

**LOWBROOK ACADEMY
PUPIL PREMIUM GRANT EXPENDITURE
Report for: Review of 2016/17 & Planned Provision for 2017/18**

Pupil Premium Funding Information

In 2011, the Government introduced Pupil Premium Funding to raise achievement among disadvantaged children. Pupil Premium Funding is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Government decided that eligibility for the Pupil Premium Funding in 2012-13 was to be extended to pupils who have been eligible for FSM at any point in the last 6 years.

This money is then allocated to various initiatives and provisions to ensure pupils reach their full academic and social potential. In addition to this, Lowbrook Academy's aims and objectives in spending our allocated Pupil Premium Grant fund is as follows:

- To fulfil our vision of 'Happy, Healthy, High Achievers' for all.
- To narrow the gap by addressing inequality and raising the attainment of children from low-income families.
- To ensure all children make expected progress in Maths and English
- To ensure all children are provided with a range of extra-curricular activities.

2017-18 Planned provision for use of Pupil Premium Grant funding

Expected 2017-18 Allocation of Pupil Premium Grant funding

Number of pupils and pupil premium grant (PPG) expected to be received	
Number of pupils on roll	331
Total number of pupils eligible for PPG	14
Amount of PPG expected to be received per pupil	£10,560 (£1,320 for 8 children on FSM or E6) + £11,400 (£1,900 for each of 6 children adopted from care/under an SGO)
Total amount of PPG expected to be received	£21,960

There are 14 pupils currently entitled to the Pupil Premium Grant funding for academic year 2017-18.

Key Stage	No. of pupils
Early Years Foundation Stage	1
Key Stage One	3
Key Stage Two	10

During academic year 2017-18, we aim to continue much of the best practice completed in 2016-17 and offer similar initiatives as it is apparent that these are having a substantial impact on the progress of the Academy's disadvantaged children. We will also be looking to develop mentoring. Finally, we will continue to drive forward our work on raising aspirations for our pupils.

Planned provisions and initiatives include:

Provision / Project	Objective	Projected outcomes
Extending school hours		
Year 5 & 6 study support	To extend school hours: Programme of revision for SATs.	Increased attainment in KS2 English and Maths.
One to one tuition	To offer individualised support at all levels: Targeted support to be provided for children to address misconceptions, gaps and weaknesses. Research shows that small group tuition impacts positively on learning. Pupils are identified at pupil progress meetings and through in year assessment. Impact is measured through ongoing teacher assessment and through national testing.	Increased confidence through discussion and increased attainment in English and Maths.
Prep Club	To extend learning time: Daily homework sessions to support children in building on work completed in class	Homework completed regularly. Children to meet targets and increased attainment. There are positive benefits to children being supported in doing homework. The impact of this can be seen in improvement in attitude to learning. This activity also prepares children for their move to secondary school where completion of homework has a significant impact on outcomes.
Curriculum support		
Small groups in writing, reading and maths in KS2. Small groups in writing, phonics and maths in KS1.	To offer individualised support at all levels: Small group work to extend children's writing, reading and maths skills, and develop 'mastery' across core subjects. Research shows that small	Increased self-esteem, attitudes to learning, sense of well-being; and enjoyment of school. Increased attainment in writing, reading and maths.

	group tuition impacts positively on learning. Pupils are identified at pupil progress meetings and through in year assessment. Impact is measured through ongoing teacher assessment and through national testing.	
Feedback sessions	To offer extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.	Developed oracy skills and self-evaluation through children being given the opportunity to act on feedback and improve work. Increased attainment in writing, reading and maths.
Renewal and continued implementation of new Rapid Reading intervention	To increase rates of progress for disadvantaged pupils in reading across KS2.	Increased attainment in reading. Increase in self-confidence when tackling reading activities.
Purchase and implementation of My Maths	To increase rates of progress for disadvantaged pupils in maths across KS1 and KS2.	Increased attainment in maths. Increased self-confidence when tackling maths problems and reasoning.
Enrichment activities		
Residential trip school subsidy	To extend school hours and build belief: Children to be offered residential place in multi-activity centre.	Increased self-confidence, greater independence, better team-working, collaborative skills. Engage pupils in their learning. Build relationships. Development of confidence and resilience as well as widening understanding of the world.
Social and sports development activities	To extend school hours and build belief: Children to be offered places at clubs run by external agencies after school.	Increased social interaction and confidence and an understanding of importance of teamwork and sportsmanship.
School trips subsidy	To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.	Increased subject knowledge and retention in curriculum areas and improved attitude to learning. Engage pupils in their learning. Build relationships. Development of confidence and resilience as well as widening understanding of the world.

