

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Bede Burn Primary School				
Academic Year	2017-18	Total PP budget	£64,560	Date of most recent PP Review	Oct17
Total number of pupils	210	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Oct18

2. Current attainment		
	<i>Pupils eligible for PP (6 pupils)</i>	<i>Pupils not eligible for PP (24 pupils)</i>
% achieving expected standard or above in reading, writing and maths	50%	67%
% achieving expected standard or above in reading	50%	79%
Reading progress measure	-4.39 (in line)	-0.20 (in line)
Reading scaled score	99	105
% achieving expected standard or above in writing	50%	83%
Writing progress measure	-1.50 (in line)	0.58 (in line)
Writing scaled score	98	103
% achieving expected standard or above in maths	83%	83%
Maths progress measure	1.92 (in line)	2.64 (sig +)
Maths scaled score	105	107
% achieving expected standard or above in EGPS	50%	87%
EGPS scaled score	101	107
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		

A.	Complex needs affecting learning – SEND, Speech, language and communication needs (SLCN) and behavioural issues that require support and nurture	
B.	Expectations of low attaining pupils and more able pupils (challenge for more able and high expectations for low attaining pupils)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance of school and extra-curricular/enrichment activities	
D.	Home support (parental engagement and attendance at events, workshops; homework, including reading)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Early identification of SEND, including speech and language and communication needs and behavioural issues, ensures timely support and intervention are put in place, leading to readiness to learn and improved standards in Reading, Writing and Maths.</p> <p><i>Measure pupil attitude to learning and behaviour through conducting learning walks in classrooms and around school, by the use of case studies that show support and progress.</i></p> <p><i>Measure the impact of classroom provision and intervention through conducting learning walks and pupil progress meetings, including book scrutiny and pupil interviews.</i></p> <p><i>Measure the frequency of behavioural incidents on CPOMS.</i></p> <p><i>Measure the attainment of pupils eligible for the PP grant in EYFS, Phonics, and KS1/KS2 Reading, Writing and Maths compared to non-PP pupils both in school and nationally.</i></p>	<p>Pupils make at least expected progress in R, W & M.</p> <p>Pupil and parent voice questionnaires reflect positive attitudes to learning, level of support given and progress made.</p> <p>Behaviour, including learning behaviours are positive in the classroom and around the school; behavioural incidents reduce.</p> <p>Upward trend of pupil achievement of Communication and Language in EYFS, Phonics in Year 1, and expected standard and greater depth at KS1 and KS2, especially in Reading and Writing.</p>
B.	<p>High expectations and challenge for all, ensuring that all children make at least their expected progress.</p> <p><i>Measure the progress of pupils eligible for the PP grant in R, W & M compared to non-PP pupils both in school and nationally.</i></p> <p><i>Measure the quality of teaching and intervention by conducting learning walks and pupil progress meetings, including book scrutiny and pupil interviews.</i></p>	<p>Low attaining pupils make accelerated progress in R, W & M.</p> <p>More able pupils make at least expected progress.</p> <p>Pupils achieving greater depth in line with national figures.</p> <p>Gaps continue to diminish between PP and non-PP national</p> <p>Quality first teaching is evident across school.</p>
C.	<p>Disadvantaged children have access to and participate in extra-curricular activities.</p> <p>Attendance for disadvantaged pupils improves and is in line with national figures.</p> <p><i>Measure attendance data compared to non-PP pupils in school and nationally.</i></p> <p><i>Measure through pupil voice.</i></p> <p><i>Measure attendance of PP pupils at extra-curricular and enrichment activities.</i></p>	<p>Pupils have access to a range of clubs, including, but not limited to, sport, arts, breakfast club, library access.</p> <p>Pupils talk with enthusiasm and enjoy clubs and as a result attendance at school is good, as is their attitude to learning.</p> <p>Attendance at clubs is in line with non-PP pupils.</p> <p>PP pupils' attendance in line with national figures.</p> <p>Persistence absenteeism is reduced.</p>

