**Roebuck Academy - Pupil Premium Strategy & Evaluation 2017 -18**



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| 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 |

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| 1. **Current attainment** | | |
|  | ***Pupils eligible for PP*** | ***Pupils not eligible for PP (national average)*** |
| % achieving ARE 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% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school)* | |
|  | Many of our children eligible for PP have additional vulnerabilities within learning: SEN. Very low starting points and SEN impacts negatively on our attainment data. |
|  | Assessment on entry to the foundation stage evidences that many pupils have poorly developed communication skills, some with little English and many with poor personal, social and emotional development. 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.  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. |
|  | Some of our pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment In the future, this can impact on attitude to learning and lack of aspiration / self-belief |
|  | Many pupils PP have social and emotional needs which can be a potential barrier to learning |
| **External barriers** *(issues which also require action outside school)* | |
| **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 (PP) was 92.45 % which was 3.1% below the attendance for all other children (2017-2018) – 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 |

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| 1. **Desired outcomes** | | |  |
|  | *Desired outcomes and how they will be measured* | *Success Criteria* | *Impact* |
|  | 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 | Teaching across the school graded as Good- with some outstanding |
|  | Improve opportunities for supported reading for children entitled to PPG – that progress for this group of learners matches the fluency and 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. | July 18- 71% PP children at Broadly ARE- compared to 89% Non PP children |
|  | 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. | 7/11 pupils achieved phonics screening test- out of those 4 not achieving- 4 were SEND |
|  | 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 | R PP71% Non PP- 89%  W- PP 65% Non PP83% |
|  | 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. | Behaviour….. |
|  | Increase attendance rates for pupils eligible for PP across the school | The difference between the attendance of PPs/non PPs narrows. | Attendance of PP 92.4% compared to Non PP 96.2% |
|  | To provide targeted social and emotional 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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| **Planned expenditure** | | | | | | |
| **Academic year** | **2017-2018** | | | | | |
| **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.** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | **Impact** |
| **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. | 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.  Two teachers per class for Year Six  DHT out of class to support teaching and learning across the school to move teaching from Good to Outstanding | 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.  EEF evidence demonstrates that reducing class size appears to result in around 3 months + of additional progress. | Monitoring schedule in place to  ensure both high standards and  Expectations as well as a high level of consistency across the school.  Lesson observations  Learning walks  Assessment data  Linked to staff appraisal | DHT – to improve QFT throughout the school – leading on Teaching and learning | On a half termly basis  Approx. cost £2000 Growth Mindset  Approx. Cost £ 20,000 small class size Year 6  Approx. cost £25,000 additional teacher to support QFT | Triangulation of lesson Observations, Learning walks and Book looks evidence that Quality First teaching evident around the school.  Two teachers maintained for Year 6 up till May- MT maternity leave- DH supporting for last few weeks leading up to SATs |
| All classes across the school achieve expected progress by the end of the year with 20% and above achieving above ARE | 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  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 | Evidence shows that the most successful schools set aspirational targets for all pupils.  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. | Target setting meetings  Half termly pupil progress meetings  Assessment data meetings  Staff meetings  Linked to staff appraisal | All staff members | Half termly  Approx. cost  £ 4000 | Target setting meetings completed, aspirational targets set with DHT-  % of children making good progress in  R W M   |  |  |  |  | | --- | --- | --- | --- | | Year 1 | 92.9 | 92.9 | 94.6 | | Year 2 | 98.1 | 87.0 | 87.0 | | Year 3 | 100.0 | 83.3 | 83.3 | | Year 4 | 93.1 | 65.5 | 75.9 | | Year 5 | 90.0 | 73.3 | 86.7 | | Year 6 | 96.8 | 96.8 | 96.8 | |