Pastoral, social and emotional well-being		
Participation in music tuition	<p>To provide equality of opportunity and improved individual pupil engagement in school life.</p> <p>To receive high quality music teaching and instrument tuition and to foster a love of the arts.</p>	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>Research shows that engagement in musical activities greatly enhances academic performance and engagement in learning.</p>
Participation in language tuition	<p>To give pupils the opportunity to receive high quality MFL teaching and to prepare them for the future world.</p> <p>Modern Foreign Language (MFL French) delivered by a qualified French Teacher.</p>	<p>Equality of opportunity to make a difference to self-esteem and transfer to increased participation and consequently attainment in academic lessons.</p> <p>To aid the development of children's social skills, self-confidence and broaden horizons which encourage positive attitudes to people of other cultures.</p> <p>To build relationships, enabling the development of confidence and resilience as well as widening understanding of the world.</p>
Purchase of school uniform	To remove barriers associated with cost of school uniform	To instil pride and belonging and facilitate inclusivity.
Social development group sessions	To improve self-esteem, confidence and encourage relationships within school and the wider environment.	<p>Increased self-confidence and better attendance.</p> <p>Development of self-esteem and positive interactions with others.</p>
Breakfast Club & After School Club	To support families that struggle to get children to school on time and ready to learn. To extend school hours and build belief. To overcome barriers, improve attendance and punctuality.	<p>Places provided in Breakfast club enable children take part in a range of enrichment activities.</p> <p>Attendance at breakfast club:</p> <ul style="list-style-type: none"> - enables and increases learning by ensuring that children are fed a nutritional breakfast and that they have a positive start to the day; - supports social development. <p>The impact is measured through attendance data and through attainment.</p>

Review of 2016-17 Pupil Premium Funding

Allocations

Number of pupils and pupil premium grant (PPG) expected to be received	
Number of pupils on roll	332
Total number of pupils eligible for PPG	14
Amount of PPG expected to be received per pupil	£11,880 (£1,320 for 9 children on FSM or E6) + £9,500 (£1,900 for each of 5 children adopted from care/under an SGO)
Total amount of PPG received	<u>£21,380</u>

We were allocated £21,380 (14 children eligible for PPG – 9 FSM/E6 and 5 A/SGO) for the academic year 2016/2017. Monies were received in regular instalments and these funds were in addition to the main school budget (the general annual grant).

Expenditure

Careful analysis of pupil-level data, historical attainment and progress rates, together with qualitative data was undertaken to ensure that Pupil Premium Grant funds were used to maximum effect. Our self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our allocation of Pupil Premium Grant funds. We have also used existing research and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by The Education Endowment Fund to enable us to make decisions relating to provisions.

Pupil Premium Grant funding allocated to the Academy in 2016-17 was used to provide the following initiatives with measured impact as outlined below:

Provision / Project	Impact
Year 5 & 6 study support <i>Extending School Hours: Programme of revision for SATs.</i>	Increased attainment in KS2 English and Maths.
One to one tuition <i>Individualising support at all levels: Targeted support for children to address misconceptions, gaps and weaknesses.</i>	This has ensured that pupils have plugged gaps in their learning and impacted on progress; confidence was also boosted – our PPG child achieved a scaled score of over 110 (greater depth) in KS2 SATs across all three subjects. The research shows that this strategy of one to one tuition has a gain of +5 months (EEF)
Small groups in literacy in KS2. Small groups in literacy and phonics in KS1. <i>Individualising support at all levels: Small group work to extend children's writing and reading skills.</i>	A focus on supporting learning and plugging gaps which has impacted on progress; confidence also boosted. At Key Stage 2 our PPG achieved a scaled score of over 110 (greater depth) in KS2 SATs for Reading and SPAG, with progress since Key Stage 1 being outstanding.

