

# Pupil Premium Grant Strategy Plan and Review 2017/18- Maltby Lilly Hall Academy

1. Summary information					
School	Maltby Lilly Hall Academy				
Academic Year	2017-18	Total PP budget	£63,360	Date of most recent PP Review	Dec 2017
Total number of pupils	398	Number of pupils eligible for PP	41 <small>(+12 Early years PP)</small>	Date for next internal review of this strategy	Aut 2018

2. 2016-17 Attainment		
Key Stage One (9 PPG Pupils)	<i>Pupils eligible for PP (MLHA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS (GDS) in reading, writing and maths	33%	
% achieving EXS (GDS) in reading	33%	76%
% achieving EXS (GDS) in writing	33%	68%
% achieving EXS (GDS) in maths	33%	75%

Key Stage Two (14 PPG Pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS (GDS) in reading, writing and maths	29%	%
% achieving EXS (GDS) in reading	64%	71%
% achieving EXS (GDS) in writing	36%	75%
% achieving EXS (GDS) in maths	50%	76%
Ave Scaled Score Progress Reading	-3.0	0.3
Ave Scaled Score Progress Writing	-6.2	0.2
Ave Scaled Score Progress Maths	-3.6	0.3

**Pupil Premium Group Children – 2016-17 in year progress data**

**MLHA Progress Data 2016-17 - Reading**

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		100%	40%	0%	40%
Year 2 (9)	33%		33%	91%	44%	33%
Year 3 (3)	33%	33%	33%	66%	0%	33%
Year 4 (4)	50%	50%	50%	75%	25%	50%
Year 5 (14)	92%	100%	62%	100%	38%	100%
Year 6 (13)		100%	36%	91%	45%	64%

**MLHA Progress Data 2016-17 - Writing**

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		40%	40%	0%	40%
Year 2 (9)	33%		11%	100%	22%	33%
Year 3 (3)	33%	33%	33%	33%	0%	33%
Year 4 (4)	50%	50%	50%	50%	50%	50%
Year 5 (14)	92%	100%	85%	92%	54%	92%
Year 6 (13)		73%	9%	91%	36%	36%

**MLHA Progress Data 2016-17 - Maths**

Year Group (No of Pupils)	EYFS ARE+	KS1 EXS+	End of previous yr Exp	Expected Progress+	Acc Progress	ARE + EoY
Year 1 (5)	100%		40%	40%	0%	40%
Year 2 (9)	33%		11%	100%	33%	33%
Year 3 (3)	33%	33%	33%	33%	0%	33%
Year 4 (4)	25%	50%	25%	75%	50%	50%
Year 5 (14)	92%	100%	46%	85%	46%	62%
Year 6 (13)		100%	0%	100%	100%	50%

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

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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|-----------|---|
| <b>A.</b> | Poor oracy/language skills prove a barrier – Less able PPG boys performed particularly badly at KS1. This translates into limited vocabulary in key stage 2 writing, where the attitude of PPG children to writing is often poor.                             |
| <b>B.</b> | Poor basic number skills hampers the progress of less able PPG children in maths - mental maths skills of PPG children are poor when compared to others in the year groups.   |
| <b>C.</b> | A significant number of disadvantaged children have multiple significant barriers which hamper progress and will require bespoke programmes of work. Some PPG children in school have been hampered in their progress through historic poor quality teaching. |

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

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|-----------|---|
| <b>D.</b> | The attendance of a significant proportion of PPG pupils is low – targeted intervention is required   |
| <b>E.</b> | Significant barriers around parental support/capacity and engagement with school – multiple external barriers for children who are not progressing. |

### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria	Interim Evaluation (Spring 2018)
<b>A.</b>	<p><b>1. For PPG pupils to develop strong oracy skills throughout foundation stage and KS1 –</b></p> <p>1.1. For all children to experience a high quality, highly tailored EYFS experience which support individual learning needs</p> <p>1.2. For language deficit issues to be picked up early in foundation stage and structured programmes to be implemented – children make rapid progress in communication and language aspects from low baselines (EEat tracking)</p> <p>1.3. For all children to experience a wide range of high quality texts throughout EYFS/KS1 to expose them to a rich and varied vocabulary – Targeted children show increasing vocab/understanding (EEat/key word assessments)</p> <p>1.4. Targeted children are enabled to become fast, fluent readers through modelling and supported fluency development.</p> <p>1.5. For targeted activities to explicitly focus on the development of a wide and varied vocabulary and its application through a broad curriculum. Targeted children show increasing vocab/understanding (EEat/key word assessments)</p> <p><b>2. For PPG children to be able to apply a more extensive vocabulary in their writing through KS2</b></p> <p>2.1. To expose children to a rich and varied range of texts throughout the key stage in order to build vocabulary and motivation – to include fiction and non-fiction texts – Children make accelerated progress when compared to baseline assessments (Deeper Learning/Pira)</p> <p>2.2. To provide PPG children with a varied range of reading literature throughout the key stage including linear and non-linear texts and high-quality magazines – MA PPG children to select texts. Children make accelerated progress when compared to baseline assessments (Deeper Learning/Pira)</p> <p>2.3. To develop the explicit teaching of new vocabulary and frameworks for the application of new words – Children show greater depth of understanding of vocab and apply this in their writing (Deeper learning assessments)</p>	<p>Children with language deficit issues are identified early</p> <p>Children identified with low key word understanding make accelerated progress to be at or near ARE by end of EYFS</p> <p>Higher proportions of disadvantaged children attain Good Level of Development including expected for Communication and Language at EYFS (aspirationally 100%)</p> <p>Higher proportions of disadvantaged children attain expected at KS1 from low baselines or greater depth from on track baselines in reading and writing– accelerated progress is achieved in KS1</p> <p>Evidence shows that higher proportions of pupils are applying more adventurous vocabulary with accuracy in writing – 85%+ of disadvantaged pupils who have no specific additional barrier are on track for ARE.</p> <p>Disadvantaged children demonstrate a command of a wider and deeper vocabulary</p>	<p>1.1 In place – evaluated at inspection</p> <p>1.2 External SALT provision in place – strategies implemented into the FS provision</p> <p>1.3 Range of tests developing – reading areas in Y1 building up – reciprocal texts in place Y2 – library project underway</p> <p>1.4 Regular reading practice underway – volunteers listening to individuals read in order to supplement reading out of school.</p> <p>1.5 Vocabulary project underway – focus group PPG children Y2/3</p> <p>2.1 Range of fiction texts improving – non-fiction texts to be addressed – library project underway.</p> <p>2.2 Magazine subscriptions in place – mechanisms to share amongst all pupils developing</p> <p>2.3 Vocabulary walls in place – initial sessions delivered to all staff – Oracy project under way – Oracy framework to be implemented from Sept 2018</p> <p>2.4 AfL strategies to be implemented and developed through the Oracy project – key focus for the development in school</p>

