

# Pupil Premium Strategy Statement: Garswood Primary School



1. Summary information					
<b>School</b>	Garswood Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£27,040	<b>Date of most recent PP Review</b>	No external review
<b>Total number of pupils</b>	200	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	July 20

2. Current attainment by the end of KS2 (5 pupils)				
	Average PPG	% PPG achieving exp	(National Average SS – all pupils)	% all pupils nationally
<b>Standardised scores in Reading at KS2 (100 is the expected level)</b>	<b>106.8</b>	<b>100%</b>	<b>104</b>	<b>73%</b>
<b>Greater Depth Attainment Reading</b>	<b>111</b>	<b>20%</b>		<b>27%</b>
<b>Standardised scores in Grammar at KS2 (100 is the expected level)</b>	<b>107.6</b>	<b>100%</b>	<b>106</b>	<b>78%</b>
<b>Greater Depth Attainment Grammar</b>	<b>111</b>	<b>20%</b>		<b>36%</b>
<b>Standardised scores in Mathematics at KS2 (100 is the expected level)</b>	<b>106</b>	<b>100%</b>	<b>105</b>	<b>79%</b>
<b>Greater Depth Attainment Maths</b>	<b>n/a</b>	<b>0%</b>		<b>27%</b>
<b>Assessment information in Writing at KS2 – Teacher Assessment</b>		<b>100%</b>		<b>78%</b>
<b>Greater Depth Attainment Writing – Teacher Assessment</b>		<b>20%</b>		<b>20%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Late transfer of PPG pupils across the school and a rise of pupils triggering PP funds across Key Stage 2 continues to be a challenge. The majority of PPG pupils are in the KS2 setting - There continues to be a considerable number of children within the PPG who transfer to the school later than the usual time of admission – limiting or shortening the time we can impact on their attainment and progress. There are only 16 FSM Ever 6 pupils, 5 of whom transferred later than the usual time of admission – 31%
<b>B.</b>	Acquisition of a wide vocabulary linked to limited experiences and a narrowed reading diet – language reducing the capacity to think, make links, develop ideas and furthermore to comprehend beyond End of Key stage 2.
<b>C.</b>	Ability to develop a deeper understanding of mathematical concepts as expressed through complex language and real life experiences to support and develop an understanding of shape and measure, pattern and sequence
<b>D.</b>	Supporting children to focus on education and classroom activity- demonstrating a sense of 'ready to learn' and the significance of gaining the most from the time they spend in school. Behavioural traits which negatively impact on their learning capacity need to be refocussed.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance of PPG pupils – through long term sickness and lates. Figures have improved through the guidance and links with EWO but continue to require focus and tracking with figures being recorded last academic year as 95.2% compared to the whole school figure of 96.6%
<b>F.</b>	Pupils requiring more pastoral support to manage anxiety and lack of confidence. Pupils and families requiring additional support to overcome emotional challenges as well as those based around academic achievement.
<b>G.</b>	Maslow's hierarchy of human needs – children needing to feel safe, cared for, listened to, be well nourished, well looked after and valued and not to have worries that follow them into school.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children feel supported on entry to the school and have a bespoke curriculum organised quickly to enable them to make rapid progress. Gap narrows with the aid of interventions as and when required to maintain and increase attainment levels.	Pupils eligible for pupil premium funds make the accelerated progress necessary to ensure the attainment gap is narrowed. The in house attainment and progress measures coupled with O Track and teacher assessment monitor the progress carefully.
<b>B.</b>	Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.	Children given greater opportunity to develop their reading experiences. 100 book challenge is used alongside the rich reading resources in class and the library. Reading of unfamiliar genre to be encouraged and pupils reflect on their experiences with positivity and understanding of the impact on their whole school experience. KS2 average scaled score figure of 107.4 to be of focus.
<b>C.</b>	Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.	Children achieve in line with national comparison in mathematics.

