

## Pupil Premium Planning Academic Year 2016 2017

|   |             |
|---|-------------|
| Number on roll (September 2016)   | 440         |
| Total amount to receive (confirmed):<br>Rate of £1320 per child based on January 2016 census. | £304,920.00 |

| Financial Year | Amount of Pupil Premium Funding |
|----------------|---------------------------------|
| 2015 - 2016    | £334,558.70                     |
| 2014 - 2015    | £326,300.00                     |

|  | 2014 - 2015 | 2015 - 2016 | 2016 - 2017 |
|--|-------------|-------------|-------------|
| Percentage of FSM pupils (From Raise Online – validated data Feb 2017) | 73.7%       | 65.0%       | 57.2%       |
| Percentage of Pupil Premium pupils                                     | 65.4%       | 54.8%       | 42.9%       |
| Number of Looked After Children eligible for Pupil Premium             | 2           | 3           | 0           |

| Deprivation Index    |                      |                      |
|----------------------|----------------------|----------------------|
| 2014 – 2015          | 2015 - 2016          | 2016 - 2017          |
| 0.61 (National 0.24) | 0.61 (National 0.24) | 0.39 (National 0.21) |

Our school has an average deprivation indicator of 0.39 (national 0.24) which is in the highest quintile (RoL P62). Although our pupil premium funding is allocated from our free school meal numbers, it also targeted to close achievement gaps that may be associated with high levels of social deprivation.

### Main Barriers

The rate of unemployment in Canning Town is both higher than the average for and higher than the national average. Canning Town has 20% less Higher and Intermediate managerial, administrative or professional households than the national average. Home ownership is lower than the national average and all rented accommodation levels are higher than the national average, this suggests an area of economic deprivation. Most pupils are from minority ethnic groups (90.7%), whilst the proportion of pupils with English as an additional language is 65.9%, sig. above the NA.  
The stability of the school is 65.6%, sig. below NA. Aspirations for children are low.

| Aims  | Impact - Autumn 2016  | Impact - Spring 2017 | Impact - Summer 2017 |
|---|---|----------------------|----------------------|
| <b>Teaching and Learning</b>  |   |                      |                      |
| To improve basic skills in English and Maths.<br><br>Booster/Catch-up Sessions for English and Maths taught by class teachers with a focus on basic skills. | Booster Sessions started in October 2016 for Y2 to Y6. Focus on basic skills in Maths (mental maths, number) and English (Spelling, Handwriting, Punctuation and Grammar).<br>Booster sessions to start for Y1 in January 2016. |                      |                      |
| To improve speaking and listening.<br><br>Target Drama/Speaking and Listening for identified children in Nursery,   | Artis working with EYFS and Year 1 children – working on speaking clearly and in full sentences.<br>Speech and Language Therapist working 1 day per week in school with identified children.                                    |                      |                      |

|   |  |  |  |
|---|--|--|--|
| <p>Reception and Y1 through the use of drama expert. Speech and Language Therapy support.</p> <p>To improve communication and language skills and increase confidence and involvement in daily school life.</p> | <p>Regular assessments, referrals made by class teachers to speech and language therapist.</p> <p>TAs have been trained to provide Language Enrichment interventions. Gap between PP and Non-PP is narrowing for Speaking and Listening in Y2 to Y6.</p>   |  |  |
| <p>To raise progress and attainment in Y6.</p> <p>Easter booster for Year 6 pupils – catch up sessions for targeted pupils</p>  | N/A  |  |  |
| <p>To raise attainment in speaking and listening, reading and writing and for curriculum enrichment.</p> <p>To narrow the gender gap/ FSM and non-FSM/ PP and non-PP.</p>                                       | <p>Y2 and 4 – Lambourne End.</p> <p>Using the visit as a hook for writing different genres: recount, persuasive, storytelling and instructional writing. Making cross curricular links. Features of different genres are used more effectively, improved use of technical vocabulary and more evidence of sustained writing.</p>   | <p>Y6 – Aladdin (January 2017) – writing shows higher quality of composition and effect, structure of the genres has improved and more evidence of sustained writing in books.</p> |  |
| <p>To improve teacher confidence in teaching writing impacting on raising attainment.</p> <p>Talk for Writing Training for all staff.</p>   | <p><b>23<sup>rd</sup> September 2016.</b></p> <p>Whole school staff meeting on ‘Talk for Writing – Non-Fiction’ – Teachers and Teaching Assistants.</p> <p>5 NQTs and new teachers attended ‘Talk for Writing – Fiction’ – at local school.</p> <p>Improved confidence in planning and delivering well-structured lessons for English.</p> <p>Gap is narrowing between PP and Non-PP for Speaking and Listening.</p> |  |  |
| <p>To develop and improve reading/ comprehension skills and mental arithmetic.</p> <p>Annual fee for ‘Bug Club’ and ‘Sumdog’ – online learning resources for children</p>                                       | <p>Data analysis of Sumdog PPG users show that children use Sumdog regularly at home as part of their homework and practice basic maths skills.</p> <p>School is part of borough Sumdog Competition – Came 2<sup>nd</sup> overall</p>  |  |  |
| <p>Subsequent Actions:</p> <p>Based on Pupil Progress Meetings and data analysis.</p>   | <ul style="list-style-type: none"> <li>•Interventions planned for reading for meaning in Y2 and Y6 1:1 Reading for Fluency.</li> <li>•Reading for fluency across the school – Y3 to Y5 – is being used as part of interventions</li> <li>•Referrals made to speech and language therapist for those children who have made less progress than others; identified in PPMs.</li> </ul>                                 |  |  |

