

### Samuel Barlow Primary Academy Pupil Premium Spending Strategy Review 2018-2019

The format of this report consists of the Aims of our spending being evaluated and considered for future steps along with the impact of the spent funds. Following the Pupil Premium Review on 8<sup>th</sup> May 2019 we will be using a new format for writing the Pupil Premium Strategy 2019-2020 as this current format is no longer fit for purpose. The Review noted that while there are now tracking systems and procedures in place we need to have a more strategic academic approach to spending the Pupil Premium Grant in order to ensure that disadvantaged children make accelerated progress.

#### How much funding did the school receive this year?

As we had 91 children out of the school total of 247 we have been allocated approximately £128,896. 36.84% of the school are eligible for this funding.

#### How did the school intend to manage its spending?

We had very clear aims in place to ensure the funding which are outlined below with evaluative comments

| Our aims when spending the Pupil Premium Grant effectively were  | Evaluation   | Next Steps   |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
|--|--|--|------|------|------|------|--------|-----|-----|-----|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|------|------|------|------|------|--------|-----|-----|-----|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|------|------|------|------|------|------|---------|-----|-----|-----|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|---------|-----|-----|-----|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-------|-----|-----|-----|-----|----|-----|-----|-----|-----|--|
| To clearly identify socially disadvantaged pupils at risk of poor outcomes and provide early intervention, support and tracking for socially disadvantaged pupils.                             | This year we have used the Link2ICT web portal to identify children who are entitled to FSM and updated our data collection forms so that we could check who was entitled directly using NI numbers. This has led to more children being identified although there were some limitations. This has resulted in ensuring that the correct children can be targeted for support.   | Continue to encourage families to claim what they are entitled to with a new approach in 2019/20 as part of a wider school marketing campaign. |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| To raise attainment for all children through accelerated progress to narrow the gap for children entitled to Pupil Premium funding by ensuring they achieve or exceed Age Related Expectations | <p>Our Year 2 results and KS1 Phonics results are showing that we are making a difference to attainment. There remains a gap between PP and non pp in attainment although in Year 2 this is narrowing.</p> <p>KS1 Phonics:</p> <table border="1" data-bbox="528 1335 1011 1480"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>39%</td> <td>63%</td> <td>65%</td> <td>72%</td> </tr> <tr> <td>PP</td> <td>33%</td> <td>13%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>Non-PP</td> <td>56%</td> <td>75%</td> <td>90%</td> <td>81%</td> </tr> </tbody> </table> <p>KS1 Phonics retaken in Y2</p> <table border="1" data-bbox="528 1552 994 1697"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>83%</td> <td>81%</td> <td>82%</td> <td>92%</td> </tr> <tr> <td>PP</td> <td>60%</td> <td>67%</td> <td>70%</td> <td>83%</td> </tr> <tr> <td>Non-PP</td> <td>92%</td> <td>90%</td> <td>90%</td> <td>100%</td> </tr> </tbody> </table> <p>KS1 Results:</p> <table border="1" data-bbox="528 1769 1011 2092"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>62%</td> <td>62%</td> <td>75%</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>47%</td> <td>41%</td> <td>58%</td> </tr> <tr> <td>Non-PP</td> <td>79%</td> <td>69%</td> <td>73%</td> <td>85%</td> </tr> <tr> <td>Writing</td> <td>62%</td> <td>48%</td> <td>57%</td> <td>71%</td> </tr> <tr> <td>PP</td> <td>45%</td> <td>35%</td> <td>35%</td> <td>58%</td> </tr> <tr> <td>Non-PP</td> <td>78%</td> <td>50%</td> <td>70%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>58%</td> <td>69%</td> <td>83%</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>47%</td> <td>47%</td> <td>75%</td> </tr> </tbody> </table> | Year   | 2016 | 2017 | 2018 | 2019 | Passed | 39% | 63% | 65% | 72% | PP | 33% | 13% | 50% | 56% | Non-PP | 56% | 75% | 90% | 81% | Year | 2016 | 2017 | 2018 | 2019 | Passed | 83% | 81% | 82% | 92% | PP | 60% | 67% | 70% | 83% | Non-PP | 92% | 90% | 90% | 100% | Year | 2016 | 2017 | 2018 | 2019 | Reading | 64% | 62% | 62% | 75% | PP | 50% | 47% | 41% | 58% | Non-PP | 79% | 69% | 73% | 85% | Writing | 62% | 48% | 57% | 71% | PP | 45% | 35% | 35% | 58% | Non-PP | 78% | 50% | 70% | 69% | Maths | 70% | 58% | 69% | 83% | PP | 50% | 47% | 47% | 75% | This needs to be more of a focus in progress reviews and use of AfL – our pupil premium strategy needs to have this at its core in order for all children to leave our academy with the dignity of being literate and numerate |
