

Richard de Clare Pupil Premium Strategy Statement 2018 -2019

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						
			16/17	17/18	18/19		
Academic Year	2018	Total PP budget	£123,704 Deductions -£2,640 , £2083 (to county) Actual Amount:£118981	£116,160	£122,080.00	Date of most recent PP strategy.	October 2018
Total number of pupils	403	Number of pupils eligible for PP	82	88 (23% of the school)	91 (23% of the school)	Date for next internal review of this strategy	April 2018

Prior Attainment at the end of Year Six 2017 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		Pupils not eligible for PP (national average)	
	2016	2017	2016	2017	2016 16 pupils	2017 17 pupils (1 disappled)	2016	2017
% of pupils achieving the expected standards in reading, writing and maths.	53	61	22	58 (62)	6	44 (50)	60	67
% of pupils scoring the higher standard In reading, writing and maths.	3	9	5	2	0	0 (0)	7	11
Reading test average scaled score attainment	103	104.1	98	103.6	98	101.8	103	105.4
Writing (teacher assessment)	74	76	59	66	31	(56)	79	(71)
Maths scaled score attainment	103	104.2	99	104.6	96	103.8	104	105.3

% working at expected level in GPS. Figures in brackets - GPS scaled score attainment FFT	72		55 (100.2)	(107.1)	44 (97.7)	106	78 (105.0)	108
--	----	--	---------------	---------	--------------	-----	---------------	-----

2. Attainment at the end of Year Six 2018 - data from Essex – unvalidated (validated data expected December).

	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.	64	41	15 (N51)	48 (N71)
% of pupils scoring the higher standard in reading, writing and maths.	10	3	0 (N4)	4 (N12)
Reading test average scaled score attainment (taken from FFT)	105.0	102.7	97.6	103.8
Maths test average scaled score attainment (taken from FFT)	104.4	101.0	99	101.6
Writing attainment scaled score (taken from FFT)	101.6	98.7 (59%)	91.3 (25%)	100.8 (70%)
Grammar attainment scaled score attainment – (taken from FFT)	106.1	104.7	101.8	105.5
Reading progress score (confidence interval -4.97 to +1.79 for PP chn)	0	-2.6	-6.4	-1.6
Writing progress score (confidence interval -7.24 to -0.91 for PPchn)	0	-1.8	-5.3	-0.8
Maths progress score (confidence interval – 2.96 to +3.15 for PP chn)	0	-3.0	-5.3	-2.4

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

In-school barriers

A.	Children's on entry personal and social skills are lower for PP Premium children than for other children.
B.	Children have gaps in their mathematical understanding.
C.	Many of our Pupil Premium children often have additional needs such as SEND. (36% of Pupil Premium children are also SEN.)
D.	Many of our Pupil Premium children have poor communication skills and this has a direct impact on their reading and writing.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Many of Pupil Premium children require intensive emotional support.	
F.	Attendance rates for many of our Pupil Premium children are lower than our non Pupil Premium children.	
G.	Parents of Pupil Premium children often do not have the resources or skills to support or engage in their children's learning at school.	
3. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the Foundation Stage.	Pupils eligible for the Pupil Premium in the Foundation Stage to make rapid progress from their low starting points to be in line with non Pupil Premium children by the end of the Foundation year.
B.	Accelerated progress in in Maths across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non pupil premium children. This will be measured by the National end of Key Stage tests and end of year teacher assessments.
C/D.	Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing.	Pupil Premium Pupils identified as low and high attaining will make as much progress as 'other' pupils identified as low and high attaining by the end of each Year. This will be measured by the National end of Key Stage test and end of year teacher assessments. Writing judgements will be moderated internally and externally. Lowest Attainers
D.	Accelerated progress in Writing across all phases.	Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non pupil premium children. This will be measured by the National end of Key Stage tests and end of year teacher assessments. Writing judgements will be moderated internally and externally.
E/A.	Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	Pupil Premium pupils will continue to develop positive learning behaviours. This will be measured via the Lueven Scales/ Boxhall Assessment.

F.	Attendance Rates for Pupil Premium children will be in line with non PP children.	To ensure Pupil Premium attendance remains in line with non Pupil Premium children.
G.	To develop systems to support home learning for Pupil Premium children.	A wider audience of Pupil Premium parents will be involved in their children's learning.