|  |   |  |                             |
|--|---|--|-----------------------------|
|  | <ul style="list-style-type: none"> <li>•Y1 homework and Booster club will be set up for Spring 2017</li> <li>•Children identified in PPMs who are underperforming will be invited to join booster and homework clubs.</li> <li>•Lesson observations for English Spring Term.</li> <li>•Sumdog club set up at lunchtime for those children who are unable to access at home.</li> <li>•Extra Y6 booster sessions in the mornings lead by class teachers.</li> </ul>  |  |                             |
| <b>Aims</b>  | <b>Impact - Autumn 2016</b>   | <b>Impact - Spring 2017</b>  | <b>Impact - Summer 2017</b> |
| <b>Curriculum Enrichment</b>   |   |  |                             |
| <p>To enhance pupils experiences through curriculum enrichment.</p> <p>Workshops in History to create 'hooks' for children's learning and immerse them into historic time periods to deepen knowledge and understanding of life in the past.</p> | <p><b>Year 6 – September 2016</b><br/>Learning about rationing, life in Britain during and after the war, life as a child during and after the war. This was the hook for the history topic – Britain after World War II. Pupils presented what they learned at the end of the term in an assembly to parents and children.</p> <p><b>Year 2 – November 2016</b><br/>Learning about life in a stately home; differences between rich and poor, what life was like for children, jobs for the rich and poor. This was the hook for the history topic – The Victorians. Pupils presented what they learned at the end of the term in an assembly to parents and children.</p>                       | <p><b>Year 5 – January 2017</b><br/>Learning about life in Tudor time; food they ate, leisure time, difference between rich and poor. Pupils and staff dressed up during the day. Pupils presented what they learned at the end of the term in an assembly to parents and children. Books show a good understanding of life in Tudor times.</p> <p><b>Year 4 – February 2017</b><br/>Learning about life during the Vikings; food they ate, leisure time, difference between rich and poor. Pupils and staff dressed up during the day. Pupils presented what they learned at the end of the term in an assembly to parents and children. Evidence in books show that pupils have a good understanding of Vikings.</p> |                             |
| <p>To develop children's awareness of the world of work.</p> <p>Inspire Work Week; increase understanding of a variety of occupations, demonstrate links between learning in school and success in adult life.</p>                               | <p>Work Week beginning 14<sup>th</sup> November 2016.<br/>Nursery – The Great Outdoors<br/>Reception – Ready, steady, go – active jobs<br/>Year 1 – The Workplace<br/>Year 2 – Me and my community<br/>Year 3 – Why we work<br/>Year 4 – Your skills at work<br/>Year 5 – This can be you<br/>Year 6 – Dragon's Den</p>   | <p><b>Autumn Evaluation:</b><br/>All of teachers rated work week very good or good – 10/10<br/>Teachers felt that work week had met its aims, objectives and outcomes to a good degree.<br/>A considerable number of pupils enjoyed work week and found it good or very good – 9/9</p> <p>Feedback from visitors and visit hosts:<br/>"We really enjoyed working with the children today; they were very enthusiastic and gave the whole site a buzz! Thank you for a successful first visit." – Lauren Shiels, Ballymore</p> <p>"I was really impressed with the children's presentation skills – there's no way I could have stood up and done a presentation at their age!" – James Hardy, LiveFit</p>              |                             |
| <p>To give children new life experiences, building confidence, problem solving, team building and taking risks, orienteering skills.</p> <p>Residential Visits for Y5 (3 days Fairplay House) and Y6 (5 days to</p>                              | <p><b>Wales Pupil Voice – Autumn Term 1:</b><br/><b>What did you enjoy most in Wales?</b><br/>'Rock Climbing as I was feeling nervous and scared but I got more confident the more we went up.' - Joseph<br/>'I liked that we worked as a team going up the mountain. If somebody was scared they would help them climb the rocky bits.' - Faizat<br/>'The jog &amp; dip' as we all went in together, I could taste the salt and didn't think I could do that. Also somebody went into the water even though he was scared.' - Connor<br/>'I liked all the activities because they are really fun and challenging.' - Dija<br/><b>What did you learn that you are using in the classroom?</b></p> |  |                             |

