



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Eligibility:	145 pupils eligible for the Pupil Premium Funding	Total Number of Pupils:	365
Funding per child:	£1,320 per child	Percentage of Pupil Premium:	39.73%
Total funding received:	£191,400		

Success criteria

The % of Pupil Premium and non- pupil premium pupils achieving national expectations increases in every year group.
The gap between pupil premium children and non- pupil premium is less than 12% in reading, writing and maths

All pupils

This is provisional data for 2016/2017. It is not published data and it is subject to change.

Progress in reading, writing and maths

[▶ Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
School progress score	-0.54	+1.48	+0.46
Confidence interval [?]	-2.00 to +0.92	+0.07 to +2.90	-0.86 to +1.77
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)		●	
Average (about 60% of schools in England)	●		●
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	70	70	70

Pupil premium

Key stage 2 disadvantaged

This is provisional data for 2016/2017. It is not published data and it is subject to change.

Average progress for disadvantaged pupils in reading, writing and maths

[▶ Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	-0.53	+1.44	+0.50
Confidence interval [?]	-2.57 to +1.50	-0.54 to +3.41	-1.33 to +2.34
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	36	36	36

Disadvantaged pupil progress in line with all pupils in school progress.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Average progress in reading by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	15	6	45	23	10	7
Score	-0.76	-2.36	-0.89	-0.35	1.38	0.43
National average ?	0.00	0.47	0.00	0.34	0.00	0.28
Difference ?	-0.76	-2.83	-0.89	-0.69	1.38	0.15
Confidence interval ?	-3.91 to +2.39	-7.34 to +2.62	-2.71 to +0.93	-2.89 to +2.20	-2.48 to +5.24	-4.18 to +5.04

Average progress in writing by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	15	6	45	23	10	7
Score	2.56	3.21	1.29	1.11	0.73	0.99
National average ?	0.00	0.47	0.00	0.17	0.00	0.13
Difference ?	2.56	2.74	1.29	0.95	0.73	0.86
Confidence interval ?	-0.50 to +5.62	-1.63 to +8.04	-0.48 to +3.06	-1.36 to +3.58	-3.02 to +4.48	-3.49 to +5.47

Average progress in maths by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	15	6	45	23	10	7
Score	3.04	0.54	-0.65	0.11	1.55	1.78
National average ?	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	3.04	-0.04	-0.65	-0.20	1.55	1.58
Confidence interval ?	+0.19 to +5.88	-3.96 to +5.04	-2.29 to +0.99	-2.19 to +2.40	-1.94 to +5.03	-2.39 to +5.94



Pupil Premium Action Plan 2016-17 evaluation Summer 2017

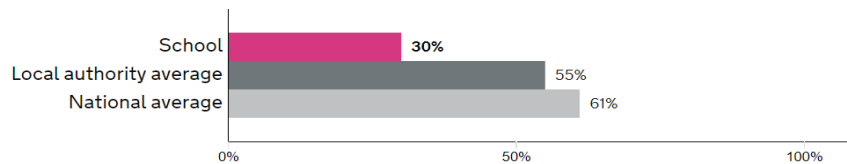


ALL PUPILS- ATTAINMENT

Reading, writing and maths combined

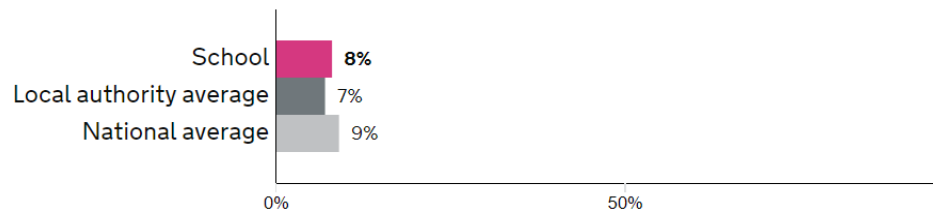
Percentage of pupils achieving the expected standard ?

Number of pupils = 90



Percentage of pupils achieving the higher standard ?

