



# STEP Academy Trust

## Pupil Premium Policy

**Date of Policy:** July 2015

**Review:** July 2016

### Introduction

The STEP Academy Trust Board of Directors has agreed this Policy and as such, it applies to all Academies within the Trust.

### Rationale

The STEP Academy Trust values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our Academies.

This policy is to be read in conjunction with our:

- SEN Policy;
- Children Looked After Policy;;
- English as an Additional Language Policy;
- Safeguarding policies;
- Equality Policy;
- Behaviour and Anti Bullying policies;
- Inclusion Policy;
- Curriculum and Teaching and Learning policies;
- Academy prospectuses.

### Principles

STEP Academies view the needs of all our children as important and ensure that our teaching and learning opportunities meet the needs of all of them. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Nationally, the statistics show that pupils who are, or have been, in receipt of FSM, do less well than their peers in exams, for example: SATs. All schools are therefore required to report on the amount of funding received and how this is being used; alongside the impact of the funding, once available. STEP Academies reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### What is Pupil Premium?

In April 2011, the Government introduced the Pupil Premium. This is an allocation of additional funding (to main Academy funding), which supports specific groups of children who are vulnerable to possible underachievement and to help schools to narrow the attainment gap between these youngsters and their peers- giving them as much support as possible in reaching their full potential.

These include children:

- who are or have been eligible for free school meals (FSM) at some point in the last six years;
- who have been in care for more than six months (CLA);
- who have been adopted from care or leave care under special guardianship or a residency order
- whose parents are currently employed by the armed services.

The Government has given schools the freedom to spend this funding as they think best based upon their knowledge of individual pupil needs. STEP Academies will be accountable for narrowing the gap and we are determined to make sure that this additional money is not simply absorbed into our mainstream budget but, instead, carefully targeted at the designated children. We continually evaluate our Pupil Premium spending to make certain it is being used in ways known to be most effective. STEP Academies will use the money in a variety of ways.

### **Provision**

In order to meet the above requirements, STEP Academies will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. All STEP Academies will be using the funding in different ways and this will be demonstrated on their websites (see **Appendix 1** as an example of a PP reporting proforma).

**The range of provision:** The range of provision that STEP Academies may consider include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress;
- Providing short-term targeted small group work (or 1:2:1) focussed on overcoming gaps in learning support;
- Additional teaching and learning opportunities provided through a learning mentor, class teacher; trained TAs or external agencies;
- Pastoral and emotional support through nurture groups;
- Specialist CLL support for children in EYFS;
- Employment of an Attendance Officer to target low attendance and lateness;
- Provide support to children and families to enable them to attend Academy trips and to take part in all learning activities;
- Breakfast club or after school care;
- Individual specialist tuition; ie: instrumental tuition.

### **Assessment**

STEP Academies will ensure that the needs of those children in recipient of PP funding are adequately assessed and addressed through termly pupil progress meetings and on-going assessments.

**Reporting:** It is the responsibility of individual STEP Academies to produce a termly report for Governors outlining:

- The progress made towards narrowing the gap, by year group, for pupils in receipt of PP funding;
- An outline of the provision that was made during the term since the last meeting;
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Academy will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for these pupils see (**see App1**) for some examples across the STEP Academy. This task will be carried out within the requirements published by the Department for Education and displayed on our websites.

**Success Criteria:** The evaluation of this policy is based on how quickly the Academy can ‘narrow the gap’ between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children;
- The vast majority of socially disadvantaged children will meet their individual targets;
- Having an effective system for identifying, assessing and monitoring pupils;
- Create a positive Academy atmosphere in which pupils’ differences are recognised and valued as full members of the Academy community; developing confident and independent learners.