<p>Small groups in maths in KS1 and KS2. <i>Individualising support at all levels: Small group work to extend children's maths skills.</i></p>	<p>Targeted group work to plug gaps in skills and using and applying of Maths has impacted on pupil achievement across the academic year – at Key Stage 2, our PPG child achieved a scaled score of over 110 (greater depth) in KS2 SATs for Maths, with progress since Key Stage 1 being outstanding.</p>
<p>Residential trip school subsidy <i>Extending school hours and building belief: Children offered residential place in multi-activity centre.</i></p>	<p>Increased self-confidence, greater independence, better team-working, collaborative skills.</p>
<p>Social and sports development activities <i>Extending school hours and building belief: Children offered places at clubs run by external agencies after school.</i></p>	<p>Increased social interaction, better self-confidence and taught the importance of teamwork and sportsmanship.</p>
<p>School trips subsidy <i>To enhance the curriculum, ensure the children are able to participate and give the children the opportunity to experience new and exciting activities.</i></p>	<p>Deeper subject knowledge and retention in subject areas, together with improved attitude to learning.</p>
<p>Breakfast Club <i>Extending school hours and building belief. Overcoming barriers, improving attendance and punctuality. Places provided in Breakfast club.</i></p>	<p>Social and healthy development. Develop confidence and receive nutritional breakfast to start the day. Children take part in a range of enrichment activities.</p>
<p>Prep Club / After School Club <i>Extending Learning Time: Daily homework sessions to support children in building on work completed in class.</i></p>	<p>Homework completed regularly. Children have met academic targets and continue to work in line with their peers.</p>
<p>Emotional and Pastoral Support <i>Additional support assistant plus resources to deliver Emotional Literacy Support (ELSA) sessions</i></p>	<p>Children access help from our Nurture Support straight away if they are upset or angry about something, enabling them to calm down and receive the emotional support and practical help to resolve difficulties, this significantly reduced barriers to learning. Children show an increase in self-esteem and confidence both in the classroom and on the playground. They are taught strategies to help them cope with anxieties, conflict and difficult situations.</p>
<p>Feedback sessions * <i>Extra feedback to support pupil premium eligible students to raise attainment levels: Regular one to one daily feedback sessions to discuss the morning's work and any issues that require attention.</i></p>	<p>Staff members have received training on how to give appropriate feedback to students, both written and oral, and on how to train pupils to respond to this information from their teacher. It has produced an improvement in students' learning, with feedback redirecting or focusing either the teacher's or the learner's actions to achieve a goal. The research shows that this form of feedback to have had a gain of +8 months (EEF).</p>

*This initiative was implemented during academic year 2014-5. According to research commissioned by the Education Endowment Fund (Sutton Trust Toolkit), effective feedback offers **high impact for low cost**. Feedback has effects on all types of learning across all age groups and research in schools has focused particularly on English and mathematics. There are a substantial number of reviews and on the effects of feedback and educational studies tend to identify positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information. The most recent studies suggest improvement of about three months additional progress is achievable in schools or nearer four months when the approach is supported with professional development.

A trial of this intervention was undertaken at Lowbrook Academy in July 2014 and is now fully embedded across all year groups, whereby all children receiving PPG funding are participating in a daily feedback group. This group is led by a fully trained TA who reviews the children’s work from that morning and provides instant feedback. A recording and monitoring system is in place together with pupil evaluation.

Overall Impact

Lowbrook Academy has extensive assessment and support systems in place to ensure favourable outcomes for Vulnerable Children and results reflect the impact in educational attainment of pupil premium funding.

Through analysing our internal tracking system Target Tracker, we can see that all children receiving Pupil Premium Funding are working above national expectations and the vast majority ‘at’ or ‘above’ their class mean. An example tracker is shown below:

