



St Hugh's CE Primary School Pupil Premium Statement 2016-17 (Updated September 2017)

The Pupil Premium is funding that is based on the number of pupils receiving Free School Meals (FSM). Historically, pupils receiving FSM make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of the Pupil Premium is to target support and interventions to 'narrow the gap' and to help all children achieve in line with national expectations.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."

Source - DfE website

Pupil Premium: 2016-17

The funding received for school for the period September 2016 to July 2017 is £174660.

Number on role: 227 (based on January 2016 Census data), 201 (Reception to Year 6),

Number of Pupil Premium Pupils: 128 (based on January 2016 Census data)

Number of LAC Pupil Premium Pupils: 3 (based on January 2016 Census data)

From the January census information, 65% of our pupils are eligible for Pupil Premium this academic year.

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Poor oracy skills
- Low starting point on entry to school – Children entering Reception and Nursery achieve very low results when compared to national.
- Access to language and limited experience of language through stories and rhymes – especially from books
- Access to extra-curricular activities - educational experiences such as trips and music lessons to provide first hand experiences
- Attendance

- Parental engagement with school - especially regarding attendance at information/workshop sessions and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

Focused Priorities:

- To narrow the gap in progress and attainment for pupils in receipt of pupil premium.
- To improve engagement, aspirations and the learning of pupils in receipt of pupil premium.
- To improve the oracy skills of pupils in receipt of pupil premium in the Early Years and Key Stage 1.

Area of Spend and Intended Outcomes (why we are taking this approach)	Target Group	Actions	Cost	Impact/Evaluation
<p>Teaching Assistant deployment in specific interventions and support as detailed below:</p>		<p>Regular review of Pupil Premium children’s progress during termly pupil progress discussions with class teachers and SLT.</p> <p>Tracking and timetabling of interventions by the SENCO.</p>	<p>The delivery of all our intervention programmes is equivalent to the work of 2 full time Teaching Assistants.</p>	<p>On average, reading intervention programmes accelerate the learning progress over the course of a school year.</p> <p>All pupils who received BRP moved up several levels within the programme. It proved to be most effective when delivered by the same Teaching Assistant. One particular pupil moved from level 5 to level 17 during the course of the intervention.</p>
<ul style="list-style-type: none"> • Short Term Reading Intervention Programmes <p>These interventions follow the principles of Fischer Family Trust and Better Reading Partnership programmes and also include Rapid reading.</p> <p>Reading interventions are aimed at developing reading skills further.</p> <p>Individual pupils are targeted for these interventions following Pupil Progress Discussions. These pupils are generally working below age-related expectations.</p>	<p>This intervention targeted Pupil Premium children who were generally below average reading age/level from Y2 to Y6.</p> <p>15 Pupil Premium children from Years 1-6 took part in BRP sessions 3 times per</p>	<p>Regular review meetings between TA’s delivering interventions and Class Teachers.</p> <p>TA timetables are carefully planned making best use of time for interventions, pre-teaching and consolidation of learning.</p> <p>Data analysis to identify groups whose progress is causing concern and to review successes.</p> <p>Roll out of training for Lego</p>	<p>This costs around £37500 per year.</p>	<p>2017 school provisional KS2 data shows an improvement in the standardised score of pupils and the schools progress measure:</p> <p>The average standardised score is 100 in 2017. This is an increase of 2.5 on the previous year. The school progress measure has improved to -1.6 from -2.4 last year.</p> <p>The school acknowledges that there was a small decline in the percentage of pupils</p>

