

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Alford Primary School				
Academic Year	2019/20	Total PP budget	£187 440	Date of most recent PP Review  March 2019 – Governor review of provision and pupils.	LA Review: March 2015 HMI: May 2015 OFSTED: May 2016
Total number of pupils	369	Number of pupils eligible for PP	142	Date for next internal review of this strategy	Aug 2020

2. Current attainment (Year 6: July 2019)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	56% (+16% from 2018)	59% (65%)
% making expected progress in reading (as measured in the school)	-5.49 (-2.70 in 2018)	-2.48 (0.06)
% making expected progress in writing (as measured in the school)	-1.15 (-2.90 in 2018)	1.00 (-0.62)
% making expected progress in mathematics (as measured in the school)	-3.62 (-1.40 in 2018)	-0.75 (0.45)

3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers (issues to be addressed in school, such as poor oral language skills)</b>		
A.	Generally, On entry baseline measures are noticeably lower for PP pupils in EYFS compared to non PP: particularly in CL, PSED	
B.	Higher SEND proportions of PP pupils: 73% of SEND children are Pupil Premium, 23% of the total number of Pupil Premium are SEND	
C.	Progress in Reading, Writing and Maths for some Pupil Premium Children is below national expectation	
D.	Lower cultural capital/support for aspirations is evident in the vocabulary and experiences of the children	
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>		
A.	Attendance of some PP pupils is below 96% which impacts on learning. Overall attendance in 2018/19 =96% PP attendance for 2018/19 = 94.6% Non DPP attendance =	
B.	High numbers of families being supported through Children's Services, TAC or local charities – currently 8 families for which our PSA is Lead Professional. 4 families are CIN. All of these children are DPP. This represents a lack of engagement.	
C.	Lack of home support for reading activities and other school related activities within a noticeable portion of the PP cohort	
4. Desired outcomes (specific outcomes and how they will be measured)		
A.	In KS2, continue to improve the understanding and use of ambitious vocabulary/sentence stems to impact positively on KS2 outcomes and progress for PP children.  The gap between disadvantaged children and non-disadvantaged children reduces.	Reading, Writing and Maths attainment for Yr 6 PP cohort to improve on 56% (2018/19 figure for PP attainment at expected).  Rates for reading progress for PP pupils to rise to match non PP pupils across the school.  Lessons are planned and delivered to ensure a wide range of experiences and support the aims to increase the use of ambitious and academic vocabulary  All teaching reflects the circular curriculum and values to improve retention and resilience in children.
B.	Improve attendance for the PP cohort in line with other children.	96% attendance for PP pupils
C.	Improve communication and language skills and PSED skills in EYFS.	PP pupils make at least typical progress in CL and PSED.

D.	<p>The emotional, behavioural choices and social needs of the pupil premium children are identified and addressed through targeted intervention.</p>	<p>SDQ are completed and show a positive impact of intervention ELSA training is completed and effective emotional, social and behavioural support in place throughout school. Alternative provision (The HUB, ELSA nurture groups are in place at lunchtimes when required. Nurture group/individual support in place to meet needs. Measured through emotional and behavioural tracking via SDQ CPOMs, pupil voice, observations and engagement. HLTAs are trained and in place to ensure emotional consistency for children Pupil Voice reflects that children are happy and willing to learn (Governor visits to follow up from previous monitoring)</p>
E.	<p>Individual needs of pupils eligible for the pupil premium grant are clearly identified and planned for in lessons. Targeted interventions address the specific needs of pupil premium pupils, having a positive impact on individual progress.</p>	<p>Planning and teaching addresses the needs of all pupils, setting high expectations and clear next steps. Individual targets for pupils eligible for pupil premium funding are met and impact on progress. Measured through data tracking. All PP children, including those who are also on the SEND register, achieve at least in line with national data.</p>
F.	<p>An inclusive approach to extra-curricular activities providing enhancement and enrichment for all pupils eligible for the pupil premium grant.</p>	<p>Pupils eligible for the pupil premium grant access enrichment opportunities, extra-curricular activities, school trips and residential visits.</p>

