

Stonebow Primary School Pupil Premium strategy statement

1. Summary information					
School	Stonebow Primary School				
Academic Year	2018-2019	Total PP budget	£64,595	Date of most recent PP Review	Oct 2015
Total number of pupils	280	Number of pupils eligible for PP	47 17%	Date for next internal review of this strategy	Feb 2019

Current Attainment – 2017-18 (9/43 or 21% Pupil Premium Pupils, one pupil qualified for PP up to April 2018 who reached Exp+)

	School - all pupils (43)	National all pupils	School PP pupils (9)	LA PP pupils (emerging national)	School non PP pupils (34)
Pupils 'at expected or above' in Reading, Writing and Maths	56%	64%	22%	46% (51%)	65%
Pupils 'at expected or above' in Reading	70%	75%	33%	61% (64%)	79%
Pupils 'at expected or above' in Writing	74%	78%	44%	66% (67%)	82%
Pupils 'at expected or above' in Mathematics	70%	76%	33%	61% (64%)	79%
Pupils 'at expected or above' in Grammar, Punctuation and Spelling	77%	78%	56%	64% (67%)	82%

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

In-school barriers

A.	Poor development in language and communication on entry in EYFS.
B.	Higher proportion of PP children having additional learning needs, especially in Years 3 and 4.
C.	Difficulty in accessing the curriculum in class due to large gaps of knowledge.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Lower attendance compared with non pupil premium children (add data)To raise the attendance of all PP children as ??% are below 95% of attendance.
E	Lower engagement with school of pupil premium parents.
F	Limited life enrichment opportunities, to support learning across the whole curriculum

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure all PP pupils in EYFS leave with a secure base in Communication and Language, to support development in all areas in future years.	Higher proportion achieve ‘expected’ or beyond in Language and Communication on EYFS profile and is in line with National or higher.
B.	The high proportion of Pupil Premium children in years 3/4, identified with additional needs, are appropriately supported to enable them to make progress.	Pupils achieve small steps targets set out in SEN support plans, to demonstrate progress.
C.	To increase the proportion of Pupil Premium Pupils achieving expected standard or greater, in Reading, Writing, and Mathematics.	The gap between school results and national results for pupil premium pupils is reduced (using Y6 national data for KS2 year groups)
D.	Improve the attendance of PP children, which is currently lower than non pupil premium pupils – every moment counts.	To reduce the number of children with an attendance below 95%. Current low attendance of PP children at 94.68% for 2017/18
E.	To increase parental engagement of Pupil Premium parents with school	96%+ attendance of pupil premium parents at curriculum linked events.
F.	To provide enrichment opportunities for pupil premium pupils across the curriculum	Pupil premium pupils are engaging with a wide range of curriculum and extra curricular opportunities

4. Planned expenditure

Academic year	2018/19
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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?
A. To ensure all PP pupils in EYFS leave with a secure base in	Additional member of staff to allow more children to have smaller group language activities and	The levels of speech and language of children starting EYFS is at a lower level. There is evidence of this intervention having an impact on learning.	Autumn term – additional staff employed to work with small groups. Appropriate training given to new members of staff	MD PB	Oct 18 Dec 18 Feb 19 May 19