| Year   | 2016   | 2017   | 2018 | 2019 |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Passed   | 39%  | 63%  | 65%  | 72%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| PP   | 33%  | 13%  | 50%  | 56%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Non-PP   | 56%  | 75%  | 90%  | 81%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Year   | 2016   | 2017   | 2018 | 2019 |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Passed   | 83%  | 81%  | 82%  | 92%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
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| Non-PP   | 92%  | 90%  | 90%  | 100% |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Year   | 2016   | 2017   | 2018 | 2019 |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Reading  | 64%  | 62%  | 62%  | 75%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| PP   | 50%  | 47%  | 41%  | 58%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Non-PP   | 79%  | 69%  | 73%  | 85%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Writing  | 62%  | 48%  | 57%  | 71%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| PP   | 45%  | 35%  | 35%  | 58%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Non-PP   | 78%  | 50%  | 70%  | 69%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
| Maths  | 70%  | 58%  | 69%  | 83%  |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |      |      |      |      |      |      |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |         |     |     |     |     |    |     |     |     |     |        |     |     |     |     |       |     |     |     |     |    |     |     |     |     |  |
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|   | Non-PP  | 87% | 62% | 81% | 85% |   |
|---|---|-----|-----|-----|-----|---|
| To provide additional support, where needed, for children in Reading, Writing and Maths   | Much support has been for nurture this year in order to sure that all children are ready to learn.  |     |     |     |     | Understanding the children's barriers to learning so that we can quickly act to ensure they access learning again has to be at the core to our strategy   |
| To develop social, emotional skills and foster a positive cultural understanding  | Through nurture children who struggle with social and emotional skills have been allocated Boxall targets and have been a focus. Educational visits have provided cultural understanding.   |     |     |     |     | Ensure that this is high on the agenda as an aspect of quality first teaching.  |
| To build self-confidence and motivation for learning, to enable children to develop into independent learners who are proud of their achievements   | The non-negotiables for Pupil Premium are key strategies for underpinning this. Our vision and values are being re-written to ensure that our whole ethos underpins this principal as quality first teaching for all is important.                          |     |     |     |     | Ensure all staff have the same understanding regarding barriers to learning and how we can remove these through quality first teaching  |
| To provide counselling and pastoral support to individual children experiencing specific personal difficulties  | This is a key resources and crucial for us to be able to ensure our children are ready to learn.  |     |     |     |     | Ensure that this remains with a clear focus on the educational gains of having this support. Children who experience difficulty are given the support in order to enable them to learn rather than they have had support because they can't learn – eliminate the excuses culture |
| To offer enhanced opportunities through subsidised access to extra-curricular activities, including trips<br>To support the families eligible for Pupil Premium funding to enable them to support their child's emotional & academic development working with external agencies where necessary | Extra-curricular activities have been provided and much more clearly tracked in order to ensure that more children who are disadvantaged have engaged with them.<br>The FSW continues to support children and their families to access the correct support. |     |     |     |     | Ensure that the impact for educational gain is planned for with every planned activity.   |
| To support the whole child  | The curriculum has been enhanced in order that all children's interests have been accommodated.   |     |     |     |     | Ensure that the impact for educational gain is planned for with every planned activity.   |
| To regularly monitor and review the effectiveness of our spending and share this information with parents, carers, governors and staff.   | Tracking this year has been much more effective in terms of the systems and procedures in place.  |     |     |     |     | Assess more closely what the impact is for educational gain – plan the spending strategy with this in mind.   |
| Allocate a governor to oversee the monitoring, expenditure and outcomes of Pupil Premium spending.  | Although our governance has changed during this year, they have been provided with updates about activities and were given opportunity to take part in link visits and the Pupil Premium Review.  |     |     |     |     | Next year this will be a planned part of the QA cycle.  |