Number of pupils = 90

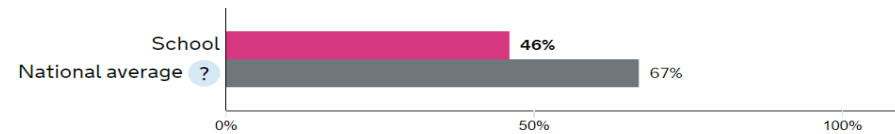


DISADVANTAGED

Reading, writing and maths combined

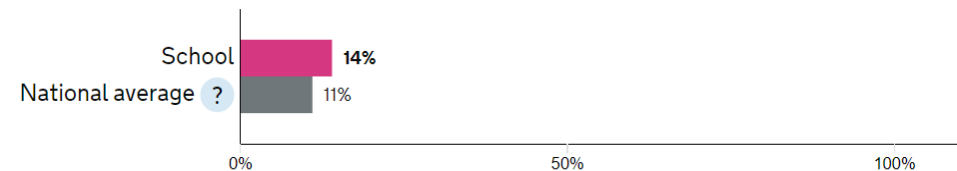
Percentage of disadvantaged pupils achieving the expected standard

Number of disadvantaged pupils = 37



Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 37



- The % of disadvantaged pupils attaining combined R/W/M whilst below the national figure is higher than all pupils in the school.
- The % of disadvantaged pupils attaining combined R/W/M at the higher standard - ie higher attaining pupils - is higher than the national average for disadvantaged pupils.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Prior attainment of pupils achieving the expected standard

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	15	6	45	23	10	7
Score	0	0	36	39	100	100
National average ?	7	8	55	59	95	95
Difference ?	-7	-8	-20	-20	5	5

Prior attainment of pupils achieving the higher standard

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	15	6	45	23	10	7
Score	0	0	7	9	40	43
National average ?	0	0	1	2	26	28
Difference ?	0	0	5	7	14	15

- The number of disadvantaged previous high attainers achieving the national standard is in line with the national average.
- The number of disadvantaged previous middle attainers now attaining the higher standard is at least in line with the national.
- The number of disadvantaged previous higher attainers still attaining at the higher standard is at least in line with the national.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017

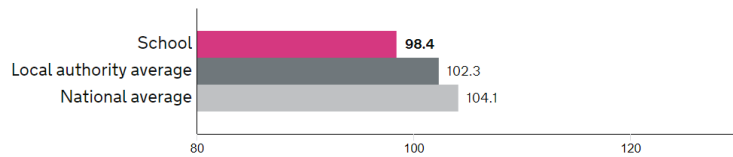


ALL PUPILS

Average scaled score in:

Reading ?

Number of pupils = 90

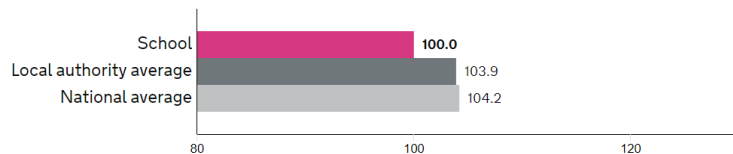


[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

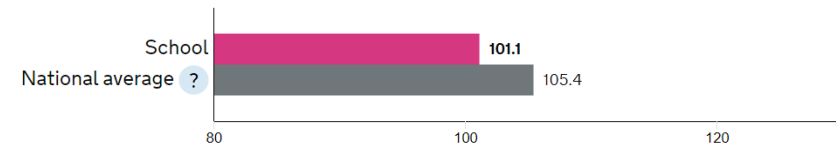
Number of pupils = 90



DISADVANTAGED

Reading

Number of disadvantaged pupils = 37

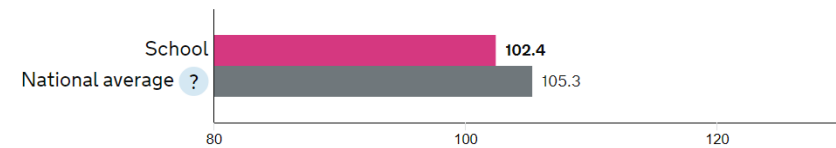


[Explore data in detail](#)

[View pupil breakdown](#)

Maths

Number of disadvantaged pupils = 37



- The averaged scale score for disadvantaged pupils is higher than for all pupils in the school although below the national.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



