

Halfway Nursery Infant School

Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	Halfway Nursery Infant School				
Academic Year	2016/17	Total PP budget (as of January census 2016)	£25,960	Date of most recent PP Review	3 rd February 2015
Total number of pupils (as of September 2016)	160 in main school, 43 in nursery (181.5 FTE)	Number of pupils eligible for PP (as of January census 2016)	21 (7 FSM, 6 Ever 6, 4 adopted from care, 4 service children)	Date for next internal review of this strategy	End of autumn term 2016
		Number of pupils eligible for PP (as of September 2016)	21 (13 FSM, 1 Ever 6, 2 adopted from care, 3 service children, 2 EYPP)		

2. Current attainment (based on 2015-16 end of year data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (others national average)</i>
% of children achieving GLD at the end of EYFS	50%	69%
% of children achieving national standard in reading	71%	78%
% of children achieving national standard in writing	71%	70%
% of children achieving national standard in maths	57%	77%
% of children achieving greater depth in national standard in reading	0%	27%
% of children achieving greater depth in national standard in writing	0%	16%
% of children achieving greater depth in national standard in maths	0%	20%
% of children achieving combined national standard (R, W and M)	57%	Not known
% of children achieving combined greater depth in national standard (R, W and M)	0%	Not known
% of children meeting the expected standard in the phonics screening check in Y1	100%	83%
% of children meeting the expected standard in the phonics screening check in Y2	100%	93%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Fewer children eligible for PP achieved the national standard in maths than in reading and writing.	
B.	Children eligible for PP have not made the same level of progress in reading as in maths and writing, largely due to issues of comprehension and limited, wider vocabulary.	
C.	No children eligible for PP achieved greater depth in reading, writing or maths at the end of 2016.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP were 93.1% (below the target for all children of 97%) at the end of 2016. This reduces their chances of making expected progress and achieving national standards.	
E.	A small group of Y2 boys eligible for PP have become disengaged recently and lack the resilience to tackle new learning, especially in writing.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More children eligible for PP achieve the national standard in maths than previous year.	<ul style="list-style-type: none"> At least 80% of children in receipt of PP achieve the national standard in maths. Children eligible for PP achieve above 'others' nationally. 100% of children eligible for PP make expected progress. Maths mastery teaching and principles are established within the teaching of maths, with 100% of observed lessons at least good.
B.	Improved rates of progress in reading for pupils eligible for PP.	<ul style="list-style-type: none"> 100% of children in receipt of PP make expected progress in reading. At least 80% of children eligible reach the national standard in reading by the end of KS1 and are above 'others' nationally. ¾ of children in receipt of PP in Y1 reach the expected standard in the phonics screening check.
C.	More pupils eligible for PP achieve greater depth within the national standard in reading, writing and maths by the end of KS1.	<ul style="list-style-type: none"> 30% of children eligible for PP achieve greater depth in the national standard in reading and maths. 25% of children eligible for PP achieve greater depth in the national standard in writing. Children in receipt of PP achieve similar outcomes to 'others' nationally.
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> Overall attendance for children eligible for PP has reached a minimum rate of 96%. Any child in receipt of PP whose attendance drops below 90% receives instant support and monitoring from the senior attendance officer at MAST. Persistent absence level of children in receipt of PP is below national figures.
E.	Children eligible for PP and their parents become actively engaged at home and school in writing and	<ul style="list-style-type: none"> Achievement in writing improves with at least 80% of children in