Communication and Language, to support development in all areas in future years.	interventions which are tailored towards their needs – with a focus on Pupil Premium pupil and boys (from EYFS development plan)	EEF/Sutton Trust Toolkit: Early years' interventions + 5 months progress.	Spring Term – Assessment made by MD and PB on ways forward. Providing enough adult support for the interventions to take place. Spring Term monitoring.		June 19
	All staff to provide quality first teaching with good questioning with support as required by all children within EYFS.	Many different evidence sources, e.g. EEF Toolkit suggests high quality feedback and questioning is an effective way to improve attainment, and is an approach we can embed across the Early Years. EEF/Sutton Trust Toolkit: Feedback +8 months	To review the data of the Pupil premium children making progress in line with non-pupil premium children termly through Pupil Progress meetings.	SMT	At pupil progress meetings at the end of each term. HT – Strategies evident through termly lesson observations.
	The use of streamed/targeted RWI and talk boost, for EYFS/KS1 pupils.	The teaching of phonics using RWI, has led to consistently good Y1 phonics screen outcomes over the last 2 years. EEF/Sutton Trust Toolkit: Phonics +4 months	Staff training on RWI phonics for any additional staff, to facilitate smaller streamed groups. CL to coordinate regular phonics assessments and re-groupings.	CL/MD	Autumn 2 nd term onwards
	Use of specialist music teacher to develop language through music.	EEF/Sutton Trust Toolkit: Arts Participation +2 months	Weekly EYFS singing assembly and additional sessions where appropriate/possible	WW/MD	Termly review of EYFS CLL progress
B The high proportion of Pupil Premium children in years 3/4, identified with additional needs, are appropriately supported to enable them to make progress.	To increase the number of year 3/4 classes enabling a higher adult/child ratio to support the additional pupil needs in Years 3/4.	Class teacher to deliver targeted quality first teaching with the use of another adult for small group tuition. EEF/Sutton Trust Toolkit: Reducing class size +3 months, Small group tuition +4 months	Lesson observations. Learning walks. Scrutiny of Provision maps with books. Pupil Progress meetings with class teachers. Half termly meetings with the PP coordinator.	HT PP Coordinator Subject leaders Phase group leaders	Half Termly
	Effective use of 'Gap' analysis from PIRA/PUMA tests	Specific teaching of gaps in pupil knowledge, will allow pupils to access their age related curriculum. EEF/Sutton Trust Toolkit: Individualised instruction +3 months	Termly test, mark and gap analysis input	Class teachers	Termly
	Parent reading champions	Regular reading and support at home, has a positive impact on pupil's performance in school. This in school support, will replace or supplement any support missing from home. EEF/Sutton Trust Toolkit: Parental engagement +3 months	CL to train parents in phonics/VIPERS strategies to be consistent with the school in the teaching of reading.	Daily parent rota	Review impact as part of Pupil Premium reviews between phase leader/teachers
C	Whole school focus on effective Teaching &	By focusing on all groups of children in every lesson will allow all pupils to progress.	Whole school training on differentiation and Lesson Study to	SMT	Termly

To increase the proportion of Pupil Premium Pupils achieving expected standard or greater, in Reading, Writing, and Mathematics.	Learning by sharing good practice, allowing more-able pupils to be challenged and the Lower ability pupils to be supported appropriately.	Differentiation is provided to support all children through the quality first teaching. University of Leicester study found the quality of pupil's learning opportunities improved.	share good practice during the Spring and Summer Term. Lesson Study opportunities. Lesson Observations. Book Scrutiny.		
	SSIF funded Reading Project for Leicestershire schools with low Reading Progress Scores in 2016 – lead by Affinity Learning Alliance.	SSIF funded projects have been successful in improving pupil's performance across the country, the aim of this project is to ensure KS2 Reading progress scores across the schools involved is zero. EEF/Sutton Trust Toolkit: Reading Comprehension Strategies +6 months	INSET/CPD opportunities individually and with project cluster schools to share best practice in reading and comprehension strategies – e.g. VIPERS, Literacy Shed. Adopting the most effective strategies across the school.	CL/BM	Termly review as part of project, end of project review of collective progress of schools within the project
	Effective marking and feedback to learning. Staff making sure pupil premium children's books are marked first. Teachers providing regular NTT, NS and mastery challenges through marking. Pupils know how to improve their work with the adult support given.	EEF/Sutton Trust Toolkit - qualitative and effective feedback is a low cost/high impact, immediate and effective way to improve attainment. + 8 months	Monitoring through planning and book scrutiny with a focus on target groups, learning walks and lesson observations. Phase group leaders monitoring the EBI have been actioned. Regular monitoring of the children's progress with monthly meetings and updates with the PP coordinator.	SMT	This will be ongoing and monitored regularly through monthly meetings with phase group leaders and PP coordinator. HT and AHT and phase group leaders will monitor this through pupil progress meetings.
	To provide LSA support in every classroom.	To provide a smaller adult to child ratio within every class. Class teacher to deliver targeted quality first teaching with the effective use of another adult. This has been successful in previous years, especially when giving 1:1 feedback to children about their learning. EEF/Sutton Trust Toolkit: TA +1 month	Lesson observations. Learning walks. Scrutiny of Provision maps with books. Pupil Progress meetings with class teachers. Half termly meetings with the PP coordinator.	HT DHT PP Coordinator Subject leaders.	Termly
Total budgeted cost					£48110
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?