	Sutton Trust Research Identifies the following as effective means of raising attainment and have been incorporated into this plan: Feedback 8m+, Meta cognition and self- regulation (learning to learn) 8m+, Reading comprehension +5, Small group and one to one tuition4/5+, reducing class size +4 (but we use this to enable more feedback, more often to individuals), Extending the school day and summer schools +2m	
	Action	
1	Reduce class sizes by ensuring 4 classes per year group in Year 5 and Year 6 to keep class size under 25.	<ul style="list-style-type: none"> • Teachers are able to give targeted support and feedback in class more regularly (lesson observation/learning walk/informal drop in evidences this) • See SOAP data. Smaller class sizes has enabled much more targeted support for individual pupils to enable them to 'catch up' and accelerated their progress.
2	Additional teacher working in Year 5 focusing on Closing the Gap specific work.	<ul style="list-style-type: none"> • Reading 20 targeted pupils. 11 better than expected progress, 3 expected progress, 6 less than expected. Writing 31 targeted pupils. 12 better than expected progress, 14 expected progress, 5 less than expected progress. Maths 25 targeted pupils. 14 better than expected progress, 6 expected progress, 5 less than expected.
3	Class based L2 TA in each class in Year 3 and Year 4 to support learning of pupils as class sizes 30-32 pupils (3 classes per year)	<ul style="list-style-type: none"> • Year group data shows a positive increase in the % of pupils on track for attainment and progress. • More opportunity for individual pupil support • See SOAP data



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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Action	
<p>4 1:1 teaching set up in Year 5 for all PP pupils who are behind ARE with a focus on reading comprehension, writing and maths. L3 TAs (weekly 1 hour). 17 pupils Class teacher to provide learning focus weekly (30 mins planning time per pupil)</p> <p>Teaching Assistants are well trained to support learning in school. Weekly training sessions (1 hour- Mondays)</p> <p>Teaching Assistants are deployed to carryout 1:1 reading and small group work. (Reading coaching)</p> <p>L3 TAs provide small group/ individual closing the gap support.</p> <ul style="list-style-type: none"> • Year 6 28 hours weekly • Year 5 18 hours 1-1 weekly (see above) • Year 4 Maths 5 hours • Year 3 Maths 5 hours weekly • Year 3 catch up Phonics 6 hours weekly 	<ul style="list-style-type: none"> • All pupils have made progress. Reading: 4 pupils expected progress, 5 pupils better than expected progress. Writing: 2 pupils expected progress, 6 pupils better than expected progress. Maths: 5 expected progress, 4 better than expected. Work scrutiny conducted of pupils making below expected indicates that they have made noticeable progress across the year. • Weekly sessions have enabled TAs to feel more confident in their roles. <i>The training has supported the TAs in delivering high quality individual and small group intervention.</i> The assessment data for this indicates that whilst some children have made accelerated progress, the majority have not. There are several factors that have impacted on this: <ul style="list-style-type: none"> • The coaching in the majority of cases takes place first thing in the morning -several of these children are regularly late for school. • Staff have not been able too regularly enough take the sessions due to being assigned to other duties -eg cover of absent colleagues for 1-1 pupils. • 1-1 y5 information – see below. • Y6 closing the gap work -increased numbers evident in pupil scores over time. • TA time has been reallocated to y6 since Jan '