<p>We have 5 Teaching assistants trained to deliver these programmes.</p>	<p>week.</p> <p>4 Pupil Premium children from Year 6 took part in rapid reading.</p> <p>3 Pupil Premium children from years 4 and 5 took part in inference training.</p>	<p>Therapy to all TA's.</p> <p>Regular TA training and 'catch-up' meetings led by the SENCO.</p> <p>Training of all TAs and teachers to use the new 2Eskimos app to assess and track progress in reading throughout interventions.</p>	<p>reaching the age related expectation when compared to last year (39% in 2017 down from 41% the previous year – 6 pupils just missed the standard)</p> <p>2017 unvalidated KS2 data showed a decline in the number of Pupil Premium children reaching the expected level in reading. Question level analysis of paper showed that this was due vocabulary. This along with raising standards in reading is being addressed as a whole school priority for 2017-18 in the school Improvement Plan.</p> <p>As stated above 6 pupils narrowly missed the standard. The teaching assessment for the Pupil Premium children in Year 6 was 69% (with 11 of the 16 Pupil premium children being teacher assessed at the expected level for reading).</p> <p>In KS1 there is an improvement in the standards.</p> <p>In 2017 66% of pupils reached ARE (up from 59% in 2016).</p> <p>There was also an improvement in the percentage of children achieving greater depth (10% up from 7% in 2016).</p> <p>At the end of KS1 a considerably higher percentage of disadvantaged children reached the expected standard when compared to non-pupil premium children (73.3% compared to 57.1%)</p>
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				Evidence in children's English books across the school shows sustained progress over time.
<ul style="list-style-type: none"> Speed Up Intervention and Motor Skills Programmes <p>Speed Up is a handwriting programme aimed at developing handwriting skills and speed.</p> <p>Motor Skills Programmes are specifically targeted interventions which aim to improve fine motor control to impact on handwriting.</p> <p>Two of our TA's have been trained to deliver this programme.</p>	<p>9 children took part in the speed up intervention from years 5 and 6.</p> <p>5 Pupil Premium children from years 1 – 4 took part in the motor skills programme.</p>			<p>The legibility of handwriting for all of the pupils who took part in these interventions improved significantly. All pupils made progress towards their specific outcomes e.g. size, orientation of letters and directionality.</p> <p>At the end of KS2 the percentage of children reaching ARE was 77%. This is an increase from 69% last year (unvalidated data). The progress measure has improved to 1.8 from 1.43 for all pupils.</p>
<ul style="list-style-type: none"> Lego Therapy <p>Children are identified as needing social, language and communications skills development and work together in groups of 3 for one session per week to make Lego models. The programme involves children learning to take turns, taking on different</p>	<p>Children requiring social, language and communication skills development.</p> <p>Children in KS1 and KS2 were targeted to take part in this programme through</p>			<p>The programme has made a positive impact in a number of areas. All children improved their skills in speaking and listening, levels of concentration, working collaboratively, and improved relationships with peers.</p>

<p>roles, following instructions and team building skills.</p> <p>We have 2 Teaching assistants trained to deliver this programme.</p>	<p>Pupil Progress discussions and SEN reviews.</p> <p>5 Pupil Premium children took part in this intervention this year.</p>			
<ul style="list-style-type: none"> Additional Letters and Sounds <p>Additional TA support is provided to pupils to ensure that they are able to succeed in the Phonics test.</p>	<p>Y2 children who didn't pass the Phonics Screening check in Y1.</p> <p>2 pupil premium children took part in this intervention.</p>			<p>100% of Pupil Premium pupils passed the phonics screening on re-test in Year 2.</p>
<ul style="list-style-type: none"> Blast, Blast 2 and time to talk speaking and listening interventions <p>Blast is an intervention designed to enhance and enrich the speech, language and communication skills of 3-5 year old children.</p> <p>We have 4 Teaching Assistants trained to deliver this programme.</p>	<p>Targeted intervention for children in the EYFS and Year 1.</p> <p>5 Pupil Premium children from Year 1 took part in this intervention. All of the Nursery and 4 Pupil Premium Reception children.</p>			<p>Blast has led to an overall improvement in clearness of speech and increase in speaking in sentences for all participants.</p> <p>English as a second language children made very obvious strides with their confidence as well as their understanding and spoken English.</p> <p>The targeted year 1 and Reception pupils showed an improvement in speech and the ability to rhyme. Speaking and listening skills improved considerably for the whole group.</p> <p>During the 2016-17 academic year the whole of the nursery cohort took part in Blast at least once with some targeted pupils taking</p>

