

Roebuck Academy - Pupil Premium Strategy Statement 2017 -18



1. Summary information					
School	Roebuck Academy				
Academic Year	2017-2018	Total PP budget	£84,480	Date of most recent PP Review	N/A
Total number of pupils (Current at time of working)	321	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2018

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standards or above in reading, writing and maths	36%	75%
% making expected progress in Reading	47%	81%
% making expected progress in Writing	86%	88%
% making expected progress in Maths	57%	81%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by pupils entitled to PPG in the context of our school. We have identified the following as key issues for our pupils:

In-school barriers *(issues to be addressed in school)*

A.	Many of our children eligible for PP have additional vulnerabilities within learning: SEN. Very low starting points.
B.	<p>Assessment on entry to the foundation stage evidences that many pupils have poorly developed communication skills, some with very little English and many with poor personal, social and emotional development. We also have a growing proportion of children with poor development of speech and language delays and impairments. Attainment on entry is substantially below developmental milestones for almost half of all pupils. The 2016 baseline to nursery showed 46% of pupils entering below or significantly below age related expectations in all areas combined.</p> <p>Poor language skills on entry to the school, and in subsequent years, (particularly the understanding of vocabulary in reading, and lack of wider reading), limits progress which can slow reading progress overall. With many pupils we would like them to develop a love of reading as this is something which is not widely encouraged in all PP families.</p>

C.	Some of our pupils have low levels of resilience emotionally and in relation to learning activities, this can impact on attitude to learning and lack of aspiration / self-belief
External barriers (<i>issues which also require action outside school</i>)	
A.	Complex family situations for many of our children who are entitled to PPG. Parental support and engagement for this group of children, due to own needs can have a negative impact – we do as much as we can with the Inclusion team as well as external agencies to support and help families to the best of our ability. In-school barrier E is an area we are consistently working on to rectify family by family because each family has their own unique circumstances and needs. This support ranges from help establishing and sticking to routines, housing support, seeking financial support, help with teenage siblings, diet support, safer internet/ mobile phone use or homework support- all of which we do because we know it will improve family life and therefore pupils' access to a good education.
C	Attendance rates for pupils eligible for the Pupil Premium including persistent absentees– this reduces their school hours and can cause them to fall behind on average.
E	Low aspirations of many of our families entitled to the PPG

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Quality First Teaching and high expectations for all PPG pupils, including rapid intervention as well as additional tuition for Y6	By July 2018 PP pupils across the school compared to Non PP– gap will be smaller than at this stage in 2017
B.	Improve opportunities for supported reading for children entitled to PPG – that progress for this group of learners matches the fluency and progress for that of their peers	By July 2018 PP pupils across the school make rapid progress so the large majority meet at least age related expectation. Pupils eligible for PP without SEND will score as highly in school based and SATs assessment as non PP pupils.
C.	PPG pupils progress in phonics improves in line with Non-PPG pupils end of year 1 and end of year 2	By July 2018 PP pupils in Year 1 make rapid progress to ensure that they pass the phonics screening – so that the in-school percentage of children with PP matches those of national and local percentages achieved.
D.	Improve the rate of attainment at KS1 and 2 in Reading and Writing	By July 2018 that the gap between PP and Non-PP closes in both Key Stages for both Reading and Writing
E.	Improved learning behaviours and increased aspiration will support pupil progress in all areas of the curriculum	The large majority of pupils will achieve at least their Good Learner badge. An increased number of parents feel more able to support their children with learning at home and are motivated for their children to do well in reading, writing and maths.
F.	Increase attendance rates for pupils eligible for PP across the school	The difference between the attendance of PPs/non PPs narrows.

G.	To provide targeted social, emotional and mental health support to those pupils entitled to PPG and their families	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase and evidence will be noted in increased confidence and contributions in classrooms, pupil and parental feedback
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4. Planned expenditure

Academic year	2017-2018
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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	When will you review implementation?
Quality First Teaching and high expectations for all PPG pupils, including additional tuition for Y6.	<p>Whole school CPD linked to Quality First teaching and Growth Mind set approach, to creating a whole school vision of high expectations for all. Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency and continuity across the school.</p> <p>Two teachers per class for Year Six</p> <p>DHT out of class to support teaching and learning across the school to move teaching from Good to Outstanding</p>	<p>EEF Evidence suggests Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p> <p>EEF evidence demonstrates that reducing class size appears to result in around 3 months + of additional progress.</p>	<p>Monitoring schedule in place to ensure both high standards and Expectations as well as a high level of consistency across the school.</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Assessment data</p> <p>Linked to staff appraisal</p>	DHT – to improve QFT throughout the school – leading on Teaching and learning	<p>On a half termly basis</p> <p>Approx cost £2000 Growth Mindset</p> <p>Approx Cost £ 20,000 small class size Year 6</p> <p>Approx cost £25,000 additional teacher to support QFT</p>