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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	Action	
5	All staff should have training on the Ofsted criteria for Good and Outstanding teaching and this should be reflected in the Lesson Observation proforma	<ul style="list-style-type: none"> • The Ofsted criteria has been shared with staff as has the DSAT lesson observation proforma. • All observed teaching in school has been good this academic year. This has been externally verified. • This has been the focus of most weekly staff CPD. • Additional external training is in place to support this including: <ul style="list-style-type: none"> ➢ Visible learning project -all y5/6 teachers ➢ Extra-ordinary teacher course -2 teachers
6	<p>Frequent monitoring of PP progress in order to intervene immediately where there is underachievement.</p> <p>The Education Endowment Foundation's research evidence needs to be known and understood by all staff:</p> <ul style="list-style-type: none"> • knowing what the PP gap is • what the target is for reducing it • full understanding of the phrase 'Closing the Gap' • <p>Ensure all teachers have PP pupils highlighted in their pupil groups folder Ensure all class teachers complete the actions on the class PP monitoring sheet half termly</p>	<ul style="list-style-type: none"> • Pupil premium pupils are highlighted in all data collection sets so that evaluation of progress is clear • All staff are expected to identify specific actions taken for pp pupils in their class -appraisal target 2016/17 for all teachers • Shared with staff at the beginning of the year. Revisited Summer '17 staff meeting. • All teachers have grids.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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	<p>Action</p>	
<p>7</p>	<p>Residential for year 6 and Year 4.</p> <p>Termly heavily subsidised trip for all pupils throughout the year</p> <p>Sporting Events through City Schools Partnership and DSAT.</p> <p>HA group, resources and visits</p> <ul style="list-style-type: none"> • Reading groups weekly Y4 and Y5 • Termly visit-HA group focused • Square Mile project linked activities <ul style="list-style-type: none"> • DSAT events –Saturday Maths <p>Mujgan Cuddihy:</p> <ul style="list-style-type: none"> • 1.5 days weekly - Closing the Gap support Y6. • 0.5 days HA Maths Y4/Y5- Challenging the more able <p>L2 TA listening to children read before the start of the school day – ‘Finding 15 Minutes’ initiative. School open from 8.15am to allow early reading</p>	<ul style="list-style-type: none"> • Kingswood October '16. 52 year 6 pupils total -20 pp pupils full cost met. (£100 per pupil). All pp pupils were encouraged to attend. Space Centre May '17 Year 4 • Appendix A -trip map for 2016/17 <ul style="list-style-type: none"> • 100 pupils have currently taken part in sporting events this academic year 34 pupils are pupil premium. (more targeting of pp pupils needed) • Year 5 reading group has continued -27 pupils. Twice weekly group reading. Also participation as a group in Leicester Comedy Festival -Loving Laughter project. Feb '17. (year 3 pp HA reading group started Summer term 2017). <ul style="list-style-type: none"> • Attended with 25 y4 HA pp pupils Nov '16. The feedback from the day was overwhelmingly positive. The children were able to interact with pupils from different schools, develop their Maths, social skills and confidence. • Autumn term weekly year 6 Maths group (potential HA) -18 pupils -using NCETM materials -open ended investigations as well as gap filling. 16/18 pupils on track for attainment measure 15/18 on track-progress (3 pupils high prior attainment may not be reached) • Autumn '16 y5 HA targeted challenge group fortnightly. 13 within ARE/10 beginning + • Autumn '16 y4 HA targeted challenge group fortnightly. 16 within ARE/ 5 beginning + <ul style="list-style-type: none"> • 30 pupils currently attending <ul style="list-style-type: none"> • 94 pupils currently attend homework club. 20 of these pupils are pp. 3 LAC children attend •



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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	Action	
	<p>Homework club – 4 days a week. 1 hour. 2 x L2 TA. Pupils supported with their homework</p> <p>Sports coach/TAs to staff extra-curricular activities- 4 days a week after school.</p>	<ul style="list-style-type: none"> 138 pupils have currently taken part in sporting after school clubs this academic year 40 pupils are pupil premium.
8	Governors to monitor the impact of PP funding on achievement and personal development.	<ul style="list-style-type: none"> Governors to conduct pupil interviews and evaluation in Summer term '17 See Appendix C
9	<p>School to produce data which identifies the impact on the attendance and behaviour of PP pupils.</p> <p>Receive monthly attendance monitoring reports on PP pupils from Parent Link worker</p> <p>Analyse Behaviour log and identify non and PP pupils separately</p>	<ul style="list-style-type: none"> See Appendix B See Appendix B
10	PP achievement forms part of the appraisal objectives across the entire staff	<ul style="list-style-type: none"> In place for all staff.



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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	Action	
11	<p>The school will produce easily accessible data relating to PP pupils illustrating the following:</p> <ul style="list-style-type: none"> • Improvement in achievement against PP National Average • Improvement against non-PP pupils within school and nationally. 	<ul style="list-style-type: none"> • Whole school data booklet • Class lists of pp pupils • PP action plan
12	<p>Parent link worker actions:</p> <ul style="list-style-type: none"> • Family learning – English • Leicester College English course for ESOL • Transition support for Y6 parents • Family reading (weekly) • Reading course for parents • Curriculum events for parents • Parent forums – termly • Parents evenings / Parent View Questionnaires • Home Visits • Signposting to additional services 	<ul style="list-style-type: none"> • Family learning – First Aid Course (6 parents) • Transition support for Y6 parents • Family reading (weekly) • Maths workshop Y3 & Y4 for parents (45 parents) • Spelling workshop Y3 & Y4 for parents (12 parents) • EAL Reading group (15 parents) • EAL English (18 parents) • Kingswood taster for parents (46 parents) • Y6 SATs events for parents (47 parents) • Organise Parent attendance to Class Assembly's • Parents Internet Safety Talks (58 parents) • School Nurse Clinic (12 Parents) • SEN Clinic Joint meetings • Parents evenings / Parent View Questionnaires (253 completed) • Parents evenings Police stand • Macmillan Coffee Morning (£362.43 raised) • Children In Need (£614 raised) • Comic Relief (£532 raised) • Home Visits (8 parents) • Signposting to additional services – Early Help Referrals / School Nurse Referrals