4. Planned expenditure

Academic year

2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Key Leads	Review Dates
Pupil Premium children's personal and social skills to be in line with non-pupil premium children by the end of the Foundation Stage.	<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. 	<p>Rationale: Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach . Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	Monitoring of provision using Leuven Scales to measure levels of engagement and well-being.	EYFS team led by David Ball	Dec 2018 May 2019

<p>Desired Outcome</p> <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>	<p>Chosen Action/ Approach</p> <p>6. Model playing for children and capture 'in the moment' teachable moments.</p>	<p>Additional sources of evidence:</p> <p>Getting it right first time.' Ofsted 2013. 'Foundations for Quality.' Nutbrown review. 2012. 'Improving Quality in The Early Year.' University of Oxford. EYFS profile 2018. Gov. uk John Bowbley – Simply Psychology 2007. Inside I'm hurting – Louise Bomber.</p>	<p>Monitoring</p> <p>Staff perceptions</p>		
--	---	---	---	--	--

Desired Outcome	Chosen Action / Approach	Rationale.	Monitoring	Key Leads	Review Dates
Accelerated progress in Maths across all phases.	<p>1.Continued professional development for all staff members regarding early mathematical development.</p> <p>2. Continue to develop EYFS learning environment to ensure it supports children’s mathematical development.</p> <p>3.Ensure balance of individual, small group and guided instruction in EYFS.</p> <p>4. ‘Number’s Count’ programme for children who are falling behind at KS1 and for SEN children in KS2.</p> <p>5.Provide ‘Real life’ opportunities for Maths throughout KS1 and KS2.</p> <p>6. Class teachers to identify cross-curricular opportunities for maths.</p> <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>	<p>There is some evidence that targeted early numeracy approaches, including small group activities, can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective. The Education Endowment Foundation (EEF) suggest a +6 month acceleration in attainment and progress for early numeracy support.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>Mastery: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.</p>	<p>Pupil Perceptions</p> <p>Learning Conversations.</p> <p>Environment walks.</p> <p>Book Scutinies.</p> <p>Data Analysis</p> <p>Lesson drop-ins.</p> <p>Staff perceptions.</p> <p>Maths moderation in school and cross School.</p>	STEM team led by Gina Reid	<p>Dec 2018</p> <p>May 2019</p>

<p>Desired Outcome</p> <p>Accelerated progress in in Maths across all phases.</p>	<p>Chosen Action/ Approach</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>Additional Sources of evidence.</p> <p>TES – Matt Curtis 2017 'Pre-teaching helps to keep all maths pupils on track.'</p> <p>Primary Magazine. Issue 94. Pre-teaching intervention. NCETM.</p> <p>Experiences of learning mathematics. Open University.</p> <p>White Rose Maths Hub. NCETM</p> <p>'The Mathematics Advantage' University of Oxford</p>			
--	--	--	--	--	--

Desired Outcome	Chosen Action / Approach	Rationale	Monitoring	Key Leads	Review Dates
<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.' 11. Moderation across School Partnership – extend to reading and maths. 12. Read, Write, Inc EYFS and Key Stage One. 	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is therefore a high priority. Effective use of Learning Support Assistants has been shown to lead to improvements in pupils' attitudes.</p> <p>Evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. The Education Endowment Foundation has found that Oral language interventions can accelerate children's progress by 5 months, Phonics by 4 months and Reading Comprehension strategies by 6 months.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that Parental Involvement can accelerate children's progress by 3 months.</p> <p>Additional sources of evidence. Achievement for All. Social Impact Assessment report and Achievement for All Impact Report. Department for Education – Achievement for all – effect on SEND pupils. Mastery. NCETM. National Award for Special Educational Needs Co-ordinator: Learning Outcomes. National College for Leadership. April 2014.</p>	<p>Pupil Perceptions</p> <p>Learning Conversations.</p> <p>Environment walks.</p> <p>Book Scutinies.</p> <p>Data Analysis</p> <p>Lesson drop-ins.</p> <p>Staff perceptions.</p> <p>Reading and writing moderation in school and cross School</p>	<p>Communications team led by Julie Shelter.</p> <p>Achievement for all to be led by Sam Couttie</p> <p>Inclusion Team led by sarah Uden to lead on deployment of LSA's.</p>	<p>Dec 2018</p> <p>May 2019</p>

Desired Outcome	Chosen Action/ Approach	Rationale	Monitoring	Key Leads	Review Dates
Accelerated progress in Writing across all phases.	<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 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>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Education Endowment Foundation suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year</p> <p>Additional Evidence Transforming Writing,' National Literacy Trust 'Wolfe and Alexander's Review of dialogic teaching,' 2008 'English Planning Kit' Jonathan Bond. Helicopter Stories 'Princesses, Dragons and Helicopter Stories' Trisha Lee 'The Boy who would be a helicopter' Vivian Gussey Paley.</p>	Pupil Perceptions Learning Conversations. Environment walks. Book Scutinies. Data Analysis Lesson drop-ins. Staff perceptions Writing moderation in school and cross School.	Julie Shelter, Katie Johnson, Sam Couttie	Dec 2018 May 2019

**Quality Teaching for All
Total Cost**

£16, 580

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Key Leads	When will you review implementation?
Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.	<p>1. Follow up on initial training on Attachment to ensure everyone 'on-message re Attachment training/ Emotional Coaching.'</p> <p>2. Care team to develop 'scripts' for working with vulnerable children.</p> <p>3. Step-On training to be arranged through the trust.</p> <p>4. Emotional First Aid.</p> <p>5. Bushcraft.</p> <p>6. FAST subscription (Families and Schools together – targeted intervention)</p> <p>7. Embed use of Boxhall Assessment as a tool for identifying and tracking Social and Emotional Needs.</p>	<p>Ensuring all children are 'emotionally' ready for learning is vital. Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil's progress by 3 months.</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Other sources of evidence. EEF Toolkit, Estyn Reports – 'Tackling Disadvantage and Child Poverty in Schools' (Jan 2010) HMIE Reports – 'Ready for Life.' Ofsted Reports – 'Managing Challenging Behaviour.' 'An effective way of promoting Children's well-being and alleviating Emotional, Behavioural and Mental Health Problems.' International Journal of Play and Creative Art Therapies. 'Emotional First Aid' – Guy Winch 'Promoting Positive Behaviours' – The Essex Approach. Emotional Coaching - Bath Spa University. 'Inside I'm Hurting,' Louise Bomber. "Health, Well-being and Open Space UK , Literature Review about the benefits of being outdoors. Nian Morris. 2003</p>	<p>Learning Conversations with children.</p> <p>Staff perceptions.</p> <p>Boxhall On-line Assessments</p> <p>Feedback from parents.</p> <p>Observations of children.</p>	<p>Sarah Donnelly</p> <p>Barbara Eve</p> <p>Sam Couttie</p>	<p>Dec. 2018</p> <p>May 2019</p>

Desired Outcome	Chosen Action / Approach	Rationale	Monitoring	Key Leads	Review Date
Accelerated progress in in Maths across all phases.	1.3 rd Space Maths 18.19 2.Number's Count Intervention 3.Year Six Booster Classes 4.Continue to provide support for teacher's in developing personalised learning programmes for pupils. Monitor to ensure consistency of approach. 5. Work on deployment of LSA's.	<p>The Education Endowment Foundation (EEF) suggest a +6month acceleration in attainment and progress for early numeracy support.</p> <p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is therefore a high priority</p> <p>Other sources of evidence The Mathletics Advantage' University of Oxford. 3P learning, NAPLAN Numeracy Study. Third Space learning. Case Studies. Professor Rose Griffiths – University of Leicester. Numicon Case Studies – Oxford. Proven Pupil Intervention ; Catch Up.org</p>	Learning Conversations with pupils. Lesson drop-ins. Data Analysis. Book Scrutinies.	Gina Reid Barbara Eve Sarah Uden	Dec 2018 May 2019
Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing.	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.	<p>The Education Endowment Foundation has found that Oral language interventions can accelerate children's progress by 5 months, Phonics by 4months and Reading Comprehension strategies by 6 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Small group tuition has been shown to accelerate pupil progress by 4 months. Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Other Sources of evidence I Can' and the 'Communication Trust.' 'Effective teaching of Inference skills for reading.' National Foundation for Education Research Gym tail – Essex Local Offer. Gym Trail – Open Schools East.</p>	Lesson drop ins. Learning Conversations with children. Book Scrutinies. Data Analysis	Barbara Eve. Laura Mayhew Sarah Uden Katie Johnson	Dec 2018 May 2019

Desired Outcome	Chosen Action/ Approach	Rationale/Evidence			
Higher rates of progress for Low Attaining and High Attaining Groups in reading and writing.	8. Fresh Start Programme. 9. Gym Trail 10. RWI 1:1 11. SEN Support Plans to be introduced.	RWI Case Studies: The Ark Academy, London Borough of Newham, The Dundee Project, Edinburgh Schools, North East Project (on-going.) Reading Gladiators. Just Imagine. Nikki Gamble. Closing the gap; test and learn.' NCTL 2015.			

Targeted Support

Total Cost

£76,408

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	Key Leads	When will you review implementation?
Higher rates of engagement and involvement for Pupil Premium Pupils leading to higher attainment in reading, writing and maths.	<p>1. Barbara Eve to continue to deliver Circle Solution lessons to targeted groups and to enable CT to deliver their own sessions.</p> <p>2. S. Couttie to work with Nursery/ Foundation Stage staff to develop the use of the Leuven Scales for evaluating impact of provision.</p> <p>3. Continue to monitor the impact of the Music teacher.</p> <p>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.</p> <p>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>	<p>The impact of arts participation on academic learning appears to be positive but low – pupils making 2 months accelerated progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Other Sources of evidence Circle Solutions' Sue Roffey 'Growing Great Schools' Sue Roffey 'How to improve the school results: not extra maths but music, loads of it.' Josh Halliday. The Guardian. 3rd October 2017. The Kodaly Approach</p>	<p>Lesson Drop In's.</p> <p>Learning Conversations.</p> <p>Feedback from staff.</p> <p>Book Scrutinies.</p> <p>Data Analysis.</p>	<p>Barbara Eve.</p> <p>Viv Sharp.</p> <p>David Ball.</p> <p>Sam Couttie</p>	<p>Dec. 2018</p> <p>May 2019</p>

Desired Outcomes	Chosen Action/ Approach	Rationale In order to learn children need to be in school. Persistent absence has a significant absence on children's outcomes due to gaps in learning. Evidence 'Absence from school: A Study of its causes and effects in seven LEA's.' H.Malcolm.	Monitoring	Key leads	Review date
Attendance Rates for Pupil Premium children will be in line with non PP children	Continue to buy in Attendance Support through the trust (Embrace).		Registers	Embrace Sarah Donnelly	Termly
To develop systems to support home learning for Pupil Premium children.	Need to continue to work on identifying 'memorable moments', ensuring all year groups are doing this consistently. Need to monitor homework to ensure consistency of approach. 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... Clarify with English and Maths lead how the 'non-negotiables' are going to be used.	Education Research: Beyond the school gate 'Good Practice in early education.' Department for Education 2017.	Registers Pupil Perception Feedback from parents	Viv Sharp Sam Couttie Gina Reid Julie Shelter	Dec 2018 May 2019
Other Approaches					
Total Cost					
<u>£10,200</u>					

6. Review of expenditure			
Previous Academic Year		2017/2018	
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)
Accelerated progress in PSE, for Pupil Premium children in the Foundation Stage ensuring % achieving GLD at the end of the Foundation Stage is in line with non Pupil Premium children.	On-going training for staff – developing high quality interactions. Emotional coaching training for staff. Continued attachment training for staff.	Attachment Training and Emotional Coaching delivered for all members of staff. Emotional first Aid for vulnerable children. PP made expected progress in line with non PP pupils (5 steps). % of non PP making accelerated progress (6 steps) continues to be higher than PP pupils (taken from Target tracker) PP GLD: 57.1 Not PP: 60.8 All: 61%. Writing, reading and managing feelings areas to work on.	Work with Nursery to ensure children starting school equipped with relevant skills. Model playing for children and capture 'in the moment' teachable moments.

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned
<p>Accelerated progress in FKS and KS1 in Maths leading to raised attainment at the end of Key Stage One in line with non Pupil Premium children..</p>	<p>Continued professional development for staff delivered by Maths Lead.</p> <p>Embed maths meetings/ monster maths.</p> <p>Refine assessment systems to ensure teachers are clear of gaps that need to be closed and that children are fully prepared when they move onto the next year group.</p> <p>Embed pre-teaching for identified children.</p> <p>Introduce minimum expectations.</p>	<p>Inset led by Maths lead taken place – emphasis on Subtising and early mathematical development.</p> <p>CG worked with Year One Team to develop practice. Monster Maths/ Maths meetings established in many classrooms.</p> <p>Pre-teaching in place across most year groups.</p> <p>Peer Review by CHEC partnership highlighted areas to work on and impact on practice was clear to see several weeks after visit.</p> <p>TA Year Two: 57% made expected progress from their starting points compared to 74% of non Pupil Premium children.</p> <p>(7 Pupil Premium Children).</p> <p>Minimum expectations developed.</p>	<p>Embed and develop good practice put in place.</p> <p>Regular monitoring needs to take place to ensure consistency of approach.</p> <p>Class teachers to look at ways of embedding ‘real life’ maths into the curriculum.</p> <p>Class teacher’s to identify cross-curricular opportunities for maths.</p> <p>Maths lead to deliver maths training for LSA’s on a regular basis. Identify how we are going to use the minimum expectations.</p>

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned
<p>Continue to narrow gap between PP and non PP children's progress in reading and writing from their starting points in the Foundation Stage and Key Stage One.</p>	<ol style="list-style-type: none"> 1. Read, Write, Inc for FKS/ KS1 and SEN children. Read, Write, Inc development days 2. Continued coaching of staff by RWI reading leader to ensure consistency in practice. 3. Participation in Outstanding teachers programme. 4. Writing process training for staff. Focus on purpose and audience. 5. Talk for Writing training for staff. 6. Embed Helicopter Stories in the Foundation Stage. 7. Introduce pictorial sentence writing at Key Stage One. Introduce English Planning Kit – Jonathan Bond. <p>Introduce minimum expectations for each year group based on Key Performance Indicators.</p>	<p>Successful coaching led to consistency in approach that has clearly impacted on outcomes. Awarded RWI award recognising good practice.</p> <p>Three-year trend. 2016: 38%, 2017: 33%, 2018: 63%. RWI Y2 retakes: 2016: 69%, 2017: 78%, 2018: 100%.</p> <p>Teachers took part in Outstanding teacher's programme and best practice cascaded through achievement teams. English lead delivered several insets focussing on the writing process, the importance of audience and purpose and developing working walls. Jonathan Bond worked with English lead to introduce pictorial sentence writing at KS1. Foundation Stage staff received training on helicopter stories. 71% of PP children made expected or more progress from their starting points in reading (compared to non Pupil Premium children who made 74% progress. 57% made expected or more progress in writing compared to 82% of non Pupil Premium children.</p>	<p>Continue to embed Helicopter stories in FKS and Nursery.</p> <p>Extend to children who are reluctant writers in KS1 and above – work with Inclusion manager to achieve this.</p> <p>Ensure best practice from OTP continues to be embedded – monitor through lesson drop-ins.</p> <p>Continue to embed work done on writing process, working walls and pictorial sentences – monitor for impact.</p>

Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned
<p>Higher rates of progress for Low Attaining and High Attaining Pupil Premium Groups in reading, writing and maths at Key Stage Two leading to higher attainment.</p>	<p>Participation in Achievement for All - programme developing systems to support SEN pupils.</p> <p>Participation in Outstanding Teacher Programme.</p> <p>Coaching for staff by inclusion management.</p> <p>Inclusion lead to work towards national Award for Special Educational Needs.</p> <p>Training for staff re. Deep thinking/ Mastery. Continued focus on differentiation.</p>	<p>Structured Conversations have begun – too soon to measure impact but early feedback from teachers and families positive.</p> <p>Chris Quigley training for all staff – focus on mastery.</p> <p>Inclusion manager soon to complete National Award for Special Education Needs.</p> <p>Progress across the year. Year Three: Low attaining PP pupils made slower progress than low attaining non PP pupils – slowest progress in Maths. High Attaining PP progress in line with High Attaining non PP pupils.</p> <p>Year Four: Low Attaining PP pupils made slowest progress in maths. They were behind non PP pupils in maths, in line in writing and ahead in reading. High Attainers made slow progress in reading and maths – behind non PP pupils.</p> <p>Year Five: Low Attaining PP pupils made accelerated progress in all areas. Three made more progress than the non PP children. High Attaining PP pupils made expected progress in writing – just above non PP pupils.</p> <p>Year Six: PP low attainers made expected progress in writing. Slow progress was made by PP children in reading. High Attaining PP pupils did not make expected progress across the year in R, W or M. Progress was in line with non PP children in all areas.</p>	<p>Monitor impact of Structured conversations.</p> <p>Develop list of agencies/ support to signpost families to.</p> <p>Embed strategies/ practices arising from Chris Quigley training. Monitor.</p> <p>Inclusion Manager to support CT in effective use of LSA's.</p> <p>Embed practice from OTP programme.</p>

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learned	
Accelerated progress in Key Stage Two in Writing leading to higher attainment in line with non Pupil Premium children..	Talk for Writing Training for staff. Writing Process Training for staff – focus on Audience and purpose. Model lessons for staff from English lead. Development of working walls. Introduce ‘English Planning Kit’ Jonathan Bond. Cascade findings from ‘Real Writers’ programme. Minimum expectation grids for each year group.	English lead has delivered several insets on writing and led ‘model lessons’ across the school. Work on working walls has begun. Minimum expectations have now been drawn up and are with the English and Maths lead. Writing progress -5.3 (within confidence interval) Down from 2017 (-4.08) Attainment: Drop from previous year.	Continue to embed and develop strategies put in place this year. Monitor for impact. Continued ‘model lessons’ by English Lead. VS yet to cascade findings from the ‘Real Writer’s programme’.	
			Quality teaching for all Total Cost	£41, 126

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>To ensure children are equipped with the relevant language and physical skills to support them with their writing.</p>	<p>Talk Boost.</p> <p>Inference work with targeted groups.</p> <p>Introduction of speech and language assessment framework.</p> <p>Gym Trail.</p>	<p>Talk Boost programme ran in Year One. Biggest impact seen in Spoken Language Development and Story Telling Skills.</p> <p>Gym Trail run for children in Key Stage One. Small steps progress in terms of specific skills developed (Arm/ leg control, Handling Objects, Balance/ Co – Ordination). Positive feedback from teachers and parents.</p>	<p>Class teacher's now responsible for delivering interventions need to ensure Talk Boost continues ensuring strategies taught in the programme reinforced in class.</p> <p>Need to develop Quality First teaching strategies across the school to support children with SLCN. This will be achieved through the Achievement for All programme. LM to lead.</p> <p>HG to support Class teacher's in developing strategies to support children in class to develop physical skills as skills practiced as part of the intervention need reinforcing back in class. Information sheet for parents to be developed.</p>

Desired Outcome	Chosen Action / Approach	Estimated Impact	Lessons Learned
<p>Higher rates of progress for Low Attaining and High Attaining Pupil Premium Groups in reading, writing and maths at Key Stage Two leading to higher attainment.</p>	<p>3rd Space Maths. Class teachers in Year Six to run booster classes. RWI 1:1, Fresh Start Programme Numbers Count Programme – teacher led programme. Group Tuition More Able Reading Gladiators, TANGO – Gifted and Talented programme. App’s club (Mathletics/ Reading Eggs/ One Billion Maths APP/ Squeable) Development of personalised learning for SEN and More Able pupils. Introduce speech and language assessment to identify any potential barriers. Delivery of specific SEN programmes for SEN children (Bare Necessities, Plus One, Power of Two. Speech and language programmes.) Develop Tracking systems for SEN and PP children to ensure children make accelerated progress from their starting points.</p>	<p>3rd Space maths: did impact on progress for the majority of the children taking part in the programme and children felt more confident going into lessons as a result of pre-teaching through the programme. Year Six Booster Class: Class teachers were able to deliver same day interventions . RWI Fresh Start Programme: very successful with all children on the programme making accelerated progress. Group Tuition: Some impact seen – small steps. Reading Gladiator’s: High attaining PP pupils did not make expected progress in reading in year four. Programme was slow to take off due to staff absence. Tango: Children attending gave very positive feedback. App’s ‘Reading eggs’: Monitoring revealed not enough children were using the programmes to justify the money spent. More personalised learning seen during monitoring – need now to ensure consistency across the school. Specific SEN programmes: provided useful evidence for ECHP’s. Refined ways of monitoring interventions and impact.</p>	<p>Lessons Learned Aim to continue 3rd Space Maths 18.19 Year Six Booster Classes – Aim to continue. Fresh Start Programme - aim to continue with Year five pupils. Group tuition: Aim to provide for PP+ children. Aim to continue with Reading Gladiator programme – now delivered as part of Year four Guided Reading session and class teachers more involved. Aim to continue Tango programme. Reading Eggs subscription cancelled. Continue to provide support for teacher’s in developing personalised learning programmes for pupils. Monitor to ensure consistency of approach. Specific SEN programmes – to be delivered ‘in class’ as we no longer have a dedicated adult to deliver the programme. Need to continue to explore ways of monitoring and reporting on progress of SEND pupils.</p>

<p>Higher Rates of engagement and involvement for Pupil Premium Pupils requiring additional emotional support.</p>	<p>Chosen Action / Approach</p> <p>Nurture Group Emotional First Aid/ Play Therapy Path of Peace Bushcraft Programme and resources FAST subscription (Families and Schools together – targeted intervention) Path of Peace. Embed Attachment strategies, use of Boxhall On-line.</p>	<p>Estimated Impact</p> <p>Numerous cases of individual success stories where we have seen children’s learning behaviours improve as a result of targeted interventions arising from strategies used from Boxhall Assessment.</p> <p>Leuven scales not yet being used universally.</p>	<p>Lessons Learned</p> <p>Nurture group did not happen on a regular enough basis to have the desired impact therefore we have decided to cease this provision.</p> <p>LSA’s to work in class with vulnerable children and PAT dog to join them on a fortnightly basis.</p> <p>Plan to adopt Step on approach to support vulnerable learners.</p> <p>Bushcraft continues to have high impact on learning behaviours. Aim to extend to more children in the coming year.</p>
<p style="text-align: right;">Targeted Support</p> <p style="text-align: right;">Total Cost</p>			<p>£71.749</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>	<p>Circle Solutions Training for all staff.</p> <p>Increasing amount of time dedicated to music through employing a specialised music teacher, identifying cross-curricular links, music assemblies, visiting musicians.</p>	<p>SENCo became an accredited Circle Solution leader and has delivered a series of sessions at targeted year groups across the year. Feedback from pupils' and children very positive. Learning behaviours praised by visitors to school.</p> <p>Specialist Music teacher employed September 2018. Early days but feedback from children and class teachers has been extremely positive. Lesson drop-in's have shown very high levels of engagement and involvement – yet to see impact on reading, writing and maths.</p>	<p>BE to continue to deliver Circle Solution lessons to targeted groups and to enable CT to deliver their own sessions.</p> <p>SCou to work with Nursery/ Foundation Stage staff to develop the use of the Leuven Scales for evaluating impact of provision.</p> <p>Continue to monitor the impact of the Music teacher. Look for more ways to enhance the curriculum to ensure high levels of engagement and involvement, including continued work with the PP network.</p>

	Chosen Action / Approach	Estimated Impact	Lessons Learned
<p>Attendance Rates for Pupil Premium children will be in line with non PP children.</p>	<p>Aquinas – Attendance Support Package.</p>	<p>PP children in line (within 5%) with non PP pupils in all year groups, apart from Year 2. % below expected attendance of 96% below in Year Two and Year Three for PP children and below in Year One for non PP pupils.(Data taken from Target Tracker).</p>	<p>Service now being provided by Trust. Aim to continue.</p>

<p>To develop systems to develop home learning for Pupil Premium children.</p>	<p>Chosen Action/ Approach</p> <p>Identifying opportunities for parents to come into school and work alongside their children – e.g.end of units/ RWI sessions. Workshops in English and Maths – tied into other events parents already attending (e.g. class assemblies, Stay and Play sessions.)</p> <p>Develop ‘accessible homework.’ - projects, glossaries.</p> <p>Refine Teaching and Learning conferences and language used with parents.</p>	<p>Estimated Impact</p> <p>Opportunities for parents to join children at end of units have been provided by a number of Year groups across the year groups.</p> <p>Structured Conversations introduced Summer 2018 as part of the Achievement for All Programme. PP children achieving 2 out of 3 core subjects targeted – second round of conversations taking place now. Feedback has been positive but too early to report on the impact on data. Also introduced parental meetings for children who have been identified as needing a Support Plan. Again very early days to report on the impact.</p> <p>‘Non-negotiables’ have been agreed and are due to be rolled out this half-term. Focus this year to work on glossary for parents and videos for the website modelling how to help with column method for example.</p>	<p>Lessons Learned</p> <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>Need to clarify how the ‘non-negotiables’ are going to be used.</p>
<p style="text-align: right;">Other Approaches Total Cost</p>			<p>Cost: £3,285</p>