	<p>develop the resilience needed to give and act upon effective peer to peer feedback. Parents are more knowledgeable about their children's learning and their next steps for progression.</p>	<p>receipt of PP achieving national standard.</p> <ul style="list-style-type: none">• 100% of children in receipt of PP make expected progress.• 100% of parents of children targeted attend learning conferences termly.• 100% of parents of children targeted state that they receive valuable information about the learning and progress of their child, alongside useful targets and next steps.
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5. Planned expenditure					
Academic year		2016/17			
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. More children eligible for PP achieve the national standard in maths than previous year.	Maths mastery approaches embedded throughout school, including CPA approach, deeper learning, pre-teaching and maths meetings (maths wall to build fluency). Staff accessing roadmap to mastery CPD.	EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery teaching is recommended in the new national curriculum for maths by the DfE. John Hattie in 'Visible Learning' shows that from his synthesis of over 800 meta analyses that Piagetian programs are one of the most effective strategies in raising achievement. The Concrete-Pictorial-Abstract approach used in mastery teaching is based upon this theory.	<ul style="list-style-type: none"> Roadmap to mastery CPD through the SY Maths Hub. White Rose Maths Hub MTPs used throughout school to ensure progression of mastery. Regular monitoring of planning and teaching by maths leader. Planning support given to RQTs from maths leader. 	PP Champion and Maths Leader	Termly
	SCOL (Support and Coaching for Outstanding Learning) delivered by our DHT and SLE to improve quality of teaching in maths for children in receipt of PP.	EEF states that the impact of collaborative approaches on learning is consistently positive. Coaching is highly recommended by the national college of teaching and is a development aspect of NPQML and SPQML. Since the introduction of SCOL we have seen all teaching become good or better in school and it has increased the % of outstanding teaching.	<ul style="list-style-type: none"> Weekly timetables of support devised by DHT. All coaching linked to targets in teachers TOAP. 	PP champion and DHT	Termly

B. Improved rates of progress in reading for pupils eligible for PP.	English mastery to be researched and developed through consultation with FoS and external consultant research group.	EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning is also one of the top 30 approaches to learning that has greatest impact as recommended by John Hattie in his 'Visible Learning' meta analyses.	<ul style="list-style-type: none"> Literacy Leader to attend half termly research groups with external consultant and feedback to staff. Literacy Leader to monitor new approaches and provide feedback to staff. 	Literacy Leader and PP Champion	Termly
	Teacher Research Groups (TRGs) established within FoS to discover attitudes to reading and the most effective methods of teaching comprehension and language, including Tower Hamlets language structures. Staff CPD with Teresa Heathcote around the teaching of reading comprehension.	Research from EEF states that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	<ul style="list-style-type: none"> All staff to attend training. Literacy leader to conduct pupil voice and TRGs, feeding back to staff. Literacy leader to monitor use of newly developed strategies through guided reading drop in sessions and Y2 SPAG drop in sessions. Tower Hamlets used and displayed on working walls. 	Literacy Leader and PP Champion	Termly
	Phonics, guided reading and SPAG CPD for TAs with Teresa Heathcote.	Both John Hattie and EEF state that phonic instruction has an overwhelmingly positive impact upon learning. Tas now deliver additional phonics and guided reading sessions for targeted children and require the necessary training to upskill.	<ul style="list-style-type: none"> PP champion and literacy leader to conduct phonic/GR drop ins Additional sessions to be recorded in pupil planners for parents. 	Literacy Leader and PP Champion	Termly
Total budgeted cost					£15600

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. More children eligible for PP achieve the national standard in maths than previous year.	Targeted children receive additional support using the First Class @ Number intervention and pre teaching strategies.	Research from Edge Hill University and the Every Child Counts programme show that over 45,000 children in Years 1 to 11 have been supported by 1 st Class@Number in 3,500 schools. <ul style="list-style-type: none"> • They made an average Number Age gain of 12 months in only 3.5 months - over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. 	<ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. 	Inclusion Leader and PP Champion	January 2017
B. Improved rates of progress in reading for pupils eligible for PP.	Targeted children receive the one or more of the following interventions based upon need: <ul style="list-style-type: none"> • FFT Wave 3 • Multisensory Phonics • One to one reading support (RRP – Repeated Reading Programs) 	Repeated reading programs and phonic instruction have been shown to have a positive impact on learning by the EEF and John Hattie. The FFT Wave 3 programme has been recognised as an effective approach to boosting children's reading and writing. A summary of impact and a detailed report based on research into the progress made by 255 children can be found at http://www.literacy.fischertrust.org/index.php/wave3#research	<ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. 	Inclusion Leader and PP Champion	January 2017