<p>B The high proportion of Pupil Premium children in years 3/4, identified with additional needs, are appropriately supported to enable them to make progress.</p> <p>C To increase the proportion of Pupil Premium Pupils achieving expected standard or greater, in Reading, Writing, and Mathematics.</p>	<p>To deliver Catch up Numeracy to children who are working towards the expected standard in their year group within KS2.</p>	<p>This is an evidence based intervention which shows higher results of progress over a period of time.</p>	<p>LSA timetabled to assess and work on a 1:1 with individual children 2X weekly.</p>	<p>BM</p>	<p>Monthly meetings with Phase group leaders and class teachers. Monitoring of ongoing assessments.</p>
	<p>To embed the Catch Up Literacy programme to support the QFT. This will enable teachers to support children with their gaps.</p>	<p>This is an evidence based intervention which shows higher results of progress over a period of time.</p>	<p>Interventions timetabled into the working day during the afternoons for KS2 trialled. Provision Maps, learning walks.</p>	<p>English leader PP coordinator</p>	<p>Termly observations Pupil Progress Meetings</p>
	<p>Reading Inference Intervention for children who have a low ability in reading comprehension. (Years 5 & 6)</p>	<p>This is an evidence based intervention which shows higher results of progress over a period of time.</p>	<p>LSA's in years 5 & 6 to be timetabled to carry out the intervention weekly. Provision found in class provision maps. Results in assessments can see the evidence of progress.</p>	<p>BM</p>	<p>Termly review on children accessing this intervention.</p>
	<p>Read, Write, Inc. intervention with lower ability children in from year 2 to year 4.</p>	<p>This will provide children with another opportunity to learn their phonics who may have struggled in Year 1. It will also determine whether another strategy is required.</p>	<p>Year 2 children will access this within their English lesson – organised by CL. Years 3 & 4 are provided with RWI during Key Skills in the Autumn and Spring Term.</p>	<p>CL JS</p>	<p>Termly review of progress within RWI and how the children are transferring their learning in their independent writing.</p>
	<p>To utilise local university students, studying maths, to support individuals or small groups of pupils</p>	<p>Recent EEF study - Training university students and recent graduates to give disadvantaged primary pupils small-group tuition can boost their maths results by an additional +3 months over the course of a year</p>	<p>Maths coordinator to organise maths student visits, to support pupils</p>	<p>JS</p>	<p>Termly review on children accessing this intervention.</p>

	Year 6 SATs booster breakfast clubs and in school, delivered by HT, DHT and AHT	EEF/Sutton Trust Toolkit: Small group tuition +4 months Pupils in booster groups in previous years	Use gap analysis of mock SATs test to target Pupil Premium pupil's gaps in knowledge.	Y6 team	Sep 2018 Dec 2018 Feb 2019
Total budgeted cost					£5320

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?
D Improve the attendance of PP children, which is currently lower than non pupil premium pupils – every moment counts.	To work closely with the family in the first instance and then with the attendance officer to support the family. Accessing other services to support the family if and when required.	Teachers to build close relationships with parents. Class teachers to monitor absence and work with HB to contact families if appropriate. SLT to work closely with families, working in partnership with other agencies if required. EEF/Sutton Trust Toolkit: Parental Engagement +3 months	Half termly meetings and review of attendance between Headteacher, Office staff responsible for attendance and Senior Education Welfare Officer.	SLT	Half termly
	Every moment counts. Rigorous approach to monitoring from class teachers to office staff. Positive attendance certificates given at the end of each term.	Research shows that regular attendance has a direct impact on achievement. DFE Report on Absence/Attainment 3/16: <i>pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions</i>	A clear system in place understood by all staff. Attendance monitored by the office on a weekly basis. Termly certificates given to pupils.	HT PP coordinator	Ongoing Dojo and house points
F To provide enrichment opportunities for pupil premium pupils across the curriculum	To support individual children financially in order to allow them to experience enrichment activities.	To provide the children with wider opportunities in order to allow them to flourish in other areas outside the curriculum. To raise children's self-confidence and self-esteem and help to build their aspirations.	To work with the business manager. PP Coordinator to monitor the provision all children have. (Spreadsheet of all provided available)	PP Coordinator	Termly
	Loughborough Grammar School curriculum taster sessions – aspirational for pupils with a particular aptitude.	EEF/Sutton Trust Toolkit: Aspiration Intervention +0 months	Selected pupils invited to take part in organised activities.	DH	On going
	Music lessons by peripatetic tutors – violin, guitar, piano	EEF/Sutton Trust Toolkit: Arts Participation +2 months	Expressive Arts leadership team to promote opportunities in music for all pupils, including Pupil Premium.	ST	On going

