

# PUPIL PREMIUM STRATEGY AND IMPACT EVALUATION

## 2017-2018

### Definition

Pupil Premium funding is an allocation of funds paid directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

### School allocation of funds

Our school has a lower than average eligibility for Pupil Premium (21% against the 2016 National Average of 25%). Importantly, however, this group has grown in size across the last 4 years, as in 2012/13 only 18% of the school were eligible for the additional funds.

2017-2018	Pupil Premium Designation					TOTAL PUPILS
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	20	21	0	7	0	48
% of PP Allocation	42%	44%	0%	15%	0%	
Funding breakdown	£26,400	£27,720	£0	£9,100	£0	21%
	TOTAL FUNDING ACADEMIC YEAR £63,220					

### Main Barriers to Educational Achievement

Across our school, the typical barriers to educational achievement for children entitled to the funds could be seen as:

- A. Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills. Often, children entitled to Pupil Premium do not attend our Nursery setting, joining the cohort in Reception class.
- B. Children's early number skills are often below typical on entry to school. They catch up rapidly and have secured basic skills by the end of Key Stage 1 but this has had to be the teaching priority. On entry to Key Stage 2 therefore some disadvantaged pupils have not secured reliable problem solving strategies to ensure that progress is exceeded across this phase.

- C. Often children from disadvantaged backgrounds are no longer supported to read at home once they are able to decode words. Frequent opportunities to practice reading are not consistent and pupils are not actively engaged in discussions around making inferences and deductions about the text. Parents often do not value reading skills beyond decoding.
- D. Some disadvantaged children lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- E. Families who cope well with the day to day care of their children, but may struggle to pay for the 'additions' to the curriculum, such as school trips, residential and experiences.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Reception from a low starting point.	In 2018, the percentage of disadvantaged pupils making better than expected progress in Communication and Language will match or exceed that of their non-disadvantaged peers. (Nursery outcomes 2017 indicate that 17% of disadvantaged children made better than expected progress in C and L compared to 32% their of non-disadvantaged peers).
<b>B.</b>	To increase the proportion of disadvantaged pupils from a middle starting point exceeding expected progress in mathematics across Key Stage 1 and 2.	In 2017, 4 out of 18 (22%) disadvantaged pupils from a middle starting point made better than expected progress. In 2018, 6 out of 17 of disadvantaged pupils from a middle starting point will make better than expected progress in mathematics in Key Stage 2. This will be a percentage increase of 13%.
<b>C.</b>	To increase the proportion of pupils from a high starting point making expected progress in Reading across Key Stage 1 and Key Stage 2.	In 2018, at least 4 out of 6 disadvantaged pupils (across Key Stage 2) from a high starting point will attain the higher standard in Reading.
<b>D.</b>	To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	Lesson observations will demonstrate pupils' learning desire and behaviours whereby they can independently draw upon effective problem solving strategies, working collaboratively with their peers.
<b>E.</b>	To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.	All children entitled to pupil premium will be able to describe their involvement in wider school opportunities.