<b>1. Planned expenditure</b>										
Academic year	2019/2020									
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.										
<b>i. Quality of teaching for all</b>										
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>Expected progress in reading, writing and maths for all PP pupils to be at least 90%. At least 10% making better than expected progress in each year group.</p> <p>Combined R, W and M % age to increase in 2020.</p>	<p><b>Additional support in lessons as well as additional 1 to 1 time focussing on giving as timely feedback as possible – preferably on the same day for English and Maths. (At least 1 TA in each class.) – Purple Polishing.</b></p>	<p>EEF foundation cites timely and clear feedback as being an effective, efficient intervention.</p> <p>EEF cites the following impact which are key factors in these initiatives:</p> <p>Feedback +8</p> <p><b>TAs named for each Key Stage:</b></p> <p><b>Cost=£98,400</b></p>	<p>All support and interventions are identified on provision grids for pupil premium pupils, which are updated each term in light of assessments. Observations and pupil feedback, as well as work scrutinies inform us about the quality of feedback – pupils' 'purple penning' shows responses to support and work in books show progress being made.</p>	<p>All teaching staff – Teachers identify PP pupils who need feedback sessions in the afternoon by looking closely at English and maths work following morning sessions.</p>	<p>Each long term following key assessments.</p>
<p>Improved reading and writing outcomes in EYFS and KS1 with PP pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.</p>	<p><b>£32,052 Cost of additional teacher in Year 1</b></p> <p>Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or support given to targeted children within the teacher's group.</p>	<p>Good evidence that early fluent phonic decoding is essential building block for confident reading.</p> <p>EEF cites the following impact which are key factors in these initiatives:</p> <p>Early Years Interventions +5 Reducing Class Size +3</p>	<p>Phonics Tracker will show progress; Provision maps will show what specific support is being given. %age of Children's passing phonic screen in Year 1 will at least match national figures.</p>	<p>All teaching staff.</p>	<p>Each long term but there will be movement between groups depending on attainment in lessons as and when needed.</p>

To improve outcomes in Reading and Maths	<p>Reading – As part of the curriculum review continue to develop a tiered approach to sentence stems in reading comprehension</p> <p>Maths - CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply mastery skills.</p> <p>To complement the WRH planning using the appropriate level of support for pupils via the Power Maths programme.</p> <p>To take part in a pilot project for establishing mastery and opportunities for staff to observe the Shanghai approach to teaching maths.</p> <p>To develop sentence stems in maths and reading to ensure children are being given chances to develop oracy and practise unfamiliar vocabulary and phrases</p>	<p>Maths Lead has taken feedback from Maths Cluster sessions about the positive impact of using maths reasoning within all lessons - the use of the Power Maths scheme that supports this approach.</p> <p><b>EEF cites the following impact which are key factors in these initiatives:</b></p> <ul style="list-style-type: none"> <li>Collaborative Learning +5</li> <li>Mastery Learning +5</li> <li>Oral recognition +5</li> <li>Peer Tutoring +5</li> <li>Reading Comprehension Strategies +6</li> </ul>	<p>Pupils' books.</p> <p>Learning Walks</p> <p>Feedback from pupils.</p> <p>Lesson observations conducted by the HT.</p> <p>Outcomes will improve on the previous year for PP pupils. This will form part of staff appraisal system.</p>	<p>All teaching staff.</p> <p>HT to complete lesson obs.</p>	<p>Work Scrutinies each short term.</p> <p>Feedback from pupils during lesson observations.</p> <p>Assessments each LT.</p> <p>All will inform progress of this type of approach and discussion at training sessions will assess approach.</p>
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To improve retention of knowledge and behaviour for learning through ongoing curriculum review	<p>Continue to develop curriculum including values and attributes for learning.</p> <p>Embed metacognition into Ollie Organisation and revisit spaced learning strategies with staff and children – particular focus DPP and SEN children.</p> <p>House system to encourage belonging and good behaviour</p>	<p><b>EEF cites the following impact which are key factors in these initiatives:</b></p> <p>Art Participation +2 Metacognition +7 Social and Emotional Learning +4 Behaviour interventions +3</p> <p><b>TA (SEE COST ABOVE)</b> <b>ELSA (SEE COST BELOW)</b></p>	<p>Pupils' books. Learning Walks Feedback from pupils. Lesson observations conducted by the HT. This will form part of staff appraisal system.</p>	<p>All teaching staff. SMT to complete lesson obs.</p>	<p>Work Scrutinies each short term. Feedback from pupils during lesson observations Learning Walks. Assessments each LT. All will inform progress of this type of approach and discussion at training sessions will assess approach.</p>
<b>Sub total budgeted cost</b>					<b>£130,452</b>