<p>All classes across the school achieve expected progress by the end of the year with 20% and above achieving above ARE</p>	<p>To set aspirational targets for all year groups across the school including those pupils achieving at the expected level of attainment as well as setting targets for those achieving Above ARE</p> <p>Pupil Progress meetings every half term – attended by PPG leader / SEN/ HT and DHT – leader for Teaching and Learning - to reviews targets and progress made</p>	<p>Evidence shows that the most successful schools set aspirational targets for all pupils.</p> <p>As a school we need to set targets that are based on achieving ARE as well as above ARE. We also need to set targets that are based on children making good / expected progress as well as outstanding / more than expected progress.</p>	<p>Target setting meetings</p> <p>Half termly pupil progress meetings</p> <p>Assessment data meetings</p> <p>Staff meetings</p> <p>Linked to staff appraisal</p>	<p>All staff members</p>	<p>Half termly</p> <p>Approx cost £ 4000</p>
<p>Improved progress and attainment for all groups of children via improved feedback, in class intervention</p>	<p>Additional TAs in Year Groups to support writing, maths and language development</p> <p>Improved progress and attainment for all groups of children via improved feedback, in class intervention</p> <p>Additional teacher within year six to enable smaller groups and targeted teaching for Maths, particularly for the more able and those at risk of not achieving the Expected Standard.</p>	<p>The provision of additional adults serves to support a more personalised learning approach whereby individual learning challenges can be more easily identified, addressed and resolved.</p> <p>Professional reflection between staff involved with a class serves to give a wider view of how / where learning is happening in the class and provides access for pupils to alternative expertise</p> <p>Pupils are more able to access additional support or resources as they encounter challenges in their learning when there is additional adult support</p>	<p>Observations</p> <p>Work scrutiny</p> <p>Assessment data</p> <p>Increased proportion in each key stage attaining Age related expectations</p>	<p>All members of the SLT</p> <p>Class teachers</p> <p>TAs</p>	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p> <p>Approx cost £41,500</p>

<p>Improve the rate of attainment at Key Stage 1 and 2 in Writing</p>	<p>Re-establish and re-launch the teaching sequence for writing</p> <p>3 x CPD days with Literacy consultant with targeted support</p> <p>2 teachers Year 6</p> <p>Increased proportion of CPD on improving writing outcomes</p> <p>Moderation clusters every term</p> <p>Teacher targeting pupils 1:1 with Immediate feedback and improvement suggestions provided</p> <p>Writing intervention with PPG leader for all pupils at risk of not making expected progress.</p>	<p>EEF Evidence indicates that reducing class size can results in additional 3 months progress and more for all children.</p> <p>Teaching sequence for writing will support the engagement of boys especially with the re-introduction of Talk for writing, Speaking and listening activities as well as Drama.</p> <p>Every Body Writes Days will again support reluctant writers to become engaged and hooked into writing.</p> <p>Target intervention is proven to help make pupil progress</p>	<p>Moderation of writing- half termly</p> <p>Book scrutiny for PPG children By PPG leader with targeted support and feedback which will support children moving onto the next step in learning.</p> <p>Data analysis and support given to Teachers/Intervention partner</p> <p>Book looks</p> <p>Lesson observations</p> <p>Learning walks</p>	<p>Literacy leads</p> <p>PP leader</p> <p>HT/DHT</p>	<p>Half termly basis</p> <p>Approx costs £3000 CPD</p> <p>£2000 for workshops to support Every Body Writes Days</p>
Total budgeted cost					£147,000

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	When will you review implementation?
Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.	Targeted support from a Communication and Language Assistant through targeted interventions and support during child initiated learning.	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress in a year. Barriers to learning will be minimised There will be increased confidence and ability will improve to apply skills across the curriculum	CL data WellComm Screening Analysis Pupil progress meetings Case studies	EYs Leader	Termly Approx 9,000
Disadvantaged pupils' progress in phonics improves in line with non-disadvantaged pupils' end of year 1 and end of year 2 measured through termly tracking and assessment PP children's reading improves in line with non PP pupils. Reading progress for pupils in Year 1 and 2 will accelerate Reading results will improve in years 1 and 2 because the strategy is working.	Children to receive additional phonics teaching sessions with an additional teacher / TA input. Continue to track Reading progress every half term. Arrange a mock phonics test in December 17 and February 18. Analysis of phonics data Daily phonics teaching in small groups across KS1 Phonics small group interventions for targeted pupils Y1 and 2 teachers to attend new phonics training programme with HGFL	We know that daily additional phonics teaching impacts upon pupils' reading with teachers scrupulously following Letters and Sounds.	Pupil progress meetings will review intervention and progress made. Phonics screening data Learning walks will evidence more reading and phonics sessions are being delivered. The children will be able to read more fluently and with good understanding about the text, able to talk about the book they are reading more. Regular screening of phonics progress – half termly	DHT Clare Elson KS1 Megan Thomas PP lead and Lit lead	December 2017-reading, February 2018-phonics April 2018 July 2018 Approx cost £8500