	<p>2.4. The explicit promotion of collaborative working ensures that disadvantaged pupils have exposure to children who are skilled at using a rich and varied vocabulary (lesson observations/Deeper learning Assessments)</p> <p>2.5. High attaining PPG pupils have the opportunity to discuss and explore texts at a deeper level through in class differentiation and structured intervention (obs of teaching)</p> <p>2.6. To provide targeted intervention support to enable groups of disadvantaged pupils to make accelerated progress.</p>	<p>Gaps between the attainment of disadvantaged pupils (nationally) and other pupils close in reading and writing.</p> <p>High attaining PPG pupils maximise on their ability and attain GDS at KS2</p>	<p>2.5 Interventions in place but will be refined through the implementation of the Oracy project</p> <p>2.6 intervention programmes in place – impact monitored closely.</p>
<p><b>B.</b></p>	<p><b>1. Poor basic number skills hamper the progress of disadvantaged children in maths</b></p> <p>1.1. To develop the use of manipulatives and representations for all pupils, including disadvantaged pupils, in order to ensure that pupils develop secure concrete understanding of the number system (Puma tests/Deeper learning assessments)</p> <p>1.2. Ensure that work presented to all pupils, but particularly the disadvantaged pupils, closely matches their needs, understanding and next steps (work scrutiny/Deeper Learning assessments)</p> <p>1.3. All pupils, including disadvantaged pupils, receive timely, insightful feedback which helps them to develop and refine their understanding of mathematical concepts (Work scrutiny)</p> <p>1.4. To ensure that pupils' misconceptions are rapidly and effectively addressed (Work Scrutiny/ Deeper learning assessments/ PUMA data)</p> <p>1.5. To ensure that all pupils, including the disadvantaged, have varied and frequent opportunities to apply and test their understanding through reasoning (Lesson Observation/ deeper learning assessment/ PUMA data)</p> <p><b>2. Mental maths skills of PPG children are poor when compared to others in the year groups.</b></p> <p>2.1. To ensure all disadvantaged pupils in all age groups have access to regular mental maths practice in order to develop accuracy and fluency</p> <p>2.2. Ensure that all pupils, including the disadvantaged, have secured their knowledge of number bonds to 100 by the end of KS1 and the times tables by the end of year 4.</p> <p>2.3. More-able Pupil premium pupils will have additional intervention to ensure that mental skills are further developed and contextualised in order to allow them to reach GDS</p>	<p>Gaps between the attainment of disadvantaged pupils and other pupils (nationally) in maths close</p> <p>Disadvantaged pupils make accelerated progress in maths</p> <p>Disadvantaged pupils display stronger understanding of the number system and make accelerated progress when compared to their peers</p> <p>High proportions of disadvantaged pupils, who do not have additional barriers, show strong knowledge of number bonds and times tables at key year groups.</p> <p>High attaining PPG pupils maximise on their ability and attain GDS at KS2</p> <p>Disadvantaged pupils, with or without additional barriers, apply mental skills more regularly into reasoning problems.</p>	<p>1.1 Manipulatives in place – monitoring shows that they are commonly in use in all sessions.</p> <p>1.2 While manipulatives in place, their use in extending learning for the more able is less developed – needs further development</p> <p>1.3 Feedback in maths is developing well – however challenge for the more able remains a focus</p> <p>1.4 Triage and feedback are now an integral part of the day-to-day systems of the school.</p> <p>1.5 Balance of reasoning and fluency is on-going – too much procedural fluency is still prevalent in some year groups and teacher willingness to let the less able extend themselves still needs to develop.</p> <p>2.1 Mental maths sessions now in place throughout KS2 – need further development in KS1</p> <p>2.2 Knowledge is still developing – number bonds and tables knowledge a focus for mental maths provision in key year groups</p> <p>2.3 Implementation has taken place in years 2 and 6 – other year groups hampered by capacity issues</p>
<p><b>C.</b></p>	<p><b>1. A significant number of disadvantaged children have multiple significant barriers which hamper progress and will require bespoke programmes of work.</b></p> <p>1.1. Children, including disadvantaged children who have been identified as under-attaining because of multiple barriers will be prioritised for pre-teach and triage and will make accelerated progress as a result (classroom obs/Puma/Pira/Deeper learning assessment)</p> <p>1.2. All disadvantaged children understand how they are attaining and what they need to do to get better as they receive instant feedback on their learning on a daily basis (Work scrutiny/Pupil Voice)</p> <p>1.3. Disadvantaged children show increasingly high levels of engagement and good learning behaviours (classroom observation/pupil voice)</p>	<p>Disadvantaged pupils make high levels of progress when compared to similar groups nationally.</p> <p>Disadvantaged pupils show a high degree of understanding of how they are attaining and what they need to do in order to improve</p> <p>Disadvantaged pupils show high degrees of engagement</p>	<p>1.1 Focused interventions are in place – impact seen through monitoring</p> <p>1.2 Marking and feedback gives a degree of information to pupils – however this should be further developed through learning conversations and the oracy project.</p> <p>1.3 Vast majority of PPG pupils show excellent learning behaviours. However, a small number of disadvantaged pupils have</p>

	<p>1.4. Parents of disadvantaged pupils are actively involved in their learning and are increasingly active participants in their child's educational journey</p> <p>1.5. Disadvantaged pupils access a bespoke programme of SEMH support at appropriate levels to aid them in overcoming social/emotional barriers to progress (individual case study/ behaviour logs/ Boxall Profiles)</p> <p>2. <b>Some PPG children in school have been hampered in their progress through historic poor quality teaching.</b></p> <p>2.1. Children who have strong baseline assessments but have made less than expected progress, including disadvantaged pupils, will be targeted with bespoke programmes of support and intervention (Puma / Pira data/Deeper Learning Assessments)</p>	<p>Pupils who have experienced poor quality teaching make accelerated progress to be in line with projections from baseline assessments</p> <p>Boxall profiles show an improving picture over time for disadvantaged pupils.</p> <p>PPG tracker shows improving outcomes each term and tailored interventions are altered according to need.</p>	<p>challenging behaviours – interventions and assessments are underway.</p> <p>1.4 Attendance at parents evening is monitored and is improving. Parental engagement in open sessions is good but these need further development – further channels of communication need to be developed.</p> <p>1.5 SEMH progs in place – personalised progs underway as are assessment by EPS and CAMHS.</p> <p>2.1 PPG pupils have bespoke programmes underway.</p>
D.	<p><b>1.0 The attendance of a significant proportion of PPG pupils is low – targeted intervention is required</b></p> <p>1.1. Attendance of disadvantaged children with poor attendance improves – disadvantaged/non-disadvantaged gap closes (attendance data)</p> <p>1.2. Proportion of disadvantaged pupils taking holidays in term time reduces – parents understand the damage term-time holidays cause</p> <p>1.3. Proportion of pupil premium pupils classified as PA drops significantly</p> <p>1.4. Relationship between school attendance officers and disadvantaged targeted families improves significantly</p>	<p>Gap between disadvantaged/non-disadvantaged is less than 1% and in line with 96% target</p> <p>Proportion of PPG children taking term time holidays is in line with the rest of the cohort and is falling</p> <p>Percentage of disadvantaged pupils classed as PA falls significantly</p>	<p>1.1 Attendance is improving of all groups – gap between PPG and non-ppg groups is closing</p> <p>1.2 Percentage of PPG pupils taking term time holidays remains high – application of FPNs and information is increasing and is starting to impact</p> <p>1.3 Number of PA pupils falling rapidly as is proportion of PPG</p> <p>1.4 Relationships between vulnerable families and attendance officers is strong</p>
E.	<p><b>1. Significant barriers around parental support/capacity and engagement with school – multiple external barriers for children who are not progressing.</b></p> <p>1.1. Parental engagement activities built in to curriculum to engage parents with children's learning</p> <p>1.2. Family learning programme implemented at no cost to disadvantaged families</p> <p>1.3. Attendance of disadvantaged families at parents' evenings and information sessions improves</p>	<p>Engagement of disadvantaged families is significantly improved.</p>	<p>1.1 Engagement activities increasing but the breadth and scope of these needs to improve – built into curriculum model</p> <p>1.2 Family learning programme not yet implemented – capacity issues</p> <p>1.3 PPG family's attendance at parents evening improving but not yet in line with non-ppg</p>

