

# Pupil Premium Grant Strategy Document 2017/18- Maltby Lilly Hall Academy

| 1. Summary information |                           |                                  |  |  |          |
|------------------------|---------------------------|----------------------------------|--|--|----------|
| School                 | Maltby Lilly Hall Academy |                                  |  |  |          |
| Academic Year          | 2076-18                   | 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<br>(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<br>(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<br>(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)                             |   |  |
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| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |  |
| <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.   |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |  |
| <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   |   |  |
|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
| <b>A.</b>   | <p><b>1. For PPG pupils to develop strong oracy skills throughout foundation stage and KS1 –</b></p> <ol style="list-style-type: none"> <li>1.1. For all children to experience a high quality, highly tailored EYFS experience which support individual learning needs</li> <li>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 (EExat tracking)</li> <li>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 (EExat/key word assessments)</li> <li>1.4. Targeted children are enabled to become fast, fluent readers through modelling and supported fluency development.</li> <li>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 (EExat/key word assessments)</li> </ol> <p><b>2. For PPG children to be able to apply a more extensive vocabulary in their writing through KS2</b></p> <ol style="list-style-type: none"> <li>2.1. To expose children to a rich and varied range of fiction 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)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ol> | <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>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> |

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|           | <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>   |   |
| <b>B.</b> | <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 read 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> |
| <b>C.</b> | <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>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><b>2. 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>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>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>  |

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| <b>D.</b> | <b>1.0 The attendance of a significant proportion of PPG pupils is low – targeted intervention is required</b><br>1.1. Attendance of disadvantaged children with poor attendance improves – disadvantaged/non-disadvantaged gap closes (attendance data)<br>1.2. Proportion of disadvantaged pupils taking holidays in term time reduces – parents understand the damage term-time holidays cause<br>1.3. Proportion of pupil premium pupils classified as PA drops significantly<br>1.4. Relationship between school attendance officers and disadvantaged targeted families improves significantly | Gap between disadvantaged/non-disadvantaged is less than 1% and in line with 96% target<br><br>Proportion of PPG children taking term time holidays is in line with the rest of the cohort and is falling<br>Percentage of disadvantaged pupils classed as PA falls significantly |
| <b>E.</b> | <b>1. Significant barriers around parental support/capacity and engagement with school – multiple external barriers for children who are not progressing.</b><br>1.1. Parental engagement activities built in to curriculum to engage parents with children’s learning<br>1.2. Family learning programme implemented at no cost to disadvantaged families<br>1.3. Attendance of disadvantaged families at parents’ evenings and information sessions improves  | Engagement of disadvantaged families is significantly improved.   |

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| <b>5. Planned expenditure</b>  |  |   |   |                   |   |
| <b>Academic year</b>   |  | <b>2017-18</b>  |   |                   |   |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |   |                   |   |
| <b>i. Quality of teaching for all</b>  |  |   |   |                   |   |
| <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>           |
| 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<br><br>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                 | 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.          | 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<br><br>(purchase of high quality texts £800) |

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| vocab/understanding (EExat/key word assessments)   |   | The EEF in Improving 'Literacy in Key Stage One' presents extensive evidence for the promotion of this approach.   |  |          |   |
| 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.<br><br>The EEF in 'Improving Literacy in Key Stage Two' presents extensive evidence for the promotion of this approach. | Evidence from drop-ins and observations will look at the implementation of vocab banks etc.<br><br>Examination of children's work will look for the broadening of vocabulary choices amongst targeted children<br><br>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 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. | 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.<br><br>The EEF in 'Improving Literacy in Key Stage Two' presents very extensive evidence for the promotion of this approach.                                | Classroom observations and drop-ins will be used to assess the quality of delivery of the approach.<br><br>Work scrutiny and results of both PIRA assessments and teacher formative assessments will be used to measure impact.<br><br>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<br><br>(£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.                                 | Exposing pupils to a range of text types with increasing depth and complexity is an important factor in developing their language capability.<br><br>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.<br><br>Work scrutiny and formative and summative assessments will be used to measure impact.<br><br>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<br>£1000 (10 x subscriptions)                      |

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| <p>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>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.</p>   | <p>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.</p> <p>The EEF in 'Improving Literacy in Key Stage Two' presents extensive evidence for the promotion of this approach.</p> | <p>Evidence from drop-ins and observations will look at the implementation of vocab banks etc.</p> <p>Examination of children's work will look for the broadening of vocabulary choices amongst targeted children</p> <p>Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.</p> | <p>DHo/ JDe</p>           | <p>Sum 2018<br/>Proportion of Training Package (£200)</p>                          |
| <p>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>Collaborative working strategies promoted through lessons – children of different ability groupings work together for mutual support and development.</p>  | <p>Children benefit from working with peers who offer strong role models and access to a richer more varied vocabulary.</p> <p>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</p>   | <p>Evidence of drop-in/formal observations.</p> <p>PIRA data/writing moderation sessions</p> <p>Target of all PPG children with no additional SEND barrier in English to be at ARE or on track from baseline by Sum 2018.</p>  | <p>JDe/ DHo/ RPe/ KDo</p> | <p>Spr 2018<br/>(sharing of good practice – proportions of cover costs – £500)</p> |
| <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<br/>(Sharing of good practice – proportion of cover costs - £500)</p>  |