		Visual tracker - age related profile report																																																	
NAME		Working below age related expectation										Working just within age related expectation										Working at upper age related expectation										Working above age related expectation										Working significantly above age related expectation									
MATHS																																																			
Circumstances to consider: FSM, ELL, A, LAC, SB, SEN, EAL, Ethnicity, Attendance, Medical																																																			
TERM END		STEP																																																	
		P1-P3a	P4-P7 40-50%	PS 40-60%	1b	1b+	1w	1e+	1s	1s+	2b	2b+	2w	2e+	2s	2s+	3b	3b+	3w	3e+	3s	3s+	4b	4b+	4w	4e+	4s	4s+	5b	5b+	5w	5e+	5s	5s+	6b	6b+	6w	6e+	6s	6s+	7b	7b+	7w								
Reception	Spring 1	[Grid with colored cells representing performance levels]																																																	
	Spring 2																																																		
	Summer 1																																																		
	Summer 2																																																		
Year 1	Autumn 1	[Grid with colored cells representing performance levels]																																																	
	Autumn 2																																																		
	Spring 1																																																		
	Spring 2																																																		
Year 2	Summer 1	[Grid with colored cells representing performance levels]																																																	
	Summer 2																																																		
	Autumn 1																																																		
	Autumn 2																																																		
Year 3	Spring 1	[Grid with colored cells representing performance levels]																																																	
	Spring 2																																																		
	Summer 1																																																		
	Summer 2																																																		
Year 4	Autumn 1	[Grid with colored cells representing performance levels]																																																	
	Autumn 2																																																		
	Spring 1																																																		
	Spring 2																																																		
Year 5	Summer 1	[Grid with colored cells representing performance levels]																																																	
	Summer 2																																																		
	Autumn 1																																																		
	Autumn 2																																																		
Year 6	Spring 1	[Grid with colored cells representing performance levels]																																																	
	Spring 2																																																		
	Summer 1																																																		
	Summer 2																																																		
Step	40-60a	40-60b+	40-60c	40-60d	1b	1b+	1w	1e+	1s	1s+	2b	2b+	2w	2e+	2s	2s+	3b	3b+	3w	3e+	3s	3s+	4b	4b+	4w	4e+	4s	4s+	5b	5b+	5w	5e+	5s	5s+	6b	6b+	6w	6e+	6s	6s+	7b	7b+	7w								
Point score	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54																													
Step	4b	4b+	4s	4e+	4s	4s+	5b	5b+	5s	5s+	6b	6b+	6s	6s+	7b	7b+	7s	7s+																																	
Point score	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	