	Sports clubs, provided by dedicated sports coach(es)	EEF/Sutton Trust Toolkit: Sports Participation +2 months	Pupil Premium pupils targeted and supported to join clubs at lunchtime and after school.	OB/BM	On going
	Breakfast Club to be offered to all Pupil Premium Pupils on a rota. Breakfast provided. Targeted activities undertaken with a focus on fluency: spellings, times tables and reading – planned with the child's class teacher.	Breakfast is provided so all children are ready to learn at the start of the school day. Children are provided with a personalised target to focus on during the half term where a learning gap has been identified. EEF/Sutton Trust – Extending School Time + 2 months	Monitor the children who are invited to the breakfast club and the children who attend. Class teachers provide the learning for each individual child.	PP coordinator All class teachers.	The progress will be monitored throughout the half term the child spends at the Breakfast club. The progress will be see within the end of term assessments and reviews.
	Financial support for educational visits and residential trips.	Families being support so that all children have the opportunity to take part in enrichment activities in and outside the school day. EEF/Sutton Trust – Outdoor/Adventure Learning + 4 months	To monitor the financial support given with the business manager.	JB BM	Ongoing monitoring
	2 X LSA staff are timetabled in the afternoons to support children through ELSA programme.	Evidence suggests that improvement in self-confidence and self-esteem will then support the progress children make in their learning. EEF/Sutton Trust – Social and Emotional Learning + 4 months	2 X LSA staff are timetabled within the provision maps to work with targeted child.	BM	Ongoing review with all relevant adults working with the children working within the programme.
E To raise parent participation of all PP children.	Parental engagement developed and promoted through an open door policy. Support provided to parents if there are barriers for their children to attend opportunities at school outside of the schools working day.	We want to build a strong working relationship with all children and parents. There may ways in which the school can support families in order for them to access a variety of opportunities. EEF/Sutton Trust Toolkit: Parental Engagement +3 months	Ongoing with relevant staff if the child is in their class.	All staff PP Coordinator	Ongoing Half termly meetings with class teachers and the PP coordinator on progress and barriers to children's learning.
	Parental engagement at all meetings and appointments to discuss and support children progress. Teachers inviting parents individually if necessary at a time convenient to parents.	96%+ attendance of pupil premium parents at curriculum linked events. EEF/Sutton Trust Toolkit: Parental Engagement +3 months	Monitoring from the PP coordinator before and after each event. Spreadsheet kept of all attendance. Strategies in place for SLT to contact parents if necessary.	BM SLT	Before and after every event.

	<p>A curriculum linked event half termly to involve and encourage parents participation.</p> <p>E.g. Autumn Term – Book Cafe</p>	<p>96%+ attendance of pupil premium parents at curriculum linked events.</p> <p>EEF/Sutton Trust Toolkit: Parental Engagement +3 months</p>	<p>All parents invited to the events. PP pupil parents additional invites to encourage attendance.</p> <p>Events at different times of the day and after school to make it accessible for all.</p> <p>All class teachers to check attendance of targeted parents prior to the events.</p> <p>PP coordinator to monitor.</p>	<p>BM SLT</p> <p>All staff</p>	<p>Before and after every event.</p>
Total budgeted cost					£12570

5. Review of expenditure				
6.				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all PP pupils in EYFS leave with a secure base in all areas ready for year 1.	<p>Staff training on the intervention of Talk Boost.</p> <p>All staff to provide quality first teaching with good questioning with support as required by all children within EYFS.</p>	<p>GLD 2017/18 3 pupils School= 67% Local Authority = 49%</p>	To continue with the interventions with a focus on individuals being supported. Making sure there are enough adults within the EYFS in order for this to be prioritised. To continue with this next year. A good starting point to school.	