| <p>Aberdovey in Wales)</p>   | <p>'I can do things that I have never done before, and new things are not as scary.' - Connor<br/>         'I feel that we work more as a team in class.' - Dija<br/>         'When I need help I ask people at my table and not the teacher.' - Joseph<br/>         'Helping people if they don't understand their work such as maths.' – Faizat</p> <p><b>Fairplay House Pupil Voice Autumn Term 2:</b><br/> <b>What did you enjoy most at Fairplay House?</b><br/>         'I liked the G3-Swing and the ropes. The ropes were exciting as we fell off and we were flying. I liked it when we went really high on the G3-Swing. I was scared but it was also exciting.' – Jonas<br/>         'I enjoyed it when we were in the house and we had a party. We were very loud. Also the G3-Swing, you go so high and when you let go it excites and scares you at the same time.' – Daniella<br/>         'We had to do caving. We had to get through the squeeze. Some people got stuck and I helped them out.' – Fisayo<br/>         'The activities; high ropes, G3-Swing, caving and night walk because they were fun.' – Devaughn</p> <p><b>What was your most memorable moment from the visit?</b><br/>         'Somebody else was crying in the cave as it was pitch black. He wanted to put on his light but he didn't as he wanted to succeed in the night challenge.' – Jonas<br/>         'When me and my friends had a challenge to run as fast as we could. Going up and down on a hill. You can feel it in your body.' – Daniella<br/>         'I would remember all the teachers and the staff as they helped me. Also the G3-Swing. I was scared then I got used to it. I conquered my fears and I felt proud for being brave.' – Fisayo<br/>         'I will remember everything. I felt really proud of myself.' - Devaughn</p> |  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
|--|---|--|------------------|-----------------------|----------------|---|-----------------|----------------|----------------|--------------|---|------------|----------------|----------------|--------------|-----------------|---|----|
| <p>To provide pupils with a range of opportunities to learn a range of new skills.</p> <p>Different workshops organised for children in different subjects across the curriculum to enhance pupil's learning experiences and stimulate pupils.</p> | <ul style="list-style-type: none"> <li>• Circusology – PSHE</li> <li>• Happy Puzzle Company – Maths Reasoning</li> <li>• Diwali Dance Workshops – RE</li> <li>• Rights and Respect Workshops – drama</li> <li>• Inspirational talk for KS2</li> </ul>   | <ul style="list-style-type: none"> <li>• Debating workshop</li> <li>• NSPCC workshops in UKS2</li> <li>• Y5 Junior Citizenship – learning about safety in the community.</li> <li>• Google Virtual Reality workshops across the school – hooks for learning</li> </ul> |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| <p>Challenge for More Able Learners.</p> <p>Participation in 'Brilliant Club', targeted pupils experience university life.</p>   | <p>Institute of Education Project in school – Staff Training – on challenging More Able Learners. Brilliant Club with PhD graduate from SOAS – focus on Maths – Pythagoras. Total of 12 children participated. All children passed.</p> <table border="1" data-bbox="611 1126 1131 1286"> <thead> <tr> <th colspan="3">Results – Autumn 2016</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>4</td> <td>33%</td> </tr> <tr> <td>2.2</td> <td>5</td> <td>42%</td> </tr> <tr> <td>2.1</td> <td>2</td> <td>17%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>1</td> <td>8%</td> </tr> </tbody> </table>   |  |                  | Results – Autumn 2016 |                |   | 3 <sup>rd</sup> | 4              | 33%            | 2.2          | 5   | 42%        | 2.1            | 2              | 17%          | 1 <sup>st</sup> | 1 | 8% |
| Results – Autumn 2016  |   |  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| 3 <sup>rd</sup>  | 4   | 33%  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| 2.2  | 5   | 42%  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| 2.1  | 2   | 17%  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| 1 <sup>st</sup>  | 1   | 8%   |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
| <p>Visiting's and participating in out of school learning opportunities.</p> <p>Newham's Children's University Membership, pupils enrich their learning and by building resilience.</p>  | <p>Re-launch of Children's University with workshop for parents/ carers. New passports handed out to children in Year 1.</p> <table border="1" data-bbox="611 1377 1131 1501"> <thead> <tr> <th>Graduation</th> </tr> </thead> <tbody> <tr> <td><b>Bronze:</b> 5</td> </tr> <tr> <td><b>Silver:</b> 0</td> </tr> <tr> <td><b>Gold:</b> 1</td> </tr> </tbody> </table>   | Graduation   | <b>Bronze:</b> 5 | <b>Silver:</b> 0      | <b>Gold:</b> 1 | <table border="1" data-bbox="1131 1377 1648 1501"> <thead> <tr> <th>Graduation</th> </tr> </thead> <tbody> <tr> <td><b>Bronze:</b></td> </tr> <tr> <td><b>Silver:</b></td> </tr> <tr> <td><b>Gold:</b></td> </tr> </tbody> </table> | Graduation      | <b>Bronze:</b> | <b>Silver:</b> | <b>Gold:</b> | <table border="1" data-bbox="1648 1377 2168 1501"> <thead> <tr> <th>Graduation</th> </tr> </thead> <tbody> <tr> <td><b>Bronze:</b></td> </tr> <tr> <td><b>Silver:</b></td> </tr> <tr> <td><b>Gold:</b></td> </tr> </tbody> </table> | Graduation | <b>Bronze:</b> | <b>Silver:</b> | <b>Gold:</b> |                 |   |    |
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| <b>Silver:</b> 0   |   |  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
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| <b>Silver:</b>   |   |  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |
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| <b>Gold:</b>   |   |  |                  |                       |                |   |                 |                |                |              |   |            |                |                |              |                 |   |    |