		Pupils attend school on time.
D.	<p>Home support ensures that parents are in effective partnership with school and as a result pupil well-being is good. Parents feel confident to support their child in home learning.</p> <p><i>Measure engagement through attendance at events and workshops.</i></p> <p><i>Measure through pupil and parent voice.</i></p> <p><i>Measure through increased participation in reading and homework.</i></p>	<p>Attendance at workshops and events continues to increase.</p> <p>Parents say that workshops and events are interesting and useful in helping their children learn.</p> <p>Parents feel more confident in listening to their children read and helping with homework.</p> <p>Timely referrals are made to outside agencies that safeguard children and support families.</p> <p>Pupils say that they are well supported and as a result feel safe and make good progress.</p>

5. 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				
i. High quality teaching for all (NFER Block 1, 3 & 5)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When will it be reviewed?	Staff lead
<p>Through QFT of reading and phonics, all children make at least their expected progress and gaps diminish between PP and non-PP readers in line with national</p> <p>Classroom provision promotes reading for pleasure</p> <p>Motivation to read is improved and home/school reading links are further developed</p>	<p>Buddy reading and time for reading (individual and class DEAR reading)</p> <p>CPD for Accelerated Reading, and for implementation of key school reading strategies (eg Whole Class Guided Reading), coaching</p> <p>Introduction of AR to ensure books are targeted at pupils' level of reading; increase library stock to match AR levels</p> <p>Reading clubs (KS2 boys and Year 3)</p> <p>STAR Reading results and Insight tracking inform planning</p> <p>WCGR – develop reading skills and promote oracy and vocabulary.</p> <p>Parental workshops re reading, AR Reading</p> <p>Phonics tracker put in place across KS1 and consistency in teaching of phonics developed</p> <p>Michael Rosen trip for pupils in KS2</p>	<p>FFT research</p> <p>EEF research (collaborative learning +5; feedback +8, mastery +5, peer tutoring +5, phonics +4, reading comp +5)</p> <p>NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching</p> <p>High-quality rapid intervention closes gaps</p> <p>The NFER report reiterates that CPD can lead to an improvement of 18.7% This also proved a very successful strategy in school last year</p>	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p> <p>Intervention trackers completed half termly, data analysis meetings analyse the performance of all groups of children</p> <p>Changes to practise and impact on teaching and learning: CPD audit. Biannual PM meetings</p>	<p>AHT MT (English)</p> <p>Class teachers</p>

Through QFT of writing , all children make at least their expected progress and gaps diminish between PP and non-PP writers in line with national	Handwriting scheme introduced, training provided, and handwriting lessons taught discretely Spelling focus in weekly lessons and homework (Spellodrome) Writing across the curriculum focus (writing for a purpose) – exciting new foundation curriculum Forest School experiences to engage reluctant writers CPD to ensure staff have a greater understanding of criteria needed for expected standard and greater depth, coaching	EEF reseach – feedback +8, mastery +5 The NFER report reiterates that CPD can lead to an improvement of 18.7% This also proved a very successful strategy in school last year	Regular monitoring through planning and work scrutiny, lesson observation and intervention impact. Intervention trackers completed half termly, data analysis meetings analyse the performance of all groups of children. Writing moderation. Changes to practise and impact on teaching and learning: CPD audit.	AHT MT (English) Class teachers
Through QFT of mathematics , all children make at least their expected progress and gaps diminish between PP and non-PP mathematicians in line with national	RM Maths, Catch Up and Breaking Barriers further explored as mathematics interventions and training given as required (as well as established 1 Plus 1, Power of 2, Mathletics) STAR Maths results and Insight tracking inform planning Year 6 have access to practice books to apply their skills (CGP, Scholastic) Year 6 have differentiated booster groups	NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching High-quality rapid intervention closes gaps EEF – feedback +8, mastery +5	Regular monitoring through planning and work scrutiny, lesson observation and intervention impact. Intervention trackers completed half termly, data analysis meetings analyse the performance of all groups of children.	MF (Maths leader) Class teachers
Through QFT, high expectations and challenge in R,W and M , the learning needs of more able pupils and less able pupils are met, work & pace are appropriately matched to maximise learning, and the percentage of pupils achieving Greater Depth increases.	Identification of pupils with SEND and those working above ARE; analysis of STAR R and M assessments. Pupils progress tracked and intervention put into place to address gaps between PP and non-PP and gaps in learning Targeted differentiation, high quality marking and feedback and booster extension groups for groups of pupils working above ARE (Y2, Y6). Austin's butterfly training and other staff training re high expectations and challenge	EEF – feedback +8, individualised instruction +3	Moderation and monitoring of groups of pupils. Book scrutiny and pupil interview as per monitoring schedule to ensure that they show good progress and the impact of good teaching.	AHT AL (SENDCo) NF (HT)
Total budgeted cost				£17,750
ii. Attainment and Achievement, Targeted Support (NFER Block 4, 5, 6, 7)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When will it be reviewed?	Staff lead