## Expenditure

Quality of teaching for all £12,379										
Desired outcome		Action		Evidence and rationale		Monitoring		Staff lead	Review	Cost
A.To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Reception from a low starting point.		<p>Create a Communication and Language rich environment both indoors and outdoors. Ensure there are opportunities to learn, recite and apply new language for all children.</p> <p>Upskill adult expertise in promoting a layered language (RWI) approach to discussions and interactions with pupils. Provide targeted CDP to develop this.</p>		<p>Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and language concepts, is highly beneficial for disadvantaged children. <b>(The Pupil Premium Making it work in your school – Oxford School Improvement 2015)</b></p>		<p>SLT Learning Walks SLT Lesson Observations EDP monitoring Governor sub committee monitoring</p>		JC	Termly	Allocated £2000 to provision
DISADVANTAGED PUPILS ACCESSING PROVISION										
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage	
2 plus 4 2yr olds	5							11	23%	
Desired outcome		Action		Evidence and rationale		Monitoring		Staff lead	Review	Cost
B.To increase the proportion of disadvantaged pupils from a middle starting point exceeding expected progress in mathematics across Key Stage 1 and 2.		<p>Provide CPD for Key Stage 2 teachers to implement a consistent and progressive approach to the teaching of problem solving and <b>(SIP 4.2)</b> reasoning in mathematics.</p> <p>Provide parents with key information via workshops/family learning activities to increase home/school support.</p>		<p>In 2017, 4 out of 18 (22%) disadvantaged pupils from a middle starting point made better than expected progress. This was 23% lower than that of their non-disadvantaged peers. The pupils have secured basic number and other mathematical skills but have inefficient strategies when faced with problem solving and reasoning tasks.</p>		<p>SLT Learning Walks ML Lesson Observations EDP monitoring Governor sub committee monitoring Discussions with pupils</p>		PT NS SN	Termly	Bar modelling resources and CPD £4500
DISADVANTAGED PUPILS ACCESSING PROVISION										
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage	
		4	7	3	4	6	8	32	67%	
Desired outcome		Action		Evidence and rationale		Monitoring		Staff lead	Review	Cost
C.To increase the proportion of pupils from a high starting point making expected progress in Reading across Key Stage 1 and Key Stage 2.		<p>Improve the explicit teaching of reading outside of English lessons: Review Guided Reading planning, process and resources. Devise progressive teaching/recording of responses to reading in line with assessment foci. <b>(SIP 4.1)</b></p> <p>Provide CPD for teachers to improve their use of higher order reading questions to further extend the most able.</p>		<p>We want to provide extra support to maintain high attainment. Small group interventions like quality guided reading with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as <b>Visible Learning by John Hattie and the EEF Toolkit.</b></p>		<p>Learning Walks Lesson Observations EDP monitoring Outcomes for Pupils Governor sub committee monitoring</p>		SN EW PT	Termly	Oxford UP Guided Reading Resources £3959  CPD £700

DISADVANTAGED PUPILS ACCESSING PROVISION									
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
		4	7	3	4	6	8	32	67%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
D.To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	Develop systems and structures to enable the progressive teaching, learning and assessment of personal development, social and thinking skills. <b>(SIP 3.3)</b>	Research into pupil resilience demonstrate that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... <b>(Aiming high for children, HM Treasury and DfES, 2007)</b>	Learning Walks Playtime observations Discussions with Pupils Personal development, behaviour and welfare Governor sub committee monitoring	MC SN	Termly	Resourcing £500  Supply cover £720

DISADVANTAGED PUPILS ACCESSING PROVISION									
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
2	6	4	7	3	4	6	8	40	83%

Targeted Support £43,085						
Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
A.To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Reception from a low starting point.	Timetable teacher intervention with small groups using Language Link resources.  Create home/school resource packs to practise language skills.  <b>For entitled 2 year olds</b> Offer family learning opportunities to upskill parents in the use of promoting language through play and traditional games (BOO). Provide parents with high quality resources for use in their home setting having participated in workshops designed to reinforce their learning opportunities and typical stage of development for 22-36 months.	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. <b>(EEF Teaching and Learning Toolkit.)</b>	Learning Walks Lesson Observations Early Years Governor sub-committee monitoring	JC	Termly	BOO resources £1460 Consultant fees £1275

DISADVANTAGED PUPILS ACCESSING PROVISION									
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
2 plus 4 2yr olds	5							11	23%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
B.To increase the proportion of disadvantaged pupils from a middle starting point exceeding expected progress in mathematics across Key Stage 2.	<p>Deploy an additional mathematics booster teacher in KS2 to target underachievement both in small groups and through 1 to 1 tuition.</p> <p>Deploy DHT to teach small groups of Year 6 pupils for daily mathematics sessions to ensure that all progress for targeted pupils are accelerated.</p>	<p>Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils.</p> <p><b>(Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)</b></p>	<p>Pupil Progress meetings</p> <p>Lesson Observations</p> <p>EDP monitoring</p> <p>Outcomes Governor sub committee monitoring</p>	PT NS	Termly	<p>Additional maths teacher £8500</p> <p>DHT teaching time £8775</p>

#### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
				4	5	4	4	18	38%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
C.To increase the proportion of pupils from a high starting point making expected progress in Reading across Key Stage 1 and 2.	<p>Deploy an additional teaching assistant in KS1/KS2 to target underachievement both in small groups and through 1 to 1 tuition using RWI/ Fresh start approaches through interventions in non-core subjects.</p> <p>Deploy DHT to teach small groups of Year 6 pupils for daily English sessions to ensure that all progress for targeted pupils are accelerated in Reading.</p>	<p>RWI stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world with 7 studies published in peer-reviewed journals in addition to a repository of internal research briefs, product development research, and external Organisation reviews. Where class sizes are smaller, individual pupils are much more likely to be the focus of a teacher's attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement.</p> <p><b>(Class size and education in England Evidence report'- Research Report DFE-RR169)</b></p>	<p>RWI consultant monitoring</p> <p>Work scrutiny</p> <p>Pupil Progress meetings</p>	PT EW	Termly	<p>0.5 x TA £10,000</p> <p>DHT teaching time £8775</p>

#### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
		2	4	0	2	2	2	12	10%

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
D.To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	<p>Provide small group High5ers interventions where pupils can learn coping and resilience strategies.</p> <p>Access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services</p> <p>Train specific staff in Counselling qualification to be allocated personnel for pastoral support.</p>	<p>Extensive research highlights the detrimental effect to learning that arises when children's social and emotional needs are neglected. <i>'... successful schools had designated staff to offer pastoral support and had employed strategies to ensure children had extensive social and emotional support strategies in place including strong links with local mental health services.'</i> <b>Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice (NFER, November 2015)</b></p>	<p>Learning Walks Lesson Observations Personal development and welfare Governor sub committee monitoring</p>	SN MC	Termly	Counselling Qualification for 2X staff members £4300

#### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
0	3	2	5	1	3	4	4	22	46%

## Other Approaches £7,120

Desired outcome	Action	Evidence and rationale	Monitoring	Staff lead	Review	Cost
To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and residential visits.	<p>Provide Breakfast to vulnerable families who request it, free of charge. This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore it will improve punctuality and ensure pupils are ready to learn.</p> <p>Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences. These include:</p> <ul style="list-style-type: none"> <li>- Music tuition</li> <li>- Residential visits</li> <li>- Other educational visits</li> <li>- Extended school opportunities eg specialist coaching</li> </ul>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p><b>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</b></p> <p>Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. We strongly believe that the values acquired in such engagement transfer directly into school and help children to become more efficient learners.</p>	<p>Learning Walks Lesson Observations EDP monitoring Governor sub committee monitoring</p>	SN	<p>Termly</p> <p>Yearly cost per child £390 X8 pupils £3120</p> <p>Private Music Tuition IN2 places offered £100 per child per year. Allocation: £1000</p> <p>Approx. £200 per residential Allocation: £2000</p> <p>Allocation to trips / experiences £1000</p>	

### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
6	6	5	7	5	5	6	8	48	100%

## TOTAL EXPENDITURE £62584

\* £636 unallocated which can be distributed across the budgeted areas if required or allocated to additional activities and foci for any specific resources / changing priorities across the year 2017/18.