**Appendix 1**

## Applegarth Academy Pupil Premium Grant Expenditure 2013/14 £

2014-2015 PPG amount: PPG = £1,300 per pupil (£1,900 for CLA/Adopted)		Current FSM Ever 6 = %
Nature of support for 2014/15		Impact
£20,000 (salaries, set up, resources, training)	Establishment of Nurture Provision for a specific group of 12 KS2 children (2x weekly) – aimed at supporting targeted children with emotional and social difficulties so that these do not become barriers to learning. The PPG budget has funded the three day training of two members of staff, target their time to this intervention and been used to set up the room (to ensure it is fit for purpose and includes the appropriate resources).	Targeted PPG children receive therapeutic support – case studies available to show individual impact.  Boxall profiles show the progress individual children have made.  Reduced number of incidents related to BSED for this group of children.
£6,000	Purchase and implementation of Lexia, Number Shark, Word Shark and RM easi-maths to support PPG pupils.	Impact yet to be fully assessed
£5,000 (salaries, set up, resources, training)	Catch Up Numeracy training and support for 4x Year 5 pupils and 3 x Year 6 pupils at risk of underachieving	Most of this group have made accelerated progress and all of them show a greater level of confidence within maths.
£26,000	Additional teaching support for Year 6 pupils at risk of underachieving (from Oct 013)	Autumn Term Progress: R = 2APS, W=1.5 APS, M = 2APS
£24,000	Full time Learning Mentor – Our Learning Mentor provides support for targeted children, many of whom receive Pupil Premium Funding. This provision enables us to provide counselling support including Drawing and Talking, bereavement support, social skills support, and advice to families, CAF and TAF meetings.	Case studies show the impact that this role has had on individual families.  Targeted families have received help with housing, bereavement, domestic violence, parenting.  Targeted PPG children receive therapeutic support – case studies available to show individual impact.  Boxall profiles show the progress individual children have made.
£31,000	Additional costs of 2x Sports Coaches (above	High quality PE and extra -curricular

	the £9,810 Sports Funding). This provides high quality PE and extra -curricular activities for all children, including the 57% of PPG children	activities for all children, including the 57% of PPG children. Increased % of children participating in sport after school and showing an interest.
£1,500	Payment of clubs for specific pupils alongside the payment of the residential school trip and other trips.	Looked after children have attended the school residential and have access to additional clubs – supporting social and emotional well-being.
£1,200	Personalised programmes of support are in place (using external mentoring services) for targeted pupils – aimed at developing social and emotional skills (3 PPG children)	Significant improvement in behaviour, social and emotional wellbeing for two of the three children. Reduced number of incidents
£600	Provision of uniform for identified families (all Nursery and Reception children receive a free book bag)	Uniform is not a barrier to attendance for specific families.
£1,200	Year 6 Easter booster for targeted children, mostly PPG	Not yet completed – impact yet to be assessed
£3,000	Easter and Summer Schemes for targeted children, mostly PPG	Not yet completed – impact yet to be assessed.
£7,000	Disadvantaged Subsidy – This budget enables the school to provide support for targeted pupils and their families. For example, help with transport for families re-housed in other boroughs, provision of breakfast club and break time snacks for vulnerable pupils.	Various Case Studies demonstrate the individual impact on families. For example, attendance at school has been maintained for three families housed in emergency accommodation outside of Croydon.
£12,000	Attendance Officer and Educational Welfare (brought in services) – To ensure pupils eligible for Pupil Premium Funding are supported to ensure attendance remains as high as possible.	Currently attendance sits at 95.2% (Mar 014), an improvement from the same time last year (94.8%). Persistent absences have more than halved when comparing March 014 with March 013 (18 now compared to 39 in March 014) and so too have the % of children with attendance below 90% (28 children, compared to 64 in March 2013).
<b>TOTAL:</b>		

### Measuring the impact of PPG spending

The school will evaluate the impact on each pupil on a half termly basis through the use of our assessment system – OTrack. In addition to this the Boxall Profile will be used to support assessment of social and emotional development for targeted children. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions put in place. Measurement of impact for the children accessing external support and/or our Nurture provision will be assessed through the use of Pastoral Support Plans, Personal Education Plans, CAF and TAF reviews. The impact of PPG spending will be reported to Governors on a termly basis.

