

Malvin's Close Primary Academy:2017-2019 Pupil Premium Strategy and Self-evaluation: updated September 2019

1. Summary information for 2018-2019						
Total number of pupils	457	Number of pupils eligible for pupil premium funding	131 (29% of total on roll) FSM & Ever 6=119 children= 3 Pupil Premium Plus = 9		Service	
Number of pupil premium children in each year group: Nursery=0 of 49 Reception=7 of 60 (12%) Yr1= 13 of 58 (22%) Yr2=17 of 60 (28%) Yr3= 16 of 58 (27.5%) Yr4= 27 of 58 (47%) Yr 5=19 of 55 (35%) Yr 6= 32 of 59 (54%)						
Total pupil premium budget:	£194,486	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300				
Date of external pupil premium review: September 2017		Dates of internal half termly reviews: 16/7/2018, 24/10/18, 11/12/18, 11/2/19, 28/3/19, 4/6/19 & 8/7/19 Green = PP above non-PP Red = Below				
2. Key indicators summer 2018: Early Years and Phonics			PPF = Pupil premium funding			
NA = National average for all pupils GD = Greater depth		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 59 in cohort 14 PP 45 non-PP Cohort = 69.5% GLD NA = 72%		76%	50%	-26%	74%	-24% Gap increasing

<p>% achieving expected standard in the 2018 Year 1 Phonics NA=83% 60 in cohort 16 PP 44 non-PP Cohort= 83% passed phonics test</p>	88%	68.8%	-19%	84%	-15% Gap increasing
End of Key Stage 1 (Year 2) attainment and progress data 60 in cohort 16 PP 44 non-PP					
<p>% reaching expected standard in reading NA = 75% Cohort = 75% % reaching a high score/working at GD in reading NA=26% Cohort = 8% Average progress in reading (as measured in the school throughout KS1)</p>	73% 9% 11.6	81% 6% 11.8	+8% -3% +0.2	79% 29%	+2% Gap closed -23% Gap increasing
<p>% reaching expected standard in writing NA = 70% Cohort = 73% % reaching a high score/working at GD in writing NA = 16% Cohort = 10% Average progress in writing (as measured in the school throughout KS1)</p>	73% 11% 11.8	75% 6% 11.9	+2% -5% +0.1 %	74% 18%	+1% Gap closed. -12% Gap increasing
<p>% reaching expected standard in maths NA = 76% Cohort = 77% % reaching a high score/working at GD in maths NA = 22% Cohort = 13% Average progress in maths (as measured in the school throughout KS1)</p>	75% 16% 11.8	81% 6% 11.9	+6% -10% +0.1 %	80% 25%	+1% Gap closed. -19% Gap increasing

End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data					Attainment gap when compared to NAO		
57 in cohort	24 PP	33 non-PP	NOA =national averages for pupils not eligible for PP	Not PP	PP	Within school gap	NAO 2017
% reaching expected standard in reading, writing & maths NA=64% C= 37% % reaching a high score/working at GD in RWM NA= 10% Cohort =7%			42% 9% %	29% 4%	-13% -5% %	70% 12%	-41% Gap closing -7% Gap closing
% reaching expected standard in reading NA = 75% Cohort = 42% % reaching a high score/working at GD in reading NA= 28% Cohort = 12% Average progress score NA = 0.0 Cohort = - 7.38			48% 15% - 7.04	33% 8% - 8.12	-15% -7% -1.08	80% 33% +0.31	-47% Gap increasing -25% Gap increasing -8.43
Progress scores							
% reaching expected standard in writing NA = 78% Cohort = 70% % reaching a high score/working at GD in writing NA = 20% Cohort = 19% Average progress score NA = 0.0 Cohort = -2.86			70% 21% -2.97	71% 17% -2.70	+1% -4% -0.27	83% 24% +0.24	-12% Gap closing -7% Gap increasing -2.94
Progress scores							
% reaching expected standard in maths NA =76% Cohort = 54% % reaching a high score/working at GD in maths NA = 24% Cohort = 12% Average progress score NA =0.0 Cohort = -5.27			52% 12% -5.60	58% 13% -5.17	+6% +1% +0.43	81% 28% +0.31	-23% Gap closing -15% Gap closing -5.48

Progress scores					
% reaching expected standard in grammar, punctuation & spelling NA=78% % reaching a high score/working at GD in GPS NA =34% Cohort expected standard = 54% Cohort GD = 21%	58%	50%	-8%	82%	-32% Gap closing
	21 %	21%	No gap	39%	-18% Gap closing
	%	%			Gaps
Absence % Reception to Year 6 from 4/9/17 to 13/9/18 Whole school = 4.14%			Under 1%	3.8% (Non FSM)	Almost 1% higher
	3.82%	4.69%			
Persistently absent % Reception to Year 6 from 4/9/17 to 13/9/18 (Pupils with an attendance rate of 90% or below)Whole school = 6.57%			-3%	7.6% (Non FSM)	Almost 1% higher
	5.45%	8.44%			