<p>Data is used to identify all pupils' learning needs</p> <p>Through timely interventions, pupils' needs are met. Gaps diminish between PP and non-PP readers in line with national; pupils make good progress.</p>	<p>Pupils progress tracked and intervention put into place to address gaps between PP and non-PP and gaps in learning; 'immediate intervention' based on marking takes place during assembly.</p> <p>Introduction of STAR tests in Reading and Maths; results analysis used to inform the need for intervention. Training for staff provided.</p> <p>Half termly Pupil Progress meetings with SLT to discuss the progress of PP group and other key groups, as well as individuals.</p> <p>Targeted 1:1 reading for pupils requiring support to accelerate progress.</p> <p>Interventions include 1 Plus 1, Power of 2, Catch up, Reading, Free breakfast club (Mathletics and Spellodrome) (develop TA training to expand).</p> <p>PPA cover funded to allow more TAs/HLTAs to deliver focused interventions in the afternoons</p> <p>New intervention iPads and Clicker apps used to support pupils working below ARE/with SEND</p> <p>Additional TAs to work with pupils with complex needs, giving other groups smaller ratios too; additional TA in EYFS to give best possible start</p>	<p>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</p> <p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p> <p>NFER indicated a 15.6% increase in outcomes using one to one tuition</p> <p>EEF research – digital technology +4; EYFS intervention +5; 1:1 +5, small group tuition +4</p> <p>High-quality planned intervention closes gaps in learning</p>	<p>Half termly book scrutiny and pupil interview</p> <p>Case studies written for individual pupil.</p> <p>Linking progress to Performance Management ensures QFT and accountability</p> <p>Data to identify needs analysed</p> <p>interventions tracked for effectiveness</p>	<p>NF (HT)</p> <p>AHT AL and AHT MT</p>
<p>Early identification of SEND, including speech and language and communication needs, ensures timely support and intervention are put in place, leading to readiness to learn and improved standards in Reading, Writing and Maths.</p> <p>Speech and social interactions improve from starting points.</p>	<p>SENDCo training and implementation of new LA SEND practices eg ranges.</p> <p>Teachers learn how to identify SEND using ranges, alongside SENDCo, and revise current lists.</p> <p>EYFS Leader work with SENDCo to identify and address S&L needs in Reception (Blast, MR, outside intervention).</p> <p>SENDCo liaises with outside agencies to ensure support is provided to the best of our ability</p>		<p>Monitor gaps and progress made by pupils with SEND</p> <p>Monitor interventions for their impact</p> <p>Monitor improvement in standards (data, books, lessons)</p> <p>Pupil and parent surveys re SEND support.</p>	<p>AHT AL (SENDCo)</p>
<p>Provision is mapped for groups and individuals, so that SLT/SENDCo can ensure that provision is effective and good value for money.</p>	<p>SENDCo to attend LA training re provision maps/plans</p> <p>Use new LA Provision Maps and Provision Plans to track interventions and achievement for pupils with SEND and those eligible for PP</p> <p>Increase pupil and parental voice regarding provision for pupils</p>	<p>NFER indicated that personalised learning plans enhanced outcomes by 2.0%</p>	<p>Monitor support, cost and impact of PP funding and SEND funding via plans/maps</p>	<p>AHT AL (SENDCo)</p>
Total budgeted cost				<p>£50,000</p>
<p>iii. Nurture, Equality and Opportunity (NFER Block 1, 2 & 5)</p>				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When will it be reviewed?	Staff lead
<p>Effective emotional and behavioural support is provided for vulnerable pupils.</p> <p>Safeguarding is effective.</p>	<p>Teachers are trained in Pivotal behaviour approach in order to support pupils consistently across school. Staff also access other training to support emotional, social and behavioural needs, including Safeguarding</p> <p>CPOMS is used to identify behavioural/social patterns in pupils, in order to provide timely support.</p> <p>HLTA is trained in LEGO therapy and ELSA to enhance lunchtime club provision (for pupils who struggle with the social aspects of lunchtime).</p> <p>ELSA sessions put into MR's timetable for vulnerable pupils; personalised plan for one pupil with specific emotional/behavioural needs</p> <p>Work closely with The Place to ensure needs of LAC pupils are met</p> <p>Additional TAs work with pupils with complex needs</p> <p>SENDCo to work with class teachers to use ranges to identify emotional needs</p>	<p>EEF – behaviour interventions – moderate impact +3, social and emotional learning +4</p>	<p>Behaviour walks with governors, and other moderation including learning walks and observations, show that pupils are ready to learn and minimum disruption occurs.</p> <p>CPOMS shows a reduction in behavioural incidents across school and for individual pupils.</p> <p>PEPs reflect views of pupils and carers</p> <p>Pupil and parent views re safety, behaviour and happiness</p> <p>Case studies</p>	<p>NF (HT)</p> <p>AHT AL (SENDCo)</p>
<p>Home support ensures that parents are in effective partnership with school and as a result pupil well-being is good. Parents feel confident to support their child in home learning.</p> <p>Attendance for all pupils, including those eligible for PP, is in line with national average.</p>	<p>Seesaw development</p> <p>Parent workshops (Meet the Teacher, Reading at Home, Accelerated Reading, Family Support, etc)</p> <p>Parent Voice meetings and similar (Parent events eg bingo, parent research groups)</p> <p>Family Support role developed and introduced to parents; Family Supporter to work with families re Early Help, attendance, any other areas for support.</p> <p>Attendance is tracked, including persistent absentees and PP. New policy ensures parents are issued with fines for persistent absence and lateness in line with LA policy – school to liaise with families before this point is reached. Personalised Breakfast Club invitations sent out</p> <p>HT continue to greet parents at the gate whenever possible and write weekly newsletters</p> <p>Funding allows the library to open after school daily, so parents and pupils can choose books together</p>	<p>Research shows that effective parental support for education is key</p> <p>EEF research – parental involvement +3</p> <p>Extra support closes gaps</p>	<p>Wellbeing and good relationships with pupils and families essential to learning are evident (parent and pupil surveys, Seesaw, complaints).</p> <p>Early Help monitored; attendance monitored twice per half term.</p> <p>Feedback from parental events</p>	<p>NF (HT)</p> <p>JE (Family support)</p>