## 5. Planned expenditure

Academic year

2017-18

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

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all children to experience a high quality, highly tailored EYFS experience which support individual learning needs	EYFS is highly effective and successful, following child led approaches and in the moment planning techniques with rigor and structure. This approach requires high staffing ratios to be effective.	High EYFS results and excellent evidence of EYFS progress and attainment – including external moderation in consecutive years – provides strong evidence for the continuation of this approach. The approach is centred on developing children’s oracy and language skills.	Monitoring on half termly basis including external reviews by NLE.	SSe DHo	Sum 2018  Additional TA £17,000
For all children to experience a wide range of high quality texts throughout EYFS/KS1 to expose them to a rich and varied vocabulary – Targeted children show increasing vocab/understanding (EExat/key word assessments)	Wide range of stories shared on a daily basis with children throughout EYFS – daily small group reading and discussion sessions of high quality picture/fiction books.	Exposure to high quality texts and group/modelled use of inference and comprehension is shown to be a useful tool in improving pupils’ speaking and listening skills and understanding of language – vulnerable children in our school have deficits in this area.  The EEF in Improving ‘Literacy in Key Stage One’ presents extensive evidence for the promotion of this approach.	Reading sessions will be monitored and the quality of questioning/ opportunities for pupils to discuss will be reviewed both in formal observations and drop-ins.	SSe/JDe	Spr 2018  (purchase of high quality texts £800)
For targeted activities to explicitly focus on the development of a wide and varied vocabulary and its application through a broad curriculum Targeted children show increasing vocab/understanding (EExat/key word assessments)	Within the developing curriculum model, explicit emphasis will be put on the development of vocabulary banks in order to develop pupils’ use of technical language.	Activities which are intended to broaden and develop a child’s vocabulary work best when put into the context of an interesting and exciting curriculum. All children, including vulnerable children, benefit both from exposure to new language and opportunities to use and practice using it in a safe environment.  The EEF in ‘Improving Literacy in Key Stage Two’ presents extensive evidence for the promotion of this approach.	Evidence from dropins and observations will look at the implementation of vocab banks etc.  Examination of children’s work will look for the broadening of vocabulary choices amongst targeted children  Target of all PPG children with no specific barrier in Writing to be at ARE or on track for GDS by Sum 2018	DHo/ JDe	Sum 2018
To expose children to a rich and varied range of texts throughout the key stage in order to build vocabulary and motivation – to include fiction and non-fiction texts – Children make accelerated progress	Children will be exposed to a wider range of texts in which to develop their reading through supportive practice. This will be developed using the school’s existing Reciprocal approach for the teaching of reading, which	The reciprocal approach is proven effective in developing children’s reading comprehension skills through modelling and supported practice. This objective will ensure a good balance is maintained which will expose vulnerable children to non-fiction texts on a regular basis.	Classroom observations and drop-ins will be used to assess the quality of delivery of the approach.  Work scrutiny and results of both PIRA assessments and teacher formative assessments will be used to measure impact.	DHo/JDe	Sum 2018  (£150 per year group per half term – £5400)

when compared to baseline assessments (Deeper Learning/Pira)	supports children's reading development. The text choices will explicitly include a non-fiction text on a regular (at least half termly) basis to broaden exposure.	The EEF in 'Improving Literacy in Key Stage Two' presents very extensive evidence for the promotion of this approach.	Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.		
To provide PPG children with a varied range of reading literature throughout the key stage including linear and non-linear texts and high quality magazines – MA PPG children to select texts. Children make accelerated progress when compared to baseline assessments (Deeper Learning/Pira)	To ensure that higher attaining pupil premium pupils have exposure to a range of high quality literature to read in free time – following and developing interests and ambitions. These will include magazine subscriptions (children's choice from provided list) web sites etc. This approach will support the development of vocabulary and reading fluency.	Exposing pupils to a range of text types with increasing depth and complexity is an important factor in developing their language capability.  The EEF in 'Improving Literacy in Key Stage Two' presents extensive evidence for the promotion of this approach.	Pupil voice will be used to measure the children's engagement with this strategy.  Work scrutiny and formative and summative assessments will be used to measure impact.  Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.	DHo/RPe	Sum 2018 £1000 (10 x subscriptions)
To develop the explicit teaching of new vocabulary and frameworks for the application of new words – Children show greater depth of understanding of vocab and apply this in their writing (Deeper learning assessments)	Training implemented on the development of pupils' vocabulary – developing understanding of tier 1, 2 and 3 words and how to explicitly teach children to use a broader and more ambitious vocabulary.	Activities which are intended to broaden and develop a child's vocabulary work best when put into the context of an interesting and exciting curriculum. All children, including vulnerable children, benefit both from exposure to new language and opportunities to use and practice using it in a safe environment.  The EEF in 'Improving Literacy in Key Stage Two' presents extensive evidence for the promotion of this approach.	Evidence from dropins and observations will look at the implementation of vocab banks etc.  Examination of children's work will look for the broadening of vocabulary choices amongst targeted children  Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.	DHo/ JDe	Sum 2018 Proportion of Training Package (£200)
The explicit promotion of collaborative working ensures that disadvantaged pupils have exposure to children who are skilled at using a rich and varied vocabulary (lesson observations/Deeper learning Assessments)	Collaborative working strategies promoted through lessons – children of different ability groupings work together for mutual support and development.	Children benefit from working with peers who offer strong role models and access to a richer more varied vocabulary. This can be through guided oral instruction in reading or evaluation of writing – both of these have extensive evidence bases of impact – Improving Literacy KS1/2	Evidence of drop-in/formal observations.  PIRA data/writing moderation sessions  Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.	JDe/ DHo/ RPe/ KDo	Spr 2018 (sharing of good practice – proportions of cover costs – £500)