3.Current attainment and progress: **Please see Summer 2019 cohort summary sheets.**

4. 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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| A. | When the children join the academy, many children are below age-related expectations and have poor language, communication and social skills. |
| B. | A high number of pupil premium children also have special educational needs, welfare and child protection issues. |
| C. | Low aspirations of some pupils and their parents. |
| D. | The need to further strengthen the quality of teaching and interventions |

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

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| E. | Poor attendance of some pupil premium children. |
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5. Intended outcomes and how they will be measured

Success criteria

A	EARLY YEARS To accelerate progress in all the early learning goals, so the results are in line with the national average for <i>all pupils</i> . 73% of cohort to achieve GLD,	72% of PP pupils achieve GLD and the attainment gap between our pupils and the national benchmark reduces.
B	Progress in MATHS for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points.	Maths PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=51% Y2=77% Y3=80% Y4=68% Y5=56% Y6=51%
C	Percentage of PP pupils passing the Y1 PHONICS CHECK is in line with national for <i>all pupils</i> (83%). Percentage of Y2 PP pupils passing the phonics check retake is in line with national (92%).	75% of PP pupils to pass the Year 1 phonics check.
D	Progress in READING is accelerated, leading to percentages of PP learners achieving the EXPECTED STANDARD being in line with or close to the national average for <i>all pupils</i> .	Reading PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=51% Y2=77% Y3=80% Y4=80% Y5=63% Y6=60%
E	Progress in WRITING is accelerated, leading to percentages of PP learners achieving the EXPECTED STANDARD in WRITING and Grammar, Punctuation & Spelling (SPAG) being in line with or close to the national average for <i>all pupils</i> .	Writing PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=51% Y2=77% Y3=80% Y4=64% Y5=50% Y6=60% SPAG Y3=80% Y4=60% Y5=52% Y6=60%
F	To diminish the differences in progress and attainment between our most able PP learners and high attaining national others.	<u>% of PP children achieving at greater depth</u> Reading Year 2 = 15% Year 6 = 13% Writing Year 2 = 9% Year 6 = 13% Maths Year 2 = 8% Year 6 = 16% Combined RWM Year 2 = 8% Year 6 = 13% Grammar, punctuation & spelling Y6 = 13%

6. Planned expenditure 2018-2019				Total budget =£194,486
i) Strengthen the quality of teaching and learning				Total budgeted cost = £6,710
Intended outcomes	Actions It is essential and expected that all teachers adopt these strategies in their everyday teaching.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far

<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. Staff lead= EHT DHT & AHT's</p>	<ol style="list-style-type: none"> 1. Identify your PP and HA PP children on seating plans, closely track their progress and provide strong in-class support every lesson. 2. Do gap analysis on a regular basis to identify and address gaps in their learning. 3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience. 4. It is important to model what great performance looks like in your subject and even more important that you model the process (META-COGNITION) of how to approach problems/tasks. 5. Target disadvantaged students with probing questions each lesson. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood. 6. Prioritise PP for booster classes, interventions and key responsibilities. 7. Mark the work of pupil premium/SEND children in great detail, so your pupils know how to improve their work and marking impacts strongly on progress. Live Marking' where possible with verbal feedback during lesson. Ensure they respond to marking prompts their purple pens. 8. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge. 	<p>Research and national data indicates that pupil premium children need additional strong support to help them achieve as well as their peers.</p>	<p>QA planning records</p> <p>Book scrutinies</p> <p>Learning walks</p> <p>QA teaching assistant intervention folders to ensure stretch and challenge.</p> <p>Performance management targets linked to PP/SEND outcomes.</p>	<p><u>December 2018</u> Regular book scrutinies by SLT demonstrate that challenge marking and scaffolding are being used more effectively to support PP children's progress. Books also evidence where teacher support, TA support or same-day intervention has been used to support children's progress</p> <p>The changes in structure to reading and writing have provided a clearer structure that all children follow. The model of excellence and writers toolkit allows children to have scaffolds that still build independence in writing.</p> <p>Expectations have been increased especially in maths and PP children have regular access to higher level reasoning activities and varied fluency.</p> <p><u>March 2019</u> The school marking policy is being adhered to and scaffolds and challenge marking are being used more effectively to support progress.</p> <p>Attendance meetings, parent workshops, open days etc have improved parental engagement and support for home learning.</p> <p><u>July 2019</u> Regular book scrutinies, learning walks and book observations show an improvement in QFT. Staff are supporting PP children and progress/attainment has improved in most year groups. The marking policy is being updated to allow more focused marking and feedback. Pupil premium children identified and discussed as part of PPM and fed into target children for September especially in Year 5 where the gap is widest</p>
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ii) Targeted support for pupil premium children.	Total budgeted cost = £160,000
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Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far