<b>D.</b>	Children adapt a 'can do' and 'ready to learn' approach to school with positivity on show in all lessons.	Pupils demonstrate positivity towards their learning and reflect thoughtfully on their learning. Positive approach to learning is demonstrated at all times with a commitment and focus clear at all times.
<b>E.</b>	Attendance of the group eligible for pupil premium improves and the difference diminishes from the current figure of 95.2% to over and above the desired 96%.	Improved overall attendance rates of ppg to exceed the national all pupils of 96%
<b>F.</b>	Children present in school with lower levels of anxiety and improved confidence and positivity.	Emotional support for pupils and family members to be in place in order that anxiety levels are lowered. Pupils are offered in school support and parents are signposted to additional resources as and when required.
<b>G.</b>	Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice	Where concerns are noted EHATs are used to support a wider engagement from families Children are well nourished, and report they feel listened to and well cared for. Teachers report that pupils are able to focus well on learning.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/2020</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Children feel supported on entry to the school and have a bespoke curriculum organised quickly to enable them to make rapid progress. Gap narrows with the aid of interventions as and when required to maintain and increase attainment levels.</b>	Children are welcomed into the school with warmth and a sense of care. Families are engaged prior to the child enrolling and potential support networks are highlighted and implemented to ensure that the child makes the necessary early progress. Teachers engage with the child regularly to ensure the progress made is rapid and effective. Progress measures are recorded and analysed systematically to ensure any gaps in past learning are highlighted and addressed. Pupils attainment and progress to be monitored carefully with regular progress updates taking place between staff, pastoral team, school leaders and parents. Funding ring-fenced for pupils to access residential visits such as London and PGL with the impact of developing language and life experiences for those who not ordinarily have such an opportunity.	Children need to feel cared for and nurtured upon arrival in the new school setting. The parents/adults should have faith in the school that they have best interests of their child at heart and will work together as a team to ensure the child makes the progress necessary in a focussed and supportive environment. School ethos should become familiar to the child and family and they should quickly feel part of the school community.	Initial meeting with family members to be held prior to the pupil arriving in school. Pastoral lead and class teacher to meet regularly to discuss needs and constant trimming of the bespoke learning platform to ensure progress and gaps monitored. Assessment coordinator to monitor progress termly.	<b>Pastoral Lead/Class teacher</b>  DHT to monitor progress and support	Termly review and report to Governors in sub-committee meetings

<p><b>Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</b></p>	<p>Greater focus on the wider range of reading material available to the pupils. Greater range of resources on offer and promotion of new reading material to ensure that all pupils understand clearly what is available and what they can experience.</p> <p>Raise the profile of the 100 book challenge and increase the range of the pupils who can access it. 100 book challenge to be of great focus and discussed at parents curriculum meetings.</p> <p>Raise the profile of the school library to ensure pupils are aware of the diversity of reading materials available. Library is focussed on positively as an area for learning.</p> <p>Develop a wider range of enriched learning opportunities through external agencies and/or extracurricular visits. These to be supported and reported on school website and twitter.</p>	<p>Pupils opportunities to read from a rich range of texts needs to be refocussed. The reading material in library and classrooms has been monitored to ensure diversity and challenge. English lead reports on the material on offer and oversees the impact of the material to the SLT</p> <p>Recent staff meetings have reassessed the learning opportunities on offer. The new curriculum maps have a more integrated approach with the extended opportunities for each class taking on even greater significance when considering the learning pathways of all of the pupils.</p> <p>Enriched learning opportunities are offered as a means of pupils experiencing greater range of vocabulary and more focussed learning environments.</p>	<p>The 110 book challenge will be monitored by English lead. Regular updates to be provided and pupils successes celebrated.</p> <p>Extra-curricular visits coupled with the enriched learning opportunities monitored and gauged on their success in terms of pupil enjoyment and impact.</p>	<p>PP lead, English lead, Extra - Curricular lead.</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
<p><b>Total budgeted cost Bespoke intervention and support.</b></p>					<p>£5,000</p>