| Improved progress  and attainment for  all groups of  children via  improved  feedback, in class  intervention | Additional TAs in Year  Groups to support writing,  maths and language  development  Improved progress  and attainment for  all groups of  children via  improved  feedback, in class  intervention  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. | 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.  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  Pupils are more able to access additional support  or resources as they encounter challenges in  their learning when there is additional adult  support | Observations  Work scrutiny  Assessment data  Increased proportion in  each key stage attaining Age related  expectations | All members of the SLT  Class teachers  TAs | January 2018  April 2018  July 2018  Approx. cost £41,500 | Interventions planned and delivered through out KS1 and KS2 classes\*  Delivery by TA planned by class teachers.  Small group teaching for maths within Year 6 in lead up to SATs  NGT supporting T and L in Year 6 with heavy focus on PP children up to May |
| Improve the rate of  attainment at Key  Stage 1 and 2 in Writing | Re-establish and re-launch the teaching sequence for writing  3 x CPD days with Literacy consultant with targeted support  2 teachers Year 6  Increased proportion of CPD on improving writing outcomes  Moderation clusters every term  Teacher targeting  pupils 1:1 with Immediate feedback and improvement suggestions provided  Writing intervention with PPG leader for all pupils at risk of not making expected progress. | EEF Evidence indicates that reducing class size can results in additional 3 months progress and more for all children.  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.  Every Body Writes Days will again support reluctant writers to become engaged and hooked into writing.  Target intervention is proven to help make pupil progress | Moderation of writing- half termly  Book scrutiny for PPG children  By PPG leader with targeted support and feedback which will support children moving onto the next step in learning.  Data analysis and support given to  Teachers/Intervention partner  Book looks  Lesson observations  Learning walks | Literacy leads  PP leader  HT/DHT | Half termly basis  Approx. costs £3000 CPD  £2000 for workshops to support Every Body Writes Days | Staff CPD delivered and implemented for Teaching Sequence for Writing  Targeted support for Y3 and Y4 teachers, Y6 teachers as well as Year 2 teachers (including NQT)  Moderation clusters attended by Key staff- Y6 teachers, Year 2 teachers   * 1. intervention implemented immediately in Year 6 with NTG teacher providing instant feedback to pupils   End of KS1 Writing 77% at ARE  KS2 87% ARE |
| **Total budgeted cost** | | | | | £55,500 |  |

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| **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? | Impact |
| 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  Early identification of pupils needing  support. | 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.  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 £3000 | Daily Phonics sessions implemented. Targeted support for children introduced- Phase 5 taught and prioritised in sequence.  7/11 (64%) pupil Premium children achieved phonics screening test- 4 who didn’t achieve were all SEND  DSR introduced and regular sessions timetabled and delivered throughout Yr 1.  **64%** of PP Broadly ARE for reading at end of Y1  **50%** of PP Broadly ARE for reading at end of Y2 |
| 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 year to support DSR | 2018 End of Yr1 P Progress in reading 3.6 pts Good progress  Non PP 4.0 Very strong  Compared to 2017 which was P Progress in reading 3.6 pts Good progress  Non PP 3.8 Very strong  2018 End of Yr2 P Progress in reading 6.5 pts Good progress  Non PP 6.8 pts Very strong  Compared to 2017 End of Yr2 P Progress in reading 6.0 pts Good progress  Non PP 6.9 pts Very strong |
| 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 | All children included, made expected and more than expected progress in-line with their speech and language targets |
| 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 | Purchase Mathletics on-line learning programme to support arithmetic in mathematics – children will complete activities and challenges in school as well as at home  Mathletics club targeted | 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. | Maths Subject leader will monitor and evaluate up-take of Mathletics on a half-termly basis across KS2  Maths Subject leader will monitor homework provision and completion | Maths lead | Monitoring on a half termly basis  Approx. cost £1800 for Mathletics  £2000 for Maths Subject leader time | PP maths 67% ARE Non PP 89%  See Maths Analysis Table- Subject leader report\*\*\*\* |