<p>EARLY YEARS AHT (Early Years) <u>Progress</u> Pupils arrive in nursery/reception well below age related standards. We will strive to ensure our PP children are at age related expectations when they leave the reception class.</p> <p><u>Attainment</u> 72% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to reduce to significantly.</p>	<ol style="list-style-type: none"> 1. Embed Elklan training and the Wise Launch Pad to improve speech and language. 2. Fully implement a communication policy which includes visualisation strategies. 3. WISE Early Years baseline assessment introduced and new writing learning journals for nursery and reception classes. Close tracking of development/ progress. 4. Continue with Talk Boost and Early Talk Boost. 5. Organise parents' workshops to help them feel more confident about supporting home learning. Also "Stay & Learn" sessions. 6. Provide story sacks that can go home to be shared at bedtime and workshops for parents on effective reading at bedtime. 7. Develop the outdoor learning spaces and programmes. 8. Fully implement the speech/language small steps progress tracker and the 2Simple apt that takes photos to demonstrate progress and links with the EYFS profile to identify gaps in learning. 9. Introduce nursery greater depth challenges and continue with GDS challenges in reception. 10. WISE Director of Teaching and Learning to support teachers and help them to improve reading outcomes. 11. <u>Terms 2/3</u> Fine-tune personalised support for disadvantaged children to boost GLD percentage. 	<p>The vast majority have poor speech and language skills when they start nursery.</p> <p>Disadvantaged need more targeted support to achieve GLD and greater depth.</p>	<p>Learning walks, lesson observations and workbook scrutinies.</p>	<p><u>December 2018</u> Early language and communication skills are developing well due to Launchpad and additional guidance from the Speech and Language Consultant and the WISE Director of Early Years, who have provided high quality INSET for the EYFS team. The daily assessments identify misconceptions which are addressed in the afternoons and the learning needs for the next day.</p> <p><u>March 2019</u> % of children currently on track to achieve GLD: PP =43% Non-PP =55%. (Gap =12%) PP number = 67% PP reading = 62% PP writing = 62%</p> <p><u>Priorities for summer term</u></p> <ul style="list-style-type: none"> ● Monitor progress and attainment of PP children in reception. ● Address gaps in learning and strive to ensure attainment gap begins to close. <p><u>Summer 2019:</u> 71% PP reading 71% PP Writing 83% PP Maths</p> <p>Reading and writing are the same as last year Maths has increased and is above national- EYFS Teachers is a maths mastery lead</p>
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<p>PHONICS 75% of Year 1 pupil premium children to pass the phonics test in 2019. Staff lead =MS, English Lead & Y1 teachers</p>	<ol style="list-style-type: none"> 1. Annual Read Write Inc refresher training for all staff. 2. Intensive daily phonics for this group from Year 1 teachers and teaching assistants. 3. Phonics screening of Reception children to identify their strengths and weaknesses. 4. Weekly phonics after school booster sessions for targeted pupils. (45 mins) 5. Phonics workshop for parents held in October so they feel confident to help their children with their phonics homework. Also provided with free resources they can use at home. 6. Additional bespoke phonics CPD for teachers and TA's who need to be more effective. 7. Continue to provide strong support for Year 2/3 pupils who failed the Year 1 phonics test to ensure they make strong phonics progress. 	<p>We need to maintain and if possible exceed the good results achieved in 2018.</p>	<p>Lesson observations to QA phonics teaching and, learning.</p> <p>Regular tests and close monitoring of progress.</p>	<p><u>December 2018</u> Phonics training has strengthened the teaching of phonics and phonics skills are improving. The phonic screening tests follow WISE assessment procedures; there is now more regular analysis and changes to groupings.</p> <p><u>March 2019</u> % of Year 1 PP learners on track to pass phonics test = 44% Non-PP =72% Gap = 28%</p> <p><u>Summer 2019</u> Only 40% of PP passed. This will be a focus for boosters and targeted 1:1 in 2019-2020</p>
