



## HIGHWOODS ACADEMY

# School Improvement Plan – Pupil Premium Strategy Statement

September 2017 – July 2018



# Pupil Premium Strategy Statement 2017 - 2018

1. Summary information					
<b>School</b>	<b>Highwoods Academy</b>				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	<b>£116,640</b>	<b>Date of most recent PP Review</b>	October 2016
<b>Total number of pupils September 2017</b>	217 incl. nursery	<b>Number of pupils eligible for PP</b>	47.6% Ever6 ASP 2017	<b>Date for next internal review of this strategy</b>	Nov. 2018

2. Current attainment						
Based on July 2017 Outcomes	School Data - Pupils eligible for PP			National Pupils eligible for PP		
<b>% achieving Good Level of Development end of Reception class</b>	33%			73%		
<b>% achieving expected standard at end of Key Stage 1</b>	Reading	Expected Standard	77%	Reading	Expected Standard	79%
		Greater Depth	23%		Greater Depth	28%
	Writing	Expected Standard	69%	Writing	Expected Standard	72%
		Greater Depth	0%		Greater Depth	18%
	Mathematics	Expected Standard	92%	Mathematics	Expected Standard	79%
		Greater Depth	23%		Greater Depth	23%
<b>% passing phonics screening at Year 1</b>	75%			84%		
<b>% passing phonics screening at Year 2</b>	50%					

<b>% achieving expected standard at end of Key Stage 2</b>	School Test outcomes - <i>Pupils eligible for PP</i>			National Test outcomes- <i>Pupils eligible for PP</i>		
	Reading	Expected Standard	83%	Reading	Expected Standard	77%
		Greater Depth	8%		Greater Depth	29%
	Writing	Expected Standard	83%	Writing	Expected Standard	81%
		Greater Depth	17%		Greater Depth	21%
	Maths	Expected Standard	100%	Maths	Expected Standard	80%
		Greater Depth	42%		Greater Depth	27%
EGPS	Expected Standard	83%	EGPS	Expected Standard	82%	
	Greater Depth	25%		Greater Depth	36%	
Combined Reading Writing & Mathematics	75% (Higher Standard 8%)		Combined Reading Writing & Mathematics	67% (Higher Standard 11%)		
	<b>School Progress Scores for disadvantaged pupils</b>			<b>National average progress scores for non-disadvantaged pupils</b>		
<b>Reading Progress</b>	<b>0.58</b>			<b>0.33</b>		
<b>Writing Progress</b>	<b>1.29</b>			<b>0.18</b>		
<b>Mathematics</b>	<b>5.42</b>			<b>0.28</b>		
<b>Floor Standards</b>	School met floor standards based on attainment (65% combined reading, writing and mathematics and did meet floor standards based on pupil progress from Key Stage 1 to Key Stage 2					

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment. Year 1 27% , Year 2 40% , Year 3 48% , Year 4 50% , Year 5 54% Year 6 59% compared to non-PP
<b>B.</b>	Early years group on entry have below expectations in reading / writing / oral language and generally poorly developed communication skills. This impacts on grammar, punctuation and spelling in subsequent years. Extra full time staffing is required to diminish differences and therefore has impact on attainment in subsequent years.
<b>C.</b>	Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.
<b>External barriers</b>	
<b>D.</b>	Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading and writing and maths.
<b>E.</b>	Persistence absentees 2016-2017 13 out of 22 were PP children 69%  PP attendance 95% Non- PP attendance 96.2% both below school target of 97%  <b>100% attendance</b> 11 were PP out of 28 Pupils 39% <b>97% attendance</b> 45 were PP out of 103 pupils 44%
<b>F.</b>	School serves a community which reflects extreme social and economic challenges.  The school has an average Index of Multiple Deprivation (IMD) score of: 55.4 The local authority has an average of: 30.8. The national average is: 21.67. Education & skills index (Ed& S) – the school has an index of 66.9. The local authority has an average of: 38.2 income deprivation affecting children index (IDACI) - the school has an index of 0.39. The local authority has an average of: 0.25 The school is classified as the 4th most deprived in Doncaster. 1 <sup>st</sup> decile IMD 1 <sup>st</sup> decile Ed&S 2 <sup>nd</sup> decile IDACI  Limited pre-school and in-school life experiences - this can limit progress specifically in reading and writing and maths, especially vocabulary and use of language.  Low parental aspirations.