				<p>part in the program several times.</p> <p>There was an overall improvement in understanding and speech and all the children improved their listening and group work skills. Several children went from refusing to communicate to enjoying and taking part fully.</p> <p>All children benefitted from the sessions, many showing increased concentration and an improvement in listening skills. Social skills were also built upon, including turn-taking and working as a group.</p> <p>One of the Year 1 pupils made great gains in terms of concentration and group participation. She began to join in with group discussions and her confidence improved considerably.</p> <p>Of the 12 Pupil Premium children in Reception 46.2% achieved the Good Level of Development (GLD). This was an improvement from last year when, of the 11 Pupil Premium children, 9.1% achieved the GLD.</p>
<ul style="list-style-type: none"> • Pre-Tutoring <p>This involves preparing pupils for future learning in order to build confidence and give higher starting points to learning. It can involve pre-reading of texts, pre-teaching key vocabulary and key concepts involved in Maths or SPAG, for example.</p>	<p>Targeted children across the school with EAL took part in this intervention as well as 7 pupil premium children from years 1 – 5.</p>			<p>This was effective for all targeted pupils and enabled them to engage better with lessons. One particular Year 5 pupil had regular pre-tutoring as part of their provision plan and meet and greet – this enabled them to gain confidence within maths lessons and improved their engagement in lessons.</p>
<p>Forest School</p> <p>Forest School has a dramatic effect on</p>	<p>Targeted at children</p>	<p>Regular review of Pupil Premium children’s progress during termly</p>	<p>We employ a</p>	<p>Forest School has seen an overall improvement in physical development,</p>

<p>reaching children with poor communication skills and poor self-esteem. Building confidence and improving communication skills enables our children to be able to learn in a formal classroom setting.</p> <p>We employ a trained Forest School Teacher for 2 afternoons per week to deliver the forest school programme. We have also used the funding to purchase resources and train our leader to be able to deliver the programme.</p>	<p>across the school with poor communication skills.</p> <p>This year all of Reception (including 12 Premium children) and 11 Pupil Premium children from years 1 – 4 took part.</p> <p>In total 42 children attended at least one half term course of Forest School.</p>	<p>pupil progress discussions with class teachers and SLT.</p> <p>Tracking and timetabling of interventions by the SENCO.</p> <p>Regular review meetings between Forest School Teacher, Class Teachers and SENCO.</p> <p>Pre and Post intervention data analysis to identify groups whose progress is causing concern and to review successes.</p>	<p>trained Forest School Teacher for 2 afternoons per week to deliver the forest school programme and also use the funding to purchase resources.</p> <p>Approximately £3200 of Pupil Premium funding is used to support the costs of the Forest School Teacher.</p>	<p>resilience and a huge increase in the volume of talking leading to improvements in the quality of spoken language.</p> <p>There was a marked improvement in health and self care skills. Children improved with dressing themselves in waterproof clothing and foot ware. Children all showed an improved score on both the Leuven scales of engagement and involvement in activities in the woodland environment. Mixed age groups clearly supported both older children who were able to share their learning and younger children who benefited from their skills. These pupils also showed improved resilience. There was a marked increase in the volume of language used by the children when in the outdoor environment and a noticeable improvement in the gross motor skills of the Reception children.</p>
<p>Free PE kits and School Sweatshirts</p> <p>Given the majority of our pupils are from socially disadvantaged backgrounds, we feel it is important to provide our pupils with the necessary equipment they need to access all aspects of the curriculum. This includes providing PE kit's to our families who may not otherwise be able to afford them. Wearing a uniform also impacts on behaviour by raising expectations.</p>	<p>All children in Year 1 are provided with a PE kit which should last them for a number of years.</p> <p>Free replacements are also provided to our most disadvantaged families.</p>	<p>All children new to the school provided with their first PE kit at no cost to the family.</p> <p>Uniform provided as need arises.</p>	<p>The cost of PE kits is £530 for a class of 30 children.</p> <p>Around £200 is spent on school uniform provision.</p>	<p>All children are fully included, ensuring that there is no social gap.</p>
<p>School trips / educational enrichment visits</p>				<p>This ensures that no children are</p>