<p>To develop the whole child through broadening their real life experience</p> <p>Pupils eligible for PP have access to, and participate in, extra-curricular activities.</p>	<p>New equipment used at playtimes and lunchtimes; staff teach children team games</p> <p>Children eligible for PP invited to attend trips and school activities free of charge (increasing to one per half term with onset of Cornerstones). Residential trip subsidised by school.</p> <p>Pyramid club (aimed at developing self-esteem and social skills) is offered free of charge, as is any other school-run club (eg choir)</p> <p>Curriculum Pledge developed by staff and shared with pupils and parents – our promise of the exciting, broad opportunities pupils will have whilst at Bede Burn, including Forest School for all pupils</p> <p>Children eligible for PP invited to attend breakfast club and other clubs free of charge</p> <p>Pantomime at Christmas free of charge for all pupils</p> <p>All children in KS2 receive one term of musical instrument tuition free of charge</p>	<p>Enrichment activities improve behaviour & well-being, social & emotional skills</p> <p>EEF – outdoor learning +4</p>	<p>Monitor behaviour, attendance, punctuality, impact on learning, social and emotional skills</p> <p>Monitor participation in extra-curricular activities</p> <p>Pupil and parent questionnaires.</p>	<p>NF (HT)</p>
Total budgeted cost				£20,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
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