<b>ii.Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas.	1 to 1 support in reading has shown to be effective in supporting pupils to make accelerated progress in both reading fluency and reading comprehension, language skills Salford tests and maths skills measured by the Sandwell Test.	Feedback from assessments and progress measured by pre and post assessments.	Team Leaders analyse and feedback to DHT and HT.	Depends on length of interventions.  <b>£19,120 DH release</b> <b>£9,504 SENCO release</b>

SEND/PP pupils' specific barriers will be correctly identified.  SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions.	STAPS team employed to complete assessments of identified pupils.  SENDCo	Researched backed assessments proven to identify key issues. External agencies provide expertise in suggesting appropriate interventions.	Written reports and recommendations are used by teaching staff to ensure identified needs are being addressed.	SENDCo	£1330 STAPS
PP pupils make at least expected progress in key curriculum areas and if SEND achieve targets on Learning Plans.	Team Leaders organise teaching support for PP pupils and ensure all PP pupils receive high quality targeted support.  The DHT in her role as Assessment Lead monitors progress of PP pupils and identifies any concerns.	High quality teaching in small groups using timely feedback is effective in terms of impact on progress.	Assessment results and pupil books show good progress in learning is being made.	HT and DHT analyse assessments and monitor work scrutinies.	
<b>Sub total budgeted cost</b>					£160,406

### 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?
Improved attendance of PP pupils so improving learning outcomes. Targeted to reach 96%.	PSA to conduct weekly review of attendance and meets with pupils whose attendance is dipping.  HT liaises with parents, putting actions in place to allow improvements to be made. Rewards and incentives in place.	Improved attendance improves learning outcomes and emotional support/ talking time improves wellbeing.	Attendance monitoring and regular meeting between the HT and the PSA.  Regular external review systems and procedures by a consultant EWO.	HT and PSA	£11,000 PSA

PP families with factors affecting wellbeing are supported through the TAC arena.	PSA employed to dedicate time to families and to bring together professionals to support them.	Supporting families to resolve difficulties improves outcomes for the children in that family.	Regular meetings to review the range of support in place for families.	PSA and HT	
Pupils are well nourished and so concentrate better in lessons.  Children escorted onto school premises ensuring punctual attendance.	Breakfast Club: staffing and the cost of breakfasts for an average of 31 PP pupils a day.  Walking Bus staffing	There is evidence to show that children find it difficult to concentrate when hungry. Children receive a well-balanced, plentiful breakfast.  Prompt start to learning.	Register kept and is noted within Provision mapping so that staff are aware which PP pupils are getting this.  Register completed.	HT	£10,594 BREAKFAST CLUB/STAFF  £2440 WALKING BUS STAFF
Children with significant emotional issues supported through ELSA Nurture groups and interventions and close monitoring of external factors	ELSA training CPOMS monitoring systems	Talking time has been shown to improve children's ability to make sense of their emotions.	Referrals kept and SENDCO liaises with staff to identify pupils who may need this support.	SEDCO	£500 ELSA TRAINING Cost of CPOMs: -
Lesson continuity and quality of education is improved by in-house cover through teachers and HLTA who have been trained in school initiatives	HLTA programmes Mastery Approach in maths	The consistency of approach in delivery of lessons, combined with the continuity of school adults will reduce emotional difficulties presented by a less known adult and improves the quality of learning.  EEF cites the following impact which are key factors in these initiatives: Behaviour interventions +3 Social and Emotional Learning +4	Contributes to skills covered above.	SENC	£500 HLTA TRAINING
PP pupils access the Yr 5/6 London trip/ PGL and so access the additional cultural and educational opportunities it provides.	Enhancing the curriculum.	Stimulating learning experiences improve children's attitude to learning.	Feedback from pupils has confirmed that this is something they value.	DHT/ Yr 5/6 Team Leader.	£2000
<b>Total budgeted cost</b>					£187,440