<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.</b></p>	<p>Maths parent classes to be implemented to ensure mathematical vocabulary is shared.</p> <p>Additional intervention support across key stages to be implemented in order that complex mathematical challenges are experienced by all PPG pupils and consequently they develop their own confidence.</p> <p>Greater focus on Maths throughout the school to be evident.</p>	<p>End of Key stage 2 attainment figures and data analysis suggests a greater focus on application in maths is necessary to ensure similar progress to other core subject areas.</p> <p>Maths lead analysis of subject has established the need for development of pupil's strategic approach to the subject.</p>	<p>Maths lead to ensure the delivery of interventions throughout the school.</p> <p>Data analysis to be performed regularly and reported to the governors/SLT.</p>	<p>Maths Lead/Teachers</p> <p>Monitored by PP lead and SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
<p><b>Children adapt a 'can do' and 'ready to learn' approach to school with positivity on show in all lessons.</b></p>	<p>Pupils positivity towards their education and school is enhanced and clearly evidenced through their attitude for learning.</p> <p>Pupils have clear expectations of themselves and understand the challenge required to build on their own previous knowledge.</p> <p>Progress will be increased due to an increased level of focus in lessons.</p>	<p>Lesson observations and drop in's performed by senior leaders as well as the child conference work performed by the pastoral lead has highlighted a correlation between pupil progress and attitude towards learning.</p> <p>Child/parent meetings have been held regularly to try to motivate and engage pupils into a more positive approach to their own learning.</p>	<p>Pastoral Lead in contact with families</p> <p>PP lead to analyse data throughout the year.</p>	<p>Pastoral Lead and PPG lead to report on progress to SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
<p><b>Attendance of the group eligible for pupil premium improves and the difference diminishes from the current figure of 95.2% to over and above the desired 96%.</b></p>	<p>Links with EWO team to highlight particular individuals – home visits and supportive meetings to provide support and motivation to attend school – on time. Records and tracking used to monitor impact of rewards strategies to support attendance.</p> <p>Continue to issue penalty notices to discourage chosen absences and work closely with EWO to enhance the attendance figures.</p> <p>Attendance rewards used to impact positively on lateness and absences during term time.</p>	<p>EWO enable a more formal approach whilst maintaining positive relationships with the school staff – this has had proven impact in the past</p> <p>Regular monitoring will ensure the impact of rewards and consequences of penalty notices will serve as a deterrent – particularly for term time holidays and lateness through the 'Late gate' system.</p> <p>Agency involvement will enable effective signposting and professional involvement with appropriate absences being identified and inappropriate ones being eliminated.</p>	<p>Pastoral lead to ensure initiation, implementation and impetus.</p> <p>Data analysis and close tracking of the target group from Pastoral lead with overview reports from</p> <p>EWS to measure impact and feedback</p>	<p>PP lead and pastoral lead to monitor and work alongside EWO to maintain links.</p>	<p>Termly review and report to Governors in sub-committee meetings</p>

<p><b>Children present in school with lower levels of anxiety and improved confidence and positivity.</b></p>	<p>Pupils provided opportunities to meet with pastoral lead on an informal basis to discuss their anxieties. Bespoke approaches to individual need adopted to provide them with support networks as necessary.</p> <p>Facilitated by the Pastoral lead – an open-door policy to support individuals with difficulties requiring guidance and links to support mechanisms and groups.</p> <p>Pathways introduced to councillors who can work with individuals and families to impact on anxiety levels.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multi-agency working</p> <p>Online and computer based support interventions such as 'Mind Moose' used to support mental health in families.</p>	<p>Support for pupils and families through the Pastoral Lead's role is significant in maintaining strong school-home links and giving pupils opportunities to discuss their anxieties and worries. The support can be seen as a way of ensuring pupils engage positively with school life.</p> <p>This has had a proven impact over time as families engage well with the pastoral lead and parents become integrated into the school ethos and see school as another way of supporting them as and when necessary.</p>	<p>Pupils and their Families will engage well with Pastoral lead through various strategies such as coffee mornings, small group meetings and workshops. Progress will be logged and kept alongside pupil records of progress made.</p> <p>Action plan to be organised to show progress and successes throughout the year.</p>	<p>PP lead and pastoral lead keep an ongoing log of pupils levels of anxiety through regular child conferences.</p>	<p>Termly review and report to Governors in subcommittee meetings</p>
<p><b>Total budgeted cost (Pastoral Lead salary Contribution)</b></p>					<p>£20,000</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice</b></p>	<p>Facilitated by the Pastoral lead – an open door policy for children</p> <p>Quick and swift referral to other agencies as and when needed</p> <p>Pastoral lead ensuring systems in place for pupil voice and monitoring of worry boxes and of staff concerns via cpoms system to ensure swift action can be taken</p> <p>Sports kits/uniform and supplementary foods as and when needed</p> <p>Use of 'Paths' Project through Barnados. A new scheme introduced which designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts for a whole school approach.</p>	<p>Children supported by the pastoral lead report the positive impact in the past. The support can be seen as a way of ensuring pupils engage appropriately and effectively with school.</p> <p>Children require the kits and resources in order to have the appropriate opportunities available to them.</p> <p>Success in the past has been seen with the targeted cookery class and also provides an opportunity for children to access healthy foods in constant and appropriate quantities.</p> <p>The 'Paths' project works similarly to the SEAL project which has been successfully implemented in school for some time. It promises to enhance the support already in place in school across the whole school.</p>	<p>All disadvantaged children will have the necessary resources.</p> <p>There will be a positive culture and the pupil voice from this group will reflect this. Parental feedback will also indicate a supportive culture.</p> <p>Paths project to be overseen by the SLT and driven by the pastoral lead throughout the school.</p>	<p>PP Lead and Pastoral lead</p> <p>Monitored by SLT</p>	<p>Termly review and report to Governors in sub-committee meetings</p>
<b>Total budgeted cost</b>					£2,000 for Paths project.