<p>To improve children's speed and fluency when reading, and their recognition of higher level vocabulary. To improve children's ability to answer reading comprehension questions at speed.</p>	<ul style="list-style-type: none"> • A change to whole-class guided reading by class teachers, with additional small-group and 1:1 reading for children not yet fluent in reading, from teachers and TAs. • Introduction of a whole-school 'read with Eric' approach. • Literacy leader to attend 'power of reading' course and feed back to other staff. • Literacy leader to be released to model teaching. • Ensure all classes are reading high-quality class readers and basing work on them. 	<p>Children's ability to answer comprehension questions is improving across school. We must continue to develop fluency, speed and vocabulary.</p> <p>WCGR was implemented with varying success (especially successful in Year 6). Some staff do not yet feel confident with the approach, however we want to persevere, having reviewed and refined our approach.</p> <p>Power of Reading had a huge impact across school. Internal and external book scrutiny (eg Nicole Park) showed vast improvements after the introduction of Power of Reading. The text approach ensured high-quality texts were shared, raising engagement, and has allowed children to develop their reading skills and write with increased purpose. MT modelled teaching writing across school, sharing good practice and raising standards.</p>	<ul style="list-style-type: none"> • WCGR continue but more focused (including vocabulary), less time-consuming and more training. • Power of Reading approach to continue. • Modelling writing needs to be further reinforced this year with a relaunch of the 'exciting sentences.' • Need more training for TAs – AHT AL now leading this. • We need to develop pupils' fluency and speed, and build upon current ability, so we are introducing Accelerated Reader. • We need to further develop sharing quality books, with the teacher reading to the class – we will introduce daily DEAR sessions. 	<p>£2000</p>
<p>To improve children's reasoning and problem-solving skills, as well as improving fluency.</p>	<ul style="list-style-type: none"> • Whole-staff training from Gareth Metcalfe, then visual maths used in staff planning and teaching. • New interactive resources My Maths and Mathletics purchased. • Numicon purchased for more visual maths. • Textbooks and practical resources to match the new curriculum purchased. • White Rose planning and tests adopted whole-school. • Maths the focus of breakfast club intervention. • Regular opportunities planned to discuss maths and reason. • <i>More opportunities for pupils to apply their skills to test questions – purchase various practice books eg Schofield and Sims, CGP tests.</i> 	<p>Maths results have improved massively this year (see table on page 1). Monitoring (internal and external) has shown that children's reasoning and problem-solving skills have improved hugely over the year. Fluency has improved and is an on-going area for improvement.</p> <p>Whole-staff training has had a long-lasting effect on teaching. Resources such as Mathletics and Numicon are widely used and are improving engagement and understanding. Mathletics has been used for homework and also in Breakfast Club (free to pupils eligible for Free School Meals), giving opportunities for pupils to improve fluency. Other resources are less well utilised and need to be explored further.</p> <p>Textbooks and White Rose planning are used well across school and have ensured teaching is well organised and matches curriculum requirements and the mastery approach. Opportunities to discuss reasoning have increased across the year through monitoring feedback actions and focused CPD. This has improved written reasoning too. Practice books for Year 6 provided more opportunities for pupils to apply their skills. 'Morning maths' sheets have provided an extra opportunity for all pupils to practice maths skills.</p>	<p>Improvement of mathematics has been very positive in school over the last year. Attainment of pupils eligible for Pupil Premium has improved by 50% to 83% and progress has improved massively too to 1.92. Attainment and progress has also improved for pupils not eligible for pupil premium.</p> <p>White Rose tests have not been a good indicator of attainment compared to SATs and teacher assessment. They will be replaced this year with STAR standardised tests.</p> <p>The vast majority of maths initiatives introduced last year will remain and we will focus on further embedding them. Some underused interventions (Catch Up, My Maths, RM Maths) will be developed further.</p>	<p>£9000</p>
<p>To support children through more adult support, by ensuring that each class has at least one TA present all morning, every morning.</p> <p>Interventions to run in the afternoon.</p>	<p>Rearranging TA timetables to ensure consistency in support.</p>	<p>This has had a positive impact on teaching and learning. TAs and teachers have worked together in class, both with a knowledge of the pupils and unit of work. Ensuring TAs are planned to support where best suited, and not always supporting pupils below ARE, has been in development over the year.</p> <p>Interventions running in the afternoons has meant pupils have more access to quality first teaching and are more often able to achieve current year group objectives.</p>	<p>Timetabling TAs to work in the same class every morning will continue this year.</p>	