| <p>To enhance and enrich the curriculum.</p> <p>Subsidise educational visits and enhance the curriculum as well as pupil's experiences.</p>  | <p>Y1 – Visit to Margate. Link to Geography and literacy. Children writing using experiences from the visit.</p> <p>Y2 – Lambourne End. Link to Science and English. Farm visit, handling animals.</p> <p>Y4 – Lambourne End. Link to Science, Geography and English. Orienteering, farm visit and writing about experiences.</p>   |  |                                    |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
|--|---|--|------------------------------------|-------------|----------|----------|-------------|----------|----------|-------------|----------|--|--|----|-------------|---------|----|-------------|---------|----|-------------|---------|----|-------------|---------|---|---|-----|---|---|-----|---|---|-----|---|--|--|---|----|-----|---|----|-----|---|----|-----|---|--|--|---|----|-----|---|----|-----|---|----|-----|---|--|--|---|----|-----|---|----|-----|---|----|-----|---|--|--|---|----|-----|---|----|-----|---|----|-----|---|--|--|---|----|-----|---|----|-----|---|---|-----|---|--|--|--|--|
| <p>To provide opportunities to take part in a range of activities.</p> <p>Pupils are developing life-long skills, through a range of After School Clubs.</p> <p>Participation in sports competitions, allowing pupils to develop a range of sportsmanship skills, friendship, team building, determination and resilience.</p> | <table border="1"> <thead> <tr> <th colspan="3">Autumn 1</th> <th colspan="3">Autumn 2</th> <th colspan="3">Spring 1</th> <th colspan="3">Spring 2</th> </tr> <tr> <th>YG</th> <th>No of Clubs</th> <th>% of PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>7</td> <td>28%</td> <td>1</td> <td>7</td> <td>30%</td> <td>1</td> <td>8</td> <td>32%</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>12</td> <td>45%</td> <td>2</td> <td>12</td> <td>52%</td> <td>2</td> <td>10</td> <td>50%</td> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>13</td> <td>61%</td> <td>3</td> <td>13</td> <td>66%</td> <td>3</td> <td>13</td> <td>68%</td> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>16</td> <td>53%</td> <td>4</td> <td>16</td> <td>53%</td> <td>4</td> <td>16</td> <td>50%</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>13</td> <td>72%</td> <td>5</td> <td>15</td> <td>71%</td> <td>5</td> <td>13</td> <td>70%</td> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>10</td> <td>47%</td> <td>6</td> <td>10</td> <td>53%</td> <td>6</td> <td>9</td> <td>67%</td> <td>6</td> <td></td> <td></td> </tr> </tbody> </table> | Autumn 1   |                                    |             | Autumn 2 |          |             | Spring 1 |          |             | Spring 2 |  |  | YG | No of Clubs | % of PP | YG | No of Clubs | % of PP | YG | No of Clubs | % of PP | YG | No of Clubs | % of PP | 1 | 7 | 28% | 1 | 7 | 30% | 1 | 8 | 32% | 1 |  |  | 2 | 12 | 45% | 2 | 12 | 52% | 2 | 10 | 50% | 2 |  |  | 3 | 13 | 61% | 3 | 13 | 66% | 3 | 13 | 68% | 3 |  |  | 4 | 16 | 53% | 4 | 16 | 53% | 4 | 16 | 50% | 4 |  |  | 5 | 13 | 72% | 5 | 15 | 71% | 5 | 13 | 70% | 5 |  |  | 6 | 10 | 47% | 6 | 10 | 53% | 6 | 9 | 67% | 6 |  |  |  |  |
| Autumn 1   |   |  | Autumn 2                           |             |          | Spring 1 |             |          | Spring 2 |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| YG   | No of Clubs   | % of PP  | YG                                 | No of Clubs | % of PP  | YG       | No of Clubs | % of PP  | YG       | No of Clubs | % of PP  |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 1  | 7   | 28%  | 1                                  | 7           | 30%      | 1        | 8           | 32%      | 1        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 2  | 12  | 45%  | 2                                  | 12          | 52%      | 2        | 10          | 50%      | 2        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 3  | 13  | 61%  | 3                                  | 13          | 66%      | 3        | 13          | 68%      | 3        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 4  | 16  | 53%  | 4                                  | 16          | 53%      | 4        | 16          | 50%      | 4        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 5  | 13  | 72%  | 5                                  | 15          | 71%      | 5        | 13          | 70%      | 5        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| 6  | 10  | 47%  | 6                                  | 10          | 53%      | 6        | 9           | 67%      | 6        |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| <p>Subsequent Actions:</p> <p>Based on Pupil Progress Meetings and data analysis.</p>  | <ul style="list-style-type: none"> <li>• New clubs to be added onto register list – sports, outside providers, Y1 homework and Y1 booster.</li> <li>• All YGs to book workshops for educational visits to enhance curriculum.</li> <li>• Brilliant Club evaluation</li> <li>• Workshops for debating, art and maths week to be organised to support learning.</li> <li>• Booster classes are compulsory for Y6 children; and are twice in the morning and once in the afternoon.</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>  |                                    |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| <p><b>Aims</b></p>   | <p><b>Impact - Autumn 2016</b></p>  | <p><b>Impact - Spring 2017</b></p>   | <p><b>Impact - Summer 2017</b></p> |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| <p><b>Physical Development</b></p>   |   |  |                                    |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| <p>To improve physical development and moving and handling skills.</p> <p>Gymnastics coach to teach weekly lessons in EYFS and throughout the year in KS1 and KS 2.</p> <p>Gifted and Talented Gymnastics Club Gym Club and Gym Tots.</p>  | <p>Assessments show that children have made accelerated progress in Nursery and Reception. Gaps are narrowing for Physical Development. Gymnastics coach worked with; EYFS, Y1 and Y3 throughout the term.</p> <p>Will continue to work with EYFS and Y1 and will work with Y2 throughout Spring Term.</p> <p>Cheerleaders enter in termly competitions – Silver in December 2016.</p>  |  |                                    |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |
| <p>Midday Supervisors training.</p> <p>Lunchtime resources &amp; sports/games</p>  | <p>Derek Hoddy (SSCO) provided training for midday supervisor staff – including 2 new members of staff. Impact to be analysed in</p>  | <p>Sports coach to work in school at lunchtime to support PE and sports; ensuring there are a wide range of physical activities provided for</p> |                                    |             |          |          |             |          |          |             |          |  |  |    |             |         |    |             |         |    |             |         |    |             |         |   |   |     |   |   |     |   |   |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |    |     |   |  |  |   |    |     |   |    |     |   |   |     |   |  |  |  |  |