## Pupil Premium Grant Expenditure 2014/15

<p><b>2014-2015 PPG amount £133,900 (end of year forecast)</b>          PPG allocated on the basis of the January '14 census data which showed 38.5% of children eligible, this is reassessed in the January '15 census.          PPG = £1300 per pupil  <b>OVERSPEND: £15 086</b></p>		<p>Current FSM Ever 6 = 43.5% (Nat: 26.6%)          (taken from 2014 Raise Report)</p>
Nature of support for 2014/15		Impact
£12 476	<p><i>2 TAs working in class with PPG and non PPG specific pupils and out of the classroom running computer based interventions (FT for one TA and 2.5 days for other TA): Following CT's planning in 1:2:1/groups in class and also out of class using interventions such as 5-Minute Box, Bug Hotel, Lexia and RMath, Talk in Partners. To help to close barriers to learning with a focus on our PPG children (EYFS, KS1, KS2). 66% (49/74) of the pupils that benefit are in receipt of PPG from EYFS-KS2.</i></p>	<p><i>Every child who has participated in these interventions have made either good or outstanding progress over two terms (KS1: 3+APS; KS2: 3+APS).</i></p>
£27 753	<p><i>Employment of 1:2:1 TAs for 2 children (KS1 and EYFS) with challenging behaviour/multi-sensory impairment which puts them at risk of underachieving and disrupting the learning of others in their class (application of EHCPs of SEND are underway).</i></p>	<p><i>Year R: able to access the curriculum safely, immense improvements in all areas from baseline, particularly in social skills. From baseline to end of spring term: speaking: S 22-36 - S 30-50; reading: B 22-36- B 30-50; writing: D 30-50-B40-60+; maths: D 30-50-B40-60+ demonstrating 3 steps progress. Year 2: able to access the curriculum without disrupting learning of others. From end of Y1-end of Y2 spring: reading: progressed by 3 APS (good progress); writing: 3 APS over two terms (good progress); maths: 4 APS over two terms (outstanding progress).</i></p>
£7 950	<p><i>Daily Phonics Boosters for children in KS2 to enable them to decode words by sounds and improve their reading. 42% (10/24) of these children are pupil premium children.</i></p>	<p><i>100% of PPG children improved by 3 APS+ over two terms in English.</i></p>
£12 116	<p><i>Employment of extra TA in EYFS prioritising early identification and intervention for our vulnerable children (including SALT intervention work) for our PPG and SEN pupils.</i></p>	<p><i>All pupils have made 3+ steps progress from the start of the year, demonstrating good+ progress.</i></p>
£10 418	<p><i>Employment of 1:2:1 TA supporting Statemented/PPG/CLA child to enable full time support (Statement only provides 20 hours £3,632).</i></p>	<p><i>When H joined DLA in September, was assessed at P4-5 for all areas. End of spring: reading: P8; writing: P8; maths: 1C. Moreover, her ability to discuss in groups and in whole class discussions has improved dramatically.</i></p>
£10 418	<p><i>Employment of 1:2:1 TA supporting Statemented/PPG child to enable full time support (Statement only provides 20 hours £3,632).</i></p>	<p><i>E needs fulltime support to access the curriculum at all times. With support he has made good+ better progress (reading: 5APS; writing: 4 APS; maths: 5 APS) = good to outstanding progress over two terms. Additionally, his behaviour has improved (no reflection time visits since November), as has his emotional well-being.</i></p>