<p>Pupil Premium children in year 3 and 6 with additional needs make good progress and access different interventions.</p>	<p>Whole school focus on Teaching & Learning.</p> <p>To effectively differentiate all lessons so that the more-able pupils are being challenged and the Lower ability including SEN are challenged too.</p>	<p>See 2017/18 Y6 outcomes overview on page 1 table – results for the 9 Pupil Premium in the cohort are below LA and emerging national results.</p> <p>One pupil, who received Pupil Premium funding for the 6 years up to April 2018 and not included in our Pupil Premium results met the expected standards in all subjects and out of 10 pupils would have improved our results by 10%. A high number of the remaining 9 pupils, encountered serious life challenges during Key Stage 2, supported by various external agencies.</p> <p>Reading Non: 79% PP: 33% (43% with child who was funded to April)</p> <p>Writing Non: 82% PP: 44% (54% with child who was funded to April)</p> <p>Maths: Non: 79% PP:33% (43% with child who was funded to April)</p> <p>Combined: Non: 65% PP: 22% (32% with child who was funded to April)</p>	<p>Monitoring the progress over the year has been beneficial.</p> <p>The monitoring of the PP children needs to be regularly monitored. Therefore, for the next academic year the PP coordinator will monitor and track the progress with the provision provided with monthly meetings with phase group leaders.</p> <p>QFT will be monitored to see if the learning is catered for the children's' needs. Working with subject coordinators, lesson observations, learning walks, planning and book scrutinies will take place with a focus on the progress PP children make. Data will be analysed by SLT to see if changes need to be made. Data is to be used affectively to support planning. DH to provide training to staff who require it on how to use SIMs effectively.</p> <p>Regular learning walks will take place monitoring the effectiveness of QFT, Key skills sessions and the use of support staff.</p> <p>There will be weekly monitoring of attendance of all children. The school will work closely with the attendance officer and outside agencies to support families.</p>	
<p>They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics).</p>	<p>Whole school training on differentiation and lesson studies to move learning on.</p>	<p>2018 progress data from ASP:</p> <p>Reading Non: -0.48 PP: -2.98</p> <p>Writing Non: -0.34 PP: -0.18</p> <p>Maths: Non: -2.22 PP:-4.61</p>	<p>Continue to track progress data through Pupil Progress meetings.</p> <p>Use standardised assessments, Puma, Pira and GAPs to support in tracking.</p> <p>To continue work with another LPAP school to support in the Development of writing. (DH at Rendell Primary)</p> <p>In Maths, staff development and training to improve Mastery opportunities for children of all abilities. Lesson observations to focus on pace, differentiation, modelling and the use of support staff. This is then feed into training and development.</p> <p>School to be involved in the SSIF funded Reading Project to gain support for teachers to develop the teaching and learning of Reading across the school in order to raise attainment and progress of all pupils.</p>	