	Vocab programs (LEAP, NIP, VIP and Talking Partners) used in the EYFS and early stages of Y1 to ensure the earliest possible intervention for children with poor oral language, vocabulary and understanding.	<p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>The school has an excellent track record in improving oral language skills and has specialist TAs trained in NHS approved programmes.</p>	<ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. 	Inclusion Leader and PP Champion	January 2017
C. More pupils eligible for PP achieve greater depth within the national standard in reading, writing and maths by the end of KS1.	<p>Targeted, more able children in receipt of PP access the following additional support:</p> <ul style="list-style-type: none"> • Pobble writing groups – including online publication and celebration of learning, coupled with peer evaluation of writing. • Maths boosters linked to teaching at greater depth within the national standard. • Newspaper writing group linked to teaching at greater depth in reading and writing. 	<p>EEF research states that, overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. Pobble combines traditional writing teaching with online publication and peer evaluation. Feedback is shown to by the EEF and John Hattie to be one of the most impactful methods for improving children's learning. Feedback studies tend to show significant effects on learning.</p>	<ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers • TA receive appropriate training • TA timetables set accordingly • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to delivering TAs. • Regular checks on Pobble website of published writing and feedback by Literacy Leader. • Publication of School Newspaper to whole school community each half term. 	PP Champion and Literacy Leader	Termly
Total budgeted cost					£9360

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. More children eligible for PP achieve the national standard in maths than previous year.	All children, including those in receipt of PP have access to Times Tables Rock Stars to practise mental maths skills and fluency at home and school.	EEF research states that, overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Feedback from last year's Y2 parents and children was overwhelmingly positive. Our feeder Junior School has now purchased the programme after comments from new Y3 parents.	<ul style="list-style-type: none"> All children in Y1 and Y2 to have an account created for them by our maths leader. Parents made aware of the programme and encouraged to access at home. Maths leader to monitor usage and impact on mental maths skills though maths wall drop in and pupil voice checks. 	Maths Leader and PP champion	Termly
B. Improved rates of progress in reading for pupils eligible for PP.	Redevelop the library to allow greater access to a wide range of free reading materials for home and school and purchase a subscription to 'First News' children's newspaper.	A learning space is needed in school which will be able to promote access to reading and a love of reading, alongside a space to run RRP, oral language interventions and additional guided reading sessions.	<ul style="list-style-type: none"> Library timetabled for use for interventions. Literacy leader to monitor and encourage access. Reading areas supplemented with texts from library and First News. 	Literacy Leader and PP Champion	Termly
C. Increased attendance rates for pupils eligible for PP.	PP champ weekly analysis and attendance reviews with MAST where necessary. Weekly celebration of children's attendance with PP champion where children have been in all week. Regular update of attendance race in the hall and dissemination of the attendance hamster	Attendance at school is essential. We cannot have any impact upon a child's achievement and life chances if they do not attend school regularly and on time. Attendance for children in receipt of PP was below 95% last year.	<ul style="list-style-type: none"> Weekly publication of attendance figures to parents Half termly RAG attendance reports. Weekly monitoring by PP Champion Celebration of successes Use of Senior Attendance Officer at MAST for persistent absence worries or punctuality issues. 	PP Champion	Weekly