<p>To develop the use of manipulatives and representations for all pupils, including disadvantaged pupils, in order to ensure that pupils develop secure concrete understanding of the number system (Puma tests/Deeper learning assessments)</p>	<p>Manipulatives/ representations are becoming an embedded part of practice but are still not always appropriate or maximised upon. Pupils, including PPG pupils, are not yet skilled in self-selecting the most efficient image or apparatus to assist with a problem.</p>	<p>The structured use of manipulatives is a key strand of enabling pupils to develop deep understanding of mathematical concepts. It is important that pupils are able to select the most effective images/manipulatives and that there is a clear rationale for their selection.</p> <p>Strong Evidence for the effective use of manipulatives is presented in Improving Mathematics at KS1/2 (EEF).</p>	<p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>PUMA results/Deeper Learning Data</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p>	<p>RPe/Mho/DHo</p>	<p>Spr 2018 (Sharing of good practice – proportion of cover costs - £500)</p>
<p>Ensure that work presented to all pupils, but particularly the disadvantaged pupils, closely matches their needs, understanding and next steps (work scrutiny/Deeper Learning assessments)</p>	<p>Daily assessment of pupil's progress is becoming a firm part of practice, however assessment within sessions is less secure. Teachers need to develop their understanding of how to use regular assessments stops and split inputs within sessions to ensure that all pupils, including vulnerable pupils, receive the most appropriate programmes of work to enable them to make the most progress within each session.</p>	<p>Programmes of learning which are precisely matched to pupils' needs are a key element of high quality learning in all subjects, including mathematics. Use of precise assessment in the selection of mathematical tests is particularly beneficial.</p> <p>Evidence for impact is seen in Improving Mathematics at KS1/2 (EEF).</p>	<p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p>	<p>RPe/ Mho/DHo</p>	<p>Spr 2018 Direct CPD - £500 Sharing of good practice – proportion of cover costs - £500</p>
<p>All pupils, including disadvantaged pupils, receive timely, insightful feedback which helps them to develop and refine their understanding of mathematical concepts (Work scrutiny)</p>	<p>Regular feedback is a feature of the majority of classes. However, this is not always responded to or is as incisive as might be desired to have maximum impact. All pupils, including PPG pupils will benefit from timely, well thought through feedback.</p>	<p>Well-structured and targeted feedback can have an extremely positive impact on the learning of all pupils. Children should know their next steps and understand what to do. All pupils, including disadvantaged pupils would benefit from more incisive feedback.</p> <p>Evidence is extensive, including from EEF Improving Mathematics KS1/2</p>	<p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p>	<p>DHo/ RPe / Mho</p>	<p>Spr 2018 No Cost – In school CPD</p>



<p>To ensure that all pupils, including the disadvantaged, have varied and frequent opportunities to apply and test their understanding through reasoning (Lesson Observation/ deeper learning assessment/ PUMA data)</p>	<p>The application of learnt skills in working through problems develops pupils' understanding and their ability to apply learning in different contexts. Evaluation in school shows an over-reliance on developing procedural fluency, more immediate use of reasoning would benefit the understanding of all pupils, including vulnerable pupils.</p>	<p>Developing structured approaches to solving problems and applying learnt skills in solving problems is shown as having benefits for the development of mathematical understanding.</p> <p>Extensive evidence is presented in the EEF Improving Mathematical KS1/2</p>	<p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>PUMA and Deeper learning assessments</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p>	<p>DHo/ RPe / Mho</p>	<p>Sum 2018 Sharing of good practice – proportion of cover costs - £500</p>
<p>Ensure that all pupils, including the disadvantaged, have high levels of mental fluency, enabling them to make connections and build a network of mathematical knowledge - including having secured their knowledge of number bonds to 100 by the end of KS1 and the times tables by the end of year 4.</p>	<p>The recall of a range of mathematical knowledge and the development of this into a network of understanding is developed through daily high-paced mental mathematics sessions. This will enable all pupils, including disadvantaged pupils, to build connections and mathematical fluency.</p>	<p>Enabling pupils to develop a rich network of mathematical knowledge is shown to be an effective part of pupils' developing mathematical understanding. Mental approaches are chosen to strike a balance between developing fluency and making links.</p> <p>Extensive evidence is presented in the EEF Improving Mathematical KS1/2</p>	<p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>PUMA and Deeper learning assessments</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p>	<p>DHo/ RPe / Mho</p>	<p>Sum 2018 Sharing of good practice – proportion of cover costs - £500</p>
<p>Children, including disadvantaged children, who have been identified as under-attaining because of multiple barriers will be prioritised for pre-teach and triage and will make accelerated progress as a result (classroom obs/Puma/Pira/Deeper learning assessment) / Boxall Profiles)</p>	<p>Pre-teach and triage sessions will take place daily for those PPG children who have been identified as under-attaining compared to baselines.</p>	<p>Focused and targeted interventions are shown to be an effective strategy in promoting increased rates of progress in both mathematics and English. Strong evidence for this is presented in Improving Mathematics at Key Stage 1 and 2 and the Improving Literacy documents.</p>	<p>Drop-ins on intervention sessions. Work scrutinies focusing on impact and evidence of sessions taking place.</p> <p>Puma/Pira and Deeper learning assessments</p> <p>For the specific group targeted to make accelerated progress and be on track for ARE+ by Sum 2018, unless specific learning barrier is present (eg dyslexia).</p>	<p>SLT team</p>	<p>Sum 2018 Intervention costs - £5500 (approx. 3x10 minute sessions per PPG child per week)</p>

