising part of Pastoral lead role &amp; additional mid-day supervisor:</i>  <b>£24,800</b></p> <p><i>Learning Resources (Early Talk boost, classroom resources:</i>  <b>£3,000</b></p> <p><i>Uniform subsidy:</i> <b>£600</b></p> <p><i>Educational Visit &amp; Enrichment Subsidy:</i> <b>£2,000</b></p> <p><i>Consultancy support &amp; CPD:</i>  <b>£1,335</b></p> <p><i>Commando Joes (x3rd yr box)</i>  <b>£1,700</b></p> <p><i>Children’s Uni access</i>  <b>£650</b></p> <p><i>Psychologist Review and support (x3)</i>  <b>£1,500</b></p>
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## Pupil Premium Action Plan 2018 – 2019

<p><b>Priority:</b> <i>Diminish the differences between disadvantaged children and those who do not attract pupil premium funding</i></p> <p>Is this action plan a Whole School Key Development Plan Priority for 2018-19: Yes</p>	<p><b>Year 2018-19</b></p> <p><b>Lead person accountable for the plan:</b> Vicky Briggs / Tom Gawne</p>	<p><b>Finance Plan</b></p> <p>How much will the plan cost - £46,400</p>
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<p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment gap between disadvantaged and non-disadvantaged children will be closed</i></li> <li>• <i>Attendance percentage gaps will continue to be closed</i></li> <li>• <i>Enrichment opportunities will be provided which may not already be accessible to disadvantaged children</i></li> </ul>
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### Monitoring

Who	What	When	External Validation
TG	Disadvantaged pupil voice Work scrutiny Learning Walk General monitoring / review of impact	Termly	PP TCAT gp, Link Governor in all monitoring also
DHT, SLT, HT, TG	Work Scrutiny	Termly	PP Audit (NPQH project work)
HT, DHT	Pupil progress meetings	Termly with half termly updates	PP review (SIA project work)
TG – Teaching Staff	PP Case Studies – Provision mapping	Termly	PP TCAT

Barrier to Learning	Year Group	Lead Person	Desired Outcome & Success Criteria	Financial Implications	Milestone 1	Milestone 2	Milestone 3	RAG
Speech and language	EYFS	EYFS Lead KS1 Lead	<ul style="list-style-type: none"> <li>• ELG in R&amp;W by June 2019 above national</li> <li>• S&amp;L is at ARE by June 2019</li> </ul>	<p>Early Talk Boost update training £1,500</p> <p>Talk Boost Training (Part of £1,335 CPD)</p> <p>TA to support S&amp;L programmes (Part of Education support £24K)</p>	End of Aut 2018, children must be able to pronounce sounds in their name by end of Autumn	Spring 2019, children can pronounce sounds correctly within a sentence	Summer 2019 use all sounds correctly in speech	Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2
Involvement with texts when reading, independent	EYFS	EYFS Lead English Lead	Reading repertoire is developed as well as interaction and questioning of a high	<p>NFER SS materials (Part of LR £3K)</p> <p>Consultant termly support EYFS focus</p>	Progress of reading data, meeting ELGs and @ and exceeding	Secure at ARE in reading by Spring 2019.	% increase exceeding by Summer 2019.	