| Pupils will be making accelerated progress  Pupils will be well-prepared for their SATs tests in May and beyond for Secondary school  Gap between PP and Non-PP will reduce | Booster classes for pupils in Year 6 and Year 2 before and after school | 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. | Analyse assessment data – children will be making more than expected progress. | Year 6 team  DHT  PPG lead | Half Termly basis  Approx. cost £9000 | Targeted pupils attended relevant booster classes for Reading during Autumn and Spring terms.  Gap PP 12.5 Non PP 13.3 -0.5 between PP and Non PP by end of year.  2018  2017 PP 11.9- Non PP 12.1- gap -0.2 |
| Disadvantages pupil’s progress in language and early reading school matches those of pupils whom are not classed as disadvantaged. | Read it 2 intervention with pupils in Nursery class  1:1 reading and oral communication intervention programme | 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. | This will be tracked on a termly basis through the EYFS profile. | EYFS leader  Nursery class  teacher  DHT/ HT | Termly basis  Approx. cost £10,000  5 staff members x 39 weeks per year approx. 1.5 hours per week | 6 out of 7 PP children (85.7%) achieved ARE at EYFS |
| Disadvantaged  pupils’ progress in  reading improves in  line with non  disadvantaged pupils’ | 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.  We shall do so through the use of PM Benchmarking and the Salford Reading test. | 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. | End of year 1 and end  of year 2 measured  through termly  tracking and assessment | Literacy lead  Assessment lead  DHT/HT | Termly basis – sometimes half termly  Approx. cost £300 for Assessment toolkit  Approx. cost for assessment £ 4000 adult support | Y1- Progress  Reading- Pupil P C progress is lower than Non PP by -0.4 pts but is Good  Y2- Progress  Reading- Pupil P C progress is same as Non PP and is Good  Y3- Progress  Reading- Pupil P progress is higher than Non PP by +0.1 pts and is Good  Y4 Progress  Reading- Pupil P C progress is lower than Non PP by -0.3 pts and is Good  Progress  Y5 -Reading- Pupil P C without SEND progress is higher than Non PP by +0.1pts and is Good  Y6- Reading- Pupil premium children progress is lower than Non PP by -0.8 pts but is Good |
| 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  Reading outcomes end of Key Stage will improve and be in line with national at KS2. | Embed the use of accelerated reader across KS2 and Year 2  Continue to purchase accelerated reader programme with additional provision for Year 2 children. | 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. | 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 | English Subject leader/s | Half Termly throughout the year.  Approx. cost £3000 | 2018- All groups making Good or Very Strong progress over the year.  End of KS2reading results 2017- 57 % ARE  2018- 71% ARE- national 75% 2018  % of children making Good progress in Reading   |  |  | | --- | --- | | Year 1 | 92.9 | | Year 2 | 98.1 | | Year 3 | 100.0 | | Year 4 | 93.1 | | Year 5 | 90.0 | | Year 6 | 96.8 | |
| Children entitled to the PPG make accelerated progress and the gap closes between PP and Non-PP in Reading, Writing and Maths. | 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.  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. | EEF – Small group tuition has positive effect with children making positive gains of 4 months + | PP lead timetabled sessions across the week to support those children who need rapid intervention  HT and DHT will monitor interventions | PPG lead  SLT | On a half termly basis  Approx. cost £ 20,000 | |  |  |  |  | | --- | --- | --- | --- | | Year 1 | 90.0 | 90.0 | 90.0 | | Year 2 | 100.0 | 92.3 | 84.6 | | Year 3 | 100.0 | 77.8 | 88.9 | | Year 4 | 87.5 | 62.5 | 75.0 | | Year 5 | 100.0 | 66.7 | 77.8 | | Year 6 | 87.5 | 87.5 | 87.5 |   % of PP children making Good progress in reading, writing, Maths |
| 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 | To appoint a Senior leader to oversee the progress and attainment of ALL disadvantaged children. | 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. | Appoint a member of staff responsible for the monitoring and assessment of children entitled to the PPG | HT/DHT | On a Termly basis  Approx. cost £43,000 | See above |
| 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. | 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. | 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. | Monitor provision of the children during lunchtimes.  Monitor behaviour incidents recorded during lunchtimes. | Pastoral support leader. | On a half termly basis.  Approx. cost £3000 | Lunchtime incidents reduced |