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



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	Action	
		<ul style="list-style-type: none"> • Attended Core Groups • Attended Case Conferences • Attended Panel Meetings • Organised parent's paperwork for Forest Schools • Organised parent's paperwork for Anxiety Project • Debt Collection from Parents <p>Organising Bullying Clinic</p>
13	<p>Pastoral Support Officer (PSO) providing emotional and behavioural support to 2 x LAC children plus usual caseload.</p> <p>PSO to provide targeted sessions in all year groups during the year.</p> <p>Circle time, therapy sessions etc.</p>	<ul style="list-style-type: none"> • LAC children number has increased to 5 pupils – all requiring a level of support and counselling. • See Appendix B



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Appendix A - Educational Visit Timetable 2016-17

Term	Year 3			Year 4			Year 5			Year 6		
	Subject	Experience	Provider	Subject	Experience	Provider	Subject	Experience	Provider	Subject	Experience	Provider
Autumn	Topic	Young Archaeologists Workshop	The Specialists	Topic	Egyptians 'The Curse of the Mummy' Play	Hobgoblin Theatre Company £500	Enrichment	Pete's Dragon	Vue Cinema £340	Enrichment	Residential	Kingswood (additional charges apply) £5322
	English	Twits	The Curve £1270	English	George's Marvellous Medicine	The New Alexandra Theatre - Birmingham £1780	Topic	Viking Workshop	Past Productions £525	Geography		Local Area Walk
										Enrichment	Aspirations	Leicester Uni
	Whole School Pantomime performed by West End in Schools - £869											
Spring	Geog / Hist	Local Landmarks	Leicester City, Cathedral & Newarke Houses Museum £100	Music	Orchestra Unwrapped	De Montfort Hall					Transition to adolescence	Warning Zone £1030
	Enrichment	Big Hero 6	Vue Cinema £200	English	Author Visit	Leicester Tigers No Cost				RE	Humanism & Christianity	St. Mary's Church



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



				Topic	Saxon Workshop	Portals to the Past						
	Life Education Mobile (6th – 10th March), Whole School - £1274											
	Science Assembly from Science Boffins											
Summer	Topic	Plant Life / Living Things	Botanic Gardens	Geography	The Peak District	Dovedale	Topic	Mayan Workshop	Past Productions	Geography	Map reading & Hills	Beacon Hill
	Topic	Romans	Jewry Wall & Hobgoblins workshop	Topic	Space – Sleepover	National Space Centre £1470	Science	Life Cycles: Plants & Animals	Botanic Gardens £447 (plus bus)	Topic / Enrichment	London	Tower of London
	Enrichment	Fun	Twinlakes	Enrichment	Fun	White Post Farm	RE	Islam	Mosque Visit			
								Topic / Enrichment	London	Tower of London		



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Appendix B. Pastoral support actions 2016/17

❖ LAC children number has increased to 5 pupils – all requiring a level of support and counselling.
❖ 15 Meet and greet – (13 x PP) Of which 9 Daily - (9 x PP)
❖ 17 Behaviour targets or lunch time arrangements - (9 x PP)
❖ 7 Drawing and Talking Therapy – split over 2 weeks (6 x PP) ❖ 3 Drawing and Talking Therapy - (3 x PP) as and when needed
❖ 8 counselling or 1-1 (6 x PP)
❖ 3 Body language/attitude (1 x PP)
❖ 3 Maslow's (3 x PP)
❖ 2 Working together
❖ 4 Take Note
❖ 6 Friendship group (5 x PP)
❖ 6 Social interaction (4 x PP)
❖ 2 Working with parent/child (1 x PP)
❖ How's it been ❖ 16 yr 3 (6 x PP) ❖ 16 yr 4 (10 x PP) ❖ 14 yr 5 (8 x PP)