	TA Training Early identification of pupils needing support.				
Disadvantaged pupils' progress in reading improves in line with non disadvantaged pupils' end of year 1 and end of year 2 measured through termly tracking and assessment PP children's reading improves in line with Non-PP pupils.	We shall implement Daily Supported reading in Year 1 in January 2018 and then roll this out as an intervention with Year 2, Year 3 as well as in Reception classes in the summer term. This is a specific scheme of work and intervention that ensures small groups of children received daily supported reading with an adult. All teaching staff across the school will received DSR training to ensure that there is consistency and continuity in approach.	The Daily Supported Reading Programme is a classroom programme that helps to move all children on in their reading. It is delivered initially to Year 1, then introduced into Reception and then for lowest attaining children in Year 2 for maximum impact across the school. It helps children make accelerated progress by working with trained adults in small groups matched to their independent reading levels. This method has a proven track record of success in raising school reading standards as KS1.	-DSR Leader will conduct lesson observations -Inclusion leader will conduct lesson observations -SLT conduct lesson observations -Targets related to Appraisal focused on progress of pupils using DSR Continual review and assessment of provision by DSR lead/HT and Literacy leader/s	Literacy lead DSR leader Year one teaching staff HT	On a termly basis through reading assessment data Children's progress will be reviewed every week Approx cost £6000 for scheme and training £2000 for additional training £20,000 use of adults across the
Accelerated progress of pupils receiving speech and language therapy input. Children discharged from SALT	Speech and Language Teaching Assistant ELKAN Training Small group intervention in place to support 1: 1 support / intervention with Speech and language Teaching Assistant	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress in a year. Barriers to learning will be minimised There will be increased confidence and ability will improve to apply skills across the curriculum	-Inclusion leader will conduct lesson observations -Inclusion leader will analyse and scrutinise data and ensure that children are making good progress against personalised targets set.	Inclusion Leader DHT/ HT	Monitoring of assessment data term by term Approx cost: £16,000

<p>Children make accelerated progress in mathematics Gap closes in maths data between children entitled to PP and Non-PP Maths results improved EOY for each year group as well as End of Key Stage</p>	<p>Purchase Mathletics on-line learning programme to support arithmetic in mathematics – children will complete activities and challenges in school as well as at home</p> <p>Mathletics club targeted</p>	<p>EEF toolkit: evidence indicates that when homework is used as a short and focused intervention it can be effective in improving students’ attainment if homework is more routinely set.</p>	<p>Maths Subject leader will monitor and evaluate up-take of Mathletics on a half-termly basis across KS2</p> <p>Maths Subject leader will monitor homework provision and completion</p>	<p>Maths lead</p>	<p>Monitoring on a half termly basis</p> <p>Approx cost £1800 for Mathletics</p> <p>£2000 for Maths Subject leader time</p>
<p>Pupils will be making accelerated progress</p> <p>Pupils will be well-prepared for their SATs tests in May and beyond for Secondary school</p> <p>Gap between PP and Non-PP will reduce</p>	<p>Booster classes for pupils in Year 6 and Year 2 before and after school</p>	<p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress.</p>	<p>Analyse assessment data – children will be making more than expected progress.</p>	<p>Year 6 team DHT PPG lead</p>	<p>Half Termly basis</p> <p>Approx cost £9000</p>

<p>Disadvantages pupil's progress in language and early reading school matches those of pupils whom are not classed as disadvantaged.</p>	<p>Read it 2 intervention with pupils in Nursery class</p> <p>1:1 reading and oral communication intervention programme</p>	<p>The EEF highlights the benefit of early years and oral language interventions. This intervention has been used to target low levels of language skills and poor communication. Evidence shows significant gains of 5 months + across a year.</p>	<p>This will be tracked on a termly basis through the EYFS profile.</p>	<p>EYFS leader</p> <p>Nursery class teacher</p> <p>DHT/ HT</p>	<p>Termly basis</p> <p>Approx cost £10,000</p> <p>5 staff members x 39 weeks per year approx 1.5 hours per week</p>
<p>Disadvantaged pupils' progress in reading improves in line with non disadvantaged pupils'</p>	<p>We shall implement effective assessment tools in reading across KS1 and KS2 to ensure that children's progress in reading can be tracked and monitored effectively.</p> <p>We shall do so through the use of PM Benchmarking and the Salford Reading test.</p>	<p>As a school we will implement effective assessment systems and procedures that will facilitate and enable a robust end of term/half termly assessment to be made of every child in reading.</p>	<p>End of year 1 and end of year 2 measured through termly tracking and assessment</p>	<p>Literacy lead</p> <p>Assessment lead</p> <p>DHT/HT</p>	<p>Termly basis – sometimes half termly</p> <p>Approx cost £300 for Assessment toolkit</p> <p>Approx cost for assessment £ 4000 adult support</p>