## **2. Review of expenditure**

<b>Combined R, W and M %age to increase in 2018.</b>		<p><i>Specific concerns: Yr 2 DPP cohort are not maintaining progress across all subject areas. Yr 3 DPP cohort in reading, SPAG and Maths (just). Yr 4 DPP cohort for reading and writing. Year 5 DPP for maths (expected progress).</i></p> <table border="1" data-bbox="617 287 1664 663"> <thead> <tr> <th></th><th colspan="2">2017</th><th colspan="2">2018</th><th colspan="2">2019</th></tr> <tr> <th></th><th>Alford Primary %</th><th>National Score %</th><th>Alford Primary %</th><th>National Score %</th><th>Alford Primary %</th><th>National Score %</th></tr> </thead> <tbody> <tr> <td>R,W &amp; M combined</td><td>50</td><td>61</td><td>64</td><td>64</td><td>57</td><td>65</td></tr> <tr> <td>RWM combined DPP</td><td></td><td></td><td>40</td><td></td><td>56</td><td></td></tr> </tbody> </table>		2017		2018		2019			Alford Primary %	National Score %	Alford Primary %	National Score %	Alford Primary %	National Score %	R,W & M combined	50	61	64	64	57	65	RWM combined DPP			40		56		The PP pupils who are also SEND will require particular monitoring and interventions.								
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		<p>The overall R, W and M combined score increased by 16% from the previous year.</p> <table border="1" data-bbox="781 763 1401 1133"> <thead> <tr> <th>Progress During KS2 2019</th><th>All</th><th>DPP</th><th>Non-DPP</th></tr> </thead> <tbody> <tr> <td><b>Reading 2019</b></td><td><b>-4.1</b></td><td><b>-5.49</b></td><td><b>-2.48</b></td></tr> <tr> <td>Reading 2018</td><td>-0.9</td><td>-2.7</td><td>0.06</td></tr> <tr> <td><b>Writing 2019</b></td><td><b>-0.15</b></td><td><b>-1.2</b></td><td><b>1</b></td></tr> <tr> <td>Writing 2018</td><td>-1.4</td><td>-2.90</td><td>-0.4</td></tr> <tr> <td><b>Maths 2019</b></td><td><b>-2.28</b></td><td><b>-3.62</b></td><td><b>-0.75</b></td></tr> <tr> <td>Maths 2018</td><td>-0.2</td><td>-1.4</td><td>0.45</td></tr> <tr> <td><b>RWM 2019</b></td><td><b>-2.2</b></td><td><b>-3.4</b></td><td><b>-0.7</b></td></tr> <tr> <td>RWM 2018</td><td>-0.3</td><td>-1.4</td><td>0.1</td></tr> </tbody> </table>	Progress During KS2 2019	All	DPP	Non-DPP	<b>Reading 2019</b>	<b>-4.1</b>	<b>-5.49</b>	<b>-2.48</b>	Reading 2018	-0.9	-2.7	0.06	<b>Writing 2019</b>	<b>-0.15</b>	<b>-1.2</b>	<b>1</b>	Writing 2018	-1.4	-2.90	-0.4	<b>Maths 2019</b>	<b>-2.28</b>	<b>-3.62</b>	<b>-0.75</b>	Maths 2018	-0.2	-1.4	0.45	<b>RWM 2019</b>	<b>-2.2</b>	<b>-3.4</b>	<b>-0.7</b>	RWM 2018	-0.3	-1.4	0.1	
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Improved phonic outcomes in EYFS and KS1 with PP	Ratio of 1.2 TAs per class means phonic teaching groups can be small and/or	<p>The 2019 DPP phonics score was 68% compared with All 76%. This represented a considerable increase on the GLD score of 56% for the cohort</p> <p>The pass rate for Year 2 retakes was 100%</p> <p><b><i>The chart shows the percentage of pupils achieving the end of key stage expectation:</i></b></p> <table border="1" data-bbox="804 1414 1799 1472"> <thead> <tr> <th></th><th>2017</th><th>2018</th><th>2019</th></tr> </thead> </table>		2017	2018	2019																																	
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pupils making at least expected progress from their starting points and similar percentage to non-PP making at least expected progress.	support given to targeted children within the teacher's group.		Alford Primary %	National Score %	Alford Primary %	National Score %	Alford Primary %	National Score %																	
		Reading	70	76	71	75	79	TBC																	
		Writing	60	68	63	70	69	TBC																	
		Mathematics	70	75	66	76	81	TBC																	
		92% of DPP children made expected progress and 8% made more than expected progress.  See additional information below in targeted support review.  Evidence is clear in books and during feedback from pupils to show that reasoning has been a much more integral part of the lesson with challenge for all abilities being a feature. Pupils are proud of their work and are meeting the challenges of the new curriculum. Pupils understand when and why they have made errors and are able to address these.																							