### How was the funding spent this year?

| Pupil Premium 2018-19 | What will we use our pupil premium funding for | Approx. cost | What impact is this designed to have?   | Outcomes for children<br>Evidence of impact   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
|-----------------------|--|--------------|---|---|------|------|------|------|------|--------|-----|-----|-----|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|------|------|------|------|------|--------|-----|-----|-----|
| Academic              | KS1 Literacy TA                                | £18,000.00   | All eligible children for Reading Recovery meet targeted progress and attainment and further groups of children access high quality reading comprehension skills enabling them to improve their attainment. | 10 children have accessed specific extra reading support through the use of a high quality teaching assistant. 90% of these children achieved ARE. 30% were disadvantaged children and 100% of these children achieved ARE. The impact of small group work on reading results is that 67% are working at ARE including 1 child at great depth. Of the remaining 33% all have made progress, 2 are SEN and working at pre-key stage standards and 2 are working towards age related and will be further targeted for support next year.  |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
|                       | Additional teaching in Year 6                  | £24,000.00   | An additional qualified TA works with Year 6 to provide additional support to ensure the children learn faster in smaller groups.   | QA from EAPs demonstrated the effectiveness of this for groups of learners and greater clarity in understanding which children would take specific tests. ** data to be added here.   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
|                       | TA support for interventions                   | £24,000.00   | Interventions include small group phonics. Teaching will be used to raise the attainment of children across the school and to develop the expertise of staff.   | <p>The use of TAs for small group phonics has enabled our phonics score to secure 72% for Year 1 (50% of the disadvantaged children acquired the pass mark) and a further 92% of the children who did not pass the phonics screening in 2018 (all of whom are disadvantaged) have now secured the expected standard.</p> <p>KS1 Phonics:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>39%</td> <td>63%</td> <td>65%</td> <td>72%</td> </tr> <tr> <td>PP</td> <td>33%</td> <td>13%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>Non-PP</td> <td>56%</td> <td>75%</td> <td>90%</td> <td>81%</td> </tr> </tbody> </table> <p>KS1 Phonics retaken in Y2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>83%</td> <td>81%</td> <td>82%</td> <td>92%</td> </tr> </tbody> </table> | Year | 2016 | 2017 | 2018 | 2019 | Passed | 39% | 63% | 65% | 72% | PP | 33% | 13% | 50% | 56% | Non-PP | 56% | 75% | 90% | 81% | Year | 2016 | 2017 | 2018 | 2019 | Passed | 83% | 81% | 82% |
| Year                  | 2016   | 2017         | 2018  | 2019  |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
| Passed                | 39%  | 63%          | 65%   | 72%   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
| PP                    | 33%  | 13%          | 50%   | 56%   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
| Non-PP                | 56%  | 75%          | 90%   | 81%   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
| Year                  | 2016   | 2017         | 2018  | 2019  |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |
| Passed                | 83%  | 81%          | 82%   | 92%   |      |      |      |      |      |        |     |     |     |     |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |        |     |     |     |