reading			quality texts. To ensure children develop a language and love for talking about and investigating stories..	<i>(Part of £1,335 consultancy &amp; CPD)</i>	in reading.			
<b>Narrowing gaps in learning (writing)</b>	EYFS Y1	EYFS Lead	To make outstanding progress and increase children meeting GLD by June 2019	Additional one to one support <i>(Part of Education support £24K)</i>  £200 to provide additional home support resources	Working within 40-60 months in maths and Phase 2 by Aut 2	Secure within Phase 2 and within Phase 3 and secure in 40-60 months by Spring 2.	Secure in Phase 3 and secure ELG in maths, reading and writing by Summer 2019	
<b>Sustaining concentration and interest in writing</b>	Y1 – Y6	Phase Lead  English Lead	Write for a sustained period of time. Produce quality pieces of various genres. Remain within ARE band for writing, using necessary elements of grammar, punctuation and spelling.	DHT to complete targeted work <i>(Part of Education support £24K)</i>	Writing on track for ARE by Aut 2	On track for ARE	Achieved ARE and some exceeding expectations.	
<b>Poor fine motor skills</b>	Y1 Y2	KS1 Lead	To ensure handwriting does not hinder ability to succeed in writing. To end year with children at least secure at ARE for their year.	Additional support and handwriting programme. Teacher timetable focus.	To begin cursive style and some joins.	To show more fluency and clear joins in cursive style.	Meet ARE expectations for handwriting.	
<b>Lack of resilience to the challenge of writing</b>	Y5 Y6	UKS2 Lead  English lead	To narrow the gap between reading ability and writing. Closure of EOY assessment gaps between reading and writing. Children to be able to write for sustained periods of time with a greater focus on composition.	TA support x3 a week additional intervention <i>(Part of Education support £24K)</i> DHT teaching 4 x mornings per week in UKS2. Greater emphasis on teaching of writing through high quality texts. Engaging disadvantaged children in reading through quality texts.	Improved interest in writing through monitoring, pupil voice. Narrowing of gap in Aut assessments.	Writing assessments demonstrate accelerated progress and clearer evidence of composition – including taught grammar, punctuation elements.	Closure of % between reading and writing at end of year ARE.  Evidence of PP pupils making good and better progress.	

<b>Retention of key mathematical strategies</b>	Y2	KS1 Lead	To use and understand mathematical language and talk fluently about their maths developing automaticity. Develop basic number skills, particularly mental skills and the ability to reason and problem solve for mastery in maths. Children achieve at least ARE in maths by Summer 2018. For children to leave Y6 ready for secondary education.	TA booster session weekly in KS2 delivered through afternoon intervention sessions, ( <i>Part of Education support £24K</i> )	Children's understanding of number and 4 operations are developed by the end of Aut 2018. Children beginning to apply this understanding. Securing basic skills and showing improvements in weekly core skills sessions. Children more confident in retaining fluency facts.	Children more able to apply and reason when solving mathematical problems. Children developing understanding to approach maths problems in different ways.	Children secure in arithmetic knowledge expectations of year group by Summer term – able to apply skills more readily to reasoning and problem solving type questions.
	Y3	KS2 Leads					
	Y4	Maths lead					
	Y5						
	Y6			DHT teaching 4 x mornings per week in UKS2			
<b>Reading for accuracy, fluency and understanding</b>	Y2	KS1 Lead	For children to make accelerated progress in reading comprehension and to be able to read accurately and fluently age appropriate texts.	<i>NFER SS materials (Part of LR £3K)</i>	Increasing accuracy and fluency when reading by end of Aut 2. Children are using strategies within other curriculum areas. The use of Reading Plus programme is making positive impact on regular users.	Comprehension is improved by end of Spring 2. Children begin to read for pleasure with increased speed and accuracy.  'Reading Plus' continues to improve reading stamina, rate and inference skills.	Reading for pleasure, varying reading diet. Children achieve at least ARE by Summer 2019.
	Y4	KS2 Leads		<i>Reading Plus Programme for UKS2 (Part of £3K resources, paid over 3 years starting from Sept 2017, cont 18/19)</i>			
	Y5	English lead		Intervention support for reading delivered by DHT across key children in year groups across school.			
	Y6						
<b>Lack of resilience towards exceeding writing skills</b>	Y5	UKS2 Lead	Children demonstrate higher order writing skills across the curriculum with greater emphasis on core grammar elements. Higher % are working within and towards GD standard by July 2019. Greater amount	DHT weekly support to enhance writing skills in Y6 (part of £24.8K)	25% of pupils in cohort targeted to be and are on track to achieve GD standard by end of Aut 2018  <i>**Need to look at breakdown of targets for expected to achieve GDS**</i>	25%+ of pupils in cohort continue to be on track to achieve GD standard by end of Spring 2019	25%+ of pupils in cohort achieve GD standard by end of Summer 2019
	Y6	English lead  DHT		Weekly targeted intervention for grammar and			