<p>Rates of progress across KS2 and Year 2 will improve and children in all groups will make good + progress. Accelerated progress for all groups of children across the school</p> <p>Reading outcomes end of Key Stage will improve and be in line with national at KS2.</p>	<p>Embed the use of accelerated reader across KS2 and Year 2</p> <p>Continue to purchase accelerated reader programme with additional provision for Year 2 children.</p>	<p>EEF Toolkit demonstrates that Feedback which redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome can have a positive effect of 8 months + on the learner.</p>	<p>The Literacy Subject leader/s will collect assessment evidence on a half termly basis that will indicate progress for every child. Pupil assessment information will show impact and pre as well as post intervention information</p>	<p>English Subject leader/s</p>	<p>Half Termly throughout the year.</p> <p>Approx cost £3000</p>
<p>Children entitled to the PPG make accelerated progress and the gap closes between PP and Non-PP in Reading, Writing and Maths.</p>	<p>Small group tuition from PP leader in Literacy and Maths. Rapid intervention used as the strategy. Children receiving short, sharp targeted support several times a week to ensure progress is made.</p> <p>Children will be working in small groups – based on pupil's specific needs. Areas for development take from assessment data as well as pupils books.</p>	<p>EEF – Small group tuition has positive effect with children making positive gains of 4 months +</p>	<p>PP lead timetabled sessions across the week to support those children who need rapid intervention</p> <p>HT and DHT will monitor interventions</p>	<p>PPG lead SLT</p>	<p>On a half termly basis</p> <p>Approx cost £20,000</p>
<p>The progress of children entitled to the PPG will accelerate. Children entitled to PPG will have targeted support which will help them to catch up</p>	<p>To appoint a Senior leader to oversee the progress and attainment of ALL disadvantaged children.</p>	<p>The monitoring of children entitled to PPG will be rigorous and specific; this will ensure that interventions when needed can be identified, planned for and addressed.</p>	<p>Appoint a member of staff responsible for the monitoring and assessment of children entitled to the PPG</p>	<p>HT/DHT</p>	<p>On a Termly basis</p> <p>Approx cost £43,000</p>

<p>Vulnerable learners are supported through small group specific targeted work to minimise disruption at lunchtimes. There will be fewer incidents of poor behaviour. Barriers to learning will be reduced. Specific pupils have the opportunity to learn how to form friendships as well as practising social skills.</p>	<p>Additional provision at lunchtimes from pastoral support leader – to work with identified vulnerable learners – to assist in developing social skills as well as facilitating friendships.</p>	<p>EEF toolkit demonstrates that interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p>	<p>Monitor provision of the children during lunchtimes.</p> <p>Monitor behaviour incidents recorded during lunchtimes.</p>	<p>Pastoral support leader.</p>	<p>On a half termly basis.</p> <p>Approx cost £3000</p>
<p>Boy's interests will be taken into account when purchasing additional reading texts. There will be a collection of books in each reading corner aimed specifically at engaging boys.</p>	<p>Purchase additional reading materials specifically targeted at all Boys including those pupils entitled to PP. Boys will be questioned about the text types they would prefer and a list compiled. Ex: Comics, graphic novels, Science-fiction etc.</p>	<p>We are aiming for an increasing number of boys across the school to be more focused on reading as well as being able to read for pleasure. We know that by providing reading materials that they are interested in that they are more inclined to read more books.</p>	<p>The Literacy Subject leader/s will collect assessment evidence on a termly basis that will indicate progress for every child. Pupil assessment information will show impact on reading scores. Literacy Subject leader/s to monitor the reading challenges within each class as well as the percentages and if these are increasing week upon week.</p>	<p>Literacy Subject leader/s</p>	<p>On a Termly basis</p> <p>Approx cost £1200</p>

<p>For all children to read regularly at home and develop a love of reading</p> <p>Improved progress in reading across the school for all groups of learners</p> <p>Improved outcomes for reading at the end of Key Stages.</p>	<p>Purchasing of Additional resources to improve Reading book areas.</p> <p>TAs responsible for creating book corners that is stimulating and organised – so that children choose to read and develop a love of reading.</p>	<p>We want reading to become an activity of pleasure with all children. We aim to improve book corners to make these more inviting for children.</p>	<p>Book corners will be appraised and targets have been set as part of TA appraisal.</p> <p>Children’s reading records are monitored every day to ensure that they are reading at least 5 days a week.</p> <p>Children will be self-selecting and choosing to go the class book area/s</p>	<p>Literacy Subject leader/s</p>	<p>On a Termly basis</p> <p>Approx cost £2000</p>
<p>Increase the engagement of parents some of whom are the most difficult to reach.</p> <p>Children of targeted families will make progress and the gap between PP and Non-PP will reduce and close</p> <p>Parents increasingly more confident to supporting their child at home with school work</p>	<p>Targeted parents Meetings Throughout the academic year including: Reading workshops Phonics workshops Early Writing workshops Writing workshops Growth mindset workshops Workshops for Young Carers and their parents</p> <p>To provide a crèche for a number of these events to support parental</p>	<p>EEF toolkit demonstrates that interventions used to target parental involvement can seek to improve attainment in children by Approx 3 months</p> <p>Supporting parents to attend family learning sessions will increasing parental engagement in their child’s learning.</p>	<p>Monitor uptake of workshops by children entitled to PPG to ensure that parents are attending.</p>	<p>PPG leader</p>	<p>After each workshop</p> <p>Approx cost £1000 for workshops</p> <p>£500 monitoring of uptake</p>