D. Children eligible for PP and their parents become actively engaged at home and school in writing, and develop the resilience needed to give and act upon effective peer to peer feedback. Parents are more knowledgeable about their child's learning and their next steps for progression.	Pobble to be used at home to allow children to give feedback online.	EEF research states that, overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. Pobble combines traditional writing teaching with online publication and peer evaluation.	<ul style="list-style-type: none"> All teachers have a Pobble account to publish class work. All children and families informed of Pobble and told how to access the online package. Regular checks on Pobble website of published writing and feedback by Literacy Leader. 	PP Champion and Literacy Leader	Termly
	Learning conferences held with targeted children in receipt of PP and their parents to celebrate success, give detailed feedback and provide key targets for improvement.	Feedback is shown to by the EEF and John Hattie to be one of the most impactful methods for improving children's learning. Feedback studies tend to show very high effects on learning. Learning conferences are the next step for development from our marking and feedback policy and involve direct work with children and their parents.	<ul style="list-style-type: none"> Class teachers given extra non-teaching time to hold learning conferences each term. PP champion to monitor attendance by parents. Parents given special invitation and a minimum two weeks notice to arrange time to come in for the conference. Parent view or additional questionnaire used to glean feedback from parents. PP champion to monitor pupil books for progress post learning conference. 	PP Champion	Termly
Total budgeted cost					£2788

6. Review of expenditure				
Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More children eligible for PP achieve the national standard in maths than previous year.	<p>Maths mastery approaches embedded throughout school, including CPA approach, deeper learning, pre-teaching and maths meetings (maths wall to build fluency). Staff accessing roadmap to mastery CPD.</p> <p>SCOL (Support and Coaching for Outstanding Learning) delivered by our DHT and SLE to improve quality of teaching in maths for children in receipt of PP.</p>	<p>Y2 End of KS1 2017</p> <ul style="list-style-type: none"> 67% of PP children achieved the national standard, which is 12% below national 'others' in 16-17 33% of PP children achieved greater depth in the national standard, outperforming national 'others' by 10% in 2016-17 91% of PP children have made sufficient progress, with 27% of these children making more than sufficient progress. <p>Whole school</p> <ul style="list-style-type: none"> 61% of PP children achieved expected standard for maths by the end of the academic year. 88% have made sufficient progress, and 12% more than sufficient progress. 100% of teaching in numeracy remains at least good based upon OPP. <p>40% of teaching in numeracy is outstanding based upon OPP.</p>	<p>Maths mastery has worked very well in raising the outcomes of all children across the school. It has been especially effective in ensuring more children, others and disadvantaged, reach GDS within the national standard. This approach will continue in 2017-18</p> <p>SCOL has been an effective coaching tool ensuring all teaching is good and a large proportion outstanding across all year groups. It has allowed the maths leader to support at the planning stage, ensuring CPA approach from calculations policy is used and that reasoning is threaded through all lessons. We will continue with this approach in 2017-18.</p>	£15600

