

Pupil Premium Expenditure in 2016-17- Evaluation of Impact:

Provision/resource	Aim and justification	Outcomes
<p>Renewal of lease of school minibus</p>	<p>Transport provided for pupils</p> <ul style="list-style-type: none"> • outside of walking distance; many of these children previously lived near the school and moved away- if transport were not provided, a change of school would have resulted thus affected their progress. • Families with specific, needs resulting in persistent attendance issues; often transport offered for time-limited period. 	<p>Improved attendance for families who previously fell below 90% attendance.</p> <p>Improved learning outcomes due to improved attendance</p> <p>Improved self-esteem for pupils</p>
<p>Early years and Key Stage 1 staff increase to support systematic teaching of phonics and reading comprehension in KS1-</p>	<ul style="list-style-type: none"> • Improve educational outcomes for children in Reception and KS1 	<p>64% of children reached GLD at Reception- Increased support for number of children reaching ELG Best ever result for school in Reception</p> <p>Phonics result 76%-16% improvement from 2016</p> <p>81% Disadvantaged children in KS1 achieved expected level in reading- above national average for all children. 25% achieved Greater Depth</p>

<ul style="list-style-type: none"> Increased staffing working with booster groups for Reading and Numeracy in KS2 	<ul style="list-style-type: none"> Improve educational outcomes for PP children in KS2 	<p>KS1-2 2017 reading progress was in top 10% in England</p> <p>+ 3.66 Progress KS1-2 in Reading</p>
<p>Out-of-hours Learning</p>	<p>Reading Club provided every morning</p> <ul style="list-style-type: none"> Specific families invited to attend. Simple breakfast provided Calm and positive start to the day. Easter Holiday Learning Club created for Year 6 	<p>KS1-2 2017 reading progress was in top 10% in England</p> <p>+ 3.66 Progress KS1-2 in Reading for disadvantaged</p>
<p>1-1 and booster classes</p>	<p>Focused, time-limited, measured interventions seeking to narrow attainment gap</p> <ul style="list-style-type: none"> Year 6 staffing included 2 UPS3 Teachers and a HLTA involved in interventions 	<p>KS1-2 2017 reading progress was in top 10% in England</p> <p>+ 3.66 Progress KS1-2 in Reading for disadvantaged</p> <p>KS1-2 writing progress was in top 4% in England</p> <p>+ 4.52 Progress KS1-2 in Writing</p> <p>+1.87 progress KS1-2 in Maths for disadvantaged children</p> <p><i>All are considerable above the National Average for Progress</i></p>

<p>Broadening and enriching experience bank for each pupil</p>	<p>Extending socially disadvantaged children's experiences to provide rich tapestry of learning e.g.</p> <ul style="list-style-type: none"> • Subsidised visits to local wild places e.g. Roan Head, Nature Reserve, local woods, Learning Away activities • Extended provision of art activities • Subsidised residential trips to Coniston Water Park and London • Residential stays for Years 5 and 6 to include a city experience- opportunity extended to Years 3 and 4 on School Development Plan 	<p>64% 2017 of children reached GLD at Reception- Increased support for number of children reaching ELG- Best ever result for school- 26% increase from previous year</p> <p>73% of children eligible for Ever 6 reached GLD</p> <p>Improved attainment at KS2 Writing- Top 4% in England for Progress from KS1-2</p>
<p>Provision of equipment and access to opportunities for individual pupils/families</p>	<p>Promote equity of opportunity and access for socially disadvantaged children</p> <ul style="list-style-type: none"> • Purchase of waterproof clothing, wellies for learning away activities • Purchase of glasses, PE equipment, clothes • Improved family learning opportunities by providing family outings around the North West. 	<p>Improved well-being, focus and outcomes</p>
<p>Accurate, rapidly responsive and needs-based deployment of support staff across school including those whose focus aims to minimise barriers to learning e.g. Pastoral Mentor,</p>	<ul style="list-style-type: none"> • Residential away days developing resilience and readiness for learning with more focus to support experiences and support speech and language development. 	<p>Fewer incidents of negative behaviour of identified children</p> <p>External review of April 2017 highly praised work of pastoral team</p>

Pastoral Care Worker.		
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Planned future provision for 2017-18

Amongst other initiatives, we intend to make the following areas priorities for spending.

- Continued work of Behaviour and Pastoral Team to overcome Learning Barriers of the children
- Funding for staff to perform targeted interventions in Years 6 and 2.
- Continued investment in training interventions for phonics and reading comprehension throughout the school
- Increased investment in interventions for Grammar and Spelling as a result of the 2017 SPAG result
- I-pads especially for SEN and engagement of new technologies purchased
- Breakfast Club to address hunger, working readiness
- Continuation of study clubs and out of school boosters
- Parental and family support to continue
- Theatre trips for pupils and families
- Museum trips, inspirational visits and career advice, linked to organisations such as 'Inspiring Barrow'
- Personal individual items, glasses, shoes and clothing
- Swimming more accessible to more of various ages children with no cost to parents
- Swimming kits and bags provided
- Cycling safety course for the children
- Residential stays for Years 5 and 6 to include a city experience- opportunity extended to Years 3 and 4 on School Development Plan
- Residential away days developing resilience and readiness support experiential learning and support speech and language development.