<p>All boys, specifically those entitled to PPG will make accelerated progress</p> <p>The gap between boys and girls in writing will reduce</p>	<p>Use of Literacy Lead to support the acceleration of progress in Boys writing.</p> <p>Literacy leader will collate 2 writing portfolios from each class in KS1 and KS2. They will be monitored every two weeks with specific feedback provided. Clear targets set that will enable misconceptions to be addressed as well as allowing targets to be set that will enable children to make progress.</p> <p>Two portfolios: both boys of whom PP will be a focus.</p>	<p>EEF Toolkit demonstrates that Feedback which redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome can have a positive effect of 8 months + on the learner.</p>	<p>Timetabled session for Literacy Lead to be released from class to monitor portfolios and provide personalised feedback.</p>	<p>Literacy lead HT/DHT</p>	<p>Termly monitoring</p> <p>£500 monitoring and analysis of data</p> <p>£2150 release from class</p>
<p>Improved assessment for all learners across the EYFS which will enable gaps to be identified and addressed</p> <p>Children entitled to PPG will make accelerated progress</p>	<p>Small group of iPad purchased for use in EYFS to improve assessment with improved gap analysis to inform learning opportunities linked to individual pupil needs and interests</p>	<p>Evidence from EEF toolkit suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	<p>EYFS Lead to monitor quality and quantity of assessments made across the EYFS</p> <p>EYFS staff to monitor parental feedback provided for individual pupils.</p> <p>EYFS lead to train staff re: use of Tapestry on iPads</p> <p>EYFS lead to analyse and evaluate data for all children in EYFS</p>	<p>EYFS lead</p>	<p>Termly</p> <p>Approx cost £1900 for 6 iPads</p>

<p>Improved attainment and progress across all areas of learning across the EYFS for ALL children</p> <p>Children entitled to PPG will make accelerated progress</p>	<p>Tapestry programme purchased as an on-line assessment tool to improve assessment of children across the EYFS.</p> <p>Training for all staff across the EYFS on how to use and implement tapestry</p> <p>Parent Workshops re: how to use Tapestry at home.</p> <p>Improve parental engagement for children across the EYFS.</p>	<p>Evidence from EFF toolkit suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>EEF toolkit demonstrates that interventions used to target parental involvement can seek to improve attainment in children by Approx 3 months</p> <p>Supporting parents to attend family learning sessions will increase parental engagement in their child's learning.</p>	<p>Monitor uptake of workshop</p> <p>EYFS lead to monitor quality and quantity of assessments made across the EYFS</p> <p>EYFS staff to monitor parental feedback provided for individual pupils.</p> <p>EYFS lead to train staff re: use of Tapestry</p> <p>EYFS lead to analyse and evaluate data for all children in EYFS</p>	<p>EYFS lead</p>	<p>End of the Year</p> <p>Approx cost £ 200 for programme</p> <p>£2000 per year re: assessments made</p> <p>£3500 cost of EYFS lead</p>
£126,700					

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	When will you review implementation?
<p>Increase the rate of attendance for those pupils in receipt of PP across school</p>	<p>Daily monitoring of attendance by school attendance officer/ family support worker -First day response provision. Office staff and family support worker to target persistent attendance and lateness – reminder text</p>	<p>PP attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being</p>	<p>Monitored by in-house Attendance Lead. Daily monitoring and follow-up action implemented. One of the Attendance leads and DHT appraisal targets</p> <p>Attendance monitored for cohorts, groups and</p>	<p>Attendance Lead HT/DHT</p>	<p>July 2018</p> <p>Approx cost £ 10,000</p>