6. Review of expenditure				
Previous Academic Year: 2018/19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p><b>Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.</b></p>	<p>Increase the books system and banding approach to y6 so all children across KS2 have a broader range of texts – increasing the reach and variety of the language they experience in texts Introduce the 100 book challenge for y5/6 Promote the use of the library through the reading challenge and mischief makers</p> <p>Enrichment and activity across the school of high standard and high level including – day in a decade, Shakespeare performance, trip to PGL/London; cookery;</p>	<p>The impact of the implementation of the 100 book challenge has been positive. Pupils love the challenge this brings and they are keen to engage. Analysis of reading across the school has proven to be positive. Reading scaled score analysis is well over 100. The focus now needs to be specifically on PPG boys.</p>	<p>Extension of the 100 book challenge to encompass not just year 6 pupils. Thus giving more pupils a greater opportunity to meet the challenge.</p> <p>Allow opportunity to measure impact over a longer period therefore continued use of the maths no problem resources may impact in the longer term as the deeper learning becomes more established.</p>	



<p><b>Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.</b></p>	<p>Maths CPD programme for staff with SLE and new staff with maths no problem – live coaching where appropriate</p> <p>Close monitoring of coverage and depth in maths teaching and puma and NFER testing to evaluate the impact of the teaching</p> <p>Pre-teach to increase confidence and RM maths intervention to secure and consolidate</p>	<p>Staff have attended the Maths CPD programme and have been observed by the maths lead regularly to ensure the correct approach is being maintained.</p> <p>A 'where's the maths in that' strategy has been adopted and the focus on building maths skills has been enhanced throughout the school.</p>	<p>More focus on developing challenge in maths is necessary to ensure the pupils have a positive approach to problem solving and can choose and apply the correct strategy to all that they come across in lessons.</p>	<p>Curriculum enrichment</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p><b>Children settle quickly into school and staff assess their needs swiftly – pastorally and educationally enabling children to quickly progress despite lack of time within the school as measured by progress rate and pupil voice.</b></p>	<p>All teachers to give additional time and phone calls home to engage parents and children and embrace them into Garswood</p> <p>Pastoral lead to arrange a termly meeting to ensure settling in and address any niggles</p>	<p>Depending upon the time of transfer and a variety of other factors has impacted on the success of this strategy.</p> <p>Due to low numbers we can call upon case studies to indicate measures of success.</p> <p>Any transfer at the time not usual to the time of admission has an impact on all pupils so again – this focus is important not just for disadvantaged pupils but for all pupils.</p>	<p>We will continue to provide this as a priority area for support as without this there is not the opportunities for these children to gain the immediate access to the curriculum and learning opportunities.</p> <p>Each child needs tailored support in order for their own particular needs to be met when settling into life at Garswood.</p>	<p>Per pupil funding and contribution of such to the pastoral lead salary</p> <p>Cost for EWO</p> <p>Cost for o track</p> <p>Costs for staff salary</p>