| to increase the range of activities that children are engaged in and keeping them safe and healthy.  | December 2016.<br>West Ham sports coach bought in to support activities in the playground at lunchtime.  | pupils. This will ensure less accidents at lunchtime and pupils are more engaged.<br>Improved health.                                |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
|--|--|--|--|----------------|-----------------|---------------|---------------|--------------|--------------|--------------------|-------------------|-----|---|---|--|--------------|--------------|------------|------------|-----------|-----------|-----------------|-----------------|
| To enhance PE and sports provision for pupils across the school.<br><br>Modelling lessons, partnership teaching and training staff.<br>Organising inter school sports competitions.<br><br>To provide opportunities for pupils to take part in a range of activities requiring social skills.<br><br>To work with Secondary school supports Year 6 Secondary transition. | Gifted and Talented Athletics Club organised with Cumberland Secondary School – SSCO. Children took part in a range of inter-schools sporting activities – basketball, netball, football and Paralympics.<br>PE coach has worked with Y1, Y2 and Y3 to support new members of staff and NQTs to ensure good quality PE provision. This has enabled staff to be more confident in teaching PE.  | Inter schools competitions:<br>• Dance Mats – 5 <sup>th</sup> place<br>• KS1 Mini-Olympics<br>• Football – inter schools competition |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| To ensure that pupils leave school being able to swim 25m or more unaided.<br><br>London Aquatic Centre 2 week intensive swimming programme for Y5 and Y6 pupils.  | <b>Year 5 – September 2016 (58 children)</b><br><table border="1"><thead><tr><th>Starting Point – unaided swim (amount of children):</th><th>End Point – unaided swim (amount of children):</th></tr></thead><tbody><tr><td>25m or more: 6</td><td>25m or more: 16</td></tr><tr><td>10m – 24m: 11</td><td>10m – 24m: 19</td></tr><tr><td>2m – 9 m: 23</td><td>2m – 9 m: 19</td></tr><tr><td>Unable to swim: 18</td><td>Unable to swim: 4</td></tr></tbody></table> | Starting Point – unaided swim (amount of children):  | End Point – unaided swim (amount of children): | 25m or more: 6 | 25m or more: 16 | 10m – 24m: 11 | 10m – 24m: 19 | 2m – 9 m: 23 | 2m – 9 m: 19 | Unable to swim: 18 | Unable to swim: 4 | N/A | <b>Year 6 – June 2017</b><br><table border="1"><thead><tr><th>Starting Point – unaided swim (amount of children):</th><th>End Point – unaided swim (amount of children):</th></tr></thead><tbody><tr><td>25m or more:</td><td>25m or more:</td></tr><tr><td>10m – 24m:</td><td>10m – 24m:</td></tr><tr><td>2m – 9 m:</td><td>2m – 9 m:</td></tr><tr><td>Unable to swim:</td><td>Unable to swim:</td></tr></tbody></table> | Starting Point – unaided swim (amount of children): | End Point – unaided swim (amount of children): | 25m or more: | 25m or more: | 10m – 24m: | 10m – 24m: | 2m – 9 m: | 2m – 9 m: | Unable to swim: | Unable to swim: |
| Starting Point – unaided swim (amount of children):  | End Point – unaided swim (amount of children):   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 25m or more: 6   | 25m or more: 16  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 10m – 24m: 11  | 10m – 24m: 19  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 2m – 9 m: 23   | 2m – 9 m: 19   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| Unable to swim: 18   | Unable to swim: 4  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| Starting Point – unaided swim (amount of children):  | End Point – unaided swim (amount of children):   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 25m or more:   | 25m or more:   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 10m – 24m:   | 10m – 24m:   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| 2m – 9 m:  | 2m – 9 m:  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| Unable to swim:  | Unable to swim:  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| Subsequent Actions:<br><br>Based on Pupil Progress Meetings and data analysis:   | <ul style="list-style-type: none"> <li>•PE coach to continue to work with NQTs to ensure high quality of PE teaching and learning in school.</li> <li>•Further midday supervisor training provided by SSCO and PE instructor.</li> <li>•Children to be entered into inter-schools competitions throughout Spring Term.</li> </ul>  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| <b>Aims</b>  | <b>Impact - Autumn 2016</b>  | <b>Impact - Spring 2017</b>  | <b>Impact - Summer 2017</b>                    |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| <b>Behaviour and attendance</b>  |  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| To eliminate barriers to learning.<br><br>School counsellor to work in school 1 and ½ days per week to support children’s emotional well-being.  | <ul style="list-style-type: none"> <li>•New children have been identified in Safeguarding meetings that need counselling.</li> <li>•Counselling has had a positive effect on the behaviour for learning for all children as shown in progress made by those children who attend counselling sessions.</li> </ul>   |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |
| Learning mentors in school support   | Throughout the term, new children have been  |  |  |                |                 |               |               |              |              |                    |                   |     |   |   |  |              |              |            |            |           |           |                 |                 |

|  |   |   |                             |
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| pupils who have identified barriers to learning; both in the classroom and outside the class in small groups – nurture groups and 1:1 support.   | identified by class teachers and in Safeguarding meetings who need support from Learning Mentors; social skills, 1:1, nurture groups, behaviour for learning groups.  |   |                             |
| To celebrate/reward good attendance for individual pupils and whole classes through 100% attendance celebrations each term.  | Children have received attendance awards at the end of the term.  |   |                             |
| To improve learning attitudes.<br><br>Subsidised breakfast club (free for PP) to ensure that children have a good start to the day.  | Increase of children who attend breakfast club, attendance and punctuality for some persistent late comers has improved.  |   |                             |
| Subsequent Actions:<br><br>Based on Pupil Progress Meetings and data analysis:   | <ul style="list-style-type: none"> <li>•Pupils identified in safeguard meetings as needing counselling</li> <li>•Termly Learning Mentor support provided for pupils identified in PPM and safeguard meetings</li> </ul>   |   |                             |
| <b>Aims</b>  | <b>Impact - Autumn 2016</b>   | <b>Impact - Spring 2017</b>   | <b>Impact - Summer 2017</b> |
| <b>Parental Involvement</b>  |   |   |                             |
| To improve skills, confidence and aspirations for our parents through parent learning and workshops.   | 22 <sup>nd</sup> November Parent Workshop – Online Safety.<br>Other parent workshops include: reading, maths, return to work and homework   | 7-2-2017 – Route to work workshop for parents held by 15BillionEPB – as part of Work Week.  |                             |
| Developing parents’ awareness and expectation of EY curriculum.<br><br>Ready for Nursery sessions for parents and pre-school children; preparing children socially/emotionally for Nursery | <ul style="list-style-type: none"> <li>• Nursery reading is taking place every 2 weeks, encouraging parents to read to their children regularly.</li> <li>• Stay and Play sessions throughout the term have been highly attended by parents</li> </ul>  | <ul style="list-style-type: none"> <li>• Stay and Play sessions throughout the term have been highly attended by parents who have attended.</li> </ul>        |                             |
| To develop parents awareness of reading and maths.<br><br>Reading is fun and Maths is Fun events to support their child at home with reading and maths.                                    | <ul style="list-style-type: none"> <li>• Reading is fun events organised for Reception and Y1 parents. Attendance was good and evaluations highly positive.</li> <li>• Parent feedback:<br/>‘Session was short and sweet, lots of information on how to help my son progress in reading. Gave me a chance to see my son in school setting, free book is a nice touch. – Ms Haslam (Y1)’<br/>‘Very important information which gone help our child to develop his reading – Mr Issiridir (Reception)’</li> </ul> | <ul style="list-style-type: none"> <li>• Reading is fun events organised for Nursery parents. Attendance was good and evaluations highly positive.</li> </ul> |                             |