<b>4. Desired outcomes</b> □		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions.</p> <p>All support staff to have Level 3 qualification SENDCo completes national SENCO award Effective interventions Further develop staff who can deliver and cascade interventions such as 1stClass@Number, Working Memory, Read Write Inc. 1-1 tuition Invest in extra support in EYFS and KS1 to support the cohort and aid transitions Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme</p>	<p>Support staff are well trained and able to deliver high quality support / interventions to children across the school.</p> <p>Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage.</p> <p>PP pupils making further progress to diminish the differences between themselves and their peers.</p> <p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p>
<b>B.</b>	<p>Children have enrichment opportunities that have a direct impact upon their vocabulary development, writing and reading as well as basic skills development.</p> <p>Invest in extra support in the cohort where EGPS is weak due to historical curriculum change to diminish the differences Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme</p>	<p>Increased % of children achieving GLD in EYFS.</p> <p>Increased % of children achieving Phonics check at both Year 1 and Year 2 re-checks.</p> <p>GPS improved outcomes across school.</p> <p>An improved reading culture within and across school impacting on outcomes at both KS1 &amp; KS2 with outcomes being in-line with national benchmarks</p>
<b>C.</b>	<p>For children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional &amp; behavioural incidents and to ensure they make progress in their learning.</p> <p>Pupils' well-being evidenced through Thrive assessments, PASS survey, pupil questionnaire, behaviour monitoring and drop-in session feedback.</p>	<p>Children and families supported through difficult times.</p> <p>Learning Mentor has targeted behavioural interventions for identified pupils leading to less conflict and seeking solutions to problems before they escalate.</p> <p>Thrive approach delivered by Learning Mentor &amp; Senior TA having impact on identified children and families.</p> <p>Children engaged with school.</p> <p>Children have a trusted person they can self-refer to and raise and discuss any worries or concerns.</p> <p>PASS survey indicating which children require support – support implemented</p> <p>Pupil questionnaire highlighting those with issues – these issues being addressed.</p> <p>Successful delivery of school's PHSCE programme - Jigsaw</p>
<b>D.</b>	<p>Develop the engagement with parents through work done via the Learning Mentor and Inclusion team, Early Help and school events. Inclusion team highly effective – multi-layered approach – SENDCo / Learning Mentor / Thrive Practitioners / Attendance officer. Develop the network of parents who can access school in order to engage with more reluctant parents. Continue with the re-modelling parents' consultation sessions so more parents can attend and engage more in supporting their children.</p>	<p>Parents feel more engaged with school and the value it can give to their child.</p> <p>Parents are supported in how they can help their child at school and this is developed in a workshop way.</p>

	<p>Deliver information meetings to show how they can work with their child, particularly in the area of reading and our introduction of Read Write Inc., also in maths where methods of calculation may differ from parents' experience. Where children are not reading at home, invest in support staff time into working individually with these children regularly in the week and to introduce 'reading leaders' from older year groups to listen to younger children read.</p> <p>Continue to further develop our work on positive learning behaviours and extend this to Growth Mindsets – developing in children an empowering perspective on learning - focusing on improvement and see effort as a way to build their abilities.</p> <p>Work in collaboration with the Pyramid and Local Authority in delivering the Doncaster Reading Programme thus impacting on the reading culture in school and ultimately attainment outcomes.</p>	<p>Improved parental attendance at consultation meetings.</p> <p>Parents having more input into SEND support plans.</p> <p>Children having opportunities to read to their peers – implementation of 'Reading Leaders'</p> <p>Children who have a growth mind-set respond differently in challenging situations and do better in school over time.</p> <p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p>
<b>E.</b>	<p>Continue to refine the school's attendance procedures and work with outside agencies such as EWO/legal team to improve children's attendance in school thus impacting on outcomes.</p>	<p>PP children with poor attendance and punctuality show an improvement and progress improves as a result of this.</p> <p>Attendance for this group continues to be in line with other pupils but is at the school's target of 96%.</p> <p>Increased numbers of pupils taking part in the attendance reward visits at the end of the year.</p>
<b>F.</b>	<p>Improve the outcomes of children by providing access to extra-curricular activities which are externally provided; access to first-hand active learning through educational visits; giving opportunity to Years 5 and 6 to participate in the 5 day residential to Kingswood giving opportunity to Years 3 and 4 to participate in the 2 day local residential to Austerfield; giving opportunity participate in experiencing live theatre.</p> <p>Provide access to breakfast club &amp; 'wake-and-shake' activities leading to improved attendance.</p> <p>Providing access for Years 5 and 6 to attend a healthy eating club – Let's Get Cooking – to provide healthy recipes and cooking experiences – sharing these with parents and highlighting the need for healthy choices and widening food experiences.</p> <p>Work with the Wider Opportunities programme to enable children in Year 5 to play a musical instrument and perform as part of a group.</p>	<p>Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage.</p> <p>Children having a good start to the day – a satisfying breakfast and activities to get them energised for the day ahead so as to be fully engaged in learning.</p> <p>Children developing their musical and performance skills. Performing in the end of year celebration.</p> <p>Good participation in the after-school clubs on offer by Activ8.</p> <p>Year 5 perform as part of musical assembly at end of year</p>

