

Richard de Clare Pupil Premium Strategy Statement 2019 -2020

What is the Pupil Premium?

The government considers the Pupil Premium (PP) to be a key element of their education policy. Introduced in April 2011, the Pupil Premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families and children in care. Children eligible for Pupil Premium are classed as 'Ever 6'; those who are, or have been receiving free school meals within the past six years, are entitled to a Pupil Premium Grant (PPG) of £1320. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £2300 and Service Children to a PPG of £300.

What are the aims of the Pupil Premium?

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children.

The link between free school meal eligibility and under-achievement is strong. The Pupil Premium seeks to tackle this inequality in educational outcomes. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

Who is eligible? It is important to apply for free school meals if you are eligible, to ensure school receives the Pupil Premium grant, as it should have a positive effect on your child's time in school, for at least the next six years. Your child may be able to get free school meals if you receive any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit → Universal Credit

How is the Pupil Premium used at Richard de Clare Community Primary School?

The Government has given schools discretion in how to best use the funding to meet the needs of their children. This may include helping towards the cost of trips and residential visits, one to one support, staff professional development, mentoring or purchasing resources and interventions. As a school, we are required to keep track of Pupil Premium spending and its impact. This report details our strategy and the impact it has had on the outcomes for our Pupil Premium children.

1. Summary information							
School	Richard de Clare Community Primary School						
			17/18	18/19	19/20		
Academic Year	2019	Total PP budget	£116,160	£122,080.00	£137,280	Date of most recent PP strategy.	November 2019
Total number of pupils		Number of pupils eligible for PP	88 (23% of the school)	91 (23% of the school)	104 students	Date for next internal review of this strategy	March 2020

Prior Attainment at the end of Year Six 2018 Numbers in brackets our % with children we applied to be disqualified taken out. (Data taken from ASP)								
	National		Richard de Clare all Pupils		Richard de Clare Pupils eligible for PP		Pupils not eligible for PP (national average)	
	2017	2018	2017	2018	2017 17 pupils (1 disappplied)	2018	2017	2018
% of pupils achieving the expected standards in reading, writing and maths.	61	64	58 (62)	41	44	15	67	48
% of pupils scoring the higher standard In reading, writing and maths.	9	10	2	3	0	0	11	4
Reading test average scaled score attainment	104.1	105.0	103.6	102.7	101.	97.6	105.4	103.8
Writing (teacher assessment)	76	101.6	66	98.7	(56)	91.3	(71)	100.8
Maths scaled score attainment	104.2	104.4	104.6	101.0	103.	99	105.3	101.6
% working at expected level in GPS. Figures in brackets - GPS scaled score attainment FFT	72	106.1	100.2	104.7	97.7	101.8	105.0	105.5

2. Attainment at the end of Year Six 2019 - data from FFT and TT.				
	National	Richard de Clare <i>all</i> Pupils	<i>Richard de Clare Pupils eligible for PP 13 children</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving the expected standards in reading, writing and maths.	65	59	56	71
% of pupils scoring the higher standard in reading, writing and maths.	11	10	5	13
Reading test average scaled score attainment (taken from FFT)	104.5	104.2	104.6	105.5
Maths test average scaled score attainment (taken from FFT)	105.1	104.7	104	106.1
Writing attainment scaled score (taken from FFT)	101.8	99.3	97.8	102.9
Grammar attainment scaled score attainment – (taken from FFT)	106.4	106.4	105.4	107.4
Reading progress score (confidence interval -4.97 to +1.79 for PP chn)		-0.1↑	0.1	0.3
Writing progress score (confidence interval -7.24 to -0.91 for PPchn)		-2.5	-3.4	0.2
Maths progress score (confidence interval – 2.96 to +3.15 for PP chn)		-0.8↑	-2.7	0.3
GPS progress score		-0.5	-2.6	0.2

2. Barriers to future attainment (for pupils eligible for Pupil Premium - PP)

In-school barriers

A.	Many of our Pupil Premium have poor Communication and Language Skills and this has a direct impact on their reading and writing.
B.	Many of our Pupil Premium children often have additional needs such as SEND (23% of PP children are also on the SEND register)
C.	Many of our PP pupils lack confidence in their own abilities and often have a Fixed Mindset

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Many of our Pupil Premium children require intensive emotional support due to family circumstances and often, as a result of this, they find self-regulating their emotions difficult and this has an impact not only on their academic learning but upon their ability to socialise with their peers.
E.	Many of our Pupil Premium children lack 'Cultural Capital' and their lack of experiences has a direct impact on their prior knowledge, which has significant
3. Desired outcomes (<i>Desired outcomes and how they will be</i>)	
	Success criteria
A/C	Accelerated progress in Reading and Writing and Maths across all phases.
B/C	We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.
C/D.	Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.
E/C	PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'