<p><i>To narrow the gap between disadvantaged pupils and the rest of the cohort, more in line with LA levels.</i></p> <p><i>To narrow the gaps in the performance of PP children in reading, writing and maths across the school</i></p>	<ul style="list-style-type: none"> • <i>EYFS lead and HT to attend training on PP provision in EYFS.</i> • <i>Funding for an additional TA in EYFS, for increased adult modelling.</i> • <i>Funding for new resources and outdoor area resurfacing, so that children have a wide range of experiences.</i> • <i>Quality first teaching – our EYFS lead to visit other successful settings and share good practice.</i> • <i>Complete forest school training and embed in our curriculum.</i> • <i>Use Seesaw to engage parents and link home and school learning.</i> • <i>Increase opportunities for more able pupils to excel, including more opportunities to write narratives freely.</i> • <i>Data tracking meetings analyse the performance of all groups of children termly</i> • <i>progress monitored and intervention planned together with class teachers</i> • <i>Performance management targets relate to expected or better progress for all disadvantaged pupils</i> 	<p>The gap between disadvantaged pupils and the rest of the cohort narrowed in EYFS, Phonics, and KS1 and KS2 Reading and Mathematics. In some of these cases, the PP cohort was small and overlapped with other key groups, eg SEND, so meaningful analysis was difficult.</p> <p>Adult modelling through additional TAs proved very successful; it also enabled provision of emotional support for some pupils with complex emotional needs (PP eligible).</p> <p>The EYFS outdoors area and associated resources have been vastly improved, allowing pupils to learn through exploration. Forest school has been introduced into our curriculum in Reception. These two improvements have led to an increase in the percentage of pupils 'exceeding'. Increased opportunities for more able pupils to excel in writing were built into the curriculum, and will continue to be developed.</p> <p>Seesaw was introduced school-wide, leading to a large increase in parental engagement and home-school links. Parents and pupils have expressed that they see value in this.</p> <p>Pupil progress meetings enabled teachers and SLT to analyse performance of key groups and put intervention in place for pupils requiring it. This worked very well.</p>	<p>Our additional TAs have proved invaluable in supporting pupils most in need of support. This year we will continue to have two TAs in EYFS, one additional TA working with two pupils with SEND (one eligible for PP), and one additional TA working with a pupil with behavioural and emotional needs (PP eligible).</p> <p>Our outdoors area and resources showed us how important it is to be well-resourced and in a suitable environment. This lesson can be applied across school, by enabling funding to be available for necessary resources.</p> <p>Seesaw has increased parental engagement. We hope to build more parental engagement this year, including a family support role.</p> <p>Pupil progress meetings were much-improved last year. This year we hope to make this more easily linked to NIA and SEND provision.</p> <p>Forest school will be rolled out across school.</p>	<p>£27600</p>
<p><i>To ensure quality first teaching for all by increasing the quality and focus of CPD</i></p>	<p><i>Staff training:</i></p> <ul style="list-style-type: none"> • <i>Reasoning in maths</i> • <i>Maths on the new curriculum</i> • <i>Peer observation</i> • <i>Good practice modelling</i> • <i>New tracking system</i> • <i>Moderation</i> • <i>Intervention training</i> • <i>Writing</i> <p><i>Middle leadership</i></p>	<p>The majority of our teachers and SLT have visited other settings and courses to develop quality first teaching. They have also increasingly shared good practice within school, in modelling and peer observation settings.</p> <p>Whole-school training has had a lasting effect, including twilights and staff meetings.</p> <p>Training on the new tracking system has ensured that it is used effectively to inform planning.</p> <p>Moderation has cemented expectations and ensured consistency.</p> <p>Individual training, including leadership, maths interventions, ELSA, Power of Reading, etc, have strengthened staff knowledge and this has been fed back and/or utilised in school for the benefit of all.</p>	<p>Quality first teaching improved and is an ongoing area for development.</p> <p>Training is incredibly important – teaching staff as experts ensures that provision is the best it can be. Whole-school training is definitely more effective than individual, however in areas requiring specialist knowledge, individual CPD applied in school is also powerful. Making funding available for training (including in school training) benefits all pupils.</p> <p>Moderation needs to be developed further, across more year groups and subjects.</p>	<p>£1000</p>
<p>ii. Targeted support</p>				