£3 725	<p><i>Enrichment groups run by specialist Art &amp; Design Specialist TA (Autumn and Spring terms):</i></p> <ul style="list-style-type: none"> <li>▪ <i>Art Attack: 2 afternoons a week 100% (60 per annum) of the pupils that benefit are in receipt of PPG from EYFS-KS2. (NH) Art resources, inc: 5 cameras, green screen, art media, etc.</i></li> <li>▪ <i>DLA News Channel: 1 afternoon a week 100% of pupils that benefit are in receipt of PPG from EYFS-KS2. A digital/film/news enrichment activity which will fun alongside our newsletter.</i></li> </ul>	<p><i>Improvements in behaviour, these children have not visited reflection this year. Social and emotional needs are met and an improvement in confidence. Additionally, the majority of these children have made outstanding progress throughout the year.</i></p>
£2 600	<p><i>Literacy Centre for 2 pupils at risk of not achieving their full potential (KS2, inc PPG and CLA).</i></p>	<p><i>Child A (Y4) and Child B both made 3 APS progress over two terms in English (outstanding progress).</i></p>
£24,000	<p><i>Full time Learning Mentor – our Learning Mentor provides support for targeted children, the vast majority of whom receive Pupil Premium Funding. This provision enables us to provide counselling support including Drawing and Talking, bereavement support, social skills support, and advice to families, CAF and TAF meetings.</i></p>	<p><i>All pupils participating in LM provision can demonstrate progress against learning and or/social, emotional targets.</i></p>
£15 000	<p><i>KS2 Intervention groups run by class teachers:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Y6 (L3-4) Maths and English boosters: 3 mornings a week. 50% (5/10) of PPG cohort.</i></li> <li>▪ <i>Y6 (L4-5/6) English L5/6 boosters: 2 hours a week. 44% (4/9) of PPG cohort (CS).</i></li> <li>▪ <i>Y5 Maths and English boosters: 2 afternoons a week 71% (5/7) of the pupils that benefit in receipt of PPG. (BM)</i></li> </ul>	<p><i>Y6: 80% made outstanding progress over two terms (3-5 APS).</i></p> <p><i>Y6: 100% made outstanding progress over two terms (3-5 APS).</i></p> <p><i>Y5: 100% made outstanding progress over two terms (4-5 APS)</i></p>
£4 880	<p><i>Year 2 Intervention groups run by class teachers (spring term): English and Maths boosters taking place 2 hours a week: 100% PPG (7/7) (CL, JG, ZC, DE-F, SP)</i></p>	<p><i>All pupils have made good-outstanding progress from start to end of the spring term: 3.7-4 APS</i></p>
£300	<p><i>1:2:1 Sports Coach – to support a child during football club (1 hour a week). Child has ADHD.</i></p>	<p><i>Child is able to access football club and socialise with others.</i></p>
£2 000	<p><i>Arts Enrichment: CSMA Choir and Steel Band free to PPG children (67% of groups)</i></p>	<p><i>Developing skills for life.</i></p>
£1,800	<p><i>Contribution towards Residential journey and class trips.</i></p>	<p><i>PPG pupils have been provided with free after school clubs throughout the year to assist with their social and emotional needs. Free/discounted holiday sessions and residential journey allocated to specific PPG pupils.</i></p>
£2 800	<p><i>Employment of Educational Welfare Service and dedicated Attendance Officer.</i></p>	<p><i>Supports attendance/lateness and social/emotional well-being for families. Attendance sits at 95.9% at the end of the spring term (96.6% at the end of the autumn term), with a reduction in the number of persistently absent pupils.</i></p>
£ 100	<p><i>Provision of breakfast for Y6 children (SATS week).</i></p>	<p><i>All have a nutritious breakfast in a relaxed atmosphere prior to tests.</i></p>
£ 150	<p><i>Purchase of spare PE kit for every class.</i></p>	<p><i>To ensure that all children have access to sport.</i></p>
£10 500	<p><i>30 iPads (estimate cost)</i></p>	<p><i>Improved motivation, improved technology literacy, research, programming for all children.</i></p>
<p><b>TOTAL: £148 986 (see above)</b></p>		

## Measuring the impact of PPG spending

DLA evaluates the impact on each pupil on a termly basis. Evaluation focuses on academic gains (including progress) and how pupils' self-confidence and well-being has developed as a consequence of the interventions put in place. Measurement of impact for the children accessing external support and/or our nurture provision (LM) is assessed through the use of IEPs, LM reports, CAF and TAF reviews. The impact of PPG spending is reported to Governors on a termly basis.

Please see below the in-term progress for the current 2014/15 academic year (end of summer 2014-end of spring 2015) and the impact of the end of our Key Stages (EYFS, KS1 and KS2) for the 2013-14 academic year.