			of PP children showing good / better progress by the end of Summer Term 2019.					
<b>PSHE skills - social and emotional skills . engagement, including mental health and well-being support</b>	Y2	KS1 Lead	For children to develop social and emotional skills independent of adults. To attend residential and other visits. To have bespoke support where necessary to support emotional, mental and health wellbeing. To receive dedicated small group sessions from visiting music teacher in developing social skills 1x term throughout the year. Support from Commando Jo intervention programme.	Pastoral support lead (Part of £24.8K) Educational visit & enrichment allocation £2000	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.	Soft data collection following visits, analysis of needs from pastoral leader and safeguarding team support.	
	Y3	KS2 Leads						
	Y4							
	Y5				Music Teacher – PC funding.	Ensure involvement in external clubs, subsidise to ensure participation.	Ensure involvement in external clubs, subsidise to ensure participation.	Ensure involvement in external clubs, subsidise to ensure participation.
	Y6				Core group intervention through Commando Jo initiative delivered by TG – supporting social skills – building resilience and stamina to work alongside peers.			
	All PP							
<b>Involvement with texts when reading</b>	Y5	KS2 Lead	Reading repertoire is developed as well as interaction and questioning of a sustained text. To ensure children develop a language and love for talking about and investigating texts. Year 6 children to receive targeted reading support in smaller group classes x 4 per week.	NFER SS materials (Part of LR £3K) Consultant termly support EYFS focus (Part of £1,335 consultancy & CPD) Inference whole school training with bespoke focus (Part of £1,335K consultancy & CPD) Greater investment in high quality texts to engage children with developing a love for reading. DHT release time to teach targeted groups of Y6 children for reading x 4 mornings	Progress of reading data, SS of NFERs and working within ARE.	Secure at ARE in reading by Spring 2019.	Greater percentage of PP children making better than expected progress by July 2019.	
	Y6	English Lead						

				per week.				
<b>Low attendance of some key identified children</b>	Y1 – 6 Identified Children	Pastoral lead Class Teachers Phase Leaders	Improved attendance for some key children, with less absences during key times of the year for reasons such as family holidays or unexplained absence.	Pastoral support lead – cost to work with children and families	Regular attendance in school over autumn term with decreased absence figures by end of Aut 2 2018.	Improved attendance figures for key and identified children by end of Spring Term 2019.	Attendance gap between key identified PP children and non PP children closed by the end of July 2019 – Summer term.	

**Planned measuring of the impact of Pupil Premium funding 2018/19:**

In addition to the milestones identified within the action plan, the usual cycle of data collection and the monitoring and tracking of cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings of this strategy will take place each term and will include the HT, SLT and will be reported back to the PP team and the Designated Governor. Alongside this, every term, the school will review the impact of action taken and will plan how funding will be specifically allocated over the next phase for maximum impact. The PP provision map and review will also inform this to review each individual child in receipt of funding. When selecting pupils for PP target groups, the school will look carefully at all pupils across the year groups. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium funding and the impact of this is monitored closely by the Link Governor and the Standards and Resources Committees alongside the full governing Body and reported through the Head's report and the termly position review statements.

*Key Lead: Mrs Victoria Briggs*

*Lead PP teacher: Mr Tom Gawne*

*Lead Governor: Mrs Avril Topping*

*PP Teaching Assistants: Hayley Nicholson (EYFS), Paula Wilks (KS1), Julie Pearson (S&L) and Sarah Leah (Pastoral Lead and Deputy DSL)*

<b>Autumn Term Evaluation</b>	<b>Spring Term Evaluation</b>	<b>Final Evaluation – Have the intended outcomes been achieved?</b>
<p><b><u>Pupil Outcomes:</u></b> Analysis of PP outcomes at the end of the Autumn Term 2018 show that children in Years 1,3 and 4 are making particularly good progress – with some of these working significantly above non pp children. In Year 6, broadly speaking PP children are working above their non PP peers in the areas of reading and writing, however slightly below in mathematics. In Year groups where PP progress is not as expected, staff have completed case studies and provision maps to share impact of provisions so far and to reflect upon areas that have worked well. The following</p>	<p><b><u>Pupil Outcomes:</u></b> Analysis of PP outcomes at the end of the Spring term show that pupils across school making good progress against their starting points. Children in Y6 being targeted for the GDS standard in reading are significantly above those compared to those who are Non PP, however significantly below being targeted for GDS in writing and maths compared to those Non PP. Across the school, The following percentages of children are expected to achieve combined expected standard in RWM based upon the end of the year targets in pupil progress discussions:</p>	<p><b><u>Pupil Outcomes:</u></b> Analysis of PP outcomes at the end of the academic year show children making some good progress from their starting points. At the end of Key Stage 2, 71% of PP children achieved their RWM combined scores. Across the board in reading, writing, maths and EGPS all scores were above / significantly above non pp children. This is good progress from the autumn and spring terms. The following figures show PP attainment data at the end of the year where progress will be discussed further at Pupil progress meeting discussions:</p>