To build on the progress made in 2016/17 with the initiative to improve maths reasoning skills for all pupils.		<p>CPD for all to review progress from the previous year and give teachers and TAs the time to decide on the most effective ways of encouraging pupils to apply reasoning skills. To implement the WRH planning using the appropriate level of support for pupils.</p> <p>TAs used in the afternoons to work with PP and any other</p> <p><b><i>Reasoning score increase on 2017 figures (pupils working below their KS are excluded from the data):</i></b></p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>53%</td> <td>57%</td> </tr> <tr> <td>Year 4</td> <td>65%</td> <td>66%</td> </tr> <tr> <td>Year 5</td> <td>62%</td> <td>63% (if the five children new to Year 5 are removed)</td> </tr> <tr> <td>Year 6</td> <td>56%</td> <td>67%</td> </tr> </tbody> </table> <p><b><i>The average test result shows an increase in Year 6 with other year groups staying in line with the previous year scores. Books show much more frequent opportunities for children to apply their maths knowledge through reasoning/ problem solving activities when compared to 2 + years ago and it is disappointing that there is not clearer evidence of this through test scores. The increased score in Year 6 is very pleasing.</i></b></p>									2017	2018	Year 3	53%	57%	Year 4	65%	66%	Year 5	62%	63% (if the five children new to Year 5 are removed)	Year 6	56%	67%	2018 end of year mental maths score to be used as base line for tracking progress next year. Increased focus on counting fluency in KS1.
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	vulnerable pupils to address misconceptions from the morning's learning.																				
<b>ii. Targeted support</b>																					
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)																		
To improve reading, spelling scores, SALT skills, maths skills, coordination skills for targeted PP pupils.	1:1 or small group support in each of these areas. Class Teacher directs TAs to specific groups or individuals. Team Leaders review impacts of support on a regular basis and adjust as appropriate.	<p>Figures show the percentage of pupils working at age related expectation in targeted areas at the end of the year compared to <b>on-entry data into EYFS (2017/2018)</b></p> <table border="1"> <thead> <tr> <th>TARGETTED AREA</th><th>PP</th><th>Non PP</th></tr> </thead> <tbody> <tr> <td>CL Listening and Attention</td><td>83% 48% <b>Increase of 35%</b></td><td>97% 66% <b>Increase of 31%</b></td></tr> <tr> <td>CL Understanding</td><td>83% 48% <b>Increase of 35%</b></td><td>97% 66% <b>Increase of 31%</b></td></tr> <tr> <td>CL Speaking</td><td>79% 41% <b>Increase of 38%</b></td><td>97% 72% <b>Increase of 25%</b></td></tr> <tr> <td>Personal, Social &amp; Emotional Development (PSED) Self Confidence and Self Awareness</td><td>79% 48% <b>Increase of 31%</b></td><td>97% 62% <b>Increase of 35%</b></td></tr> <tr> <td>PSED</td><td>79% 48%</td><td>97% 66%</td></tr> </tbody> </table>	TARGETTED AREA	PP	Non PP	CL Listening and Attention	83% 48% <b>Increase of 35%</b>	97% 66% <b>Increase of 31%</b>	CL Understanding	83% 48% <b>Increase of 35%</b>	97% 66% <b>Increase of 31%</b>	CL Speaking	79% 41% <b>Increase of 38%</b>	97% 72% <b>Increase of 25%</b>	Personal, Social & Emotional Development (PSED) Self Confidence and Self Awareness	79% 48% <b>Increase of 31%</b>	97% 62% <b>Increase of 35%</b>	PSED	79% 48%	97% 66%	£17,241
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<b>Managing Feelings &amp; Behaviour</b>	<b>Increase of 31%</b>	<b>Increase of 35%</b>
<b>PSED Making Relationships</b>	<b>79%    37% Increase of 42%</b>	<b>94% 62% Increase of 32%</b>