<p>We provide more first-hand experiences than most other schools to enable our children to engage with the curriculum. Offering first hand experiences allows them to draw on and reference these to enhance learning in a way which they would not otherwise experience.</p>	<p>All children across the school are able to access these visits.</p>	<p>Teachers made aware of funding available.</p> <p>EVC to approve suitability of visits ensuring they are in line with curriculum objectives.</p> <p>Business Manager to procure best value for money on visits e.g. when negotiating transport costs.</p>	<p>Approximately £6800 of Pupil Premium funding contributed towards the cost of educational visits and enrichment activities.</p>	<p>disadvantaged. These experiences impact positively on engagement with learning and oracy skills. The main focus of all educational visits is to improve children’s vocabulary to enhance their learning of the topic.</p> <p>Our Y6 residential provides children with opportunity to develop team building, language and communication skills, to enable them to be secondary ready.</p> <p>Every year group was able to access at least one educational visit linked to their Learning Challenge theme. Visits included farm visits for EYFS, a visit to the beach for KS1 to support their topic ‘beside the seaside’, visits to Castleshaw to enhance geography skills, a visit to Tatton Park to learn about Anglo-Saxon history in Y5 and a Viking workshop day for Y6.</p>
<p>Specialist Teachers</p> <p>Across the school, we employ four additional teachers who work to target specific groups of children to drive standards. We currently employ two teachers who specialise in Maths and English, a teacher whose field of expertise is Spelling and Grammar (SPAG), and a teacher who specialises in working in Key Stage 1.</p> <p>These additional teachers mean that we are able to provide extra support for pupils with two qualified teachers teaching classes for part of the week, as well as upskilling class based teachers through modelling and working alongside these ‘experts’.</p>	<p>Specialist teachers work across the school in KS1 and KS2, alongside class teachers teaching core subjects (English, Maths and SPAG) and working with teachers to help plan challenging and inclusive lessons.</p>	<p>Specialist teachers will :</p> <ul style="list-style-type: none"> • Plan alongside staff to ensure target groups are identified and standards are driven in classrooms. • Teach alongside teachers in KS1 and 2 to support progress and monitor provision. • Monitor books and teaching in their subjects and provide feedback and training as necessary. • Deliver at least one staff 	<p>We have two full time and two part-time teachers delivering this work.</p> <p>£84760 of Pupil Premium Funding is used to fund these additional teachers.</p>	<p>Over the year, our specialist teachers have worked alongside teachers to improve their knowledge and skills. Teachers report an increase in confidence with the teaching of Reading, Writing, SPAG and Maths.</p> <p>There has been a significant improvement in the quality of marking and feedback in children’s books due to the high quality input from specialist teachers.</p> <p>Specialist teachers targeted specific underachieving Pupil Premium children, especially those who needed a short intervention to move them to be in line with</p>