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>To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as breaking barriers, spellodrome, my maths, mathletics, (with linked homework where appropriate) additional guided reading, and so on.</p>	<p>Spellodrome My maths Mathletics Breaking Barriers Targeted CPD for staff More stable TA timetabling to allow for stable intervention. <i>1 plus 1</i> <i>Power of 2</i></p>	<p>Interventions such as Power of 2 and 1 Plus 1 had a positive impact on pupils working below ARE last year, helping to plug gaps as well as build confidence. Giving time to these interventions is crucial.</p> <p>Mathletics and Spellodrome are enjoyed by pupils for homework and in Breakfast Club. This increased fluency and speed.</p> <p>My Maths, Catch Up, Breaking Barriers and RM maths have been underused this year, due to a lot of new things being introduced and time needed to embed some before using others to full effect. They will be explored next year.</p> <p>TA timetabling has allowed set interventions to happen; this will have to be included in next year's two week timetable.</p>	<p>Interventions need to be done often and without fail if they are to be effective. Targeting pupils using information from data analysis, in Pupil Progress meetings, has ensured timely, appropriate intervention.</p> <p>Interventions will continue, with others being introduced and developed as appropriate.</p>	<p>£1400</p>
<p>Increased, targeted support for a group in Y4 working significantly below age-expectations</p> <p>Small-group support for a pupil in Y2 with an EHC.</p>	<p>Interventions as above</p> <p>Extra TA in each class.</p>	<p>Both groups have complex needs and by providing an additional TA, the needs of the pupils has been met more effectively, and there are smaller groups with more adult attention for all pupils. In the case of Y2, the adult support worked very well. In Y4, circumstances meant the group had to reintegrate with the cohort, with support provided elsewhere. This year we wish to reinstate the group in Y4 with short term, specific targets.</p>	<p>Small group support works well where support is focused, with short term targets to meet. This year two TAs will be used again to support small groups of pupils with complex needs.</p>	<p>£18000</p>
<p>Targeted booster sessions ensure that y6 pupils have every opportunity to work towards national standards in a small group.</p>	<p>Staff funded to teach booster sessions.</p> <p>Interventions mentioned above.</p>	<p>Booster sessions provided targeted, differentiated teaching for all pupils in Y6. It gave pupils an opportunity to practice skills and get help in a small-group setting. It was very popular with pupils, with almost 100% attendance.</p>	<p>Continue booster groups this year.</p>	<p>£1350</p>
<p><i>To support pupils to pass the phonics screen, and to support those pupils in Y2 who need to resit the phonics screen.</i></p>	<p><i>Intervention sessions throughout the year with TA.</i></p> <p><i>Quality first teaching in Y1 and Y2, with a consistent approach to phonics throughout EYFS and KS1.</i></p>	<p>Our resit pass rate was 80% (4 out of 5 pupils), and continued to be well above LA and national averages.</p> <p>Our Y1 phonics overall pass rate dipped just below national average this year, and will be a focus of school improvement 2017-2018. The picture was more positive for pupils eligible for Pupil Premium (increase from 60% 2016 to 80% 2017).</p>	<p>Continue Y2 phonics intervention.</p> <p>Retest pupils who failed phonics in Autumn term.</p> <p>Plan for improvements to phonics provision, and more consistency, next year.</p>	<p>£700</p>