The increase in percentages for the PP group are close to or greater than the increase for the non PP group showing at least similar rates of progress in these key areas for the PP group.

*Expected attainment in Reading – DPP vs NDPP, for the same cohort (ie. Year 1 in 2017 becomes Year 2 in 2018):*

	DPP		NDPP	
	2017	2018	2017	2018
<b>EYFS</b>	%age of DPP who attained 2 in the ELG?	92%	%age of NDPP who attained 2 in the ELG?	89%
<b>Year 1</b>	71%*	59%	79%	78%
<b>Year 2</b>	52%	54%	83%	89%
<b>Year 3</b>	57%	56%	84%	83%
<b>Year 4</b>	73%	78%	85%	92%
<b>Year 5</b>	57%	58%	83%	100%

\* These Year 1 results were not deemed accurate once the pupils moved into Year 2, so while BTE progress figures were slightly higher for DPP than for NDPP, there was a negative gap of 13% for expected progress.

The DPP figures for attainment in Reading remained broadly in-line with the previous year for the same cohort. The continuing problem for this group is that they contain a disproportionate amount of SEND children. Small step progress remains broadly in line or above for Reading year on year, at both EP (apart from Year 2 at EP\*) and BTE, showing this group are making similar progress to their peers.

#### Phonics 2018

The EYFS phonics tracker shows that by the end of the year 48% (14/29) PP children achieved at least the expected stage (Stage 3 week 6 -9) compared to 74% (23/31) of the non PP children. If Stage 3 (week 3 -5) is included, then 83% of PP achieved this compared to 97% of non PP pupils. 6 SEND did not achieve this target and 5 of these 6 SEND pupils are also pupil premium. PP children matched non PP children for the rate at which they moved through the phonics stages from their starting points – on average 4 stages. Only SEND pupils moved through at a slower rate.