<p>They will work alongside Class Teachers, to deliver core subjects meaning that for many of their taught sessions, children will have access to two fully trained teachers, as well as TA support during morning teaching sessions.</p> <p>These teachers will also support in the planning of quality, stimulating lessons for pupils, carry out book scrutinies and monitor planning to ensure that we are delivering the highest quality education possible for our pupils and that the gap is narrowed between our lowest and highest attaining pupils.</p> <p>One of our teachers is a designated Specialist Leader of Education and two are trained KS1 Moderators for the Local Authority. All are/have been Senior Leaders in schools during their careers.</p>		<p>training staff meeting per year, and the English and Maths specialist teachers will lead termly moderation sessions with staff.</p> <ul style="list-style-type: none"> • Will complete at least one learning walk or book scrutiny of their subject per term to monitor the standards of teaching and learning and act on the observations (English and Maths leads). 		<p>peers.</p> <p>The high quality specialist teacher support and modelling has also impacted positively on Quality First Teaching.</p> <p>Specialist teachers have also targeted more able PP pupils in order for them to achieve mastery and greater depth in the curriculum, especially so in Maths. As a result the number of pupils reaching the higher levels at the end of KS2 increased in all areas, and in maths and reading in KS1.</p>
<p>Music Provision</p> <p>Recent research suggests exposure to music benefits a child's reading age, IQ and the development of certain parts of the brain.</p> <p>We purchase a comprehensive package of Music support from Oldham Council's Music Service, and have worked with them over a number of years to develop high quality provision for all of our pupils.</p>	<p>Every child in KS2 and Year 2 is given the opportunity to play a musical instrument. This raises the profile of the school within the community and also the confidence and self-esteem of the children ,who perform at an outstanding level.</p>	<p>The school will buy into the music provision from Oldham Council's Music Service and ensure that all pupils in KS2 are provided with the opportunity to learn to play a Brass instrument and Year 2 participate in drumming lessons.</p> <p>School will provide children who excel in music sessions the opportunity to play in the school band and extra-curricular Brass sessions to work towards a music award/graded exam.</p>	<p>£10,400 of Pupil Premium funding contributes towards the cost of our Music Provision.</p>	<p>Every child in KS2 and Year 2 pupils have had the opportunity to play a musical instrument, in lessons led by specifically trained Music Teachers.</p> <p>Children have used these music skills to perform with the Halle Orchestra at the Bridgewater Hall, at the Oldham Schools Annual Music Festival and during school concerts for parents to an outstanding level.</p> <p>As a result, the profile of the school within the community and also the confidence and self-esteem of the children has improved.</p>

	Year 2 have Percussion (drumming) lessons. An after school Ensemble club for more able pupils helps to prepare them for their first music examination.			
<p>Home School Liaison Officer</p> <p>We employ a full time HSLO at St Hugh's who is responsible for the management of a wide variety of pastoral issues.</p> <p>The HSLO also undertakes high level monitoring of attendance and follow up where issues are identified.</p> <p>A designated HSLO also provides an approachable point of contact for vulnerable parents or parents new to the area. She also supports families to access services from other relevant agencies through signposting.</p>	This ensures that our children attend regularly and that our families are supported to enable their children to make good progress at school.	<p>The HSLO will continue to monitor attendance and lead initiatives to promote punctuality and attendance.</p> <p>They HSLO will complete a range of pastoral duties across school and support families and vulnerable parents.</p> <p>The HSLO will continue to take a lead Child Protection role and liaise with the designated teacher and head teacher regarding LAC pupils.</p>	£21400 of Pupil Premium is used to fund this post.	<p>This is an important strategic role within our school and the HSLO works to support the most vulnerable children and families at the school.</p> <p>Whole school attendance last year was 94.9% for the whole school. This is below the target of 96%</p> <p>The attendance of PP pupils was 94.08% and the attendance of non pupil premium pupils was 94.45%.</p> <p>School is targeting the improvement of attendance and punctuality as a key school improvement priority for 2017-18 with higher monitoring.</p>
<p>Speech Bubbles</p> <p>Speech Bubbles is a drama based intervention which is being delivered in school by Oldham Theatre Workshop, along with a St Hugh's teacher. It's aim is to promote social and personal well being in 5-7 year olds through</p>	The children targeted for this intervention are all Pupil Premium children in KS1.	<p>Data analysis to target pupils for the specific intervention.</p> <p>Purchasing of the weekly intervention from the Oldham</p>	The cost of this programme is £3500.	The speech bubbles programmed not only helped to develop vocabulary, but also the expressive language of the children. In turn this had a positive impact on reading and writing. Children are reading stories with much more confidence and expression. The programme also had a significant impact on