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| <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<br/>Direct CPD - £500<br/>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<br/>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<br/>Sharing of good practice – proportion of cover costs - £500</p>                       |



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| <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<br/>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<br/>Intervention costs - £5500 (approx. 3x10 minute sessions per PPG child per week)</p> |
| <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)</p>   | <p>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.</p> | <p>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</p> | <p>Work scrutinies – focused on frequency and impact of feedback given.</p> <p>Puma/PIRA data and Deeper Learning assessments</p> <p>For all PPG children who have no specific learning barriers to be on track for ARE+ by summer 2018</p>   | <p>SLT Team</p>       | <p>Sum 2018<br/>In house CPD – No cost</p>   |

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| 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.<br><br>Pupil voice – attitudes to school and learning<br><br>Vast majority of PPG pupils will progress through the 'Learning League' system and achieve at least Bronze by Sum 2018 | SLT Team          | Sum 2018<br>Staff training on metacognition – in house – no cost<br>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<br><br>Pupil voice – measuring levels of engagement   | RPe DHo           | Sum 2018<br>Cost of My Ed (proportion) - £240   |
| <b>Total budgeted cost</b>  |  |   |   |                   |   |
| <b>ii. Targeted support</b>   |  |   |   |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation? (Cost)</b>  |
| 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) | 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.   | In order to address the language deficit amongst the most vulnerable pupils, the EEF presents extensive evidence for the importance of structured programmes for the development of oral language skills in these children.   | Implementation will be carefully monitored by SENDCo and impact measured through regular key word assessment.<br><br>Children identified as having low baselines make accelerated progress – high proportions (80%+) shown to make up deficit by end of FS2.                  | JLa/SSe           | Implementation reviewed Easter 2018<br><br>SALT Provision - £1700   |
| High attaining PPG pupils have the opportunity to discuss and explore texts at a deeper level through in  | Targeted intervention with More Able pupils, including more able PPG pupils will look in greater depth at texts in a small group context – to  | 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   | Through regular classroom obs and drop ins<br><br>Further monitoring of impact to take place through Pupil Progress Meetings.   | JDe/KDo/ RPe      | Half termly at Pupil Progress Meetings  |

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| class differentiation and structured intervention  | be implemented with Y2 through to Y6   | evidence of the impact of teaching pupils strategies for monitoring and developing their reading comprehension – EEF Improving Literacy in KS1/2.   | Disadvantaged children who attain 'exceeding' at EYFS or GDS at KS1 attain, or on track to attain, higher standard at next KS.   |                 | 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.<br><br>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.<br><br>Targeted children make accelerated progress and are on track to attain ARE+.  | RPe/JLa/ JDe    | Half Termly Pupil Progress Meetings<br>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.<br><br>Further monitoring of impact to take place through Pupil Progress Meetings<br><br>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<br><br>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 contextualised in order to allow them to read GDS        | 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.  | 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.<br><br>Further monitoring of impact to take place through Pupil Progress Meetings<br><br>More able disadvantaged pupils make accelerated progress and are on track to attain GDS by Sum 2018   | DHo / RPe / MHo | Half-termly pupil progress meetings<br><br>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 | 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  | 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.<br><br>Impact measured through work scrutiny and PIRA/PUMA/Deeper Learning assessments  | SLT Team        | Half termly Pupil Progress Meetings<br><br>Intervention costs (teacher led) £10,000                                |

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| intervention (Puma / Pira data/Deeper Learning Assessments)   | 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.<br>Eg. Greater Depth booster/ one to one triage.   |  | Identified pupils make accelerated progress and high proportions (90%+) are on track for ARE+ by Sum 2018  |         |  |
| 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.<br><br>Pastoral support – short term intervention.<br><br>Lego therapy – Theraplay type activities to promote children’s ability to regulate emotional responses.<br><br>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.<br><br>Puma/Pira/Deeper learning assessments show accelerated progress for targeted children. | DHo/LLa | Pupil Progress meetings half termly<br>Pastoral costs (proportional) £6000<br><br>MAST - £1200 |

**Total budgeted cost**

### iii. Other approaches

| Desired outcome   | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead | When will you review implementation?  |
|---|--|---|--|------------|---|
| 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<br><br>Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs. | JBr/CAs    | Termly review of impact<br><br>Proportional costs of Attendance officer - £10,000 |
| Proportion of disadvantaged pupils taking holidays in term  | Significant issues remain with the proportion of absence within the PPG group which is   | Attendance is a key factor in the school’s pupil premium cohort – pupils with low prior or  | Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal   | JBr/CAs    | Termly review of impact   |

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| time reduces – parents understand the damage term-time holidays cause                                      | 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. | current attendance also have proportionately low attainment.  | to monitor impact – half termly reports to governors.<br><br>Frequency of holidays in term time for PPG children falls and is coming in line with rest of cohort.  |             |   |
| 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.<br><br>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 information sessions improves                | Disadvantaged families have low attendance rates at parents’ evenings – families will be targeted with information through phone contact etc.                               | 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. |
|  |   |   |  |             |   |
| <b>Total budgeted cost</b>   |   |   |  |             |   |

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|-------------------------------|---|--|-------------|
|                        |                               |   |  |             |

**ii. Targeted support**

| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|-------------------------------|---|--|-------------|
|                        |                               |   |  |             |

**iii. Other approaches**

| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|-------------------------------|---|--|-------------|
|                        |                               |   |  |             |