5. Planned expenditure					
Academic year	2017/18				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact (to be detailed here Autumn term 2018)
<p>Support staff are well trained and able to deliver high quality support / interventions to children across the school.</p> <p>Children transferring from EYFS to Year 1 are able to make progress in the new curriculum and from Year 2 to Year 3 to maintain the progress in the new key stage.</p> <p>PP pupils making further progress to diminish the differences between themselves and their peers.</p>	<p>Continue to provide class-based support staff and provide training so they are able to deliver high quality interventions – both at-point-of-learning intervention/feedback and diminishing differences interventions.</p> <p>Pre-teach sessions accessible to all to enable children to access first-quality teaching</p> <p>Support staff undertaking Level 3 qualifications and being allocated study support time.</p>	<p>A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment. Year 1 27% , Year 2 40% , Year 3 48% , Year 4 50% , Year 5 54% Year 6 59%</p> <p>Early years group on entry have below expectations in reading / writing / oral language and generally poorly developed communication skills. This impacts on grammar, punctuation and spelling in subsequent years.</p> <p>Extra full time staffing is required to diminish differences and therefore has impact on attainment in subsequent years compared to non-PP</p>	<p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Lesson observations</li> <li>• Support staff appraisals</li> <li>• Drop-ins</li> <li>• Pupil Interview</li> <li>• Work scrutiny</li> <li>• Pupil Progress Meetings</li> </ul>	GR / SF	
<p>An improved reading culture within and across school impacting on increasing outcomes at KS2.</p> <p>Classrooms and school shows the value we place on reading.</p>	<p>Work in collaboration with the Trust to continue to deliver the Doncaster Reading Programme.</p> <p>Strategies within school to promote reading.</p>	<p>Some children do not read at home or complete home learning tasks in order to support their learning.</p> <p>Some of these issues may be a result of parents needing help on how to support their child effectively in their learning and development.</p> <p>Outcomes at Key Stage 2.</p> <p>Increased demands of the curriculum</p>	<p>English lead to attend subject leader networks</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Lesson observations</li> <li>• Drop-ins</li> <li>• Pupil Interview</li> <li>• Work scrutiny</li> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> </ul>	GR RMc □	
<p>Improvement in the richness in children's vocabulary both in</p>	<p>Children have enrichment opportunities that have a direct impact upon their vocabulary development,</p>	<p>Outcomes across school in terms of GPS.</p>	<p>Focus on oracy &amp; vocabulary</p> <p>Monitoring and evaluation through:</p>	RMc	

discussion and written work.	writing and reading as well as basic skills development.	Limited vocabulary in written and discussion work.	<ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Lesson observations</li> <li>• Drop-ins</li> <li>• Pupil Interview</li> <li>• Work scrutiny</li> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> </ul>		
Children are more motivated, more engaged in the classroom having a positive impact on children's learning, attainment and, more importantly, understanding of the learning process.	<p>Continue to further develop our work on positive learning behaviours and extend this to ReflectEd EEF funded project – developing in children an empowering perspective on learning - focusing on improvement and see effort as a way to build their abilities.</p> <p>Curriculum Review</p> <p>Staff Training</p> <p>In class resources</p>	<p>Lack of resilience and 'stickability' when facing challenges.</p> <p>Demand of the curriculum – mastery</p> <p>Children avoiding challenges and choose activities that they find easy.</p> <p>Children not realising they learn from mistakes – having a go and failing first time is a key point in the learning process.</p> <p>Review curriculum to include a local focus / local heritage that is relevant to our children.</p>	<p>Action research feedback from staff.</p> <p>Monitoring and evaluation through:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Drop-ins</li> <li>• Pupil Interview</li> <li>• Learning Walks</li> </ul> <p>Pupil voice Engagement</p>	<b>GR / SA / EEF</b>	
By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.	Effective PHSCE programme delivered by Learning Mentor	<p>Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.</p> <p>Low aspirations and self-esteem</p>	<p>PASS survey</p> <p>Pupil questionnaire</p>	<b>HM / SF</b>	
<b>Total budgeted cost</b>					<b>£45,000</b>



ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact (to be detailed here Autumn term 2018)
Targeted interventions resulting in rapid progress and the diminishing of differences between vulnerable group and their peers.  Improved progress for higher attaining pupils.	1stClass@Number  Working Memory  Read Write Inc. 1-1 Tutoring  Support staff 'catch –up' interventions in an afternoon.  Guided reading activities  In-class support for the higher attainers and support via Senior TA	A significant proportion of Pupil premium children have multiple vulnerabilities which can slow progress and prevent age related attainment.  Outcomes at end of Key Stage 2 for higher attaining disadvantaged pupils  Higher attainers need more challenge.	Impact of interventions  Short term targets and review  Monitoring of interventions by support staff & records kept  Monitoring and evaluation through: <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Lesson observations</li> <li>• Drop-ins</li> <li>• Pupil Interview</li> <li>• Work scrutiny</li> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> </ul>	SF  RMc  LN  GR  TC	
Increase in the reading outcomes.  Pupils enjoying reading experiences more.  Quality of discussion around reading improves.  Children's reading choices widen.	'Reading Leaders' deployed to read with younger, vulnerable children.  Senior TA to oversee  Training provided for Reading Leaders  Time given for this support – assembly time	Some children do not read at home.  Some children do not have access to books at home.	Monitoring and evaluation through: <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Pupil Interview: Reading Leaders &amp; vulnerable children receiving support</li> </ul>	RMc  TC	
Improvement in speaking and listening impacting on attainment, the gap between these children and rest of class narrowed.	Targeted speech & language sessions	Children identified as having speech and language problems – may be through internal assessments or work with external agencies eg Speech and Language Therapist	Analysis of outcomes	SS  Support Staff	

Improved Year 6 Reading outcomes	1 to 1 Tuition Year 6 delivered by qualified teachers using planned programme  Easter Revision Club	Disappointing outcomes KS2 2016  Early Y6 baseline shows several children just under age-related outcomes so booster sessions should secure.	Monitoring and evaluation through: <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Pupil Progress Meetings</li> <li>• Tracking</li> </ul>	RMc  Teaching Staff	
Improved Year 6 maths outcomes	1 to 1 Tuition Year 6 delivered by qualified teachers using planned programme  Easter Revision Club	Disappointing outcomes KS2 2016  Early Y6 baseline shows several children just under age-related outcomes so booster sessions should secure.	Monitoring and evaluation through: <ul style="list-style-type: none"> <li>• Analysis of outcomes</li> <li>• Pupil Progress Meetings</li> <li>• Tracking</li> </ul>	RMc  Teaching Staff	
Effective impact of the Schools Learning Mentor  For children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents and to ensure they make progress in their learning.  Develop the engagement with parents through work done via the Learning Mentor and Inclusion team, Early Help and school events.	Lunchtime Club – Drop In Access to Learning Mentor  Small group circle time  Social skills group  Rainbow group  Anger Management Techniques  Access to Learning Mentor – Individual counselling  PASS Survey  Roots of Empathy Year 4  Individual behaviour Programmes  Parent Support work	Some children with emotional and behavioural difficulties to receive targeted interventions / support to reduce emotional & behavioural incidents which can be barriers to their learning.  Some hard-to-reach parents do not fully engage with school and hence do not support children with home-learning or know how to support their child.	Pupils' well-being evidenced through PASS survey, pupil questionnaire, behaviour monitoring and drop-in session feedback	HM	
Effective impact of the Thrive practitioners	Work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.	Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness in school.	Training Network meetings Case studies Pupil outcomes Pupil voice		
<b>Total budgeted cost</b>					<b>£42,340</b>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact (to be detailed here Autumn term 2018)
<p>Improved Attendance</p> <p>School Achieves its target of 96%</p> <p>Pupil Premium achieve this target</p> <p>Improved punctuality</p> <p>Increased numbers taking part in the attendance reward visits.</p> <p>Reduction of PP persistent absences</p>	<p>Weekly Attendance Monitoring</p> <p>Immediate actions from the above for children falling below target</p> <p>Involvement of EWO</p> <p>Un-authorising of all holidays in term time (except exceptional circumstances)</p> <p>Informing parents monthly of attendance figures</p> <p>Rewarding good attendance</p>	<p>Attendance and punctuality of pupil premium children improved last year and are in line with national expectations.</p> <p>PP attendance 95% - compared to non-PP attendance 96.2%</p>	<p>Weekly Attendance Monitoring</p> <p>Working with EWO to improve practise and procedures</p> <p>End of year attendance data</p>	BF / SF	
<p>Children are occupied at lunchtime using provided equipment properly</p> <p>Well trained lunchtime supervisors / play leaders</p>	<p>Resources provided for children to play with at lunchtime</p> <p>Lunchtime supervisors leading &amp; teaching play / games activities</p>	<p>Children do not know how to play traditional games.</p> <p>Behaviour incidents are prevalent at lunchtime</p>	<p>Monitoring of behaviour referrals at lunchtime</p> <p>Feedback from lunchtime supervisors</p> <p>Feedback from children</p>	BF	
<p>Parents feel more engaged with school and the value it can give to their child.</p> <p>Parents are supported in how they can help their child at school and this is developed in a workshop style.</p>	<p>Workshop sessions focussing on the following topics:</p> <p>Read Write Inc</p> <p>Maths methods</p> <p>Listening to your child read</p>	<p>Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning. Some of these issues may be a result of parents needing help on</p>	<p>Attendance at sessions</p> <p>Feedback from parents attending the sessions</p>	<p>GR</p> <p>RMc</p> <p>RM</p> <p>LN</p>	