Pupil Premium Action Plan 2016-17 evaluation Summer 2017

❖ 10 yr 6 (9 x PP)
❖ Yr 6 classroom support in addition: ❖ 8 focus children (6 x PP)
❖ Additional homework support ❖ 8 children (6 x PP)
❖ Yr 4 understanding Anger groups

148 target children of which 105 are pupil premium children

Some of these children are part of more than one of the interventions

NB in addition, we see specific groups of children for support during lunch times for behaviour, friendship issues or anxiety



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Appendix C -Governor visit report

	Name of Governor	Lesley Butcher
	Governor Responsibility	Pupil Premium
	Staff seen during visit	N/A
	Focus of Visit (SDP priority)	Pupil surveys
	Date of Visit	22/06/17
Preparation/background to visit (e.g. reading policy, discussion with Head, etc):		
Several report formats forwarded from other schools by AC, I then compiled one for Merrydale, subsequently approved by CM and AC. 12 pupils were seen, 3 from each year group.		
Information gathered during visit linked to the school development plan/area action plan:		
See results overleaf		
Things I liked:		
<ul style="list-style-type: none"> • Pupils very friendly and able to articulate reasons for their responses; • 100% responded that they felt happy and cared for in school; 		
Things I need clarified:		
<ul style="list-style-type: none"> • What more can be done to encourage PP children to attend after school clubs. 		
Any identified area/s for Governor training:		
N/A		



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Date for next visit: Autumn 2017

Any other information:

With reference to the questionnaire:

SECTION 1

- Q4 Like learning/range of activities – responses seemed to depend on child's confidence in the subject.
- Clubs is an issue with 92% not attending any and not interested in doing so. Explanations ranged from not interested in what on offer, attend a club outside school, wanting to go home to watch TV or parents not able to afford cost even though clubs subsidised.

SECTION 2

- A couple felt it was sometimes helpful to work on a 1:1 with an adult but they didn't really like being singled out.
- In the questions about working with children as clever/ cleverer/not as clever, reasons included working with those cleverer meant they were helped more but also, they were challenged. The less confident felt if they worked with less able than themselves they could help them.
- Learning partners was very popular and the majority liked the fact that they are changed weekly.

SECTION 3

- Helping younger children with their learning was a popular activity with the majority.

SECTION 4

- Only one girl said she panicked badly over tests and found SATs very stressful;

Signed (Governor) Signed (Headteacher)



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



PUPIL PREMIUM MONITORING – JUNE 2017

Pupil Survey

	Yes	Sometimes	No
I feel happy and looked after at school;	100%		
Teaching is good and I learn a lot in lessons;	92%	8%	
I am getting better at my work because adults explain to me how to improve;	83%	17%	
I like learning and there are a good range of activities which I enjoy;	42%	58%	
I can ask an adult a question or problem and they will listen and help me;	75%	25%	
Behaviour is good in my school and I understand how to sort out problems with my friends;	75%	25%	
Do you attend any clubs? Which?		8%	92%

ATTITUDES AND TECHNIQUES – What helps you learn best?

Working in a small group with an adult?	67%
Having extra 1:1 help from an adult?	50%
Having lessons with children just as clever as me?	58%
Having lessons with children cleverer than me?	50%
Having lessons with children not as clever as me?	25%
Working with a learning partner?	83%

ATTITUDES AND TECHNIQUES – What helps you learn best outside lessons?

Doing homework?	75%
Going on school trips?	92%
Attending after school clubs?	25%



Pupil Premium Action Plan 2016-17 evaluation Summer 2017



Doing extra work at lunch times?	42%
Having extra help from children older than me?	50%

FEELINGS ABOUT LESSONS AND ACTIVITIES

	Good	Bad	Neither good nor bad	Don't know
Tests / Assessments	33%	17%	50%	
School trips	92%			8%
Practical lessons – pottery, cooking, IT	83%		17%	
Sports	75%		25%	
Arts – art, dance, drama	92%	8%		
Maths, English, Science	75%		17%	8%
Topic – History, Geography, R.E	75%		25%	