<p>speech and language intervention. It specifically targets receptive, attending and expressive language.</p> <p>It is expected to produce improvements among children with communication difficulties including verbal and physical confidence as well as language fluency and vocabulary improvements. The programme also develops emotional engagement and encourages better turn taking/giving and empathy, giving children better chances of social integration.</p> <p>Through the programme they have a safe place in which to grow confidence and are given a space in which to verbalise and act out feelings and emotions.</p> <p>Aspects of their social psychological and physical well-being are all involved.</p>	<p>12 children are expected to take part in this programme.</p>	<p>Theatre Workshop.</p> <p>Regular tracking of the progress of pupil premium pupils across the duration of the intervention.</p> <p>Regular meetings between the TA who accompanies the children in the intervention and the class teachers.</p>		<p>pupil confidence and the clarity of speech.</p>
<p>Third Space Maths Intervention</p> <p>This intervention offers bespoke 1-to-1 tuition with a Maths specialist. Pupils have a personalised weekly 45 minute lesson with their own Maths specialist tutor working in an ‘online classroom’.</p> <p>The purpose of this intervention is to improve learning outcomes in Maths in order for children to reach end of year expectations. It enables pupils to gain confidence for key concepts and enables them to tackle higher level work.</p>	<p>This intervention targeted Y6/Y5 Pupil Premium children who need additional support to meet the expected standard in Maths at the end of KS2.</p> <p>10 Year 6 Pupil Premium children took part in this intervention in the Autumn and Spring</p>	<p>Data analysis to identify target pupils for this intervention.</p> <p>Regular review of Pupil Premium children’s progress during termly pupil progress discussions with the class teacher and SLT.</p> <p>Regular meetings between the Maths lead and the class teacher to discuss progress.</p> <p>Liaison between the maths lead and the tutors for the</p>	<p>The cost if this intervention for the academic year is £6000.</p>	<p>On teacher assessment 9 of the 10 Pupil Premium children who took part in this intervention reached the expected level in maths.</p> <p>The average improvement for the duration of the intervention was 74%, with 1 pupil making 100% improvement.</p>

	Terms.	intervention to discuss pupil needs and identified areas for development.		
<p>Pastoral Support</p> <p>The school has recognised a need to provide additional pastoral support for vulnerable pupils and pupils at risk of exclusion.</p> <p>Several Teaching Assistants provide pastoral interventions such as emotional literacy and anger management programmes to support children and enable them to participate fully in the curriculum.</p> <p>The SENCO and completes referrals to other services and Teaching Assistants provide support in class to support children in crisis.</p>	<p>Children are referred for this need via the SENCO or SLT..</p> <p>4 pupil premium children have received a daily meet and greet.</p> <p>5 Pupil Premium children have received Emotional Literacy sessions.</p> <p>7 Pupil Premium children from Years 5 and 6 have participated in a girls group to target social skills.</p>	<p>Pupils at risk of exclusion are targeted for additional pastoral interventions and support is provided for pupils in 'crisis' as required.</p> <p>Referrals are discussed with the pastoral team and interventions and support provided.</p> <p>Pupils who require assistance beyond that which the pastoral team are able to provide will be referred onto external agencies by the SENCO.</p>	<p>£8000 of Pupil Premium is used to fund this post.</p>	<p>Due to the high level of social deprivation, and the high level of social and emotional need many children have, this continues to be a high priority. Pupil exclusions have increased, so the school commenced a project with the 'Jigsaw' Behavioural support team from the Local Authority. This supported with the establishment of school processes and procedures and provided training for staff. Low level disruption has improved throughout school.</p> <p>The feedback from the Pupil Premium Review, which took place in May 2017 stated that behaviour in school was a strength and that no difficult of disruptive behaviour was observed.</p> <p>The SLT have a weekly Jigsaw meeting to discuss children who are exhibiting behavioural or social difficulties and these children are then targeted for support and interventions.</p>

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At St Hugh's School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place termly and will include a member of Senior Management, teachers and TAs.

At the end of each term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' meeting agenda.

Designated staff member in charge: Mrs J Lisic

Pupil Premium Strategy Reviews will take place at the end of each term

NB. A thorough review of Pupil Premium spend was undertaken by an external consultant in May 2017. The feedback from which has led to an action plan and will inform the Pupil Premium Statement for 2017-18.

This review stated that:

- **Pupil Premium is ring fenced and clearly audited: school leaders have matched spending to a wide range of interventions and their intended impact.**
- **Funding is clearly targeted at improving teaching and learning.**