4. Planned expenditure					
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Rationale for this choice	Monitoring	Key Leads	Review Dates
<p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p>Teaching Support</p> <p>Chris Quigley Training</p>	<p>Teaching Support: We have a large team of dedicated LSA's and this year we have made a conscious decision to ensure classes are covered by qualified teacher's. This is reflected in the teaching costs.</p> <p>Chris Quigley: We believe high quality CPD will help to raise the quality of teaching and learning across the school. This year we are launching a new curriculum and are very lucky to have Chris Quigley, who wrote the new curriculum, joining us to deliver a whole day training for teachers and LSA's. PP funding will pay towards 24% of the cost.</p>	<p>Lesson Drop Ins</p> <p>Book reviews</p> <p>Environmental walks</p> <p>Data Analysis</p>	<p>SLT</p> <p>PT – Director of Learning</p>	<p>July 2020</p>

Desired Outcome		Rationale	Monitoring	Key Leads	Review Dates
<p>Accelerated progress in Reading and Writing and Maths.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p>On-going CPD for teacher's and LSA's</p>	<p>On-going CPD for teacher's and LSA's: This year we are actively encouraging LSA's to join us for all staff meetings and inset days throughout the year. This is to ensure they receive the same messages re. best practice that the teachers are receiving through their CPD delivered by the Trust's Director of Learning, Paul Taylor. This is in addition to the weekly CPD sessions that Paul is delivering for our LSA's.</p>	<p>Lesson Drop Ins Book reviews Environmental walks Feedback from staff Data Analysis</p>	<p>SLT PT – Director of Learning</p>	<p>July 2020</p>

Quality Teaching for All
Total Cost
£53,840

ii. Targeted support					
Desired outcome	Chosen action / approach	Rationale for this choice.	Monitoring	Key Leads	When will you review implementation?
<p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p> <p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.</p>		<p>Reading Gladiator's Subscription: Subscription to this scheme gives us access to high quality texts which enrich our growing library area. Pupil Premium children in Year Four are invited to choose a book from this selection of texts.</p> <p>Third Space Subscription and staffing costs: this on-line maths intervention helps to fill in gaps in knowledge and gives opportunities for pre-teaching important concepts – boosting student's confidence and skills in this key area of the curriculum.</p> <p>FAST TEAM Subscription: There is a big demand for pastoral support within our community. We know that children's mental health has a direct impact on their learning and we therefore subscribe to the FAST team (Families and School's together) to work closely with identified children and their families helping them to develop strategies for coping with a whole range of social and emotional issues.</p>	<p>Speaking to the children about book choices</p> <p>Data Analysis Speaking to the children Lesson Drop-in</p> <p>Weekly Review meetings</p>	<p>English Lead - VS</p> <p>Maths Lead - JS</p> <p>Head of School KR and Sco</p>	<p>July 2020</p> <p>July 2020</p> <p>July 2020</p>

<p>Desired Outcome Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p> <p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.</p>	<p>Chosen action / approach</p> <p>Family Liaison worker</p>	<p>Rationale for this choice Family Liaison worker: we have invested in a Family Liaison worker who is able to offer targeted support for identified children on a day to day basis. This includes meeting and greeting, playing games to develop social skills, proving emotional first aid, work around identifying feelings etc...</p>	<p>Monitoring Weekly Review Meetings Discussions with children and families</p>	<p>Key Leads Head of School KR and SCo</p>	<p>When will you review implementation? July 2020</p>
	<p>Home to school transport</p>	<p>Home to school transport: It is a fact that children need to be in school in order to learn. Poor attendance leads to gaps in learning which impacts on the children's progress. To address this we will offer home to school transport in the morning, based on individual circumstances. A contract will be drawn up between home and school to ensure attendance improves.</p>	<p>Attendance data Feedback from class teachers</p>	<p>SCo</p>	<p>July 2020</p>
	<p>Individual Support</p>	<p>Individual Support: We understand that a sense of belonging is key for children feeling safe, secure and able to learn. Being dressed appropriately is all part of feeling part of the school community. Therefore we will offer support for children who have a particular need at a particular time. Class teacher's will be asked to identify children who could benefit from support in any way. I.e. PE kit or new pair of shoes that parents can't afford.</p>	<p>Feedback from children, teachers and carers</p>	<p>SCo</p>	<p>July 2020</p>
	<p>Accelerated Reader</p>	<p>Accelerated Reader: It is our ambition that all children leaving Richard de Clare will do so being independent and confident readers. Accelerated Reader(or AR) is an internet based software programme that enables us to access reading age and suggests books that match pupils' needs and interests. Pupils are invited to take computerised quizzes on books and earn AR points as they progress.</p>	<p>Data Analysis Feedback from children, teachers and carers</p>	<p>English Lead – VS</p>	<p>July 2020</p>
	<p>SEND Resources</p>	<p>SEND Resources: We have a lot of children diagnosed with ADHD/ ADD and ASD. To enable them to access the curriculum we will be purchasing a range of sensory resources, timers and resources to help teacher's take learning outside.</p>	<p>Lesson Drop In's Book Reviews Environment Walks Discussions with children</p>	<p>SEND lead – SU</p>	<p>July 2020</p>