percentages of children are expected to achieve combined expected standard in RWM based upon the end of the year based upon PP discussion:

**Year 1:**

7% = 3/45 pupils are PP  
100% = targeted to achieve R, W, M combined

**Year 2:**

11% = 5/45 pupils are PP  
40% = targeted to achieve R, W, M combined

**Year 3:**

86% = targeted to achieve R, W, M combined

**Year 4:**

11% = 5/46 pupils are PP  
100% = targeted to achieve R, W, M combined

**Year 5:**

16% = 6/44 pupils are PP  
33% = 2/6 targeted to achieve R, W, M combined

**Year 6:**

16% = 7/45 pupils are PP  
71% = 5/7 targeted to reach R, W, M combined

**Intervention Programmes:**

Across the school, successful intervention programmes continue to be in place supporting children for their individual needs. In the EYFS, play bag interventions are in place for two of the pupil premium children and these are having good impact upon engaging parents in their children's learning and removing barriers between home and school. In addition to this, gross and fine motor skill interventions are helping to support children with their handwriting and communication skills. In Upper Key Stage 2, good impact has been seen upon children from recent scores and the smaller class sizes with targeted support from the DH. Targeted intervention on Wednesday afternoon is also providing positive impact in terms of children's progress.

In KS1, Speech and Language dedicated support for targeted children continues to happen weekly and this is having impact upon improving children's communication skills. Teachers across school have been part of a 'retrieval group' in looking at how children learn and on improving children's retention of key mathematical strategies (as detailed above). This is already showing to have had significant impact, and can be seen as an example in the Y6 children's half termly assessments. Teachers involved in this group are also documenting an impact report with additional evidence.

**Case Studies:**

All staff have completed detailed case studies for a selected PP child in their care, detailing challenges that the children have

**Year 1**

7% = 3/45 pupils are PP  
66% = targeted to achieve R, W, M combined

**Year 2**

11% = 5/45 pupils are PP  
60% 3/5 = targeted to achieve R, W, M combined

**Year 3**

16% = 7/43 pupils are PP  
86% = targeted to achieve R, W, M combined – above non-pp children

**Year 4**

11% = 5/46 pupils are PP  
100% = targeted to achieve R, W, M combined – sig above non pp children

**Year 5**

16% = 7/43 pupils are PP  
29% = 2/7 targeted to achieve R, W, M combined - sig below non-pp

**Year 6**

16% = 7/45 pupils are PP  
71% = 5/7 targeted to reach R, W, M combined

**Intervention Programmes:**

Across the school, successful intervention programmes continue to be in place supporting children. In EYFS, particular successes have been seen with Early Talk Boost sessions delivered by support staff. Children in the nursery setting have developed well in speaking and comprehension skills linked to this. In KS1, Speech and Language support, delivered by a key speech and language TA in school continues to provide good support for individual pupils. In Y1, additional reading support sessions provided by the DH have had positive impact on engaging parents in reading with children at home, and in increasing the amount of children accessing their age related expectations. In KS2, dedicated maths focus groups have seen positive impact on pupils in Y4 being able to access higher level questions and developing higher cognitive thinking – particularly in terms of building resilience towards reasoning and problem solving. This is having positive impact on preparing pupils to access greater depth standards. In UKS2, dedicated support from the DH in allowing us to teach in smaller than class size groups has allowed for targeted intervention for key children, and scaled score progress since autumn term shows this is having positive impact. Reading Plus continues to be in use for children in UKS2, with children in Year 6 having additional reading time to access this during the week. This, coupled with targeted teaching, means 86% of