	<p>messages and notes in the school newsletters</p> <p>Identify barriers and work with families on a 1:1 basis</p> <p>Attendance letters home Communication with parents – face to face with attendance officer / DHT / HT</p> <p>Rewards and praise – attendance celebrated weekly as well as termly</p> <p>Monthly attendance report at SLT meetings.</p> <p>Follow up phone calls to parents by PSAW, including Health Checks (home visits) where necessary by Attendance officer / DHT/ HT.</p>		<p>whole school. Fed back to SLT weekly as well as monthly reports</p> <p>Attendance monitored by Trust in monthly PB reports</p> <p>Attendance monitored by GB at Half Termly GB meetings</p>		
<p>Improved learning behaviours and a growth mindset attitude to learning will increase aspiration will support pupil progress in all lessons.</p>	<p>Growth mindset training for all teaching staff as well as pupils and parents.</p> <p>Behaviour training for all teaching staff</p> <p>Programme of Dreamcatcher Assemblies and events organised throughout the year.</p> <p>Shirley Clarke INSET.</p>	<p>The EEF toolkit demonstrates that Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils</p> <p>The EEF toolkit and school based analysis shows that positive learning behaviour reduces off task behaviour and supports pupil progress and self-esteem.</p>	<p>Visit to other schools to observe good practice growth mindset. Pupil voice and Teacher view assessment at start and end of term. Internal CPD for all staff. Regular drip-feeding about growth mindset to all stakeholders via whole-school newsletter.</p>	<p>SLT Growth Mindset Lead Life Opportunities Lead Behaviour Lead</p>	<p>July 2018</p> <p>Approx cost: £2000 for CPD</p>

	<p>Visits to other settings.</p> <p>Growth Mindset workshops for parents where support is given to help with their children's learning at home.</p>		<p>A minimum of monthly workshops held for parents of all age groups.</p> <p>Termly Reaching Your Potential newsletters to advertise workshops.</p>		
<p>Targeted support for children with social, emotional and mental health needs.</p>	<p>-Pastoral support teaching to run interventions including protective behaviours</p> <p>-Safe spaces developed to support children's needs</p>	<p>The EEF toolkit demonstrates that Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils</p> <p>The EEF toolkit and school based analysis shows that positive learning behaviour reduces off task behaviour and supports pupil progress and self-esteem.</p>		<p>Inclusion lead</p> <p>PSW</p>	<p>Termly</p> <p>Approx £8,090</p>
<p>To ensure that children with SEL difficulties make good progress and that any barriers to learning are improved and diminished.</p>	<p>Pastoral support worker to provide targeted support and intervention on a 1:1 basis. Emotional and social support to be provided by the PSW to enable application of support strategies within and beyond the classroom.</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Timetable of provision</p> <p>Included in provision and intervention map/timetables</p> <p>Meetings with PSW on a monthly basis</p>	<p>PSW</p> <p>HT/DH</p>	<p>July 2018</p> <p>Approx cost £10,000</p>

<p>To ensure that all children across the school, including those entitled to PPG have the opportunity to participate and access PE lessons. That vulnerable children have the necessary equipment and uniform in school and feel a sense of belonging. Reduction in negative behaviours as children begin to apply the skills that they have been taught.</p>	<p>Purchasing of clothing and necessary equipment, e.g. plimsolls, sports kits etc.</p>	<p>To ensure that children are emotionally and practically equipped and prepared for PE lessons; to ensure that they can participate and be included.</p>	<p>Will review and monitor that all children across the school are able to participate in PE lessons Lesson observations – monitor that all children are participating in PE lessons</p>	<p>Sports Leader</p>	<p>Termly Basis Approx cost £500</p>
<p>To provide additional opportunities to enhance the curriculum as well as enrichment. Access to extra-curricular clubs for all</p>	<p>To ensure that all children are able to attend extra school clubs and trips through subsidising these. Curriculum trips and workshops Accelerated reader Mathletics Education City Espresso Purple Mash Wellcomm</p>	<p>Children will become involved in a diverse range of extracurricular enrichment activities and make a positive contribution to their well-being and to the wider curriculum. Children build effective and solid relationships with their peers.</p>	<p>Take up of clubs will be monitored by the SLT, PPG teacher and the Clubs leader</p>	<p>SLT</p>	<p>July 2018 Approx cost: £4000 subsidised clubs as well as after school provision from teaching and support staff</p>
<p>Increase the opportunity for ALL Year 6 pupils to attend residential adventurous activity courses specifically those pupils entitled to the PPG</p>	<p>All PPG children to be offered subsidised school trips and access to the annual PGL Residential.</p>	<p>EEF toolkit – Outdoor adventure learning indicate a positive gain 4 Months + Adventure learning involves collaborative learning experiences and opportunities for meta-cognition and self-regulation</p>	<p>Annual monitoring and reporting to the GB re: pupil numbers attending the PGL residential.</p>	<p>HT/DHT</p>	<p>Annually Approx cost £1000</p>

<p>As an outcome: increased and accelerated progress across all areas of the curriculum. Self-confidence and increased self-esteem and resilience</p>					
					<p>Quality of teaching for all: Approx £147,000</p>
					<p>Targeted support: Approx £126,700</p>
					<p>Other approaches: Approx £36,000</p>
					<p>Total budgeted cost: Approx £307,700</p>