## Impact Evaluation

EARLY YEARS: COMMUNICATION AND LANGUAGE									
	<i>Desired outcomes and how they will be measured</i>					<i>Success criteria</i>			
<b>A.</b>	To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Reception from a low starting point.					In 2018, the percentage of disadvantaged pupils making better than expected progress in Communication and Language will match or exceed that of their non-disadvantaged peers. (Nursery outcomes 2017 indicate that 17% of disadvantaged children made better than expected progress in C and L compared to 32% of their non-disadvantaged peers).			
IMPACT EVALUATION									
Quality of Teaching for all									
<ul style="list-style-type: none"> <li>Both indoors and outdoors each area of provision is 'language rich'. Children have opportunities to learn, recite and apply new language for all children.</li> <li>Language expectations are progressive across the 2 phases and are displayed prominently to support adults in their language promotion.</li> <li>There are still variations in the skill level of adults in their use of subject specific language (linked to subject knowledge. Targeted Professional development is ongoing to support this.</li> <li>There are also variations in the effectiveness and expertise of adults using a layered language (RWI) approach to extending vocabulary.</li> </ul>									
Targeted Support									
<ul style="list-style-type: none"> <li>3/3 disadvantaged children in Nursery made expected progress in Communication and Language in the academic year 2017-2018.</li> <li>6/6 disadvantaged children in Reception made expected progress in Communication and Language</li> <li>5/9 (55%) disadvantaged children (across Nursery and Reception) exceeded expected progress at the end of academic year 2018-2018 compared to 11/50 (22%) of their non-disadvantaged peers.</li> <li>Interventions with small groups were planned using Language Link resources. These resources however are quite limiting so personalised interventions have been devised and delivered.</li> <li>Some home/school resource packs practise language skills. These have had a variable impact and leaders are assessing ways to increase commitment and capacity from parents to support children e.g. use of video tutorials etc.</li> </ul>									
DISADVANTAGED PUPILS ACCESSING PROVISION									
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
4	6							10	19%

## MATHEMATICS: PROBLEM SOLVING AND REASONING

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>B.</b>	<p>To increase the proportion of disadvantaged pupils from a middle starting point exceeding expected progress in mathematics across Key Stage 1 and 2.</p> <p>To secure number skills in EYFS so disadvantaged children enter Year 1 with number knowledge and application beyond that of the Early Learning Goal expectations.</p>	<p>In 2017, 4 out of 18 (22%) disadvantaged pupils from a middle starting point made better than expected progress. In 2018, 6 out of 17 of disadvantaged pupils from a middle starting point will make better than expected progress in mathematics in Key Stage 2. This will be a percentage increase of 13%.</p>

### IMPACT EVALUATION

#### Quality of Teaching for all

- 100% of Pupils in Year 6 achieved the expected standard in mathematics in 2018.
- In 2018, 8 out of 17 of disadvantaged pupils from a middle starting point made better than expected progress in mathematics in Key Stage 2.
- Ongoing professional development has been personalised for individual staff members to increase their expertise in delivering daily mathematics lessons using a progressive content model. This has ensured that all children in Key Stage 2 have regular opportunities to apply skills in problem solving contexts (lesson observation and work scrutiny evidence). The Maths Hubs are being used to ensure that there is consistency of approach.
- In Key Stage 1 this model is being applied over the course of a weekly mathematics teaching block.
- Because children now have much more regular opportunities to problem solve they are demonstrating an increased confidence and more logical strategies to tackle reasoning questions.
- Leaders recognise that homework needs to be reviewed to provide parents with key information and to increase home/school support.

#### Targeted Support

- An additional mathematics booster teacher in KS2 to target underachievement both in small groups and through 1 to 1 tuition.
- DHT is teaching small groups of Year 6 pupils for daily mathematics sessions to ensure that all progress for targeted pupils are accelerated.
- 10 out of 17 disadvantaged pupils from a middle starting point made better than expected progress in mathematics. This exceeds the target set and exceeds the 2017 outcome whereby 4 out of 18 (22%) of disadvantaged pupils made better than expected progress in mathematics from a middle starting point.

### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
		2	2	3	4	4	5	20	41%

**READING: HIGHER ORDER SKILLS**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>C.</b>	To increase the proportion of pupils from a high starting point making expected progress in Reading across Key Stage 1 and Key Stage 2.	In 2018, at least 4 out of 6 disadvantaged pupils (across Key Stage 2) from a high starting point will attain the higher standard in Reading.