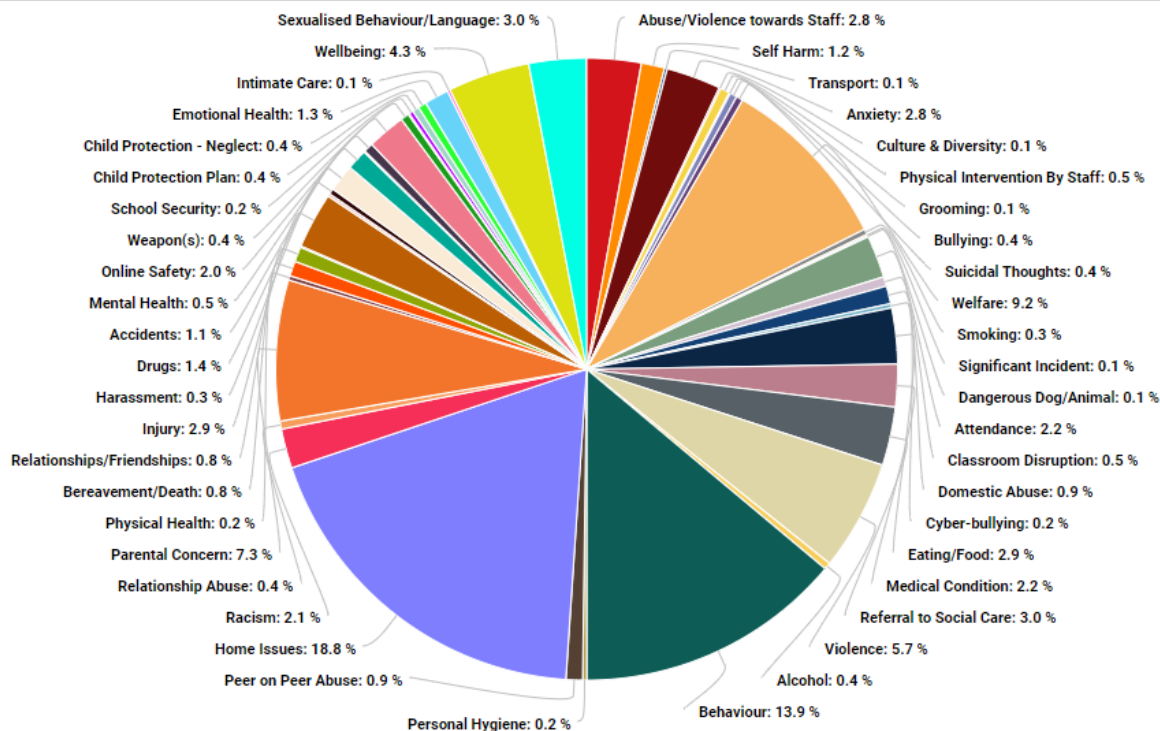
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|        |     |     |     |      |
|--------|-----|-----|-----|------|
| PP     | 60% | 67% | 70% | 83%  |
| Non-PP | 92% | 90% | 90% | 100% |

The lead for RWInc is now ensuring that greater emphasis is on the younger children to ensure that we maximise every opportunity to ensure every child regardless of background can achieve.

|   |            |  |   |
|---|------------|--|---|
| Breakfast Club  | £23,000.00 | Pupil Premium children are entitled to a free breakfast at our breakfast club and we will roll out the Magic Breakfast to enable every child to begin the day right. | Magic Breakfast is now available to the entire school and therefore for 100% of our pupil premium children. 1523 Breakfast Club sessions have been attended by 19% of children eligible for Pupil Premium compared with 16% non PP children (non-PP attendance is 1944 session). Y6 children also attended early morning boosters. This has supported the achievement for these children because research tells us that not being hungry has a big impact on concentration. |
| Pastoral care from our Family Support Worker and Evolve | £24,000.00 | Supporting all our families but specifically pupil premium who represent our most needy families   | Introducing myconcern this year has enabled us to ensure we have clarity over exactly for which reasons the FSW supports disadvantaged children which as classified in the pie chart below. These categories apply to more than 600 concerns that are overseen by the FSW and signposted to the correct support in order to remove barriers to learning.  |

Emotional



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|  |                             |         |   |  |
|--|-----------------------------|---------|---|--|
|  | Attendance Reward Programme | £500.00 | Number of persistent absentees will continue to reduce, gaps in absence rates will continue to close. | Tracking and reporting on absences systems have been much more rigorous this year along with a reward programme that every child with 100% attendance weekly has been involved in. What we have learned this year has changed our protocol ready for next year. Our PA is significantly reduced when removing former pupils, and under 5s. It continues to be an area to focus on but once children who are on a part-time timetable are more settled this will be an improving picture. |
|--|-----------------------------|---------|---|--|

### Whole Attendance Summary - 04/09/2018 to 28/06/2019

| Year | Present | Authorised Absence | Unauthorised Absence | Lates | Holidays Agreed | Holidays Not Agreed | Persistent Absence 85% | Persistent Absence 90% |
|------|---------|--------------------|----------------------|-------|-----------------|---------------------|------------------------|------------------------|
| 2018 | 94.63   | 3.58               | 1.80                 | 1.59  | 0.03            | 0.83                | 10.32                  | 18.51                  |
| 2017 | 94.65   | 3.62               | 1.73                 | 1.20  | 0.00            | 0.57                | 11.19                  | 18.18                  |
| 2016 | 94.95   | 3.53               | 1.52                 | 1.21  | 0.02            | 0.93                | 7.54                   | 14.10                  |