### Pupil Premium Progress Analysis 2014-2015: progress from previous summer to Spring End of Term

Year 1	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	30	4.9	9.2	4.3	Good	30	4.3	7.8	3.5	RI	30	4.7	8.7	4.0	Good
All Pupil Premium	11	5.0	9.6	4.6	Outstanding	11	4.5	8.4	3.9	Good	11	5.1	9.5	4.5	Outstanding
Non Pupil Premium	19	4.8	8.9	4.1	Good	19	4.2	7.4	3.3	RI	19	4.5	8.2	3.7	Good
Gap		+0.2	+0.7	+0.5			+0.3	+1.0	+0.9			+0.6	+1.3	+0.8	
Comment	Our PPG cohort have made good/ outstanding progress from their KS1 on entry and more than their non-PPG peers. In reading there is an attainment +0.7 gap between PPG/non children, in writing a +1 gap and in maths a +1.3 gap. The gap has closed from last year, demonstrating a good use of pupil premium expenditure.														

Year 2	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	58	10.4	14.1	3.7	Good	58	9.8	13.3	3.6	RI	58	10.1	13.9	3.8	Good
All Pupil Premium	24	9.9	13.9	4.0	Good	24	9.6	13.3	3.7	Good	24	10.0	14.0	4.0	Good
Non Pupil Premium	34	10.7	14.1	3.5	RI	34	9.9	13.4	3.5	RI	34	10.2	13.8	3.6	RI
Gap		-0.8	-0.2	+0.5			-0.3	-0.1	+0.2			-0.2	+0.2	+0.4	
Comment	Our PPG cohort have made good progress from end of Yr1 and more than their non-PPG peers in the core areas which demonstrates they are catching up with their peers. In reading there is an attainment gap of -0.2, in writing a -0.1 gap and in maths a +0.2 gap. The gap is narrowing in writing and maths from last year (remains same in reading): writing has narrowed by 0.1 and maths closed by 1.6. The attainment gap is closing, demonstrating pupil premium expenditure being used to good effect to narrow the disadvantaged gap.														

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Year 3	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	30	15.3	18.1	2.80	Outstanding	30	14.4	17.0	2.60	Good	30	15.6	18.1	2.5	Good
All Pupil Premium	14	15.1	17.9	2.71	Outstanding	14	14.3	16.7	2.43	Good	14	15.2	17.6	2.43	Good
Non Pupil Premium	16	15.5	18.3	2.88	Outstanding	16	14.6	17.2	2.75	Outstanding	16	15.9	18.3	2.56	Good
Gap		-0.4	-0.4	-0.17			-0.3	-0.5	-0.32			-0.7	-0.7	-0.13	
Comment	Our PPG cohort have made good-outstanding progress from end of KS1 because they have made 2.43+ APS over two terms. There is a gap between our PPG and non PPG children in terms of attainment but the majority of these children also have complex SEN, however their progress remains outstanding. The attainment gap has narrowed slightly from 2014 (spring term, Year 2), particularly in maths. In reading there is an attainment -0.5 gap between PPG/non children, in writing a -0.6 gap and in maths a -0.9 gap.														

Year 4	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	29	19.6	22.3	2.79	Outstanding	29	18.7	21.2	2.52	Good	29	19.0	21.6	2.66	Good
All Pupil Premium	12	19.6	22.3	2.67	Good	12	18.7	21.3	2.58	Good	12	19.2	21.8	2.68	Good
Non Pupil Premium	17	19.5	22.5	2.74	Outstanding	17	18.7	21.2	2.47	Good	17	18.8	21.5	2.71	Outstanding
Gap		+0.1	-0.2	-0.07			0	+0.1	+0.11			+0.4	+0.3	-0.03	
Comment	Our PPG cohort have made good progress from end of Year 3 because they have made more than 2.50 APS over two terms. In terms of attainment gaps, in reading there is a slight -0.2 gap between PPG/non children, in writing a +0.1 gap and in maths a +0.3 gap. This gap has narrowed/closed from spring term in Year 3 when it was: reading: -1.3; writing: -0.7; maths: -0.9, demonstrating that we are using our PPG expenditure to good effect to close the gap. One new PPG pupil has joined this class in Year 4 who is working at BA.														