<i>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</i>	<i>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups in y2 and y6.</i> <i>Ensure boys have quality texts (through power of reading) which inspire them to write.</i>	Power of Reading has ensured boys have quality texts to inspire them to write. High expectations, quality feedback, KS1 booster extension groups and opportunities to write have increased the percentage of pupils exceeding in Reception and working at greater depth across school. This is still an area for development as not enough pupils eligible for PP achieve greater depth in class, and not enough pupils achieve greater depth in SATs.	Opportunity has greatly increased the percentage exceeding in Reception. Extending pupils working above ARE will be included in the 2017-2018 school improvement plan and will be an area of continued focus and development.	£1200
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iii. Other approaches

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 engagement in a broad, rounded curriculum for all.	Supported school trips and visitors. Subsidised residential trip, and additional residential being planned. Supported school clubs, including pyramid club to raise self-esteem. Inspirational visit from Colin Nell. Pantomime so all children can enjoy this experience. Music tuition for one term in year 3,4,5 and 6 supported.	School trips and visitors were partially funded by school and free to pupils eligible for PP, enabling all pupils to experience enrichment activities and engage with their learning. School has funded staff to deliver Pyramid Club all year round, helping pupils with low self-esteem and engagement to thrive. Colin Nell proved an inspiration to all pupils, sharing his story of success from adversity. Music tuition gave every pupil in KS2 an experience to engage them and taught them a new skill. Our attendance gap between disadvantaged pupils and the rest of the cohort suggests that this is still an area for improvement.	This year we are increasing 'memorable experiences' to one per half term (visits, visitors and in class experiences). Funding will continue to be made available to allow all pupils access to these engaging opportunities. Pyramid club and music tuition will also continue to be funded. This year a pantomime will also be funded. Attendance will be an increased focus this year, with a change of policy, monitoring and a family support role.	£4615
To ensure full engagement with school, including involvement from home.	<ul style="list-style-type: none"> Supervision of the library after school to encourage parents and children to choose books together. Staffing a breakfast club, free to disadvantaged pupils, with targeted intervention, Online learning platform 'Seesaw' to forge links with home, including tutorials of maths methods. Use of mathletics, spellodrome and my maths to set homework linking to school work. 	After school access to the library has proved popular and will continue. Breakfast club has also proved popular, and a cheap alternative to local private provision. Intervention at Breakfast Club has helped pupils in attendance. Seesaw has been popular and there are ways we could develop this further, eg tutorials of maths methods.	Breakfast club will be offered free to all PP pupils, not just those eligible for FSM. Library provision will continue and be enhanced by AR. Seesaw will continue to be developed.	£2577
Total				£69,442

7. Additional detail

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

Results 2017:

<http://smartfuse.s3.amazonaws.com/30465f12ee6a421a77beea5af0430545/uploads/2014/01/EYFS-2017.pdf>

<http://smartfuse.s3.amazonaws.com/30465f12ee6a421a77beea5af0430545/uploads/2014/01/phonics-2017.pdf>

<http://smartfuse.s3.amazonaws.com/30465f12ee6a421a77beea5af0430545/uploads/2014/01/KS1-2017.pdf>

<http://smartfuse.s3.amazonaws.com/30465f12ee6a421a77beea5af0430545/uploads/2014/01/KS2-2017.pdf>

<http://smartfuse.s3.amazonaws.com/30465f12ee6a421a77beea5af0430545/uploads/2014/01/Key-Stage-2-Results-2016-2017.pdf>

7 blocks:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf