



## Swanwick Primary School Pupil Premium Strategy Statement 2017-18

1. Summary information					
<b>School</b>	Swanwick Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	February 2018

2. Current attainment		
KS2 2017 12 disadvantaged, 59 all pupils	<i>Pupils eligible for PP (SPS 2017)</i>	<i>All pupils (SPS 2017/national 2016)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	67%,	73%/53%
<b>% achieving expected standard or above in reading</b>	67%	78%/66%
<b>% achieving expected standard or above in writing</b>	67%	83%/74%
<b>% achieving expected standard or above in maths</b>	67%	83%/70%
KS1 2017	<i>Pupils eligible for PP (SPS 2017)</i>	<i>All pupils (SPS 2017/national 2016)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	55%	75%/na
<b>% achieving expected standard or above in reading</b>	80%	87%/74%
<b>% achieving expected standard or above in writing</b>	50%	75%/65%
<b>% achieving expected standard or above in maths</b>	80%	80%/73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	4. Desired outcomes & success criteria									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">EYFS</td> <td style="width: 10%;">Y1</td> <td style="width: 10%;">Y2</td> <td style="width: 10%;">Y3</td> <td style="width: 10%;">Y4</td> <td style="width: 10%;">Y5</td> <td style="width: 10%;">Y6</td> </tr> </table>			EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6		

<b>A.</b>	Higher ability pupils not aspiring to attain the higher standard	EYFS to be added when verified	3/7	2/11	1/11	2/7	2/18	1/10	<ul style="list-style-type: none"> <li>• A higher percentage of pupils achieve the higher standard in all year groups than 2017</li> <li>• End of KS outcomes are in excess of outcomes for all pupils nationally</li> </ul>
<b>B.</b>	Social & emotional difficulties resulting in a lack of resilience		4/7	5/11	7/11	0/7	11/18	9/10	<ul style="list-style-type: none"> <li>• Pupils develop sufficient resilience to enable them to make stronger progress than in 2016-17</li> <li>• Parents engage effectively with their children's academic &amp; pastoral needs</li> </ul>
<b>C.</b>	Pupils' skills & knowledge in writing		3/7	5/11	5/11	0/7	12/18	3/10	<ul style="list-style-type: none"> <li>• End of KS outcomes are in excess of outcomes for all pupils nationally in writing</li> <li>• End of KS outcomes are in excess of outcomes for all pupils nationally in EGPS</li> <li>• A higher percentage of pupils achieve the expected standard in all year groups than 2017 in writing</li> <li>• A higher percentage of pupils achieve the expected standard in all year groups than 2017 in EGPS</li> <li>• Pupils are not reluctant writers</li> </ul>
<b>D.</b>	Pupils' skills & knowledge in reading		4/7	5/11	4/11	0/7	8/18	1/10	<ul style="list-style-type: none"> <li>• End of KS outcomes are in excess of outcomes for all pupils nationally</li> <li>• A higher percentage of pupils achieve the expected standard in all year groups than 2017 in reading</li> <li>• Pupils are enthusiastic readers</li> </ul>
<b>E.</b>	Pupils' oral skills		4/7	5/11	4/11	0/7	12/18	10/10	<ul style="list-style-type: none"> <li>• Pupils are able to confidently articulate their ideas across the curriculum</li> <li>• Pupils are able to express themselves effectively with a range of audiences</li> </ul>
<b>F.</b>	Pupils' skills & knowledge in mathematics		3/7	5/11	2/11	1/7	4/18	5/10	<ul style="list-style-type: none"> <li>• End of KS outcomes are in excess of outcomes for all pupils nationally</li> <li>• A higher percentage of pupils achieve the expected standard in all year groups than 2017 in mathematics</li> <li>• Pupils show resilience in using &amp; applying mathematical skills</li> </ul>
<b>G.</b>	Poor attendance & punctuality		1/7	5/11	1/11	1/7	4/10	3/10	<ul style="list-style-type: none"> <li>• Pupils attendance exceeds 95%</li> <li>• Pupils consistently arrive on time &amp; ready to learn</li> </ul>
<b>H.</b>	Limited cultural & life experiences		3/7	4/11	9/11	5/7	18/18	18/18	<ul style="list-style-type: none"> <li>• Pupils demonstrate interest in the wider world</li> <li>• Pupils are motivated to learn</li> <li>• Pupils attend extra-curricular activities &amp; educational visits</li> </ul>

5. Planned expenditure					
Academic year		2017/18			
A. Higher ability pupils not aspiring to attain the higher standard					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>A higher percentage of pupils achieve the higher standard in all year groups than 2017</li> <li>End of KS outcomes are in excess of outcomes for all pupils nationally</li> </ul>	Increase the challenge for higher ability pupils by creating smaller teaching groups in KS2 led by teachers	Pupils have demonstrated better rates of progress in 2016-17 when taught in teacher led groups (rather than T.A.)	Pupil progress meetings (termly), SLT tracking and observations	MH	End of each term
	Increase the challenge for higher ability pupils by 1 to 1 interventions in KS1 led by teachers	Increase the challenge for higher ability pupils by creating smaller teaching groups in KS2 led by teachers	Pupil progress meetings (termly), SLT tracking and observations	MH & HC	End of each term
	Identify high prior attainers and ensure that they are a focus for PPM discussions and appraisal. Where pupils are falling behind identify individual barriers to learning and create action plan	Pupils with high prior attainment are not allowed to "coast"	Pupil progress meetings (termly), SLT tracking and observations	MH & SLT	End of each term
<b>Total budgeted cost</b>					£9000
B. Social & emotional difficulties resulting in a lack of resilience					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<ul style="list-style-type: none"> <li>Pupils develop sufficient resilience to enable them to make stronger progress than in 2016-17</li> <li>Parents engage effectively with their children's academic &amp; pastoral needs</li> </ul>	Specific social & emotional interventions to support and develop resilience in individual pupils and small groups	Pilot project with the Virtual School in 2016-17 has proven to be very successful. Pupils who benefitted from support made stronger progress and were more resilient as they developed better strategies to cope	Bespoke plan for each pupil/group. Weekly feedback meetings to review progress and impact of work.	HS delivering programme, reporting to MW & MH	February & July
	Individual mentoring for parents and group activities	Pilot project with the Virtual School in 2016-17 has proven to be very successful. Pupils benefitted from increased constructive parental support; they made stronger progress and were more resilient as they developed better strategies to cope. Hard to reach parents were more willing to engage	Bespoke plan for each parent/group. Weekly feedback meetings to review progress and impact of work.	HS delivering programme, reporting to MW & MH	February & July
<b>Total budgeted cost</b>					£20000

**C.** Pupils' skills & knowledge in writing

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>End of KS outcomes are in excess of outcomes for all pupils nationally in writing</li> <li>End of KS outcomes are in excess of outcomes for all pupils nationally in EGPS</li> <li>A higher percentage of pupils achieve the expected standard in all year groups</li> </ul>	<p>Talk for Writing interventions</p> <p>Additional teacher support, 1:1 and groups</p>	<p>Previous year's results and evidence of improved writing</p> <p>EEF evidence and in house observations. Ability to target needs using greatest expertise</p>	Book scrutinies, learning walks and observations outlined in monitoring timetable	<p>SM &amp; MHo</p> <p>SLT</p>	<p>Termly</p> <p>Termly PPMs</p>

<ul style="list-style-type: none"> <li>than 2017 in writing</li> <li>A higher percentage of pupils achieve the expected standard in all year groups than 2017 in EGPS</li> <li>Pupils are not reluctant writers</li> </ul>					

**Total budgeted cost** 12000

**D. Pupils' skills & knowledge in reading**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>End of KS outcomes are in excess of outcomes for all pupils nationally</li> <li>A higher percentage of pupils achieve the expected standard in all year groups than 2017 in reading</li> <li>Pupils are enthusiastic readers</li> </ul>	<p>Additional teacher support, 1:1 and groups</p> <p>Additional teaching assistant support, 1:1 and groups</p> <p>Reading Club at lunchtime</p> <p>Continue to purchase additional texts to enthuse &amp; inspire</p> <p>Engage storytelling professionals, drama, authors etc especially during Book Week</p>	<p>EEF evidence and in house observations. Ability to target needs using greatest expertise</p> <p>Daily opportunities for children to read: promoted better progress last year</p> <p>Pupil engagement and desire to access inviting texts. Broaden experience.</p> <p>Pupil engagement and desire to access inviting texts. Broaden experience.</p>	<p>Monitoring opportunities</p> <p>Pupil reading record scrutinies</p> <p>Pupil interviews</p> <p>observation</p>	<p>SLT &amp; MHo</p> <p>SM &amp; MHo</p> <p>MH</p> <p>SM</p>	<p>Termly PPMs</p> <p>½ termly</p> <p>December &amp; May</p> <p>Spring 2</p>

**Total budgeted cost** £11000

**E. Pupils' oral skills**

<b>Desired outcome</b>	<b>Chosen action /</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you</b>
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	<b>approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
<ul style="list-style-type: none"> <li>Pupils are able to confidently articulate their ideas across the curriculum</li> <li>Pupils are able to express themselves effectively with a range of audiences</li> </ul>	Talk for Writing groups	Evidence from observations last year	Book scrutinies, learning walks and observations outlined in monitoring timetable	SM & MHo	Termly
	Develop opportunities for pupils to present work/homework	Improve confidence with different audiences	Observe assemblies	teachers	On-going
	Develop cluster action plan after November INSET to target support appropriately across schools	Gain ideas and fresh approaches. Pooling of expertise across schools. Ability to target more precisely	As above to ensure that action plan is created and implemented	SLT	January and June
<b>Total budgeted cost</b>					£11000
<b>F. Pupils' skills &amp; knowledge in mathematics</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>End of KS outcomes are in excess of outcomes for all pupils nationally</li> <li>A higher percentage of pupils achieve the expected standard in all year groups than 2017 in mathematics</li> <li>Pupils show resilience in using &amp; applying mathematical skills</li> </ul>	Additional teacher support, 1:1 and groups	EEF evidence and in house observations. Ability to target needs using greatest expertise	Book scrutinies, learning walks and observations outlined in monitoring timetable	SLT & RI	Termly
	Lunchtime maths games club	Spark interest & enjoyment. Develop and practise skills. Successful last year	Informal discussions with pupils and staff	RI	On-going
<b>Total budgeted cost</b>					£11000

<b>G. Poor attendance &amp; punctuality</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>Pupils attendance exceeds 95%</li> <li>Pupils consistently arrive on time &amp; ready to learn</li> </ul>	Provide “free” places at Breakfast Club for targeted children	Most children who have accessed this provision during the past 2 years have shown improved attendance, punctuality and readiness to learn	Daily check with Breakfast Club manager re attendance and well-being.	MH working with Valley C.I.D.s	At the end of each term
	½ termly attendance review, linked to parent interviews where attendance falls below 90% and a pattern is emerging of irregular attendance	Some disadvantaged pupils have significantly poorer attendance than their peers. Direct intervention with parents has proven successful in some cases	Review attendance following letters and parent interviews	MH working with MAT	At the end of each term
	In addition to the cluster annual attendance celebration, there will be termly rewards linked to the Thrive reward system for good attendance	Acknowledgement of good attendance happens more frequently and pupils are more incentivised.	Frequent mentions in assemblies and review of impact on attendance for disadvantaged children	MH	February
<b>Total budgeted cost</b>					£10000
<b>H. Limited cultural &amp; life experiences</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>Pupils demonstrate interest in the wider world</li> <li>Pupils are motivated to learn</li> <li>Pupils attend extra-curricular activities &amp;</li> </ul>	Subsidise cost of residential visits and educational visits	Pupils’ enhanced cultural & life experiences will enable them to access the national curriculum more easily	Monitor that all pupils are accessing visits etc	MH	At the end of each term
	Organise specific activities to enhance cultural and life experiences	Pupils’ enhanced cultural & life experiences will inspire them to have higher aspirations	SLT member to attend, monitor and evaluate events	SLT	At the end of each term

educational visits	Encourage pupils' attendance at extra-curricular activities and if appropriate subsidise cost, including holiday clubs	Pupils gain a sense of achievement and self-motivation	Promote attendance and register club registers	MH & KT	At the end of each term
<b>Total budgeted cost</b>					£12000

## 6. Review of expenditure 2016/17

### Swanwick Primary School Pupil Premium Report on Spending & Impact for 2016-2017



**Total income: £96,320**

Item	Benefitting	Cost
Teacher Interventions	Y4 & Y5	£48996
Teacher Interventions	EYFS-Y2	£9972.75
Headteacher support	Y1 & Y6	1 hour 30 min. per day
Teaching Assistant Interventions	KS2	£15624
Breakfast Club	10-15 pupils per day	£5760
Discovery Club	4 pupils	£300