|   |  |  |                             |
|---|--|--|-----------------------------|
|   | 'Lovely to find out how we can help our children learn to read. Lots of useful information. Thank you! To do better maybe you could do a lesson on how to use the computer bug app – Ms Lester (Reception)'  |  |                             |
| Subsequent Actions:<br><br>Based on Pupil Progress Meetings and data analysis:  | <ul style="list-style-type: none"> <li>• More parent workshops organised.</li> <li>• Maths is fun events for KS1 and KS2</li> <li>• Reading is fun events for Y2 for parents to support their child for KS1 SATs.</li> </ul>   |  |                             |
| <b>Aims</b>   | <b>Impact - Autumn 2016</b>  | <b>Impact - Spring 2017</b>  | <b>Impact - Summer 2017</b> |
| <b>Interventions</b>  |  |  |                             |
| To target and support EAL pupils who have fallen off trajectory – EAL teaching assistant.   | <ul style="list-style-type: none"> <li>• EAL teaching assistant has been working with children new to English. 6 week intensive English programme. EAL pupils have made accelerated progress from the time they come into school.</li> </ul>   |  |                             |
| To support children with identified speech and language difficulties.<br><br>Speech and language Therapist to work in school 1 day a week.<br><br>To provide training for TAs and Teachers for speech and language interventions                            | <ul style="list-style-type: none"> <li>• Language Enrichment Groups (LEG) set up at 2 different levels with TA.</li> <li>• Small group and 1:1 sessions for those children identified as having specific speech and language needs. Children have made good progress over time and are narrowing the gap with their peers in class.</li> <li>• Speech and Language therapist has provided training for TAs to run LEGs.</li> </ul> | <ul style="list-style-type: none"> <li>• Language Enrichment Groups (LEG) set up at 3 different levels with TAs.</li> </ul>  |                             |
| To target children falling behind for a variety of reasons for phonics<br><br>Phonics resources and training (including 1:1).<br>Pupils will be supported on an intervention programme of 1:1 or small group support in afternoon sessions or after school. | <ul style="list-style-type: none"> <li>• 1:1 pupils have been working with TAs for RWI intervention programmes.</li> <li>• 4 new members of staff have attended phonics training and are teaching phonics in small groups.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1 member of staff attended phonics training and will support phonics teaching in school</li> <li>• RWI development day – looking at 1:1 provision and observe good practice by lead practitioner of the delivery of 1:1 intervention programme. Outcome was highly positive; school provides good RWI interventions.</li> </ul> |                             |
| Subsequent Actions:<br><br>Based on Pupil Progress Meetings and data analysis:  | <ul style="list-style-type: none"> <li>• New children identified as needing phonics, language interventions as they have made less progress compared to other children.</li> <li>• 1 new member of staff to attend phonics training</li> <li>• Specific English and Maths interventions planned for identified children from PPMs.</li> </ul>  |  |                             |
| <b>Aims</b>   | <b>Impact - Autumn 2016</b>  | <b>Impact - Spring 2017</b>  | <b>Impact - Summer 2017</b> |