All disadvantaged children understand how they are attaining and what they need to do to get better as they receive instant feedback on their learning on a daily basis (Work scrutiny/Pupil Voice)	All disadvantaged pupil's books will be marked first, ensuring they receive daily high quality feedback. This will ensure vulnerable pupils will receive immediate information on how they can improve and what they are doing well. It will ensure that a learning dialogue between pupil and teacher is maintained.	The impact of high-quality marking and feedback is shown to be highly positive when it is structured correctly and focused on strengths and next steps – with the opportunity for pupils to respond to the feedback given. Strong evidence for this is presented in Improving Mathematics at Key Stage 1 and 2 and the Improving Literacy documents	Work scrutinies – focused on frequency and impact of feedback given.  Puma/PIRA data and Deeper Learning assessments  For all PPG children who have no specific learning barriers to be on track for ARE+ by summer 2018	SLT Team	Sum 2018 In house CPD – No cost
Disadvantaged children show increasingly high levels of engagement and good learning behaviours (classroom observation/pupil voice)	Highly engaging curriculum and high quality teaching is used to engage and focus children, including disadvantaged pupils, on learning. Explicit rewards for good learning behaviours are actively promoted and metacognitive strategies embedded in teacher's practice through AfL CPD.	The impact of teaching metacognitive strategies and enabling children to develop positive attitudes to learning is shown as significant by EEF – a proportion of the disadvantaged children who are under-attaining have weaker attitudes to learning and an explicit focus on this will be beneficial.	Classroom observations to look at engagement and application of metacognitive strategies.  Pupil voice – attitudes to school and learning  Vast majority of PPG pupils will progress through the 'Learning League' system and achieve at least Bronze by Sum 2018	SLT Team	Sum 2018 Staff training on metacognition – in house – no cost Sharing of good practice – proportion of cover costs - £500
Parents of disadvantaged pupils are actively involved in their learning and are increasingly active participants in their child's educational journey	Increase levels of parental engagement through the development of curriculum workshops and celebration events. Improve school-home communication through the use of website and MyEd App – including celebratory messages etc.	The EEF shows that texting parents can be an effective way of increasing engagement and educational attainment. Other studies show that parental engagement is a key factor in building children's attitude to learning and engagement with school although evidence is not extensive and it is hard to maintain parental participation, impact appears high.	Parent Survey  Pupil voice – measuring levels of engagement	RPe DHo	Sum 2018 Cost of My Ed (proportion) - £240
<b>Total budgeted cost</b>					£33,130
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? (Cost)</b>
For language deficit issues to be picked up early in foundation stage and	Specialist speech and language provision to be brought into school in order	In order to address the language deficit amongst the most vulnerable pupils, the EEF presents extensive evidence for the importance of	Implementation will be carefully monitored by SENDCo and impact	JLa/SSe	Implementation reviewed Easter 2018

structured programmes to be implemented – children make rapid progress in communication and language aspects from low baselines (EEExat tracking)	to identify children with poor key word understanding and devise programmes of work in order to address language deficit through early intervention.	structured programmes for the development of oral language skills in these children.	measured through regular key word assessment.  Children identified as having low baselines make accelerated progress – high proportions (80%+) shown to make up deficit by end of FS2.		SALT Provision - £1700
High attaining PPG pupils have the opportunity to discuss and explore texts at a deeper level through in class differentiation and structured intervention	Targeted intervention with More Able pupils, including more able PPG pupils will look in greater depth at texts in a small group context – to be implemented with Y2 through to Y6	In addition to daily reciprocal teaching sessions, targeted groups of MA pupils, including MA PPG pupils, will receive targeted intervention and support to develop and extend thinking – evidence for this approach is through extensive evidence of the impact of teaching pupils strategies for monitoring and developing their reading comprehension – EEF Improving Literacy in KS1/2.	Through regular classroom obs and drop ins  Further monitoring of impact to take place through Pupil Progress Meetings.  Disadvantaged children who attain ‘exceeding’ at EYFS or GDS at KS1 attain, or on track to attain, higher standard at next KS.	JDe/KDo/ RPe	Half termly at Pupil Progress Meetings  Intervention Cost - £1000 (1 hour per week per year group)
Targeted children are enabled to become fast, fluent readers through modelling and supported fluency development.	Pupil premium children are heard read in KS1 on a daily basis – either in small group or individually – in order to support reading development. Identified groups of KS2 children are also heard read daily – in addition to reciprocal reading. Highly engaging texts will be selected for these sessions to motivate readers.	Evidence for the impact of modelling and supported practice is very extensive – through EEF Improving Literacy at KS1/2.  Targeted pupils will be exposed to highly engaging texts in individual or small groups contexts. This will address deficit in attainment in groups of low achieving pupils.	Regular observation of sessions. Impact of sessions in PIRA data and Deeper Learning assessments.  Targeted children make accelerated progress and are on track to attain ARE+.	RPe/JLa/ JDe	Half Termly Pupil Progress Meetings Intervention Cost (1 hour per week per year group) £500
To ensure that pupils’ misconceptions are rapidly and effectively addressed (Work Scrutiny/ Deeper learning assessments/ PUMA data)	Provide individually tailored, short, high impact pre-teach and Triage sessions to address mathematical misconceptions and prepare targeted vulnerable pupils for learning. These to take place daily as required.	Intervention has greatest impact when it is carefully targeted and timely. Extensive evidence for the impact of this approach is presented in a review of research in EEF Improving Mathematics in KS1 and 2.	Through regular classroom obs and drop ins/work scrutiny.  Further monitoring of impact to take place through Pupil Progress Meetings  High proportions of disadvantaged pupils (90%+) who have no additional barriers in maths, make accelerated progress and are on track to attain ARE+ by Sum 2018	DHo / RPe / MHo	Half-termly pupil progress meetings  Intervention costs £5500 (Approx 3x10min sessions per child per week)
More-able Pupil premium pupils will have additional intervention to ensure that mental skills are further developed and	Focused intervention takes place to stretch the understanding and thinking of MA pupils, including PPG MA pupils. This will enable	Intervention has greatest impact when it is carefully targeted and timely. Extensive evidence for the impact of this approach is presented in a review of research in EEF Improving Mathematics in KS1 and 2.	Through regular classroom obs and drop ins/work scrutiny.  Further monitoring of impact to take place through Pupil Progress Meetings	DHo / RPe / MHo	Half-termly pupil progress meetings

contextualised in order to allow them to read GDS	greater numbers of PPG pupils to read GDS.		More able disadvantaged pupils make accelerated progress and are on track to attain GDS by Sum 2018		Intervention costs approx. 2x 10 min sessions per week per year gp £500
Children who have strong baseline assessments but have made less than expected progress, including disadvantaged pupils, will be targeted with bespoke programmes of support and intervention (Puma / Pira data/Deeper Learning Assessments)	Individually tailored teacher or TA led interventions will be put in place to enable pupils who have not made sufficient progress to make accelerated progress and catch up with, or exceed expectations. These interventions will take place on a regular basis and will target those areas in which children have misconceptions in order to address gaps and enable children to progress. Eg. Greater Depth booster/ one to one triage.	High quality, structured interventions have been shown to have a significant impact on children's attainment. The EEF recognises the impact that carefully targeted interventions can have in both Improving Mathematics KS/2 and Improving Literacy KS1/2.	Focus and approach of interventions reviewed half termly at pupil progress meetings.  Impact measured through work scrutiny and PIRA/PUMA/Deeper Learning assessments  Identified pupils make accelerated progress and high proportions (90%+) are on track for ARE+ by Sum 2018	SLT Team	Half termly Pupil Progress Meetings  Intervention costs (teacher led) £10,000
Disadvantaged pupils access a bespoke programme of SEMH support at appropriate levels to aid them in overcoming social/emotional barriers to progress (individual case study/ behaviour logs	Provision of SEMH support in a layered structure ensured that children with different types of SEMH needs receive targeted support.  Pastoral support – short term intervention.  Lego therapy – Theraplay type activities to promote children's ability to regulate emotional responses.  MAST – professional mental health support for children in need of more intense support	Improving pupil's ability to access learning has been proven to impact positively on pupil's attainment. Pupil well-being will be promoted through interventions – this is shown by the EEF to have impact on pupil attainment	Behavioural monitoring (red cards etc) show that frequency or red cards/report reduces significantly (50%+) for targeted children.  Puma/Pira/Deeper learning assessments show accelerated progress for targeted children.	DHo/LLa	Pupil Progress meetings half termly Pastoral costs (proportional) £6000  MAST - £1200
<b>Total budgeted cost</b>					£19,950
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Attendance of disadvantaged children with poor attendance improves – disadvantaged/non-disadvantaged gap closes (attendance data)	Consistent approaches to dealing with attendance becomes embedded – this includes dedicated attendance officer time and highly structured approach to following up attendance.	Attendance is a key factor in the school’s pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.	Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors  Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs.	JBr/CAs	Termly review of impact  Proportional costs of Attendance officer - £10,000
Proportion of disadvantaged pupils taking holidays in term time reduces – parents understand the damage term-time holidays cause	Significant issues remain with the proportion of absence within the PPG group which is through holidays taken in term time. A combination of information about the link between attainment and attendance and a zero-tolerance approach to holidays will be taken.	Attendance is a key factor in the school’s pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.	Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors.  Frequency of holidays in term time for PPG children falls and is coming in line with rest of cohort.	JBr/CAs	Termly review of impact
Proportion of pupil premium pupils classified as PA drops significantly	Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance	Attendance is a key factor in the school’s pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.	Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors.  Percentage of disadvantaged children classified as persistently absent falls to be in line or close to rest of cohort.	JBr/CAs	Termly review of impact
Relationship between school attendance officers and disadvantaged targeted families improves significantly	Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance	Attendance is a key factor in the school’s pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment.	Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors	JBr/CAs	Termly review of impact
Family learning programme implemented at no cost to disadvantaged families	Family learning programmes are to be used to build engagement of families with school and encourage positive relationships to form	Engagement with school by parents is a factor in the relationships between school and pupils – positively impacting on this will help to build pupil’s attendance and attainment.	Will be monitored through attendance at sessions and then link to attendance/attainment made.	DHo/SSe/RPe	Termly review of impact
Attendance of disadvantaged families at parents’ evenings and	Disadvantaged families have low attendance rates at parents’ evenings – families will be targeted with	Engagement with school by parents is a factor in the relationships between school and pupils – positively impacting on this will help to build pupil’s attendance and attainment.	Monitored through parents’ evening attendance and link to other factors made	DHo/RPe	Review of impact following parents’ evenings.

information sessions improves	information through phone contact etc.				
<b>Total budgeted cost</b>					£10,000

## 6. Review of expenditure 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will <b>continue</b> with, <b>modify</b> or <b>cease</b> this approach)	Cost
For all children to experience a high quality, highly tailored EYFS experience which support individual learning needs	EYFS is highly effective and successful, following child led approaches and in the moment planning techniques with rigor and structure. This approach requires high staffing ratios to be effective.	Early intervention has taken place and children with language deficit issues were identified and intervention put in place through the SALT service.  Children with low keyword understanding (where there was no additional SEND barrier) made good progress – 80% of PPG children met the expected standard.	Approach has proven highly effective – performance has exceeded National Average (80% for PPG pupils at GLD) level – strategy will continue	Additional TA £17,000
For all children to experience a wide range of high-quality texts throughout EYFS/KS1 to expose them to a rich and varied vocabulary – Targeted children show increasing vocab/understanding (EExat/key word assessments)	Wide range of stories shared on a daily basis with children throughout EYFS – daily small group reading and discussion sessions of high-quality picture/fiction books.	All children without an additional SEND barrier met the ELGs for communication and language (80% of cohort).	Impact has been seen – need for a wider range of non-fiction texts – strategy modified.	purchase of high-quality texts £800
For targeted activities to explicitly focus on the development of a wide and varied vocabulary and its application through a broad curriculum. Targeted children show increasing vocab/understanding (EExat/key word assessments)	Within the developing curriculum model, explicit emphasis will be put on the development of vocabulary banks in order to develop pupils' use of technical language.		Impact has been seen of developing vocab – this has to be a longer-term strategy – strategy to continue	Nil – SSIF project

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To expose children to a rich and varied range of texts throughout the key stage in order to build vocabulary and motivation – to include fiction and non-fiction texts – Children make accelerated progress when compared to baseline assessments (Deeper Learning/Pira)	Children will be exposed to a wider range of texts in which to develop their reading through supportive practice. This will be developed using the school's existing Reciprocal approach for the teaching of reading, which supports children's reading development. The text choices will explicitly include a non-fiction text on a regular (at least half termly) basis to broaden exposure.	At KS1 50% of PPG children attained EXS, 25% in writing and 75% in maths – this is broadly in line with the previous year.  PIRA Tests show that PPG pupils only made expected or slightly above expected progress (on average) in reading.  Evidence from Bedrock assessments shows improvements in vocabulary usage – this is being underpinned by the Bedrock and oracy SSIF projects.	Impact seen through motivation of text – new emphasis to be made on reading for pleasure in new plan – in class reading strong, less evidence of home reading/breadth of reading. Reading needs to be continued area of focus.	£150 per year group per half term – £5400
To provide PPG children with a varied range of reading literature throughout the key stage including linear and non-linear texts and high-quality magazines – MA PPG children to select texts. Children make accelerated progress when compared to baseline assessments (Deeper Learning/Pira)	To ensure that higher attaining pupil premium pupils have exposure to a range of high-quality literature to read in free time – following and developing interests and ambitions. These will include magazine subscriptions (children's choice from provided list) web sites etc. This approach will support the development of vocabulary and reading fluency.		Magazines have been bought in – hard to measure impact but child response is positive – will need to be reviewed to ensure targeted correctly.	£1000 (10 x subscriptions)
To develop the explicit teaching of new vocabulary and frameworks for the application of new words – Children show greater depth of understanding of vocab and apply this in their writing (Deeper learning assessments)	Training implemented on the development of pupils' vocabulary – developing understanding of tier 1, 2 and 3 words and how to explicitly teach children to use a broader and more ambitious vocabulary.	Use of vocabulary strategies improving and developing – classroom obs/audits  PIRA/Teacher assessments show PPG children making expected progress. Diminishing difference reports show gaps closing for most year groups with overall attainment maintained.  Children are targeted for ARE+ - progress towards targets being made.	Tiers plus Bedrock Project have impacted – vocab improving – approach to be maintained.	Proportion of Training Package (£200)
The explicit promotion of collaborative working ensures that disadvantaged pupils have exposure to children who are skilled at using a rich and varied vocabulary (lesson observations/Deeper learning Assessments)	Collaborative working strategies promoted through lessons – children of different ability groupings work together for mutual support and development.	Oracy strategies are promoting collaborative working – long term strategy will impact in 2018-19.	Oracy project is starting to impact but strategies not yet fully embedded – approach will continue.	Sharing of good practice – proportions of cover costs – £500

<p>To develop the use of manipulatives and representations for all pupils, including disadvantaged pupils, in order to ensure that pupils develop secure concrete understanding of the number system (Puma tests/Deeper learning assessments)</p>	<p>Manipulatives/ representations are becoming an embedded part of practice but are still not always appropriate or maximised upon. Pupils, including PPG pupils, are not yet skilled in self-selecting the most efficient image or apparatus to assist with a problem.</p>	<p>Manipulatives in use daily in majority of year groups – children increasingly able to explain their thinking using manipulatives</p> <p>Maths attainment for PPG children in year 6 rose significantly in 2018 – in 2017 50% attained the expected std/in 2018 92% of PPG pupils attained expected std.</p>	<p>Maths attainment is rising – levels of challenge and quality of learning improving. Approach to continue.</p>	<p>Sharing of good practice – proportion of cover costs - £500</p>
<p>Ensure that work presented to all pupils, but particularly the disadvantaged pupils, closely matches their needs, understanding and next steps (work scrutiny/Deeper Learning assessments)</p>	<p>Daily assessment of pupil's progress is becoming a firm part of practice, however assessment within sessions is less secure. Teachers need to develop their understanding of how to use regular assessments stops and split inputs within sessions to ensure that all pupils, including vulnerable pupils, receive the most appropriate programmes of work to enable them to make the most progress within each session.</p>	<p>Matching of children's learning to need is much closer – reflected in the progress of non-SEND PPG pupils</p> <p>70% of PPG pupils in y2-5 made accelerated progress in 2017-18 (PIRA test results)</p>	<p>Much clearer differentiation is in place – well planned intervention and embedded approaches are seeing impact on attainment.</p>	<p>Direct CPD - £500 Sharing of good practice – proportion of cover costs - £500</p>
<p>All pupils, including disadvantaged pupils, receive timely, insightful feedback which helps them to develop and refine their understanding of mathematical concepts (Work scrutiny)</p>	<p>Regular feedback is a feature of the majority of classes. However, this is not always responded to or is as incisive as might be desired to have maximum impact. All pupils, including PPG pupils will benefit from timely, well thought through feedback.</p>	<p>Feedback is high challenge – PPG pupil's books are marked first – Stretch through clearly differentiated task is accelerated progress.</p> <p>85% of non-send PPG pupils made expected or better progress in 2017-18 (PIRA tests)</p>	<p>Marking and feedback is now regular and consistent – challenge is given and responded to. Approach to continue.</p>	<p>Spr 2018 No Cost – In school CPD</p>
<p>To ensure that all pupils, including the disadvantaged, have varied and frequent opportunities to apply and test their understanding through reasoning (Lesson Observation/ deeper learning assessment/ PUMA data)</p>	<p>The application of learnt skills in working through problems develops pupils' understanding and their ability to apply learning in different contexts. Evaluation in school shows an over-reliance on developing procedural fluency, more immediate use of reasoning would benefit the understanding of all pupils, including vulnerable pupils.</p>	<p>Bronze – Silver – Gold – Mission Impossible activities provide rich opportunities for children to build their ability to problem-solve. Reflected in the performance of more-able PPG children.</p> <p>85.7% of children who achieved 100+ scaled score at baseline increased during the year.</p>	<p>Impact being seen through work scrutiny – higher levels of challenge – and through session observation. Impact on stretch and challenge clear – approach to continue.</p>	<p>Sum 2018 Sharing of good practice – proportion of cover costs - £500</p>
<p>Ensure that all pupils, including the disadvantaged, have high levels of mental fluency, enabling them to make connections and build a network of mathematical knowledge - including having secured their knowledge of number bonds to 100 by the end of KS1 and the times tables by the end of year 4.</p>	<p>The recall of a range of mathematical knowledge and the development of this into a network of understanding is developed through daily high-paced mental mathematics sessions. This will enable all pupils, including disadvantaged pupils, to build connections and mathematical fluency.</p>	<p>Mental maths approaches are adopted consistently across the school – high pace/high participation activities promoted – progress seen through mental maths and calculation performance of PPG children.</p> <p>Calculation paper performance improved on 2016017 – 3% above national ave.</p>	<p>Approach impacting significantly on the attainment of all groups including disadvantaged pupils – Approach to continue.</p>	<p>Sum 2018 Sharing of good practice – proportion of cover costs - £500</p>



Children, including disadvantaged children, who have been identified as under-attaining because of multiple barriers will be prioritised for pre-teach and triage and will make accelerated progress as a result (classroom obs/Puma/Pira/Deeper learning assessment) / Boxall Profiles)	Pre-teach and triage sessions will take place daily for those PPG children who have been identified as under-attaining compared to baselines.	Pre-teach and triage happening daily in all classes – clear evidence in books of impact on understanding.  Progress for PPG pupils in maths is strong – PUMA tests/SATs (Y2/6)  Progress for PPG pupils in reading is less strong – PIRA tests	Strategy is well embedded and becoming a core approach – looking at tweaking to re-emphasise the role of teachers in delivering approaches as usually TA led. Approach to continue.	Sum 2018 Intervention costs - £5500 (approx. 3x10 minute sessions per PPG child per week)
All disadvantaged children understand how they are attaining and what they need to do to get better as they receive instant feedback on their learning on a daily basis (Work scrutiny/Pupil Voice)	All disadvantaged pupil's books will be marked first, ensuring they receive daily high-quality feedback. This will ensure vulnerable pupils will receive immediate information on how they can improve and what they are doing well. It will ensure that a learning dialogue between pupil and teacher is maintained.	PPG pupils are prioritised for feedback – attainment of PPG pupils is improving where there are no additional barriers.  Feedback in books is strong – evidence of regular feedback for PPG children in place.	Approach is well embedded and impact – will continue.	Sum 2018 In house CPD – No cost
Disadvantaged children show increasingly high levels of engagement and good learning behaviours (classroom observation/pupil voice)	Highly engaging curriculum and high-quality teaching is used to engage and focus children, including disadvantaged pupils, on learning. Explicit rewards for good learning behaviours are actively promoted and metacognitive strategies embedded in teacher's practice through AfL CPD.	AfL strategies are becoming more embedded but are not yet consistent across the school. As yet this is not consistent but remains a key development area for teaching across the school.	Approach is impacting where used well – development work will continue to embed approaches.	Sum 2018 Staff training on metacognition – in house – no cost Sharing of good practice – proportion of cover costs - £500
Parents of disadvantaged pupils are actively involved in their learning and are increasingly active participants in their child's educational journey	Increase levels of parental engagement through the development of curriculum workshops and celebration events. Improve school-home communication through the use of website and MyEd App – including celebratory messages etc.	Where these have taken place, they have been successful – they are not yet as frequent as would be wanted or as well embedded into practice.	Increase the number of parental engagement workshops – these have been well supported and will be integrated into the curriculum redesign.	Sum 2018 Cost of My Ed (proportion) - £240
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>For language deficit issues to be picked up early in foundation stage and structured programmes to be implemented – children make rapid progress in communication and language aspects from low baselines (EExat tracking)</p>	<p>Specialist speech and language provision to be brought into school in order to identify children with poor key word understanding and devise programmes of work in order to address language deficit through early intervention.</p>	<p>Impact of SALT provision seen in CLL outcomes (80% of PPG group achieved GLD) – targeting has seen increased impact</p>	<p>Continue with careful targeting of provision to ensure correct children are focused upon.</p>	<p>Implementation reviewed Easter 2018</p> <p>SALT Provision - £1700</p>
<p>High attaining PPG pupils have the opportunity to discuss and explore texts at a deeper level through in class differentiation and structured intervention</p>	<p>Targeted intervention with More Able pupils, including more able PPG pupils will look in greater depth at texts in a small group context – to be implemented with Y2 through to Y6</p>	<p>Intervention and stretch for HAP pupils has been in place – still a need for further stretch and challenge in English. Only 5 of 8 PPG (62.5%) children who scored above 100 scaled score in PIRA made accelerated progress through the year.</p>	<p>Strategy is proving effective but more CPD needs to be focused on how to develop stretch and challenge in English.</p>	<p>Half termly at Pupil Progress Meetings</p> <p>Intervention Cost - £1000 (1 hour per week per year group)</p>
<p>Targeted children are enabled to become fast, fluent readers through modelling and supported fluency development.</p>	<p>Pupil premium children are heard read in KS1 on a daily basis – either in small group or individually – in order to support reading development. Identified groups of KS2 children are also heard read daily – in addition to reciprocal reading. Highly engaging texts will be selected for these sessions to motivate readers.</p>	<p>Volunteers and staff being used to ensure reading is done daily. Books arranged to structure reading scheme and encourage home reading – reward scheme put in place through planners.</p>	<p>Focus to be maintained and ‘Must Reads’ scheme to be implemented to supplement existing approaches.</p>	<p>Half Termly Pupil Progress Meetings</p> <p>Intervention Cost (1 hour per week per year group) £500</p>
<p>To ensure that pupils’ misconceptions are rapidly and effectively addressed (Work Scrutiny/ Deeper learning assessments/ PUMA data)</p>	<p>Provide individually tailored, short, high impact pre-teach and Triage sessions to address mathematical misconceptions and prepare targeted vulnerable pupils for learning. These to take place daily as required.</p>	<p>Feedback is high challenge – PPG pupil’s books are marked first – Stretch through clearly differentiated task is evident. Impacting well in maths – less effective in reading.</p>	<p>Marking and feedback is now regular and consistent – challenge is given and responded to. approach to continue in maths – but to be reviewed for impact in reading</p>	<p>Half-termly pupil progress meetings</p> <p>Intervention costs £5500 (Approx 3x10min sessions per child per week)</p>

<p>More-able Pupil premium pupils will have additional intervention to ensure that mental skills are further developed and contextualised in order to allow them to read GDS</p>	<p>Focused intervention takes place to stretch the understanding and thinking of MA pupils, including PPG MA pupils. This will enable greater numbers of PPG pupils to read GDS.</p>	<p>Mental maths starters proving highly effective in developing skills and approaches.</p> <p>High proportions of more able PPG children made progress in maths.</p>		<p>Half-termly pupil progress meetings</p> <p>Intervention costs approx. 2x 10 min sessions per week per year gp £500</p>
<p>Children who have strong baseline assessments but have made less than expected progress, including disadvantaged pupils, will be targeted with bespoke programmes of support and intervention (Puma / Pira data/Deeper Learning Assessments)</p>	<p>Individually tailored teacher or TA led interventions will be put in place to enable pupils who have not made sufficient progress to make accelerated progress and catch up with, or exceed, expectations. These interventions will take place on a regular basis and will target those areas in which children have misconceptions in order to address gaps and enable children to progress. Eg. Greater Depth booster/ one to one triage.</p>	<p>Range of interventions in place – good evidence that gaps are closing in year 4/5 – year 3 will require further targeted support.</p>	<p>Approaches to continue – subject to termly reviews at Pupil Progress Meetings.</p>	<p>Half termly Pupil Progress Meetings</p> <p>Intervention costs (teacher led) £10,000</p>
<p>Disadvantaged pupils access a bespoke programme of SEMH support at appropriate levels to aid them in overcoming social/emotional barriers to progress (individual case study/behaviour logs)</p>	<p>Provision of SEMH support in a layered structure ensured that children with different types of SEMH needs receive targeted support.</p> <p>Pastoral support – short term intervention.</p> <p>Lego therapy – Theraplay type activities to promote children’s ability to regulate emotional responses.</p> <p>MAST – professional mental health support for children in need of more intense support</p>	<p>Capacity of pastoral support has improved – reassignment of pastoral worker – impact on red cards – now high frequency for small number of individuals.</p>	<p>Intensive support to be focused on individuals who have high prevalence of red cards. Approach to be adapted.</p>	<p>Pupil Progress meetings half termly</p> <p>Pastoral costs (proportional) £6000</p> <p>MAST - £1200</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Attendance of disadvantaged children with poor attendance improves – disadvantaged/non-disadvantaged gap closes (attendance data)	Consistent approaches to dealing with attendance becomes embedded – this includes dedicated attendance officer time and highly structured approach to following up attendance.	Gap between the PPG group and other pupil's attendance has closed to 1.2% - this in context of overall improved performance.  PPG PA percentage has dropped significantly from 21.6% to 14.3 but this remains very significantly above the non-ppg PA at 4.2%	Approaches are effective – will continue.	Termly review of impact  Proportional costs of Attendance officer - £10,000
Proportion of disadvantaged pupils taking holidays in term time reduces – parents understand the damage term-time holidays cause	Significant issues remain with the proportion of absence within the PPG group which is through holidays taken in term time. A combination of information about the link between attainment and attendance and a zero-tolerance approach to holidays will be taken.			Termly review of impact
Proportion of pupil premium pupils classified as PA drops significantly	Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance			Termly review of impact
Relationship between school attendance officers and disadvantaged targeted families improves significantly	Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance			Termly review of impact
Family learning programme implemented at no cost to disadvantaged families	Family learning programmes are to be used to build engagement of families with school and encourage positive relationships to form	Limited evidence of impact.		Change to being integrated in curriculum work
Attendance of disadvantaged families at parents' evenings and information sessions improves	Disadvantaged families have low attendance rates at parents' evenings – families will be targeted with information through phone contact etc.	Attendance rates are now good with majority of families attending – policy of phone follow ups for PPG parents in place in case of non-attendance.	Strategy to continue	