Year 5	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	30	22.5	25.7	3.2	Outstanding	30	22.0	25.1	3.07	Outstanding	30	22.1	25.2	3.1	Outstanding
All Pupil Premium	10	21.1	24.8	3.7	Outstanding	10	20.8	24.4	3.6	Outstanding	10	21.2	24.5	3.3	Outstanding
Non Pupil Premium	20	23.3	26.2	2.95	Outstanding	20	22.6	25.4	2.8	Outstanding	20	22.6	25.6	3.0	Outstanding
Gap		-2.2	-1.4	+0.75			-1.8	-1	+0.8			-1.4	-1.1	+0.3	
Comment	Our PPG cohort have made outstanding progress from end of Year 4 because they have made more than 3 APS over two terms. In terms of attainment gaps, in reading there is a gap of -1.4 between PPG/non children, in writing a -1 gap and in maths a -1.1 gap. Our PPG pupils however have made more progress from the end of Year 4 than their non-PPG peers demonstrating that the gap is continuing to narrow. This gap has narrowed/closed from the end of end of spring term Year 4 when it was: reading: -1.2; writing: -1.3; maths: -0.9, demonstrated that we are using our PPG expenditure to good effect. From the end of spring term in Year 4, the gap has narrowed in all core areas when it was: reading: -1.5, writing -1.3 and maths: -1.3. This class has 2 children with complex SEN, one has a Statement and working a P-Levels, the other working at L1. One of these pupils joined DLA at the start of Year 5.														

Year 6	Reading					Writing					Mathematics				
	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement	No. Pupils	Baseline	Current Term	Progress	Progress Judgement
All Pupils	30	26.1	29.3	3.23	Outstanding	30	25.3	28.3	2.97	Outstanding	30	25.5	28.5	3.03	Outstanding
All Pupil Premium	11	25.3	28.5	3.27	Outstanding	11	24.0	27.0	3.0	Outstanding	11	24.3	28.5	3.10	Outstanding
Non Pupil Premium	20	26.5	29.7	3.20	Outstanding	20	25.9	28.0	3.0	Outstanding	20	25.9	29.0	3.10	Outstanding
Gap		-1.2	-1.2	+0.07			-1.9	-1.0	-			-1.6	-0.5	-	
Comment	Our PPG cohort have made outstanding progress from end of Year 5 because they have made more than 3 APS over two terms. In terms of attainment gaps, in reading there is a gap -1.2 between PPG/non children, in writing a -1 gap and in maths a -0.5 gap. Our PPG pupils however have made more/same progress from the end of Year 5 than their non-PPG peer demonstrating that the gap is continuing to narrow. Additionally, the gap using this data has considerably narrowed from the last Year 6 class (reading: -2.4; <b>-1.2</b> ; writing: -3.9; <b>-1.0</b> ; maths: -2.4; <b>-0.5</b> ). It has also narrowed from this time last year when Leaders were in Y5; demonstrating that we are using our PPG expenditure to good effect. Our PPG cohort are all SEN, one of which a statemented child, however because the vast majority of these pupils were Level 1 or 2c at end the end of KS1, 100% will make more than expected progress.														

**Summary** – PPG pupils' progress is good or outstanding in all year groups and is continuing to narrow the attainment gap from this time last year. The gap in year 6 is expected to be a lot narrower than last year. All of this data above demonstrates that we are using our PPG funding to good effect to narrow or close the attainment gap. The following interventions continue to take place: trained PPG TAs that go into class during the core sessions; RM maths and Lexia 2 x weekly, maths and English boosters in Year 2 and Year 6 (laught by class teachers); groups for maths and English for our year 6 class (taken out from year 5); maths and English groups in year 5; Talk for Writing groups; phonics groups throughout the school; Learning Mentor. For a more thorough view of how we spend our PPG, please see above PPG Expenditure report.