<p>Improved rates of progress in reading for pupils eligible for PP.</p>	<p>English mastery to be researched and developed through consultation with FoS and external consultant research group.</p> <p>Teacher Research Groups (TRGs) established within FoS to discover attitudes to reading and the most effective methods of teaching comprehension and language, including Tower Hamlets language structures. Staff CPD with Teresa Heathcote around the teaching of reading comprehension.</p> <p>Phonics, guided reading and SPAG CPD for TAs with Teresa Heathcote.</p>	<p>Y2</p> <ul style="list-style-type: none"> 91% of PP children have made sufficient progress – 6% more than others. 45% of PP children have made more than sufficient progress, outperforming 'all others' at Halfway by 30% 89% of PP children achieved national standard, which is 10% better than national others in 16-17. 44% of children eligible for PP at Halfway achieved greater depth in reading, compared to only 28% of national 'others.' In 16-17 <p>Whole school</p> <ul style="list-style-type: none"> 82% of PP children have made expected progress in reading. 18% making more than expected progress, outperforming 'all others' by 5%. 60% of disadvantaged children in Y1 met the expected standard in the screening check 	<p>English mastery has worked incredibly well for front loaded of SPAG objectives, especially in Y2. It has allowed for depth of learning to be established and easier and more accurate moderation due to the increased focus on fewer text types.</p> <p>CPD on reading comprehension and Tower Hamlets is ensuring new approaches are embedded within daily planning</p> <p>All above approaches will continue in 2017-18.</p> <p>Further phonics CPD is needed as outcomes for the PSC were below national. Whilst some of this was cohort specific, we need to adapt a multisensory approach to teaching phonics for children who are not on track or dyslexic.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>More children eligible for PP achieve the national standard in maths than previous year.</p>	<p>Targeted children receive additional support using the First Class @ Number intervention and pre teaching strategies.</p>	<p>Y2 End of KS1 2017</p> <ul style="list-style-type: none"> 67% of PP children achieved the national standard, which is 12% below national 'others' in 16-17 33% of PP children achieved greater depth in the national standard, outperforming national 'others' by 10% in 2016-17 91% of PP children have made sufficient progress, with 27% of these children making more than sufficient progress. <p>Whole school</p> <ul style="list-style-type: none"> 61% of PP children achieved expected standard for maths by the end of the academic year. 88% have made sufficient progress, and 12% more than sufficient progress. 100% of teaching in numeracy remains at least good based upon OPP. <p>40% of teaching in numeracy is outstanding based upon OPP.</p>	<p>First class @ Number has worked well moving children on 11 months in their mathematical understanding during a term.</p> <p>This approach will continue in 2017-18.</p>	<p>£9360</p>
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<p>Improved rates of progress in reading for pupils eligible for PP.</p>	<p>Targeted children receive the one or more of the following interventions based upon need:</p> <ul style="list-style-type: none"> • FFT Wave 3 • Multisensory Phonics • One to one reading support (RRP – Repeated Reading Programs) <p>Vocab programs (LEAP, NIP, VIP and Talking Partners) used in the EYFS and early stages of Y1 to ensure the earliest possible intervention for children with poor oral language, vocabulary and understanding.</p>	<p>Y2</p> <ul style="list-style-type: none"> • 91% of PP children have made sufficient progress – 6% more than others. • 45% of PP children have made more than sufficient progress, outperforming 'all others' at Halfway by 30% • 89% of PP children achieved national standard, which is 10% better than national others in 16-17. • 44% of children eligible for PP at Halfway achieved greater depth in reading, compared to only 28% of national 'others.' In 16-17 <p>Whole school</p> <ul style="list-style-type: none"> • 82% of PP children have made expected progress in reading. • 18% making more than expected progress, outperforming 'all others' by 5%. • 60% of disadvantaged children in Y1 met the expected standard in the screening check 	<p>Reading interventions have been highly effective in ensuring children reach EXs and GDS by the end of KS1 and all approaches will continue in 2017-18.</p> <p>Multisensory phonic approaches have been less effective. School are currently researching and reviewing the possibility of using 'monster phonics' as an improved approach to ensuring more Y1 children (disadvantaged) meet the EXS of the PSC in 2017-18. Current data suggest 90% of all children will pass in 17-18, with 67% of PP children.</p> <p>LEAP, NIP AND VIP continue to be highly effective in developing the CAL skills of children who enter nursery with skills below that expected and those who continue into F2. These approaches will continue in 17-18 to aim to further increase the number of children achieving GLD and ELG in speaking.</p>	
<p>More pupils eligible for PP achieve greater depth within the national standard in reading, writing and maths by the end of KS1.</p>	<p>Targeted, more able children in receipt of PP access the following additional support:</p> <ul style="list-style-type: none"> • Pobble writing groups – including online publication and celebration of learning, coupled with peer evaluation of writing. • Maths boosters linked to teaching at greater depth within the national standard. <p>Newspaper writing group linked to teaching at greater depth in reading and writing.</p>	<p>Y2</p> <p>Reading Halfway PP children outperforming national 'others' as 44% gained greater depth, compared to 28% of national 'others' in 16-17</p> <p>Maths Halfway PP children outperforming national 'others' as 33% gained greater depth compared to 23% of national 'others.' In 16-17</p> <p>Writing 22% working at greater depth compared to 18% of national 'others' In 16-17.</p>	<p>All approaches have worked effectively in increasing the no of PP children achieving GDS and will continue into 17-18. Pobble has been especially effective in engaging PP boys.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More children eligible for PP achieve the national standard in maths than previous year.	All children, including those in receipt of PP have access to Times Tables Rock Stars to practise mental maths skills and fluency at home and school.	See previous evaluations above.	TT Rockstars has been outstanding in it's impact in improving the mathematical fluency and number facts of children in Y2. It has been accessed more in school than at home and needs further reminders in 17-18 to use at home.	£2788
Improved rates of progress in reading for pupils eligible for PP.	Redevelop the library to allow greater access to a wide range of free reading materials for home and school and purchase a subscription to 'First News' children's newspaper.	See previous evaluations above.	This hasn't been effective in improving reading skills, but has developed a greater love of reading in school, with many more children choosing to access reading as a chosen activity.	
Increased attendance rates for pupils eligible for PP.	PP champ weekly analysis and attendance reviews with MAST where necessary. Weekly celebration of children's attendance with PP champion where children have been in all week. Regular update of attendance race in the hall and dissemination of the attendance hamster	<p>National attendance figure for children eligible for FSM in 2015/16 was 94.8% compared to 93.1% at Halfway for the children eligible for FSM.</p> <p>Currently, average PP attendance from 01.09.2016 to end of term 5 is 96.3%. Currently, average FSM attendance from 01.09.2016 to end of term 5 is 95.2%.</p> <p>In 2015/16, FSM persistent absence was 23.1% compared to 15.1% of FSM nationally. Currently the PP persistent absence is 10% (2 children) and FSM persistent absence rates is 15.4% (2 children).</p> <p>Attendance reviews for PP children with poor attendance were undertaken in Autumn 2016 and Spring term 2017.</p>	<p>Individual rewards have worked well, including walk and talk weeks which have been won by children in receipt of PP funding.</p> <p>Targeted meetings and SAP meetings have improved attendance in the short term but not long term for persistent absentees.</p> <p>Continue all approaches I 2017-18, but try and hold 2-3 meetings per term for each persistent absentee in school, liaising with MAST at all points.</p>	