<b>Guitar lessons</b>	<b>2 pupils</b>	<b>£324</b>
<b>Book Week: Babbling Vagabonds</b>	<b>KS1 &amp; Y3 PP children</b>	<b>£160</b>
<b>Talk Time - resources</b>	<b>SEN PP KS1</b>	<b>£232</b>
<b>Read Write Ink -books</b>	<b>Y1 intervention groups</b>	<b>£308</b>
<b>Uniform vouchers</b>	<b>1 family</b>	<b>£40</b>
<b>Book bags</b>	<b>EYFS incentive x 52</b>	<b>£208</b>
<b>Easter Premier Sports Club (1 week)</b>	<b>10 children</b>	<b>£220</b>
<b>Summer Premier Sports Club (3 weeks)</b>	<b>10 children</b>	<b>Yet to be invoiced</b>
<b>P.P. class end of year activity</b>	<b>12 children Y4/Y5</b>	<b>£91.84</b>
<b>Derby University aspiration visit</b>	<b>Y6 PP</b>	<b>£270</b>
<b>Egyptian Workshop</b>	<b>Y3,</b>	<b>£68</b>
<b>Roman Workshop</b>	<b>Y4</b>	<b>£30</b>
<b>Residential – Mount Cook</b>	<b>Y4</b>	<b>£2025</b>
<b>Residential - Whitehall</b>	<b>Y6</b>	<b>£1650</b>
<b>Nativity Farm visit</b>	<b>EYFS</b>	<b>£52</b>

Manor Farm visit	EYFS	£105
Rosliston Forestry Centre	Y1	£104
Sudbury Hall	Y2	£120
Cleethorpes	Y2	£120
Cresswell Craggs	Y3	£98
Holocaust Centre	Y5	£60
Harry Potter Studios	Y5	£467
Hartington Field Trip	Y6	£132
The Deep	Y6	£165
Pantomime	Y1-Y6	£620
Derby Art Gallery & Museum	Y6	£173.85
	<b>Total</b>	<b>£88487.12</b>

**Income: £96,320**

**Expenditure: £88,487.12**

- **Balance: £7832.88, to cover cost of Summer Club run by Premier Sports and remainder will be reinvested in Clubs next term**

**Impact of Spending:**

**End of KS2 results for 12 Disadvantaged Pupils:**

**Percentage of disadvantaged pupils achieving the expected level (all pupils for SPS in brackets)**

Y6	Reading	Writing	Maths	EGPS	Combined: Re., Wr., &
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					<b>Ma.</b>
	<b>67% (78)</b>	<b>67% (80)</b>	<b>67% (83)</b>	<b>67% (81)</b>	<b>67% (73)</b>
<b>National (all pupils) 2016</b>	<b>66%</b>	<b>74%</b>	<b>70%</b>	<b>72%</b>	<b>53%</b>

**Percentage of pupils achieving the higher level (all pupils for SPS in brackets)**

<b>Y6</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>EGPS</b>	<b>Combined: Re., Wr., &amp; Ma.</b>
	<b>17% (29)</b>	<b>25% (22)</b>	<b>25% (27)</b>	<b>42% (44)</b>	<b>0% (12)</b>
<b>National (all pupils) 2016</b>	<b>19%</b>	<b>15%</b>	<b>17%</b>	<b>22%</b>	<b>5%</b>

**At the expected level, reading figures are in line with national figures for 2016 and whilst we have not yet entirely diminished the difference, a pleasing improvement has been made over last year's figures. The picture is similar for writing, mathematics and EGPS. The combined figure for reading, writing and mathematics exceeds the national figure for 2016.**

**At the higher level, the figures are largely very pleasing although no pupils achieved the combined target. This will be a key area to focus on in the coming year, as will be a continued emphasis on improving outcomes for higher attaining readers. Pupil Premium spending has had a positive impact on outcomes and pupils report higher levels of aspiration.**

**End of KS1 results for 10 disadvantaged pupils**

**Percentage of disadvantaged pupils achieving the expected level (all pupils for SPS in brackets)**

Y2	Reading	Writing	Maths	Combined: Re., Wr., & Ma.
	80% (87)	50% (75)	80% (80)	55% (75)
National (all pupils) 2016	74%	65%	73%	N/A

Percentage of pupils achieving the higher level (all pupils for SPS in brackets)

Y2	Reading	Writing	Maths
	20% (40)	10% (32)	20% (40)
National (all pupils) 2016	24%	13%	18%

At the expected level, reading and mathematics exceed the expected figures for all pupils nationally in 2016. Writing is a key focus for future spending. Also raising outcomes for higher attainers, which are in line with national figures, but fall below those achieved by the cohort as a whole, will be a focus for pupil premium spending in the future. Pupil premium spending has made a positive impact on outcomes for disadvantaged pupils in Y2.