**Year 1**

100% of PP children scored RWM combined with 1 child at GDS combined. 3/45 pupils are PP. **Target exceeded**

**Year 2**

60% of PP children scored RWM combined. 5/45 pupils are PP. **Target met**

**Year 3**

71% of PP children scored RWM combined. 7/43 pupils are PP. **Target met**

**Year 4**

83% of PP children scored RWM combined. 6/47 pupils are PP with 1 new starter in Summer Term 2. **Target changed due to new starter – Initial target of 5 children was met.**

**Year 5**

29% of PP children scored RWM combined, this is below those of non PP. **2 target children asked to achieve RWM combined me their targets.**

**Year 6**

71% of PP children scored their RWM combined with some children achieving GDS standards – surpassing their targets. **Target met and GDS targets exceeded.**

Many of the key outcomes focused on building resilience and skills in RWM for children in Years 5 and 6. Across both year groups, targets for children were met with significant progress seen from some children in Y6 suggesting that support put in place is having a positive impact – particularly for building stamina and resilience in test situations. Getting children to engage with texts was a barrier for us at the start of the year with children not accessing age appropriate language. By the end of the year, 57% of pp children achieved the GDS standard in reading with many more just one mark away.

**Intervention Programmes:**

Intervention programmes across the school continue to be successful with all year groups in school meeting the challenging targets set of them in Pupil Progress meetings. Interventions are reviewed continuously by class teachers to ensure that support in place is having the necessary and desired impact. Speech and Language Therapy continues to be delivered as an intervention in house with 1 x PP children from the EYFS department being added based upon not achieving GLD in some areas. In KS2, targeted intervention and first quality teaching from class teachers continue to be proving successful with streamed teaching support from the DHT in Y6 having significant impact on standards.



<p>faced upon entry to their current year, intervention and support that has been put in place and outcomes and impact that have been seen at the end of the autumn term. Particularly good examples show children are overcoming barriers to learning that they had shown at the beginning of the year, and good progress being made against their starting points.</p> <p><b><u>PSHE Skills:</u></b></p> <p>Throughout the autumn term, our pastoral lead SL has worked closely with some of the more vulnerable children on our PP list and done lots of work with groups of children in year 6 through dedicated weekly PSHE lessons. This is having positive impact on the pupils' social skills and behaviours.</p>	<p>pupils are targeted to reach the expected standard, with 5/7 (71%) of these targeted to reach greater depth of the standard.</p> <p><b><u>Action Research Groups:</u></b></p> <p>This term, a group of staff from across each of the phases within school have worked on an action research project linked to metacognitive skills with a focus on retrieval and retention of knowledge – after the success of the mathematics retrieval group in the autumn term. The initiative 'Fast 5' was set up in English and Maths sessions across school with pupils spending the first 10 minutes of a session retrieving and recalling key knowledge and fluency facts from 5 areas of the subject. The initiative has seen great impact across school – particularly with children in UKS2 where scaled scores in grammar and arithmetic have increased vastly from the autumn term. Separate impact report available.</p> <p><b><u>Parental Engagement:</u></b></p> <p>During the Spring term, parental engagement sessions were offered to our parents to attend a 'Stay and Count' activity session to support their children in developing independence within Mathematics and in developing confidence towards reasoning and problem solving skills. Across the school, all phases had a positive uptake with numbers from 50% of parents attending. Of these parents, 100% of them found the experience a positive one – including many parents of our disadvantaged children who it can sometimes be difficult to engage in school activities.</p>	<p>Pastoral support continues to be in place across school for key children and families to support with attendance and social skills. Support from SL to continue into the next academic year.</p> <p><b><u>Retention of Key Mathematical Strategies</u></b></p> <p>Based upon the solid work of the action research group and high impact intervention programmes from EEF research, all children are given regular and timely support to retrieve and consolidate key mathematical strategies during fast five time. This is proving to be having impact with the majority of all year groups (bar Y3) achieving at least 50% of PP pupils at the expected standard or above.</p>
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