**IMPACT EVALUATION**

## Quality of Teaching for all

- In order to improve the explicit teaching of reading outside of English lessons leaders have undertaken a full review of Guided Reading planning, process and resources. A progressive programme has been implemented across key stage 2 which ensures that teaching/recording of responses to reading is in line with assessment foci.
- Teachers now have a toolkit whereby the foci can be incorporated into SATs style questions in order to provide pupils with the skills to approach these independently. This is through designated teaching time 4x per week.
- Teachers now track the teaching of each foci to ensure that there is an appropriate weekly curriculum balance.
- Teachers use of higher order reading questions to further extend the most-able remains variable between classes. The key stage lead is providing personalised coaching.

## Targeted Support

- In 2018 the progress score in Reading for disadvantaged pupils was significantly stronger (1.4) than for all pupils (0).
- The progress of disadvantaged pupils in Reading from a middle start point was 2.6 compared to a national figure of 0.3.
- In 2018 78% of disadvantaged pupils achieved the expected standard or higher, compared to a national average for non-disadvantaged pupils of 70%.
- In 2018, 5 out of 6 disadvantaged pupils (across Key Stage 2) from a high starting point maintained the higher standard in Reading.
- A designated teaching assistant in KS1/KS2 targets identified underachievement both in small groups and through 1 to 1 tuition using RWI/ Fresh start approaches through interventions in non-core subjects.
- The DHT has been deployed to teach small groups of Year 6 pupils for daily English sessions to ensure that all progress for targeted pupils are accelerated in Reading.
- Currently 9 of 36 (25%) of disadvantaged pupils are working within the higher standard for their year group, in Reading. This is an increase of 3% from 2016/17.

**DISADVANTAGED PUPILS ACCESSING PROVISION**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
		3	5	6	5	8	9	36	73%

## SELF CONFIDENCE AND RESILIENCE

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
D.	To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem solving activities.	Lesson observations will demonstrate pupils' learning desire and behaviours whereby they can independently draw upon effective problem solving strategies, working collaboratively with their peers.

### IMPACT EVALUATION

#### Quality of Teaching for all

- Systems and structures to enable the progressive teaching, learning and assessment of personal development, social and thinking skills have been piloted in Year 2 and Year 4 in the Summer term. The INVEST framework has been launched with staff and Governors and will be disseminated across the whole school from September 2018.
- Think about ...talk about lessons are being used to explore whole class issues and respond to wider current affairs or news items.
- From questionnaire analysis, 97% of pupils strongly agreed that their personal and social skills were being developed successfully through the programme and felt more-able to cope in independent situations.

#### Targeted Support

- Key staff have been trained in the delivery of Lego therapy which is having a positive impact with specific children in terms of their ability to articulate feelings and emotions.
- Pupils have additional access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services
- Miss Campbell has been successful in gaining her Level 2 Counselling qualification and is the allocated personnel for pastoral support. This is done through response rather than planned intervention.

### DISADVANTAGED PUPILS ACCESSING PROVISION

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
0	3	2	5	1	3	4	4	22	45%

**EXTRA CURRICULAR**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
E.	To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.	All children entitled to pupil premium will be able to describe their involvement in wider school opportunities.

**IMPACT EVALUATION**

## Quality of Teaching for all

- Monitoring records indicate that all targeted children entitled to pupil premium have accessed wider school experiences over the academic year 2017-2018. This includes attendance at Breakfast club and specialist coaching after school, a variety of educational visits and funded access to Durham Music Service.
- Pupil feedback questionnaires indicate that wider school experiences are memorable, promote thinking and collaboration and inspire future learning.

## Targeted Support

- Currently 2 pupils and their family have high persistent absence. They are being supported with involvement from the Think Families team and the Attendance enforcement officers. Pupil premium funding has been used to subsidise transport costs and also to provide breakfast. Attendance figures have increased marginally as a result of this support.

**DISADVANTAGED PUPILS ACCESSING PROVISION**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
4	6	3	5	6	5	8	9	46	100%