<p>Desired Outcome Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p> <p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum.</p>	<p>Chosen action / approach</p> <p>Maths Resources</p> <p>EYFS Resources</p> <p>EAL Support</p> <p>CPG Revision Guides</p>	<p>Rationale for this choice</p> <p>Maths Resources: We want to see children working with equipment to make maths exciting and enjoyable. We believe better resourcing will enable our children to focus on concrete learning and in turn help to accelerate learning.</p> <p>EYFS Resources: To help our pupils make accelerated progress from their starting points we will be boosting resources that will help to build the children’s communication and language skills – the key building blocks for all future learning.</p> <p>EAL Support: Our EAL students will have dedicated time with our highly skilled HLTA to help boost their language acquisition, enabling greater access to the curriculum leading to accelerated progress.</p> <p>CPG Revision Guides: Pupils in Year Six will be each be given a free CPG guide to aid with revision. Parent sessions will be run to help parents gain a greater understanding of how they can support their children to revise effectively and make the most of the guides provided.</p> <p style="text-align: right;">Targeted Support Total Cost £50, 573</p>	<p>Monitoring Lesson Drop ins. Book Reviews. Environmental walks Data Analysis Discussions with children and staff</p> <p>Lesson Drop ins. Environmental walks Data Analysis Discussions with children and staff</p> <p>Data Analysis Lesson Drop In’s Discussions with pupils</p> <p>Discussions with pupils Data Analysis</p>	<p>Key Leads Maths Lead – JS</p> <p>Claire Jaques</p> <p>Karen Riddleston</p> <p>Year 6 team JS and MH</p>	<p>When will you review implementation July 2020</p> <p>July 2020</p> <p>July 2020</p> <p>July 2020</p>
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iii. Wider Strategies					
Desired outcome	Chosen action / approach	Rationale for this choice.	Monitoring	Key Leads	When will you review implementation?
Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum	Rewards and incentives for attendance and good behaviour	Rewards and incentives for attendance and good behaviour: We know that our children respond well to rewards and incentives. Attendance and behaviour both impact on children's ability to access the curriculum. We will conduct a review of rewards this year with all our stakeholders and use PP funding to purchase meaningful rewards for positive behaviour. To improve attendance we will introduce an incentive for 100% attendance. At the end of each term all children will be entered into a draw to win £20. At the end of the year all children with 100% attendance will be entered into a draw to win £100.	Discussions with the children. Feedback from parents and staff. Monitoring of attendance and behaviour data.	Karen Riddleston Claire Jaques	July 2020
PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'	Breakfast, Lunchtime and After School Clubs to be run by LSA's who will be paid for their time	Breakfast, Lunchtime and After School Clubs to be run by LSA's who will be paid for their time: We are keen to widen the experiences our Pupil children have in order to build up their 'Cultural Capital. We are therefore paying LSA's to run lunchtime and after school clubs. We will also offer support for those children who are unable to pay for clubs like dance. This will be negotiated on an individual basis for an agreed period of time.	Feedback from parents and children. Analysis of registers	Sam Couttie	July 2020

Desired Outcomes	Chosen Action/ Approach	Rationale for this choice.	Monitoring	Key leads	Review date
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum</p> <p>PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'</p>	Hens for Hire	Hens for Hire: Engagement and motivation are key indicators of successful learning. Our 'Hens for Hire' project will promote lots of engaging and motivational cross curricular learning opportunities. Year Six will lead and each class will be hen keepers for one week. During this time they will learn to feed the hens, keep them clean and collect their eggs. Children will also be given the opportunity to cook the eggs they collect.	Discussions with children. Monitoring of books	JS	July 2020
	School Trips/ Engagement	School Trips/ Engagement: PP funding will also be used to help pay for visitors, workshops and visiting dance and theatre groups linked to the curriculum in order to widen the children's experiences and to provide motivation and engagement. Funding will also be available to help children access school trips and journeys.	Monitoring of registers. Feedback form children and staff.	Sam Cou	July 2020
	Milk for children in the Foundation Stage	Milk for children in the Foundation Stage: We know that under nourished children will not thrive. Therefore we are offering free milk for all children in KS1 and paying LSA's to come in and run our Breakfast Club.	Monitoring of registers	Claire Jaques	July 2020
	New uniform (sweatshirt and jumper/ Cardigan)	New uniform (sweatshirt and jumper/ Cardigan) To welcome children to the Richard de Clare family and to foster the sense of belonging we will provide children starting school with a free school jumper/ cardigan on entry into the Foundation Stage.	Feedback from parents	Claire Jaques	July 2020

Desired Outcomes	Chosen Action/ Approach	Rationale for this choice.	Monitoring	Key leads	Review date
<p>Increased access to the curriculum for PP children leading to increased progress from their starting points across the curriculum</p> <p>PP children will have access to a wider range of opportunities, building up their 'Cultural Capital.'</p> <p>Accelerated progress in Reading and Writing and Maths across all phases.</p> <p>We will see accelerated progress for our Lower Attaining Pupils in Reading, Writing and Maths across all phases.</p>	<p>Music Lessons</p> <p>Sport's Resources and Transport</p> <p>Reading Incentives</p>	<p>Music Lessons: We believe the opportunity to express ourselves creatively is very important for the children's development socially, emotionally and cognitively. With the support of our very own music teacher children will be given the opportunities to access music lessons at school and to perform in front of an audience on a regular basis.</p> <p>Sport's Resources and Transport: We know that being active and having the opportunity to be part of a team can help boost children's emotional and social well-being. We are therefore supplementing the Sport's Premium to pay for additional time with the Sport's coach from the trust and to assist with the cost of transport to and from games and events. We will also help to meet the cost of any required sports kit when requested.</p> <p>Reading Incentives: We know that children who read frequently make more progress with their reading than those who do not. To promote reading we will introduce a range of initiatives including 'Reading Together' sessions with parents and Grandparents, with children being rewarded with a 'reading Bug. And prizes for children who are entered into a raffle draw for reading at home.</p>	<p>Discussions with the children. Monitoring of registers</p> <p>Discussions with the children. Feedback from parents. Monitoring of registers.</p> <p>Monitoring of data. Discussions with children. Feedback from families.</p>	<p>Sam Cou</p> <p>Sam Cou</p> <p>VS</p>	<p>July 2020</p> <p>July 2020</p> <p>July 2020</p>
Wider Strategies Total Cost: £32,867					

6. Review of expenditure			
Previous Academic Year		2018/ 2019	
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)
<p>Pupil Premium children’s personal and social skills to be in line with non-pupil premium children by the end of the Foundation Stage.</p>	<ol style="list-style-type: none"> 1. Ensure SEAL approaches are embedded into the routine practices. 2. Provide training for staff to explain strategies and value of using SEAL approach. 3. Continue to develop the learning environment and review timetable. 4. Provide professional development for staff re. interactions with children. 5. Ensure ‘Plan, do, review’ cycle embedded. 6. Model playing for children and capture ‘in the moment’ teachable moments. 	<ul style="list-style-type: none"> • 56% of Pupil Premium children were working at the expected level (40-60secure) at the end of the Foundation Stage compared to 57% of non Pupil Premium Pupils. • Whilst there was no significant gap between Pupil Premium and non Pupil Premium Pupils at the end of the Foundation Stage the % for both groups working at the expected level was low for both groups. Therefore more work needs to be done to ensure accelerated progress for all pupils in this prime area of the curriculum. 	<ul style="list-style-type: none"> • SEAL works best when a whole school approach is adopted. With PSHE now being compulsory we now have access to a scheme of work provided by the PSHE association and training was delivered to staff in September. However, moving forward it would be helpful to explore resources to support the delivery of PSHE. • Continued training needs to be delivered for staff d their understanding of the ‘Plan, do. Review Cycle’ and their understanding of how to identify ‘in the moment’ teachable moments and next steps for learning. Reception learning environment needs to be developed further.

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned
<p>Accelerated progress in in Maths across all phases.</p>	<ol style="list-style-type: none"> 1.Continued professional development for all staff members regarding early mathematical development. 2. Continue to develop EYFS learning environment to ensure it supports children's mathematical development. 3.Ensure balance of individual, small group and guided instruction in EYFS. 4. 'Number's Count' programme for children who are falling behind at KS1 and for SEN children in KS2. 5.Provide 'Real life' opportunities for Maths throughout KS1 and KS2. 6. Class teacher's to identify cross-curricular opportunities for maths. 	<ul style="list-style-type: none"> • 42% of Pupil Premium children were working at the expected level at the end of the Foundation Stage in Maths compared to 62% of not Pupil Premium children. 25% of Pupil Premium children made accelerated progress (6 or more steps) compared to 42% of all pupils • 75% of Pupil Premium Pupils reached the expected standard in Maths at Key Stage One, compared to 69% of not Pupil Premium Pupils. The National Average for Maths at Key Stage One was 76%. • Low Attaining Pupil Premium children made less than expected progress in maths at Key Stage One. • 78% of Pupil Premium and 78% of Not Pupil Premium children reached the expected standard at the end of Key Stage Two – in line with the National Average of 79%. • Pupil Premium Pupils made 22.8 steps progress in Maths (-1.2 difference to expected) 	<ul style="list-style-type: none"> • We need to look further into how we can accelerate progress in Maths in the Foundation Stage. • We need to look at how we can accelerated progress for Low Attaining Pupils at the end of Key Stage One in Maths. • We continue to need to ensure Pupil Premium Pupils make expected progress from their starting points at Key Stage Two.

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned
Accelerated progress in Maths across all phases.	<p>7. Review timetables to ensure enough time dedicated to maths – embed Maths meetings/ Monster maths/ Early morning maths ensuring consistency across the school.</p> <p>8. Embed pre-assessment and pre-teaching. Monitor to ensure consistency of approach.</p> <p>9. Maths lead to provide differentiated professional development to Class teachers and higher level teaching assistants to develop confidence in the teaching of mathematical skills. Training for LSA's to be provided on a fortnightly basis.</p>	See above.	<ul style="list-style-type: none"> • Pre-assessment and pre-teaching are now much widely used across the school and are having a positive impact. • 'Same day' surgeries also becoming more consistently used across the school and having a positive impact. • Training to upskill staff continues to be an area to work on as well as a continued focus on the effective use of LSA's. • Early morning maths work proved to be very successful.

Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned
<p>Accelerated progress in in Maths across all phases.</p>	<p>10 . Provide professional development for staff re, meta-cognition. Work with Trust to embed meta-cognition ensuring we: Teach explicit strategies for pupils to plan, monitor and evaluate specific aspects of their learning. Provide opportunities for them to use these strategies with support and then independently. Explore ways to promote and develop meta-cognitive talk related to maths.</p> <p>11. Provide professional development for staff re. Maths Mastery.</p> <p>12. Look at ways of monitoring and communicating progress. Explore standardised tests to ensure consistency in judgements. Work with CHEC partnership to agree tests to use. Continue to moderate across the partnership. Identify how we are going to use the minimum expectations.</p> <p>13. Staff to identify ways pupils can help each other with mastering content.</p> <p>14. Provide extra support to ensure pupils' have required level of knowledge. Embed 'same day' surgeries/ interventions.</p> <p>15. Participation in leadership programmes through the Trust, NPQML.</p> <p>16. Staff training re. deployment of LSA's</p> <p>.</p>	<p>See above</p>	<ul style="list-style-type: none"> • Meta-cognition support has been provided by Paul Taylor. Fixed Mindset approach to maths still a barrier for some children. • Continued work on mastery needed to ensure all children are challenged. • Cornerstones standardised tests bought in. We are yet to see their impact as we just began using them in the Summer Term.

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned
<p>Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing</p>	<ol style="list-style-type: none"> 1. Continue to monitor the impact of Structured conversations. 2. Develop a list of agencies/ support to signpost families to. 3. Embed strategies/ practices arising from Chris Quigley training. Monitor. 4. Achievement for All coach to work with Inclusion Manager to deliver training for teaching staff re. Effective deployment of Learning Support Assistants. The Inclusion Manager will monitor the impact. Effective use of Learning Support Assistants linked to Performance Management Strategies. 5. Develop quality first teaching strategies to support children with Speech, Language and Communications needs. Achievement for All coach to work with member of the Communication team to deliver training. 6. Class teachers who took part in the Outstanding teaching Programme to embed strategies they learnt and to share with other members of staff. New members of staff to take part in the programme. 7. HG to support Class teacher's in developing strategies to support children in class to develop physical skills. 8. New target getting system to be introduced. 9. Investment in Standardised Testing scheme for Reading and Maths. 10. Trial whole class 'Guided Reading.' 	<ul style="list-style-type: none"> • High Attaining Pupil Premium Pupils have made expected progress in reading (24.6 steps) and more than expected progress in writing (25 steps) at Key Stage Two. • Low Attaining Pupil Premium Pupils have made less than expected progress in reading: 19.3 steps(-4.8,) and in writing: 19 steps (-5) 	<ul style="list-style-type: none"> • Focus needs to be on accelerating progress for Low Attainers' in Reading and Writing. • Structured Conversations had the most impact when teachers gave children work in their Pupil Premium passports to follow up on – scaffolding and modelling for parents and children. • More work needs to be done on the effective use of LSA's. • Further work needs to be done to upskill teachers in supporting children with Speech, Communication and Language Skills.

<p>Accelerated progress in Writing across all phases.</p>	<ol style="list-style-type: none"> 1. Continue to embed Helicopter stories in the Foundation Stage and Nursery. Extend to children who are reluctant writers in KS1 and above – work with Inclusion manger to achieve this. 2. Ensure best practice from Outstanding Teaching Programme (OTP) continues to be embedded – monitor through lesson drop-ins. 3. Continue to embed work done on writing process, working walls and pictorial sentences – monitor for impact. 4. Shorten RWI sessions to enable more teaching time for the writing process at Key Stage One. 5. Develop target getting systems. 6. Monitor impact of new marking policy. 7. Continue to identify cross-curricular writing opportunities and use of memorable moments as stimuli for writing. 	<p>40% of Pupil Premium children made more than 6 steps progress in the Foundation Stage.</p> <p>In Year One High Attaining Pupil Premium Pupils made accelerated progress in writing.</p> <p>In Year Two Middle Attaining Pupils made 5.7 steps across the year (expected.) Low Attaining Pupil Premium Pupils made 5 steps progress. (less than expected.)</p> <p>In Year Three Low, Middle and High Attaining pupil premium pupils made accelerated progress in writing (more than 6 steps.)</p> <p>In Year Four Middle and High attaining Pupil Premium pupils made expected progress in writing. Low Attaining Pupil Premium pupils made 3.8 steps progress.</p> <p>In Year Five Low and High Attaining Pupil Premium Pupils made accelerated progress in writing, with the Middle Attaining Pupil Premium Pupils making expected progress.</p> <p>In Year Six all groups made more than expected progress across the year.</p>	<p>Helicopter Stories worked well supporting the children's language development and storytelling skills. However, not enough children made accelerated progress. More work needs to be done on scaffolding and modelling writing for the children. Pie Corbett work had started but needs to be developed.</p> <p>We need to continue to embed strategies from the OTP programme to ensure consistency in teaching and learning across the school. Paul Taylor, the teaching and learning director from the NEMAT trust is supporting the staff with this.</p> <p>More work needs to be done on supporting Low Attaining Writers – more scaffolding and modelling needed.</p>
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<p>Accelerated progress in Writing across all phases.</p>		<p>Across Key Stage One</p> <p>Low Attainers made less than expected progress across Key Stage One – 22.2 steps. Middle Attaining Pupil Premium Pupils made more than expected progress in writing (26.3 steps) and High Attaining Pupil Premium Pupils made more than expected progress.</p>	<p>Shortening RWI sessions did have a positive impact on the writing, especially in Year One. However, this did have an impact on the reading – with the PSC score dropping for the first time since the introduction of the RWI scheme.</p> <p>Writing targets were introduced across the school. These now need to be embedded across the school to ensure all children can articulate their next steps.</p> <p>New marking policy – still needs developing to ensure all children are being given timely feedback in order to move their learning on.</p> <p>More engaging hooks are being used in some classes. However, more needs to be done – especially in terms of engaging low attaining Pupil Premium Pupils (especially the boys')</p>
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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)
<p>Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.</p>	<ol style="list-style-type: none"> 1. Follow up on initial training on Attachment to ensure everyone 'on-message re Attachment training/ Emotional Coaching. ' 2. Care team to develop 'scripts' for working with vulnerable children. 3. Step-On training to be arranged through the trust. 4. Emotional First Aid. 5. Bushcraft. 6.FAST subscription (Families and Schools together – targeted intervention) 7. Embed use of Boxall Assessment as a tool for identifying and tracking Social and Emotional Needs. 	<p>Some members of staff now have a better understanding of the needs of the vulnerable children.</p> <p>Specialist behaviour team helped us to develop 'scripts' for vulnerable children. Worked for some of our vulnerable.</p> <p>Step-On training delivered to staff and HLTA's. A small number of LSA's received a shortened version. Not yet embedded.</p> <p>Emotional First Aid/ FAST team. Numerous cases of individual success stories where we have seen children's learning behaviours improve as a result of work with Emotional First Aiders/ FAST team.</p> <p>positive</p>	<p>Impact of Bushcraft on children's social and emotional development measured using the 'PSE factors affecting learning' tool from the Achievement for All Programme. Possible score 105. 16 children took part in the therapeutic group.</p> <p>4 children made 15 or more steps progress.</p> <p>4 children made between 10 and 15 steps progress</p> <p>4 children made between 5 and 10 steps progress</p> <p>4 children made less than 5 steps progress</p> <p>Those children that made less than 5 steps progress had very complex needs.</p> <p>Small group of children involved in programme for quite a high cost. We therefore will not be continuing with this programme into the future.</p>

<p>Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.</p>		<p>Bushcraft – feedback from children extremely positive. See quotes below.</p> <p>‘Bushcraft builds my character and personality. I feel it helps my concentration. I feel more confident and believe in myself more. I’ve learnt how to talk through my problems rather than fight. I’ve got more resilience as T. has taught us never to give up.’</p> <p>‘Bushcraft has helped me with my confidence.. it has made me challenge myself more and given me a more ‘can do’ attitude.’</p> <p>‘Bushcraft has helped me with my anger issues by making me calmer and relaxed. It is peaceful. I feel more confident...bushcraft makes me feel respected and part of a team.</p> <p>Boxhall Assessment: Has proven useful source of evidence for children with high level needs and provided teacher’s with strategies. However, class teacher’s do not find it easy to use</p>	<p>Lessons Learned</p> <p>More work on Attachment training is needed, especially for new members of staff. This has been evidenced in conversations with the Executive Headteacher</p> <p>Continued training is needed to support staff working with vulnerable children.</p> <p>STEP On training refresher sessions need to be offered for those staff who had the training. More members of the SLT to have the training. Need to deliver training to MDA’s, LSA’s and parents.</p> <p>New Behaviour system introduced September 2019. Supports STEP On Training, ensuring the most vulnerable get the support they need.</p> <p>Need to look at ways of measuring impact of EFA – possibly using assessment tool used to measure impact of Bushcraft. Also need to refine tier system.</p> <p>Boxhall – useful for evidence for ECHP’s. Not particularly expensive. However, teacher’s do not find it very user friendly.</p>
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Desired Outcome	Chosen Action / Approach	Third Space Maths (progress based on a scale of 1 to 5)	3rd Space Maths: Intervention expensive – only a small number of PP children involved. With this in mind we will not be continuing when this contract ends.
Accelerated progress in in Maths across all phases.	<p>1.3rd Space Maths 18.19</p> <p>2.Number's Count Intervention</p> <p>3.Year Six booster Classes</p> <p>4. Continue to provide support for teacher's in developing personalised learning programmes for pupils. Monitor to ensure consistency of approach.</p> <p>5. Work on deployment of LSA's.</p>	<p>15 children took part in the programme with 3 children having the sessions for two terms. 10 PP children.</p> <p>In the Autumn Term 1 child made 0 steps progress, 2 children made 2 steps progress and 2 children made 4 steps progress.</p> <p>In the Spring Term 4 children made 5 steps progress and 2 children made 4 steps progress.</p> <p>In the Summer Term 1 child made 5 steps progress, 3 children made 4 steps progress, 1 made 3 steps progress and 1 made 2 steps progress.</p> <p>Impact varies depending on the child.</p> <p>Number's Count Programme (run in Year One) All the children involved moved through the stages slowly and made some steady progress. Five of the 14 PP children made expected progress.</p>	<p>Numbers Count Intervention: Sessions did not always happen therefore the impact of the programme was minimal.</p> <p>Year Six Booster classes: Good impact but as so expensive has not been continued this year. Other systems are being considered.</p> <p>Personalised learning programmes are not yet consistent across the school. Moving forward need to develop recording sheets to show how children are progressing towards their targets. Class teachers need to take the lead.</p> <p>Use of LSA's – further work needed to ensure consistency across the school. Moving forward we will continue to invest in the training of our LSA'S. and continue</p>

<p>Accelerated progress in in Maths across all phases.</p> <p>Accelerated progress in in Maths across all phases.</p>		<p>Small group tuition/ Booster classes. Teacher employed to release class teacher to deliver interventions and took small groups of children to work on maths reasoning.</p> <p>Groups making Accelerated Progress in Maths in Year Six – more than 6 steps</p> <ul style="list-style-type: none"> • All Pupils • Boys • Girls • SEN • HA maths • HA PP maths • NOT PP <p>Year Six Outcomes – 78% of Pupil premium Children and 78% of all pupils reached the expected standard in Maths. (National Average was 79%)</p> <p>Work on the deployment of LSA's. Learning walks, looking at the effective use of LSA's were conducted with Achievement for All coach and the trusts Director for Teaching and Learning Training was also delivered for LSA's and teacher's. As a consequence we have seen some improvement in the effective use of LSA's - evidenced through subsequent learning walks. Use is not consistent however.</p>	<p>Impact very positive. However, very expensive. School to look at other ways of delivering booster classes.</p>
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<p>Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing.</p>	<ol style="list-style-type: none"> 1. SEN Specific programmes – to be delivered ‘in class’ (Bear Necessities etc...) 2. Develop ways of monitoring and reporting on the progress of SEND pupils. 3. Reading Gladiator programme – now delivered as part of Year four Guided Reading session 4. Tango programme. 5. Tuition – focus on reading inference 6. Talk Boost Programme – Year One. Early Year’s Talk Boost. 7. Year Six Booster classes. 9. Gym Trail 10. RWI 1:1 11. SEN Support Plans to be introduced. Fresh Start Programme. 	<p>. Bear Necessities programme – used by specific children as part of their One Plan. Not widely in use.</p> <p>Measuring and reporting on progress of SEND: SENCo measured number of targets met and produced report. Many of targets not met or partially met.</p> <p>Reading Gladiator Programme: None of the children in the group made accelerated progress in reading. Big gaps in the delivery of the programme due to staff illness.</p> <p>Feedback from children taking part in the programme positive</p> <p>‘I’m enjoying having lots of different books to read, It’s encouraging me to read different books. I’m enjoying talking about books with my friends.’</p> <p>Does help to foster an enjoyment of books and children able to take part in local reading challenge – boosting their cultural capital.</p> <p>Tango: 14 children took part in the programme. 12 PP children. Feedback very positive. As programmes one off difficult to measure impact on progress. However, sessions do serve to inspire children and boost their cultural capital.</p>	<p>Need to deepen staff’s awareness of how to support children with SEN. New SENCo delivering training and signposting to useful links to help widen teacher’s toolkits.</p> <p>Training needed to help teacher’s set SMART targets. New SENCo to support.</p> <p>Reading Gladiators: Books can be very challenging. Can have a negative impact if the right children are not selected. Expensive for the number of children it impacts upon. Need to revise how we use books from the programme.</p> <p>TANGO: Few PP children attend. We therefore will not be continuing into the future.</p> <p>Year Six Booster classes –Expensive intervention – moving forward will not continue.</p> <p>Gym Trail: Need to review how and when intervention run. At the moment it is dependent on parents bringing children to school early. A gym trail club and training for staff are things to develop in the year ahead.</p> <p>Class teachers to take responsibility for putting in place RWI 1:1 For targeted children.</p> <p>Support Plans: these have been discontinued as SEND provision is being revised following Ofsted Inspection</p> <p>Fresh Start Programme: will not run in the future.</p>
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<p>To develop systems to support home learning for Pupil Premium children.</p>		<p>End of year expectation booklets handed out to parents at the end of the year. Feedback was positive.</p>	<p>Need to explore ways of using school website re. understanding of vocabulary and techniques used. Pupils to help make videos.</p>

iii. Other approaches	Chosen Action / Approach	Estimated Impact	Lessons Learned
<p>Higher rates of engagement and involvement for Pupil Premium Pupils leading to higher attainment in reading, writing and maths.</p>	<ol style="list-style-type: none"> 1. Barbara Eve to continue to deliver Circle Solution lessons to targeted groups and to enable CT to deliver their own sessions. 2. S. Cutie to work with Nursery/ Foundation Stage staff to develop the use of the Leuven Scales for evaluating impact of provision. 3. Continue to monitor the impact of the Music teacher. 4. Look for more ways to enhance the curriculum to ensure high levels of engagement and involvement, including continued work with the PP network and extending opportunities to take part in clubs and after school activities. 5... Look for more ways to enhance the curriculum to ensure high levels of engagement and involvement, including continued work with the PP network. 	<p>Circle Solution lessons were received well in those classes that had them (Year Three and Four) However, impact little as Mrs Eve did not deliver them throughout the year.</p> <p>Leuven Scales of involvement. Training delivered to the Nursery Staff leading to ensuring learning environment engaging for the children. Quality of the Nursery environment was quoted as a positive in the Ofsted report. Foundation Stage – more work to be done.</p> <p>Music – received well by parents and teachers. Music co-ordinator has conducted lesson drop-ins.</p> <p>Pupil Premium Network folded in 2019 so the children did not get to take part in the networking events. Mr Ball invited targeted children to join clubs and took them to events such as parkour throughout the year.</p>	<p>To have more impact Circle Solution lessons need</p> <p>More focus now needed to develop the Foundation Learning Environment.</p> <p>Need to ensure music does not just centre around 'singing.'</p> <p>Ensure register is kept detailing clubs PP children are attending.</p>

	Chosen Action / Approach	Estimated Impact	Lessons Learned
	<p>Need to continue to work on identifying 'memorable moments', ensuring all year groups are doing this consistently.</p> <p>Need to monitor homework to ensure consistency of approach.</p> <p>Need to continue to work on the language we use during conversations with parents – extending focus to helping parents to help their child to develop a positive learning attitude/ how to give praise etc...</p> <p>Clarify with English and Maths lead how the 'non-negotiables' are going to be used.</p>	<p>There have been some improvements and events such as the Year Three Stone Age event have been well received.</p> <p>Homework – there is still a lot of inconsistency across the school.</p> <p>Structured Conversations and Support Plan meetings enabled us to focus on learning behaviours and growth mindset.</p> <p>'Non negotiables become the 'Foundations for fluency' setting out end of year expectations for the majority of children. Focus of these this year has been mainly to inform parents. Target sheets developed by Julie Shelter in use, though they do need embedding. These are being used to inform next steps rather than the Foundations for fluency.</p>	<p>We need to have a whole school review of homework to ensure consistency.</p> <p>Meetings slimmed down to One Plan meetings. Message about use of positive language needs to continue.</p> <p>Need to ensure systems are kept simple</p>

<p>Continue to buy in Attendance Support through the trust (Embrace).</p>	<p>Embrace – Attendance package provided through the Trust.</p>	<p>Attendance 2018 – 2019: Nursery to Year Six 93.6%, PP: 92.6%</p> <p>Attendance 2018 -2019 Reception to Year Six 94.8%, PP 93.9%</p> <p>(% taken from Target Tracker)</p> <p>Attendance rates are in line with non PP children. Both just below the National expected of 96%.</p>	<p>NEMAT now providing attendance support. Need to ensure Nursery children get into good habits re. attendance.</p>
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