5. Review of expenditure

Previous Academic Year	2016-2017
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Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned																																												
<p>Improve opportunities for supported reading, writing and maths.</p> <p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p>	<p>Partner teaching, including small group target teaching.</p> <p>Embedding ERM feedback.</p>	<p>PPs made accelerated progress in Year 6 in reading, writing and maths.</p> <p>Out of the 14 PP group 8 children were predominately taught by PP teacher all year</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">July 2017</th> <th style="width: 12.5%;">R</th> <th style="width: 12.5%;">W</th> <th style="width: 12.5%;">M</th> </tr> </thead> <tbody> <tr> <td>PP focus group</td> <td>+12.2</td> <td>+12.8</td> <td>+12.1</td> </tr> <tr> <td>Rest of cohort</td> <td>+11.9</td> <td>+12.2</td> <td>+11.5</td> </tr> <tr> <td>Whole cohort</td> <td>+12.0</td> <td>+12.4</td> <td>+11.7</td> </tr> </tbody> </table> <p>These children made significantly more progress in all 3 subjects than the rest of the cohort by the end of Year 6 2017. Out of this group 3 children were SEN.</p> <p>At the end of July 2016, these same 8 children were making the same amount of progress was the rest of the cohort.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">July 2016</th> <th style="width: 12.5%;">R</th> <th style="width: 12.5%;">W</th> <th style="width: 12.5%;">M</th> </tr> </thead> <tbody> <tr> <td>PP focus group</td> <td>+8.8</td> <td>+8.4</td> <td>+8.1</td> </tr> <tr> <td>Rest of cohort</td> <td>+8.8</td> <td>+8.4</td> <td>+8.1</td> </tr> </tbody> </table> <p>Of the remaining 6 children, 5 made more than expected progress than the rest of the cohort</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">July 2017</th> <th style="width: 12.5%;">R</th> <th style="width: 12.5%;">W</th> <th style="width: 12.5%;">M</th> </tr> </thead> <tbody> <tr> <td>PP children taught in class</td> <td>+12.2</td> <td>+13.0</td> <td>+11.6</td> </tr> <tr> <td>Rest of cohort</td> <td>+12.0</td> <td>+12.2</td> <td>+11.7</td> </tr> <tr> <td>Whole cohort</td> <td>+12.0</td> <td>+12.4</td> <td>+11.7</td> </tr> </tbody> </table> <p>This group included 2 gifted and talented children and 2 SEN children</p>	July 2017	R	W	M	PP focus group	+12.2	+12.8	+12.1	Rest of cohort	+11.9	+12.2	+11.5	Whole cohort	+12.0	+12.4	+11.7	July 2016	R	W	M	PP focus group	+8.8	+8.4	+8.1	Rest of cohort	+8.8	+8.4	+8.1	July 2017	R	W	M	PP children taught in class	+12.2	+13.0	+11.6	Rest of cohort	+12.0	+12.2	+11.7	Whole cohort	+12.0	+12.4	+11.7	<p>Relentless, very high expectation secures accelerated progress for even the most challenging of children. This has formed part of school based CPD and monitoring programme for the next academic year. Partner teaching works consistently well for Year 6. This will be a model moved into the next academic year.</p> <p>Small group teaching was more effective the previous year for Year 2 pupils.</p> <p>The school will use partner teaching via the small group approach moving forwards.</p> <p>Small Group reading to be secured and used in Year one as well as improving opportunities to support smaller group work in phonics teaching.</p>
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<p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p> <p>Maths fluency of PP pupils matches that of their peers.</p>	<p>CPD for providing challenge for MPA pupils.</p> <p>Weekly teaching of vocabulary across the school.</p> <p>Develop maths mastery approach.</p>	<p>The large majority of pupils across the school met intervention targets and</p> <p>Children who attended additional intervention started the school term more 'learning ready' than their peers and there was an indication that this did impact on achievement of age related expectation by the end of the year.</p>	<p>Regular intervention has an impact but there needs to be a clear baseline, target and assessment for every intervention to ensure impact and this must be evaluated with regards to value for money. We need high expectation from all teachers that the gain from intervention is transferred to classroom learning and sustained.</p>																																												