<p>They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, Mathematics).</p>	<p>Effective marking and feedback to learning. Staff making sure pupil premium children's books are marked first. Teachers providing regular NTT and NS through marking. Pupils know how to improve their work with the adult support given.</p>	<p>Children making progress by using the feedback from teachers regularly. Children responding daily to understand misconceptions. The use of purple polishing pens is evident in all subjects.</p>	<p>SMT to make sure there is consistency across the whole school through regular book scrutinies and feedback to all staff. All staff following the revised school handbook for marking and feedback in order to provided consistency across the school.</p> <p>Focus on good quality questioning when children are working on NTT and NS. Monitored through planning and lesson observations.</p>	
<p>They are challenged through quality first teaching to achieve the expected standard in more than one subject (Reading, Writing, and Mathematics).</p>	<p>To provide LSA support in every classroom. Talk for writing. RRI Active grammar Alan Peat – How to enhance sentence structures. TT Education professional Development T & L ideas.</p>	<p>From in school data, % at Exp + 2017/18:</p> <p>National PP KS2 Reading 2017 = 60% ES + Y1 50.00 (-10) Y2 60.00 (=) Y3 31.25 (-28.75) Y4 66.66 (+6.66) Y5 81.82 (+21.82) – current Y6</p> <p>National Writing KS2 2017 = 66% ES + Y1 62.50 (-3.5) Y2 40.00 (-26) Y3 25.00 (-41) Y4 55.55 (-10.45) Y5 50.00 (-16) – current Y6</p> <p>National Maths KS2 2017 = 63% ES + Y1 62.50 (-0.5) Y2 100.00 (+37) Y3 43.75 (-19.25) Y4 77.77 (+14.77) Y5 63.63 (+0.63) – current Y6</p>	<p>Performance Management targets for all teaching and support staff, which a specific target to raise the percentage of Pupil Premium pupils at Expected Plus, compared with the previous academic year.</p> <p>Termly Pupil Progress meetings between Phase Leaders and their team, to monitor the support offered to Pupil Premium pupils and its impact.</p> <p>To continue and target the support with the use of classroom LSA's, using proven intervention strategies.</p> <p>Smaller classes in Y3/4, identified from data as weaker cohorts – including the Pupil Premium pupils.</p> <p>Streaming in Maths in Y3/4, to replicate the success in Y5/6.</p>	
			Total Cost	51,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>They are challenged through quality first teaching to achieve the expected standard in more than one subject, Mathematics</p>	<p>Mathematics To deliver Catch up Numeracy to children who are working towards the expected standard in their year group within KS2.</p>	<p>% PP Pupils at Maths Exp + Summer 2017 (to match cohort below from Cohort Trackers) EYFS Number Y1 5/5 = 100% Y2 7/14 = 50% Y3 7/8 = 87.5% Y4 5/11 = 54.54% Y5 3/11 = 27%</p> <p>% PP Pupils at Maths Exp + Summer 2018 Y1 62.50 (+/- from above) Y2 100.00 (=) Y3 43.75 (-6.25) Y4 77.77 (-9.73) Y5 63.63 (+9.09%) Y6 3/9 Pupils 33% (+6%) – why 36.36 on summary?</p>	<p>The school has invested in this successful intervention. The softer targets achieved through this intervention was the self-confidence and self-esteem of children within the subject of Mathematics.</p> <p>CHILD KS2, "I hated my Maths lessons but now I love them, especially the challenges".</p>	
<p>They are challenged through quality first teaching to achieve the expected standard in more than one subject. Reading & Writing</p>	<p>To train 2 members of staff to deliver the Catch Up Literacy programme to support the QFT. This will enable teachers to support children in their gaps.</p>	<p>% PP Pupils at Reading Exp + Summer 2017 (to match cohort below) EYFS Reading Y1 3/5 = 60% Y2 5/14 = 35.71% Y3 6/8 = 75% Y4 6/11 = 54.54% Y5 5/11 = 45.45%</p> <p>% PP Pupils at Read Exp + Summer 2018 Y1 50.00 () Y2 3/5 = 60.00% (=) Y3 5/16 31.25% (-4.46%) gained x2 (1 now left) Y4 6/9 66.66% (-8.34%) gained x1 below Exp+ Y5 9/11 81.82 (+27.28%) Y6 5/9 54.54</p>	<p>Appropriate resources to be bought by the school in order for the intervention to be successful.</p>	