In Y1 there were 10 disadvantaged pupils. 90% of all pupils at SPS achieved the expected standard in the Phonics Screening check. **Xx% of disadvantaged pupils achieved the expected standard**, compared with 81% nationally in 2016, therefore the impact of Pupil Premium funded interventions was successful.

Percentage of disadvantaged pupils achieving the expected level (all pupils for SPS in brackets)

Y1	Reading	Writing	Maths
	80% (78)	50% (82)	60 (83)

**Percentage of disadvantaged pupils achieving the higher level (all pupils for SPS in brackets)**

<b>Y1</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>10% (30)</b>	<b>0% (28)</b>	<b>0% (25)</b>

Pupil premium funding has clearly diminished the differences in reading in Y1 at the expected level. There needs to be a renewed focus on Mathematics and writing next year, as well as raising outcomes for higher attainers.

**Percentage of disadvantaged pupils in Y3 (7 pupils) achieving the expected level (all pupils for SPS in brackets)**

<b>Y3</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>100% (90)</b>	<b>100% (73)</b>	<b>86% (81)</b>

**Percentage of disadvantaged pupils in Y3 achieving the higher level (all pupils for SPS in brackets)**

<b>Y3</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>57% (45)</b>	<b>43% (25)</b>	<b>43% (27)</b>

Pupil premium funding has effectively maintained the high level of attainment of disadvantaged pupils in Y3. They continue to exceed the attainment of the cohort as a whole.

**Percentage of disadvantaged pupils in Y4 (19 pupils) achieving the expected level (all pupils for SPS in brackets)**

<b>Y4</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>58% (66)</b>	<b>37% (63)</b>	<b>71% (74)</b>

**Percentage of disadvantaged pupils in Y4 achieving the higher level (all pupils for SPS in brackets)**

<b>Y4</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>16% (17)</b>	<b>0% (10)</b>	<b>0% (7)</b>

Pupil premium funding in Y4, particularly the provision of a small class, has had a positive impact on diminishing the differences this year in reading and mathematics at the expected level, and on reading at the higher level. A significant proportion of this cohort (30.2%) are disadvantaged and have a range of complex needs including social and emotional issues. This will continue to be a focus in order to develop more resilient learners.

**Percentage of disadvantaged pupils in Y5 (10 pupils) achieving the expected level (all pupils for SPS in brackets)**

<b>Y5</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>80% (87)</b>	<b>XXXXXX</b>	<b>50% (65)</b>

**Percentage of disadvantaged pupils in Y5 achieving the higher level (all pupils for SPS in brackets)**

Y5	Reading	Writing	Maths
	47% (10)	XXXXXX	0% (5)

Some pupil premium pupils have benefitted from being in a smaller class this year and have a similar profile to those in Y4. Pupils are beginning to demonstrate greater resilience and the differences have diminished significantly in reading. Improving outcomes for higher ability, disadvantaged pupils remains a key priority as it does throughout the school.

Funding spent on visits and residential trips provide pupils with wider life experiences and aspirations. This not only develops a greater engagement with the curriculum, but diminishes the differences in the life experiences compared to more advantaged peers. This has had a positive impact in reading in particular. By maintaining this drive, it is expected that the impact will also have a positive impact on writing.

Pupils who have used the Breakfast Club are observed to have a better start to the day and are more ready to learn. Holiday sports club places have given some pupils a purposeful activity and routine to their day; it is hoped that this will not only bring wider experiences to children, but enable them to restart school more ready to learn.

The introduction of universal free school meals has had an adverse impact on the uptake of parents registering for pupil premium funding. As an incentive to do this we have provided everyone who applies in EYFS with a book bag as an incentive. Similarly, successful free school meals applications are rewarded with a £40 uniform voucher. This is a worthwhile investment against future potential funding.

Whilst empirical evidence from sources such as EEF suggest that cultural and aspirational activities make little impact, Swanwick Primary School believes in equality of opportunity for all of its pupils. Anecdotal evidence and observations in our school suggest that they have a tangible qualitative impact and have a positive impact on social cohesion which is aligned to our ethos.

#### Priorities for 2017-2018

Improve outcomes in writing for disadvantaged pupils.

Improve the percentage of disadvantaged pupils achieving the higher standard.

The proportion of disadvantaged pupils who present with social and emotional issues is greater than the school population as a whole. We aim to use future funding to continue to address these issues, so that barriers to learning are diminished.

**Interventions this year have demonstrated that pupils make best progress when led by an experienced teacher. A key element of pupil premium spending next year will extend this approach, particularly in KS2, to provide best value for money and most accelerated rates of progress.**