| Pupil Voice  |  |  |  |
|--|--|--|--|
| <p>To improve children's confidence and a sense of belonging.</p> <p>Leadership Programme– citizenship and community involvement in the life of the school through Prefects, sports leaders, school council, Fairtrade Steering Group and Green ambassadors.</p> | <ul style="list-style-type: none"> <li>• 10 prefects have been chosen from Y6 children who have specific duties.</li> <li>• School Council has organised fundraising events for different charities, held assemblies and meet regularly to discuss issues relating to school.</li> <li>• Junior and Senior Sports leader support play at lunchtime. They have had training from SSCO. This has reduced incidents in the playground.</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>  |  |
| <p>To support the teaching of SMSC across the curriculum.</p>  | <ul style="list-style-type: none"> <li>• Right and respect week – week beginning 21<sup>st</sup> November 2016.</li> <li>• RE assemblies: Yom Kippur and Diwali</li> <li>• 2 members of staff have attended P4C training and have gained L1. (Philosophy for Children)</li> <li>• KS2 RE conference for G&amp;T children.</li> </ul>   | <ul style="list-style-type: none"> <li>• Y5 Junior Citizenship – February 2017</li> <li>• Attendance at Holocaust Memorial Day – January 2017</li> <li>• RE assemblies: Chinese New Year and Eid-al-Fitr.</li> <li>• NSPCC workshop and assembly – learning about child safety and keeping safe</li> </ul> |  |
| <p>Subsequent Actions:</p> <p>Based on Pupil Progress Meetings and data analysis:</p>  | <ul style="list-style-type: none"> <li>• Provide more opportunities for SMSC at school throughout the term.</li> </ul>   |  |  |