They are challenged through quality first teaching to achieve the expected standard in Reading	Reading Inference Intervention for children who have a low ability in reading comprehension. (Years 5 & 6)	<p>% PP Pupils at Reading Exp + Summer 2017 (to match cohort below)</p> <p>EYFS Reading Y1 3/5 = 60% Y2 5/14 = 35.71% Y3 6/8 = 75% Y4 6/11 = 54.54% Y5 5/11= 45.45%</p> <p>% PP Pupils at Read Exp + Summer 2018 Y1 50.00 () Y2 3/5 = 60.00% (=) Y3 5/16 31.25% (-4.46%) gained x2 (1 now left) Y4 6/9 66.66% (-8.34%) gained x1 below Exp+ Y5 9/11 81.82 (+27.28%) Y6 /9 54.54</p>	To incorporate this strategy with QFT so the children have connections within their learning.	
They are challenged through quality first teaching to achieve the expected standard in more than one subject. Reading & Writing	Read, Write, Inc. intervention with lower ability children in from year 2 to year 4.	<p>% PP Pupils at Reading Exp + Summer 2017 (to match cohort below)</p> <p>Y2 5/14 = 35.71% Y3 6/8 = 75% Y4 6/11 = 54.54%</p> <p>% PP Pupils at Read Exp + Summer 2018 Y2 3/5 = 60.00% (=) Y3 5/16 31.25% (-4.46%) gained x2 (1 now left) Y4 6/9 66.66% (-8.34%) gained x1 below Exp+</p>	<p>A successful scheme of work. KS1 will continue to use the RWI provision.</p> <p>RWI is not always a successful way for some children in Year 3 to continue with. This style of learning is not always appropriate and further investigations and working closely with the SEND coordinator will allow other personalised methods to be found and used.</p> <p>A successful strategy for individuals in KS2 who have gaps in learning for personal reasons or have and long term absences.</p>	
iii. Other approaches				Total: £10,750
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C. Additional opportunities offered where appropriate eg. music lessons, booster lessons support, interventions, PE, Grammar school 'taster sessions' etc	To support individual children financially in order to allow them to experience enrichment activities.	Children who would like the opportunity to learn how to play an instrument having the opportunity. This has had an impact on confidence and children excelling in other areas of the curriculum.	To continue with this provision with the Arts Leadership Team and links with the Grammar School.	
C. Additional opportunities offered where appropriate.	Breakfast Club to be offered to all Pupil Premium Pupils on a	<p>2017-18 Attendance for Non-PP children – 96.10%</p> <p>2017-18 Attendance for PP children – 94.68%</p>	<p>A successful provision which we will continue with.</p> <p>Many children are ready to learn when school starts when they attend the breakfast club.</p>	

	<p>rota. Breakfast provided. Targeted activities undertaken with a focus on fluency: spellings, times tables and reading.</p>	<p>The fluency activities supported the learning the children were involved with in class.</p>	<p>To use PE within these sessions.</p>	
<p>C. Additional opportunities offered where appropriate.</p>	<p>Financial support for educational visits and residential trips.</p>	<p>An enriched curriculum provided to all.</p>	<p>To continue with this provision.</p>	
<p>C. Regular and robust tracking shows children are working towards the 'expected standard' and achieving expected standard in all three areas.</p>	<p>2 X LSA staff are timetabled in the afternoons to support children through ELSA programme.</p>	<p>A very successful provision. This programme has allowed individual children to tackle areas which they are struggling with in order for them to be able to focus on their learning in class.</p> <p>Staff have observed a change in attitude and behaviour which has been modified over a period of time.</p> <p>Children are also recognising how this support is benefiting them as asking for a session. Providing children with responsibilities to help boost self-esteem. E.g. – Lunch time leaders. This then having an impact on achieving the expected standard.</p>	<p>To continue with this provision.</p>	
<p>D. Parents collaborate and share transport. Siblings are invited to stay in school to support parents.</p>	<p>Parental engagement developed and promoted through an open door policy.</p> <p>Support provided to parents if there are barriers for their children to attend opportunities at school outside of the schools working day.</p>	<p>Open door policy is a success. More staff available for parent contact daily in the morning.</p> <p>All class teachers lead the children outside at the end of the day making themselves visible and available for parents.</p>	<p>Relying on parents to bring children into school early or staff after school can be problematic for some families. Therefore, in the future will make changes for children to access any important intervention a child may need during the day.</p> <p>QFT is key but timetables in the afternoons make the LSA available to deliver research based interventions which are appropriate to individual children or groups of children.</p>	
<p>E. Improve the attendance of PP children – every moment counts.</p>	<p>Every moment counts. Rigorous approach to monitoring from class teachers to office staff.</p>	<p>2017-18 Attendance for Non-PP children – 96.10%</p> <p>2017-18 Attendance for PP children – 94.68%</p>	<p>To continue to monitor and support families if necessary.</p>	

	Positive attendance certificates given at the end of each term.			
			Total	£9250