### Pupil Premium Attendance Summary - 04/09/2018 to 28/06/2019

| Year | Group             | Present | Authorised Absence | Unauthorised Absence | Lates | Holidays Agreed | Holidays Not Agreed | Persistent Absence 85% | Persistent Absence 90% |
|------|-------------------|---------|--------------------|----------------------|-------|-----------------|---------------------|------------------------|------------------------|
| 2018 | Pupil Premium     | 92.13   | 5.47               | 2.40                 | 2.43  | 0.06            | 0.65                | 19.09                  | 30.91                  |
| 2017 | Pupil Premium     | 93.25   | 4.77               | 1.98                 | 1.98  | 0.01            | 0.52                | 16.53                  | 26.45                  |
| 2016 | Pupil Premium     | 94.50   | 4.04               | 1.47                 | 2.04  | -               | 0.65                | 9.29                   | 16.43                  |
| 2018 | Not Pupil Premium | 96.31   | 2.30               | 1.39                 | 1.02  | 0.01            | 0.95                | 4.68                   | 10.53                  |
| 2017 | Not Pupil Premium | 95.67   | 2.79               | 1.54                 | 0.64  | -               | 0.60                | 7.27                   | 12.12                  |
| 2016 | Not Pupil Premium | 95.32   | 3.13               | 1.56                 | 0.54  | 0.03            | 1.16                | 6.06                   | 12.12                  |

## ATTENDANCE DATA

|                                 |  |  |                    |               |
|---------------------------------|--|--|--------------------|---------------|
|                                 |  |  |                    |               |
|                                 |  |  |                    |               |
|                                 |  |  | <b>w/e 24.5.19</b> | <b>3.6.19</b> |
|                                 |  |  |                    |               |
|                                 |  |  |                    |               |
| WHOLE SCHOOL                    |  |  | 95.2%              | 95.2%         |
| WITHOUT PART-TIME TIME TABLE    |  |  | 95.5%              | 95.5%         |
|                                 |  |  |                    |               |
|                                 |  |  |                    |               |
| PP WHOLE SCHOOL                 |  |  | 92.8%              | 92.8%         |
| PP WITHOUT PART-TIME TIME TABLE |  |  | 93.6%              | 93.6%         |
|                                 |  |  |                    |               |
|                                 |  |  |                    |               |
| PA WHOLE SCHOOL                 |  |  | 13.9%              | 14.3%         |
| PA WITHOUT PART-TIME TIME TABLE |  |  | 12.0%              | 12.4%         |

| <b>EXCLUDING LEAVERS - YTD</b>  |       |       |       |       |       |       |       |
|---------------------------------|-------|-------|-------|-------|-------|-------|-------|
| WHOLE SCHOOL                    | 95.6% | 95.6% | 95.5% | 95.6% | 95.6% | 95.6% | 95.6% |
| WITHOUT PART-TIME TIME TABLE    | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% | 96.0% |
| PP WHOLE SCHOOL                 | 92.8% | 93.5% | 93.5% | 93.5% | 92.8% | 92.8% | 92.8% |
| PP WITHOUT PART-TIME TIME TABLE | 94.4% | 94.5% | 94.5% | 94.6% | 94.4% | 94.4% | 94.4% |
| PA WHOLE SCHOOL                 | 9.4%  | 9.5%  | 9.0%  | 9.5%  | 9.4%  | 9.4%  | 9.4%  |
| PA WITHOUT PART-TIME TIME TABLE | 7.2%  | 7.3%  | 6.7%  | 7.3%  | 7.2%  | 7.2%  | 7.2%  |

|            |                          |            |  |  |
|------------|--------------------------|------------|--|--|
| Enrichment | Extra-Curricular Funding | £12,500.00 | This funding will be used to help children access a range of extra-curricular activities including sport, dance, drama and educational visits. | The curriculum offer we have afforded our children this year has supported the educational aims for every year group with visits that include the Synagogue, the Trenches at Sherwood Pines, Veolia recycling plant, Harry Potter World, Yorkshire Wildlife Park, The Royal Concert Hall, Nottingham to sing with The Halle Orchestra and horse riding. This has enriched the lives of children by giving them experiences that are outside their reach for financial reasons or family circumstances. |
|            | Specialist Music Teacher | £4,000.00  | An external specialised teacher will be brought in to provide music tuition to children in Years 2, 3, 4 and 5                                 | Children this year have learned to play the drums and toots. Their skills have been developed in order for them to perform at the Creative arts festival, for and with parents and for the whole school. Children who struggle with academic skills have thrived in these lessons.   |

**£130,000.00**