<p>Children eligible for PP and their parents become actively engaged at home and school in writing, and develop the resilience needed to give and act upon effective peer to peer feedback. Parents are more knowledgeable about their child's learning and their next steps for progression.</p>	<p>Pobble to be used at home to allow children to give feedback online.</p> <p>Learning conferences held with targeted children in receipt of PP and their parents to celebrate success, give detailed feedback and provide key targets for improvement.</p>	<p>Y2</p> <ul style="list-style-type: none"> • 67% of PP children achieved national standard. This is similar to the percentage of national 'others' achieving the national standard in 2016-17. • 22% of children eligible for PP at Halfway achieved greater depth in writing, compared to only 18% of national 'others.' • 91% of PP children made sufficient progress. • 55% of PP children made more than sufficient progress (outperforming 'all others' at Halfway by 30%) <p>85% of parents attend learning conferences or other relevant meetings e.g. SEND reviews, TAF meetings, parents' evening.</p> <p>85%+ of parents feel they receive appropriate information about their child's learning and progress (ParentView)</p>	<p>Show off and Share evenings have been effective in developing a closer working relationship and partnership with parents of PP children. They are now much clearer about expectations and targets and feel more equipped to support their child at home. These will continue in 2017-18.</p> <p>Pobble has worked incredibly well as an incentive for boys' writing, especially more able boys in receipt of PP funding. This will continue into 2017-18</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our school's total PP spending for 2016-17 is £27,748.
The additional amount of £1,788 has been supplemented from other budgets.

Our school also uses other budget areas to provide support for children in receipt of PP to help out with the costs of breakfast club, after school clubs, trips and visitors which help to enrich learning for children and provide opportunities to access further activities beyond the statutory curriculum e.g. gardening, cookery, karate, forest schools etc.

We also use additional funding to subscribe to the Sheffield Music Hub which provides specialist music teaching to children in Y2. This provides children in receipt of PP an opportunity to learn to play simple instruments and sing songs from around the world.