| 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. | 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. | 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. | 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. | Literacy Subject leader/s | On a Termly basis  Approx. cost £1200 | Book purchased aimed at Boys- TSFW to be planned on Books that will interest boys for full engagement |
| For all children to read regularly at home and develop a love of reading  Improved progress in reading across the school for all groups of learners  Improved outcomes for reading at the end of Key Stages. | Purchasing of Additional resources to improve Reading book areas.  TAs responsible for creating book corners that is stimulating and organised – so that children choose to read and develop a love of reading. | 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. | Book corners will be appraised and targets have been set as part of TA appraisal.  Children’s reading records are monitored every day to ensure that they are reading at least 5 days a week.  Children will be self-selecting and choosing to go the class book area/s | Literacy Subject leader/s | On a Termly basis  Approx. cost £2000 | 84 % of children at ARE in whole school at end of year-  End of KS1 results 2017- 80 % ARE  2018- 79% ARE  End of KS2 results 2017- 57 % ARE  2018- 71% ARE |
| Increase the engagement of parents some of whom are the most difficult to reach.  Children of targeted families will make progress and the gap between PP and Non-PP will reduce and close  Parents increasingly more confident to supporting their child at home with school work | 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  To provide a crèche for a number of these events to support parental engagement | EEF toolkit demonstrates that interventions used to target parental involvement can seek to improve attainment in children by Approx. 3 months  Supporting parents to attend family learning sessions will increase parental engagement in their child’s learning. | Monitor uptake of workshops by children entitled to PPG to ensure that parents are attending. | PPG leader | After each workshop  Approx. cost £1000 for workshops  £500 monitoring of uptake | On-going |
| All boys, specifically those entitled to PPG will make accelerated progress  The gap between boys and girls in writing will reduce | Use of Literacy Lead to support the acceleration of progress in Boys writing.  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.  Two portfolios: both boys of whom PP will be a focus. | 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. | Timetabled session for Literacy Lead to be released from class to monitor portfolios and provide personalised feedback. | Literacy lead  HT/DHT | Termly monitoring  £500 monitoring and analysis of data  £2150 release from class | 2018 Boys at ARE at end of year 74%  Girls at ARE at end of year at 85 gap 11% |
| Improved assessment for all learners across the EYFS which will enable gaps to be identified and addressed  Children entitled to PPG will make accelerated progress | 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 | 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. | EYFS Lead to monitor quality and quantity of assessments made across the EYFS  EYFS staff to monitor parental feedback provided for individual pupils.  EYFS lead to train staff re: use of Tapestry on IPads  EYFS lead to analyse and evaluate data for all children in EYFS | EYFS lead | Termly  Approx. cost £1900 for 6 IPads | Analysis of Data by class teachers identifies children and gaps/ assessment to inform new provision |
| Improved attainment and progress across all areas of learning across the EYFS for ALL children  Children entitled to PPG will make accelerated progress | Tapestry programme purchased as an on-line assessment tool to improve assessment of children across the EYFS.  Training for all staff across the EYFS on how to use and implement tapestry  Parent Workshops re: how to use Tapestry at home.  Improve parental engagement for children across the EYFS. | 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.  EEF toolkit demonstrates that interventions used to target parental involvement can seek to improve attainment in children by Approx. 3 months  Supporting parents to attend family learning sessions will increase  parental engagement in their child’s learning. | Monitor uptake of workshop  EYFS lead to monitor quality and quantity of assessments made across the EYFS  EYFS staff to monitor parental feedback provided for individual pupils.  EYFS lead to train staff re: use of Tapestry  EYFS lead to analyse and evaluate data for all children in EYFS | EYFS lead | End of the Year  Approx. cost £ 200 for programme  £2000 per year re: assessments made  £3500 cost of EYFS lead | |  |  | | --- | --- | | **All Prime ELGs at Expected +** | **51 (85.0%)** | | **All Literacy ELGs at Expected +** | **47 (78.3%)** | | **All Maths ELGs at Expected +** | **53 (88.3%)** | | **Good Level of Development\*** | **46 (76.7%)** | |