Name	Year	Reading								Maths						Writing											
		Term 2		Term 4		Term 6		End of Previous Year Result	Term 2		Term 4		Term 6		End of Previous Year Result	Term 2		Term 4		Term 6							
		Result	Class Mean	Result	Class Mean	Result	Class Mean		Progress	Result	Class Mean	Result	Class Mean	Progress		Result	Class Mean	Result	Class Mean	Result	Class Mean	Progress					
Child 1	R							3	2.57																	2	2.47
Child 2	R							2	2.57																	2	2.53
Child 3	1	3	37/1b (ex 4b-5b)	38/1b+ (ex 4b-5b)	40/1w+	41/1s (exp 1b)	41/1s (exp 1b)	42/1s+ (exp 1b)	2	38/1b	38/1b+ (ex 4b-5b)	41/1s	41/1s (exp 1b)	41/1s (exp 1b)	41/1s (exp 1b)	42/1s+ (exp 1b)	3	38/1b	38/1b+ (ex 4b-5b)	41/1s	41/1s (exp 1b)	42/1s+ (exp 1b)	42/1s+ (exp 1b)	42/1s+ (exp 1b)	2	2.47	
Child 4	1	3	39/1w	38/1b+ (ex 4b-5b)	43/2b	41/1s (exp 1b)	44/2s	42/1s+ (exp 1b)	3	39/1w	38/1b+ (ex 4b-5b)	42/1s+	41/1s (exp 1b)	44/2s	42/1s+ (exp 1b)	3	39/1w	38/1b+ (ex 4b-5b)	42/1s+	41/1s (exp 1b)	43/2b	42/1s+ (exp 1b)	42/1s+ (exp 1b)	45/3b	45/3b	2	2.53
Child 5	2	45/2w	47/2s	45/2w (exp 1s+)	49/3b	47/2s (exp 2b)	51/3w	49/3b (exp 2b)	6	43/2b	46/2w	44/2b (exp 1s+)	49/3b	47/2s (exp 2b)	50/3b	49/3b (exp 2b)	7	45/2w	46/2w	45/2w (exp 1s+)	48/2s+	49/3b (exp 2b)	53/3w	49/3b (exp 2b)	6	6	
Child 6	2	42/1s+	44/2b+	45/2w (exp 1s+)	46/2w+	47/2s (exp 2b)	48/2s+	49/3b (exp 2b)	6	42/1s+	44/2b+	45/2w (exp 1s+)	46/2w+	47/2s (exp 2b)	49/3b	48/2s+ (exp 2b)	7	42/1s+	44/2b+	45/2w (exp 1s+)	46/2w+	47/2s (exp 2b)	48/2s+ (exp 2b)	49/3b (exp 2b)	6	6	
Child 7	3	48/2s+	50/3b+	49/3b (exp 2s+)	52/3w+	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	6	48/2s+	50/3b+	49/3b (exp 2s+)	53/3s	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	6	48/2s+	50/3b+	49/3b (exp 2s+)	52/3w+	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	6	6	
Child 8	3	47/2s	49/3b	49/3b (exp 2s+)	52/3w+	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	7	48/2s+	49/3b	49/3b (exp 2s+)	53/3w	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	6	47/2s	49/3b	49/3b (exp 2s+)	52/3w+	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	6	6	
Child 9	3	47/2s	49/3b	50/3b+ (exp 2s+)	51/3w	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	7	47/2s	49/3b	50/3b+ (exp 2s+)	51/3w	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	7	47/2s	49/3b	50/3b+ (exp 2s+)	52/3w+	52/3w+ (exp 3b)	54/3s+	54/3s+ (exp 3b)	7	7	
Child 10	3	50/3b+	53/3s	50/3b+ (exp 2s+)	55/4b	52/3w+ (exp 3b)	56/4b+	54/3s+	6	50/3b+	52/3w+	50/3b+ (exp 2s+)	54/3s+	52/3w+ (exp 3b)	56/4b+	54/3s+ (exp 3b)	6	50/3b+	52/3w+	50/3b+ (exp 2s+)	54/3s+	52/3w+ (exp 3b)	56/4b+	54/3s+ (exp 3b)	6	6	
Child 11	4	54/3s+	56/4b+	57/4w (exp 3s+)	58/4w+	59/4s (exp 4b)	61/5b	61/5b (exp 4b)	6	54/3s+	56/4b+	57/4w (exp 3s+)	58/4w+	59/4s (exp 4b)	61/5b	61/5b (exp 4b)	6	53/3s+	56/4b+	56/4b+ (exp 3s+)	58/4w+	59/4s (exp 4b)	61/5b	61/5b (exp 4b)	7	7	
Child 12	4	56/5b+	58/6w+	57/4w (exp 3s+)	61/6b	59/4s (exp 4b)	62/5b+	61/5b (exp 4b)	6	54/3s+	56/4b+	57/4w (exp 3s+)	59/4s	59/4s (exp 4b)	61/5b	61/5b (exp 4b)	7	54/3s+	56/4b+	56/4b+ (exp 3s+)	59/4s	59/4s (exp 4b)	61/5b	61/5b (exp 4b)	7	7	
Child 13	5	62/5b+	64/5w+	62/5b+ (exp 4s+)	66/5s+	65/5s (exp 5b)	68/6b+	67/6b	6	60/4s+	64/5w+	62/5b+ (exp 4s+)	66/5s+	64/5w+ (exp 5b)	67/6b	66/5s+ (exp 5b)	7	62/5b+	64/5w+	62/5b+ (exp 4s+)	66/5s+	64/5w+ (exp 5b)	68/6b+	66/5s+ (exp 5b)	6	6	
Child 14	6	65/5s	68/6b+	68/6b+ (exp 5s+)	70/6w+	70/6w+ (exp 6b)	71/7b	73/7b	8	65/5s	68/6b+	68/6b+ (exp 5s+)	71/6s	70/6w+ (exp 6b)	72/7b	73/7b	7	65/5s	68/6b+	68/6b+ (exp 5s+)	70/6w+	70/6w+ (exp 6b)	71/7b	73/7b	8	8	