		how to support their child effectively in their learning and development. Limited home school learning support for this group means they access less enrichment experiences outside of school, this can limit progress specifically in reading and writing and maths.			
Parents supporting early reading activities at home	Children to take home Read Write Inc. reading books so they can work with parents.	Although most parents are supportive and clearly work well with the school, a minority show lack of understanding around the importance of home support which they can provide. This means some children do not read at home or complete home learning tasks in order to support their learning.	Increase in the number of children being supported at home	RM □	
Each child in Year 5 to learn a musical instrument, developing music appreciation, social skills creative skill, self-esteem and confidence	Wider Opportunities programme	School serves a community which reflects extreme social and economic challenges.  Paying for music tuition would place extra burden on family finances.	Quality teaching from qualified peripatetic teacher.	SA JL	
Access to affordable breakfast to start the day well-fed. Wake and shake activities to get the brain engaged and motivated Extended schools provision	Breakfast Club Subsidy / Wake & Shake	School serves a community which reflects extreme social and economic challenges.  Subsidising breakfast club would ease demands on family finances and support working families with child care.	Attendance at breakfast club is open to all.	BF TC	
Access to affordable after-school clubs that develop social, creative, sporting skills, as well as life skills  Extended schools provision	Arts and Craft Clubs Christmas Crafts Book Club Gardening Club After school child care Homework club Sports clubs	School serves a community which reflects extreme social and economic challenges.  Subsidising would ease demands on family finances and support working families with child care.	Attendance at after school clubs	BF	

<p>Children being able to access extra-curricular activities / experiences which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social aspects of their heritage.</p> <p>Parents are not put in a difficult financial position when children need to access extra-curricular activities which are externally provided.</p>	<p>All children have access to visits to enable them to access first-hand experiences.</p> <p>Subsidising all educational school visits.</p> <p>Subsidising the Year 5 and Year 6 residential</p> <p>Subsidising the visit to the pantomime to experience live theatre</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	<p>Monitoring of children accessing educational visits, residential and live theatre.</p>	<p>BF</p>	
<b>Total budgeted cost</b>					<b>£29,300</b>

## **6. Additional detail**

We will review our strategy for how we use the premium in July 2018, at the Pupil Premium Committee which will then report to the full Governing Body.

Information on how we spent last year's pupil premium money can be found on the website in the document School Improvement Plan – Pupil Premium Strategy Statement

Information on how we spent this year's pupil premium money and the impact will be published by the 1<sup>st</sup> November 2018 on the school's website.