| 98,650 | | | | | |  |
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| 1. **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?** | **Impact** |
| Increase the rate of attendance for those pupils in receipt of PP across school | 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 messages and notes in the school newsletters  Attendance letters home  Communication with parents – face to face with attendance officer / DHT / HT  Rewards and praise –attendance celebrated weekly as well as termly  Monthly attendance report at SLT meetings.  Follow up phone calls to parents by PSAW, including Health Checks (home visits) where necessary by Attendance officer / DHT/ HT. | PP attendance is not always as strong as it could be due to environmental factors affecting a child’s health and well-being | Monitored by in-house Attendance Lead. Daily monitoring and follow-up action implemented. One of the Attendance leads and DHT appraisal targets  Attendance monitored for cohorts, groups and whole school. Fed back to SLT weekly as well as monthly reports  Attendance monitored by Trust in monthly PB reports  Attendance monitored by GB at Half Termly GB meetings | Attendance Lead  HT/DHT | July 2018  Approx. cost £ 10,000 | Limited impact due to PP attendance officer absence  Letters sent home only 50% attendance at meetings with face to face sessions with parents.  Attendance celebrated weekly in assembly and monthly attendance reports completed |
| Improved learning behaviours and a growth Mindset attitude to learning will increase aspiration will support pupil progress in all lessons. | Growth Mindset training for all teaching staff as well as pupils and parents.  Behaviour training for all teaching staff  Programme of Dreamcatcher Assemblies and events organised throughout the year.  Shirley Clarke INSET.  Visits to other settings.  Growth Mindset workshops for parents where support is given to help with their children’s learning at home. | 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  The EEF toolkit and school based analysis shows that positive learning behaviour reduces off task behaviour and supports pupil progress and self-esteem. | 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.  A minimum of monthly workshops held for parents of all age groups.  Termly Reaching Your Potential newsletters to advertise workshops. | SLT  Growth Mindset Lead  Life Opportunities Lead  Behaviour Lead | July 2018  Approx. cost: £2000 for CPD | Pivotal training completed by all staff- Jan 18  Dreamcatcher assemblies well attended by volunteers through the year.  Steps training for 2 designated behaviour leads at the school |
| To ensure that children with SEL difficulties make good progress and that any barriers to learning are improved and diminished. | 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. | 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). | Timetable of provision  Included in provision and intervention map/timetables  Meetings with PSW on a monthly basis | PSW  HT/DH | July 2018  Approx. cost £ 10,000 | 85% of children wih SEL made expected progress in R, W and M |
| 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. | Purchasing of clothing and necessary equipment, e.g. plimsolls, sports kits etc. |  | 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 | Sports Leader | Termly Basis  Approx. cost £500 | Increased offer for all children with weekly lessons planned for all classes in PE and Dance- taught by specialist teachers. |
| To provide additional opportunities to enhance the curriculum as well as enrichment.  Access to extra-curricular clubs for all | 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 | 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. | Take up of clubs will be monitored by the SLT, PPG teacher and the Clubs leader | SLT | July 2018  Approx. cost: £4000 subsidised clubs as well as after school provision from teaching and support staff | Increased participation of children in clubs with more clubs being offered over the year. |
| Increase the  opportunity for ALL Year 6 pupils to attend residential  adventurous activity  courses specifically those pupils entitled to the PPG  As an outcome: increased and accelerated progress across all areas of the curriculum.  Self-confidence and increased self –esteem and resilience | All PPG children to be  offered subsidised  school trips and access to the annual PGL  Residential. | 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 | Annual monitoring and reporting to the GB re: pupil numbers attending the PGL residential. | HT/DHT | Annually  Approx. cost £1000 | All but 2 Y6 children attended PGL. |
| **Quality of teaching for all:** | | | | | £55,500 |  |
| **Targeted support:** | | | | | £98,650 |  |
| **Other approaches:** | | | | | £27,200 |  |
| **Total budgeted cost:** | | | | | £181,350 |  |