Results show that on average accelerated progress is

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<p>SEND/PP pupils' specific barriers will be correctly identified. SENDCO regularly meets with staff to make sure PP pupils with SEND issues are receiving appropriate support in class and with interventions. LAC Teacher to monitor the progress and attainment of LAC pupils.</p> <p>Yr 6 PP pupils make accelerated progress including more able pupils.</p>	<p>STAPS team employed to complete assessments of identified pupils.</p> <p>SENDCo/ LAC teacher</p> <p>DHT organises teaching support for PP Yr 6 pupils, teaching for .33 of the TT and ensures all PP pupils receive high quality targeted support. The DHT in her role as</p>	<p>6 Yr 6 pupils on average made 15 months progress in a 6 month period.</p> <p>The STAPS team completed assessments on 9 Pupil Premium pupils, allowing targeted interventions to be applied.</p> <p><b>Most SEND pupils who received coordinated support organised by the SENDCo made progress against their individual learning plan targets. More info supplied in the Summer Term SEND impact statement.</b></p> <p><b>Overall, LAC pupils made at least expected progress in English and Maths.</b></p> <p><b>Looked After Pupils</b></p> <table border="1" data-bbox="494 658 1538 968"> <thead> <tr> <th></th><th>R Att</th><th>R Progress</th><th>Writing Att</th><th>Writing Progress</th><th>Maths Attainment</th><th>Maths Progress</th><th>Attendance</th></tr> </thead> <tbody> <tr> <td><b>Child 1</b></td><td>5GD</td><td>expected</td><td>5E</td><td>Better than expected</td><td>5E</td><td>Less than expected</td><td>99.7%</td></tr> <tr> <td><b>Child 2</b></td><td>5E</td><td>expected</td><td>5W+</td><td>expected</td><td>5W+</td><td>expected</td><td>99%</td></tr> <tr> <td>Child 3</td><td>6E</td><td>expected</td><td>6E</td><td>Better than expected</td><td>6E</td><td>Better than expected</td><td>98%</td></tr> </tbody> </table> <p><b>Yr 6 PP pupils were supported in key areas including English, SPAG and maths.</b></p> <p><b>Progress for the DPP group compared well with progress for the non PP group: as shown.</b></p> <p><b>Red figures show better than expected progress.</b></p> <table border="1" data-bbox="494 1341 1358 1456"> <thead> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>SPAG</th></tr> </thead> <tbody> <tr> <td>PP</td><td>93% <b>36%</b></td><td>93% <b>36%</b></td><td>93% <b>29%</b></td><td>93% <b>14%</b></td></tr> <tr> <td>Non PP</td><td>90% <b>31%</b></td><td>93% <b>38%</b></td><td>90% <b>31%</b></td><td>90% <b>34%</b></td></tr> </tbody> </table>		R Att	R Progress	Writing Att	Writing Progress	Maths Attainment	Maths Progress	Attendance	<b>Child 1</b>	5GD	expected	5E	Better than expected	5E	Less than expected	99.7%	<b>Child 2</b>	5E	expected	5W+	expected	5W+	expected	99%	Child 3	6E	expected	6E	Better than expected	6E	Better than expected	98%		Reading	Writing	Maths	SPAG	PP	93% <b>36%</b>	93% <b>36%</b>	93% <b>29%</b>	93% <b>14%</b>	Non PP	90% <b>31%</b>	93% <b>38%</b>	90% <b>31%</b>	90% <b>34%</b>	<p>teachers and pupils tells us this is a driver for positive outcomes both academically, socially and emotionally.</p>	<p>£1,174</p> <p>£13,546</p> <p>£17,186</p> <p>Learning plan interventions to be reviewed earlier in the summer term to allow for enough focussed support in the Summer term.</p>
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	Assessment Lead monitors progress of PP pupils and identifies any concerns.		
<b>iii.</b>			
Desired outcome	Chosen action/approach	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Improved attendance of PP pupils so improving learning outcomes. Both targeted to reach 96%.  PP families with factors affecting wellbeing are supported through the TAC arena. Barriers to parenting problems are removed and support given so that PP pupils are given	The LM Attendance  Support for Parents	<p>Overall improvement in DPP attendance for 2018. DPP attendance increased from 94% in 2017 to 95% in 2018.</p> <p>33 families have received support from the PSA and at least 39 pupils have accessed a range of emotional support via a range of programmes from either the Learning Mentor or our Parents Support Advisor.</p>	A few families are bringing attendance of the PP cohort down. High priority placed on dealing with these families in an even more robust way by pushing to TAC as soon as any issues emerge. Otherwise the approach used by the LM will continue in the same way – making calls to PS, collecting pupils if absolutely necessary, discussing any emotional issues