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<p>Improve opportunities for supported reading, writing and maths.</p> <p>Maths fluency of PP pupils matches that of their peers.</p>	<p>Weekly guided intervention for targeted groups of pupils in reading, writing and maths across the school.</p> <p>Regular 1:1 and small group teaching for reading, writing and maths across the school.</p>	<p>PPs made accelerated progress in Year 6 in reading, writing and maths. Out of the 14 PP group 8 children were predominately taught by PP teacher all year</p> <table border="1"> <thead> <tr> <th>July 2017</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP focus group</td> <td>+12.2</td> <td>+12.8</td> <td>+12.1</td> </tr> <tr> <td>Rest of cohort</td> <td>+11.9</td> <td>+12.2</td> <td>+11.5</td> </tr> <tr> <td>Whole cohort</td> <td>+12.0</td> <td>+12.4</td> <td>+11.7</td> </tr> </tbody> </table> <p>These children made significantly more progress in all 3 subjects than the rest of the cohort by the end of Year 6 2017. Out of this group 3 children were SEN.</p> <p>At the end of July 2016, these same 8 children were only making the same amount of progress as the rest of the cohort.</p> <table border="1"> <thead> <tr> <th>July 2016</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP focus group</td> <td>+8.8</td> <td>+8.4</td> <td>+8.1</td> </tr> <tr> <td>Rest of cohort</td> <td>+8.8</td> <td>+8.4</td> <td>+8.1</td> </tr> </tbody> </table> <p>Of the remaining 6 children, 5 made better progress than the rest of the cohort</p> <table border="1"> <thead> <tr> <th>July 2017</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>PP children taught in class</td> <td>+12.2</td> <td>+13.0</td> <td>+11.6</td> </tr> <tr> <td>Rest of cohort</td> <td>+12.0</td> <td>+12.2</td> <td>+11.7</td> </tr> <tr> <td>Whole cohort</td> <td>+12.0</td> <td>+12.4</td> <td>+11.7</td> </tr> </tbody> </table> <p>This group included 2 gifted and talented children and 2 SEN children.</p>	July 2017	R	W	M	PP focus group	+12.2	+12.8	+12.1	Rest of cohort	+11.9	+12.2	+11.5	Whole cohort	+12.0	+12.4	+11.7	July 2016	R	W	M	PP focus group	+8.8	+8.4	+8.1	Rest of cohort	+8.8	+8.4	+8.1	July 2017	R	W	M	PP children taught in class	+12.2	+13.0	+11.6	Rest of cohort	+12.0	+12.2	+11.7	Whole cohort	+12.0	+12.4	+11.7	<p>Children need to receive Quality First teaching as a priority and that additional intervention sessions need to be in addition to QFT. That pupils need to receive short, specific rapid intervention so that they equally have access to QFT as well as interventions. Pupils to receive rapid intervention next academic year.</p>
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<p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p>	<p>Embed self-differentiation, self-assessment and partner talk across the school in order to remove the ceiling from learning.</p>	<p>The large majority of pupils across the school met intervention targets.</p> <p>Children who attended additional intervention started the school term more 'learning ready' than their peers and there was an indication that this did impact on achievement of age related expectation by the end of the year.</p>	<p>Regular intervention has an impact but there needs to be a clear baseline, target and assessment for every intervention to ensure impact and this must be evaluated with regards to value for money. We need high expectation from all teachers that the gain from intervention is transferred to classroom learning and sustained.</p>																																												

Other approaches			
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
Improved learning behaviours and increased aspiration will support pupil progress in all lessons.	<p>Growth mindset workshops for pupils and parents.</p> <p>Shirley Clarke INSET.</p> <p>Visits to other settings.</p> <p>Regular English and maths workshops for parents where support is given to help with their children's learning at home.</p>	<p>Lesson observations consistently demonstrate good practice in BLP and growth Mindset.</p> <p>Pupils will have improved attitudes to learning and will make accelerated progress across the year.</p> <p>Pupil voice evidence demonstrates understanding of what a Growth Mindset is and how this can improve learning.</p> <p>"Keep believing in yourself. You don't give up. You keep challenging yourself. If you make a mistake you are learning. Fixed mindset- you think you can't do it. You don't challenge yourself. It's not good to find work easy."</p> <p>(Year 3 child)</p> <p>Internal CPD for all staff – staff now secure on the benefits of Growth Mindset and applying in lessons.</p> <p>Well-attended parental workshops. 90 families represented with 23 of those from disadvantaged families.</p> <p>Termly Reaching Your Potential newsletters to advertise workshops were successful.</p>	<p>That Growth Mindset needs to be embedded further within the school so that this becomes systemic. It needs to be driven relentlessly by all leaders in the school so that the meta-cognitive strategies can have the desired impact of all children.</p>
Increase attendance rates for pupils eligible for PP across the school with a focus on Year 6 pupils.	<p>Focus on attendance in weekly staff briefings.</p> <p>Monthly attendance report at SLT meetings.</p> <p>Follow up phone calls to parents by PSAW, including Health Checks (home visits) where necessary by PSAW and HT.</p>	<p>School's SATs results improved again for third successive year, including overall attainment at ARE in reading, writing and maths. SATS results were also comparable to those achieved in 2015/16 in reading and maths.</p> <p>100% attendance during SATs week due to breakfast club.</p> <p>PP attendance data was 95% + for 2015-2016.</p> <p>PP attendance data was 95%+ for 2016-2017.</p>	<p>The need to motivate and encourage Year 6 pupils to improve attendance.</p> <p>Ensure attendance is challenged consistently by the attendance officer and members of the SLT and office staff support this.</p> <p>Structured conversations and weekly meetings with target families will improve attendance data, thus pupil achievement.</p> <p>That term time leave needs to be unauthorised.</p>