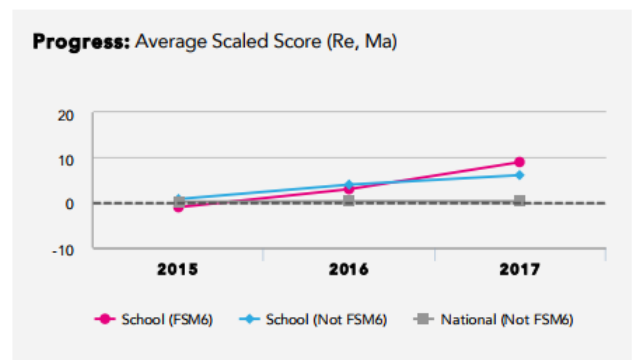
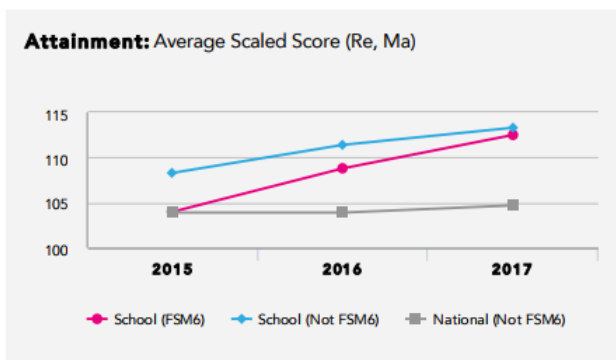
Key:	
	More than 1 step below class mean
	1 step below class mean
	At or above class mean

As illustrated in this table, all children who receive pupil premium funding exceed national averages for all pupils as a group. Children who receive pupil premium funding are mostly in line with their peers and sometimes exceed them. Although, occasionally a few children are not in line with their high performing peers, they always exceed national average. Pupil Premium children make good and largely outstanding progress throughout both Key Stages. All Pupil Premium children currently attending the school are achieving results above national expectations, and most are either at or above the class mean. By the time they leave the school, they have made good or outstanding progress.

Pupil Premium Performance

KS2 Performance for disadvantaged pupils 2017

	Pupils	Actual results			Pupil progress		
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary All Pupils	28	113.3 +	96% +	46% +	+6.2 + ↑	+20% +	+31% +
Pupil Premium FSM (in last 6 years)	1	112.5	100%	0%	+9.0	+46%	-1%
Not FSM (in last 6 years)	27	113.3 +	96% +	48% +	+6.1 +	+19% +	+33% +



FFT Aspire Data shows that the one Year 6 PPG child during academic year 2016-17 made better progress than his non-disadvantaged school peers and of those nationally. The gap in attainment between disadvantaged and non-disadvantaged school peers (whilst historically always above national averages) has closed considerably over time. In 2016-17 the PPG child's attainment is broadly in line with their peers and significantly above national averages, having met the expected standard in all three subjects and achieved the higher scores in both reading and maths.

Historic RAISEonline Data also shows that, over time, children on FSM at the school have always performed well:

Previous and current performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least 6 months)										
	2014-15				2015-16			2016-17		
	All	Boys	Girls		All	Boys	Girls	All	Boys	Girls
% of PPG pupils achieving Level 4 in Maths	100%	100%	N/A							
% of PPG pupils achieving Level 4 in Writing	100%	100%	N/A							
% of PPG pupils achieving Level 4 in Reading	100%	100%	N/A							
% of PPG pupils achieving Level 5 in Maths	100%	100%	N/A	% of PPG pupils achieving Expected in Maths	100%	100%	100%	100%	100%	N/A
% of PPG pupils achieving Level 5 in Writing	100%	100%	N/A	% of PPG pupils achieving Expected in Writing	100%	100%	100%	100%	100%	N/A
% of PPG pupils achieving Level 5 in Reading	50%	50%	N/A	% of PPG pupils achieving Expected in Reading	100%	100%	100%	100%	100%	N/A
% of PPG pupils achieving Level 6 in Maths	0%	0%	N/A	% of PPG pupils achieving Greater Depth in Maths	100%	100%	100%	100%	100%	N/A
% of PPG pupils achieving Level 6 in Writing	0%	0%	N/A	% of PPG pupils achieving Greater Depth in Writing	0%	0%	0%	0%	0%	N/A
% of PPG pupils achieving Level 6 in Reading	0%	0%	N/A	% of PPG pupils achieving Greater Depth in Reading	0%	0%	0%	100%	100%	N/A

Whilst the picture looks very strong the Academy acknowledges that all PPG children need continuous monitoring and support, in particular the small minority of children who are working at one step below their peers (as defined by Target Tracker). They will be carefully targeted during academic year 2017-18 to ensure they work towards closing their gap.

Overall, good progress has been made in narrowing the gap for each pupil receiving Pupil Premium Grant Funding, and this will continue to be monitored each term.