consistent boundaries.			with pupils if these underpin the attendance problem. The number of TACs is increasing so the PSA will focus just on coordinating these and supporting the work needed around them. The Learning Mentor will provide any programmes around wishes and feelings, supporting pupils in managing behaviour and anxiety or anger.	
Children escorted onto school premises ensuring punctual attendance.	Walking Bus	14 PP pupils regularly access the Walking Bus and so get to school on time.		£818
Pupils are well nourished and so concentrate better in lessons.	Breakfast Club	31 PP pupils regularly attend a fully or part subsidised breakfast club so that they are ready to apply themselves to their learning.		£9,380
Finance is not a barrier to PP pupils attending residential breaks with their peers. They access the range of team building and challenging activities.	Educational Visits	40 PP pupils were supported in attending residential trip which supports team building, resilience and facilitates secondary school readiness.	To continue – gets pupils in on time.	£690
Children with significant emotional issues receive 6 dedicated	Lighthouse Counselling	15 PP pupils accessed this counselling, helping them to deal with a range of more severe emotional issues.	To continue – gets pupils in on time. The extended session time by half an hour has proved very successful. 60 children on	£2,725

sessions of counselling. PP pupils feel well supported with their anxieties.			average access BC provision.  This will continue on a need basis.
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<b>3. Review of expenditure</b>				
Previous Academic Year		2017/2018 £176,880		
iv. Quality of teaching for all				
Desired outcome	Chosen action/approach	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

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				35% of the TA Budget: £81,844																				
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Desired outcome	Chosen action/approach	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
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#### 4. Additional Detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Support given to DPP and vulnerable pupils includes:

- Additional reading and comprehension practice
- Small group differentiated phonics and spelling support
- 1 to 1 support or small group support for purple penning
- Differentiated small group support in Counting Stick/mental maths activities
- Boosting of more-able Yr 5 and 6 children with Mrs Button
- Lexia support
- Jigsaw Counselling
- Emotional and Behavioural Support from Learning Mentor and Parent Support Advisor
- Breakfast Club and Walking Bus
- 1 to 1 writing conferences
- Numbers Count intervention
- 1 to 1 STAPS support to address particular learning issues as they become apparent
- Speech and Language support
- Talking Tales input
- Handwriting practice and fine motor skills practice
- 1<sup>st</sup> Move

# Pupil premium strategy / self-evaluation (secondary)

1. Summary information				
<b>School</b>				
<b>Academic Year</b>		<b>Total PP budget</b>		<b>Date of most recent PP Review</b>
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>
2. Current attainment				
		<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (national average)</b>	
<b>Progress 8 score average</b>				
<b>Attainment 8 score average</b>				
3. Barriers to future attainment (for pupils eligible for PP)				
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )				
A.				
B.				
C.				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria
A.				
B.				
C.				
D.				

<b>5. Planned expenditure</b>					
Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
					<b>Total budgeted cost</b>
<b>ii. Targeted support</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
					<b>Total budgeted cost</b>
<b>iii. Other approaches</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
					<b>Total budgeted cost</b>

<b>6. Review of expenditure</b>				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost

## **7. Additional detail**

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information			
School			Type of SEN (eg.PMLD/SLD/MLD etc.)
Academic Year		Total PP budget	Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy
2. Current attainment			
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving UQ targets in communication			
% achieving UQ targets in maths			
% progress specific to school setting			
3. Barriers to future attainment (for pupils eligible for PP )			
In-school barriers			
A.			
B.			
C.			
External barriers			
D.			
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria
A.			
B.			
C.			
D.			

<b>5. Planned expenditure</b>										
<b>Academic year</b>										
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.										
<b>ii. Quality of teaching for all</b>										
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
<b>Total budgeted cost</b>										
<b>iii. Targeted support</b>										
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
<b>Total budgeted cost</b>										
<b>iv. Other approaches (including links to personal, social and emotional wellbeing)</b>										
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
<b>Total budgeted cost</b>										

<b>6. Review of expenditure</b>				
Previous Academic Year				
<b>iv. Quality of teaching for all</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost
<b>v. Targeted support</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost
<b>vi. Other approaches (including links to personal, social and emotional wellbeing)</b>				
Action	Intended outcome	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	Cost

## **7. Additional detail**