<p><b>Children can tackle the complex mathematical activities due to their increased understanding linked to vocabulary and experience developing thinking skills.</b></p>	<p>Y6 children to invited to addition breakfast club focused on maths support</p> <p>Additional intervention support via catch up numarcy – across the school for identiifed children.</p>	<p>Those children who were invited to attend the additional intervention programmes have responded well. Pupil conferences with staff suggested that greater focus on problem solving and the use of concrete resources enhanced the learning opportunities.</p>	<p>Attainment levels have been expected yet greater depth figures are still falling below our high expectations. This will continue to be a focus for previous strategies. Further investment in concrete resources next year will benefit the delivery of sessions further still.</p>	<p>EWO costs</p> <p>Attendance awards costs</p>
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<p><b>Children present in school with positive attitudes and demonstrate healthy relationships with parents and carers.</b></p>	<p>Facilitated by the Pastoral lead – an open-door policy to support individuals with difficulties requiring guidance and links to support mechanisms and groups.</p> <p>Help to be provided to ease day to day pressures of parenting through EHAT and multiagency working</p> <p>Coffee mornings and family cookery classes used as a means of an opportunity to meet likeminded individuals.</p>	<p>Pastoral leader time monitoring has indicated that considerable time has been spend on ensuring wellbeing of pupils and the work done on enhancing their positivity to school. Pupils working alongside the pastoral lead have mostly formed a positive relationship with her and see the school as a caring and comfortable place to be.</p> <p>Coffee mornings have focused on children with additional needs and has also called upon external agency support including ADDvanced solutions.</p>	<p>Coffee mornings have been very well attended with excellent feedback collated formally and informally</p> <p>EHATs have been actioned and other agencies are involved with families where needed – including referrals through for early help, troubled families, school nurse, educational psychologist, lasc, young carers, triple p. Referrals not always accepted but continue to be an appropriate route to access support.</p> <p>Lessons learned will be to escalate within agencies if school believe support required for families and access to this not gained.</p> <p>Specific locations around the school are to be highlighted and set up for those individuals who need a 'break out' space – one which is consistent and where they feel comfortable to be.</p>	<p>Salary costs</p> <p>Cover costs for SENDCO and teachers as needed</p>
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<p><b>Children feel safe and are well fed and well cared for, feel listened to and well looked after as measured by observation and pupil voice</b></p>	<p>Facilitated by the Pastoral lead – an open door policy for children</p> <p>Quick and swify referral to other agencies as and when needed</p> <p>Pastoral lead ensuring systems in place for pupil voice and monitoring of worry boxes and of staff concerns via cpoms system to ensure swift action can be taken</p> <p>Sports kits/uniform and supplementary foods as and when needed</p> <p>Promote the use of Fur clemt and a targeted cookery class facilitated by pastoral lead.</p>	<p>Pastoral leader has spent considerable time in supporting those pupils who are challenged and vulnerable in terms of their own self esteem.</p>	<p>Coffee mornings have been very well attended with excellent feedback collated formally and informally</p> <p>EHATs have been actioned and other agencies are involved with families where needed – including referrals through for early help, troubled families, school nurse, educational psychologist, LASC, young carers, triple p. Referrals not always accepted but continue to be an appropriate route to access support.</p> <p>Lessons learned will be to escalate within agencies if school believe support required for families and access to this not gained.</p> <p>Fur Clempt is no longer part of the school agenda. However, there are other strategies which the school is looking into in order to support families and the community.</p> <p>.</p>	
<p><b>Children are able to immerse themselves within the curriculum experiences and school is a safe haven.</b></p>	<p>Pastoral leader serves as a beacon in the school to support all children Children have a multitude of experiences both within school time and after school to enjoy – including residential trips</p>	<p>The open- door policy ensures that those pupils have a direct support network and haven to vent their emotions and express their own feelings. This support as well as the links with home are invaluable in maintaining positivity with the pupils and their approach to school.</p>	<p>A greater and deeper learning strategy has been adopted by the school. Curriculum maps will be extremely detailed and encompass a wider variety of learning approaches than ever before. Trips have been collated which the pupils will find challenging and fascinating which will link in with the already detailed plan within school.</p>	
<p><b>Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.</b></p>	<p>Links with EWO team to highlight particular individuals – home visits and supportive meetings to . Records used to monitor impact of rewards strategies to support attendance. Continue to issue penalty notices to discourage chosen absences EHATs to engage with health professionals</p>	<p>Overall attendance for the group was 95.2% - an increase from last years 94.7%</p> <p>Although not in line with all pupils it does show an improvement of 0.5%</p>	<p>This approach has shown a positive impact with the overall attendance for the group improving.</p>	<p>EWO costs</p> <p>Attendance awards costs</p>

## 7. Additional detail

Garswood Primary School continues to be committed to working to achieve the best outcomes for all pupils.

The School's commitment to effective application of the pupil premium funding has been celebrated over recent years with national recognition of this work being accredited twice in the past 5 years (2014 and 2016). In addition to this; The Head teacher was invited to share the impact of the schools' actions in improving outcomes for pupils with pupil premium funding, having been invited to speak at a North-West conference. More recently, and as further evidence of the schools commitment to PPG, the Deputy Head Teacher has now been trained as a Pupil Premium Reviewer. This will enable him to visit other schools to discuss and guide them on their own schools provision.

A recent Ofsted inspection stated that; "The pupil premium grant for improving the progress of disadvantaged pupils is used extremely effectively. Funding is focused appropriately to support the academic and social development of disadvantaged pupils. Pupils are supported well in a range of activities, for example enriching reading experiences. Staff also work closely with the whole family. The early years pupil premium is used to support speech and language intervention programmes to develop the skills of particular children".