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<p>MATHS End of KS1 77% of pupil premium children to achieve expected standard. End of KS2 51% of pupil premium children to achieve expected standard. Staff lead=DHT</p>	<ol style="list-style-type: none"> 1. Wise maths policy and curriculum introduced—mastery curriculum encompassing Inspire Maths and White Rose Maths. Wise Maths Director helping teachers to improve maths outcomes. 2. MATHS CPD on Wise maths approach, what mastery is, structure of a maths lesson, Great North Maths Hub interventions etc. 3. PUMA tests in autumn term to identify and address gaps in learning. 4. All staff deliver lunch time or after school booster classes to target weaknesses/gaps in learning. 5. Terms 2/3 CPD on teaching times tables, varied fluency, maths sentence stems, bespoke CPT for several teachers 6. Times Tables Rockstars introduced. Pupils have log-ins to access at home. 7. DHT and maths lead to visit school to observe a Singapore maths lesson being taught. 8. When administering PUMA tests, staff will administer to a different year group for QA reasons. 9. Booster clubs continue. 10. Increased TA support for Years 2 and 6 disadvantaged learners who are not yet on track to achieve their maths target. 	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p>	<p><u>December 2018</u> Baseline data is now more reliable. Most PP learners are making at least expected progress. There are significant attainment gaps between PP and non-PP in Years 1, 2 and 6. Year 3 PP learners made stronger progress than their classmates.</p> <p><u>March 2019</u> % of PP learners currently working at or above age related standards--Y1=41% Y2=37% Y3= 60% Y4=64% Y5=63% Y6=56% Non-PP are on track to out-perform their PP classmates in all year groups, both at greater depth and the expected standard. There are large gaps between PP and non-PP children in Year 1 and 2 that need to be closed. The Year 6 gap has closed by 5%.</p> <p><u>Summer 2020</u> % of PP learners currently working at or above age related standards- Year 1 = 48% (Whole cohort 63%) Year 2= 60% (whole cohort 68%)- maths significantly increased form Spring Year 3 60% (WC 66%) Year 4 56% (WC 53%) Year 5= 63% (WC 63%) Year 6 = 69% (WC 75%)</p> <p>The largest gap is in Year 1.PP will be a focus of Year 2 teachers next year and fed into target children in pupil progress meetings. Year 2 data increased by 23% in a term which show strength in maths teaching- Year 2 teacher training in maths mastery with the hub.</p>
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<p>READING End of KS1 77% of pupil premium children to achieve expected standard. End of KS2 60% of pupil premium children to achieve expected standard. Staff lead=AHT (FR)</p>	<ol style="list-style-type: none"> 1. Wise Reading curriculum introduced and WISE English Directors supporting teachers to help them improve outcomes. 2. Read Write Inc refresher training. CPD on Accelerated Reader and reading into writing training. 3. All classes (apart from Year 1) have 30 mins focused reading daily teaching and practice key reading skills. 4. Year 1 to have regular 1 to 1 support. 5. All children have Reading sentence frames to support their learning. 6. Weekly SATs style questions for KS2 pupils. 7. Embed Elkan training to enable speech and language screening with programme of support to be introduced. 8. PIRA Reading test every term to identify weaknesses/support required. 9. Increase pupil access to library. Parent access encouraged. 10. Reading reward scheme introduced to improve reading skills and reading frequency; pupils select appropriate reading books as their prizes. New reading record diaries with key vocab introduced. 11. Accelerated Reader started for PP learners needing extra support. 12. After school reading boosters for Years 1-6 from September 2018. 13. Phonics/reading workshops for parents to help them support home learning in terms 1 and 2. 14. Term 2. Begin to improve reading within other subjects. 15. Additional support from teachers and TA's for targeted pupil premium children in Year 1. 16. Lunchtime booster classes for Years 2 and 6. 	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly for KS1.</p>	<p>Lesson observations and learning walks.</p> <p>TA's trained so they provide high quality reading support.</p>	<p><u>December 2018</u> The new baseline data suggests that the summer 2018 data was not accurate or there was a dip in performance at the start of the autumn term due to the summer break. PP learners are beginning to make progress.</p> <p><u>March 2019</u> % of PP learners currently working at or above age related standards--Y1=25% Y2=47% Y3= 60% Y4=61% Y5=56% Y6=61% Clearly there is a great deal to do to improve KS1 reading outcomes for pupil premium learners. However, in some year groups pupil premium children are doing better than non-PP children eg more Year 1 and Year 5 PP learners are achieving at greater depth and slightly more Year 6 PP are on track to achieve the expected standard.</p> <p><u>Summer 2020</u> % of PP learners currently working at or above age related standards- Year 1 = 48% (Whole cohort 60%) Year 2=40% (whole cohort 59%)- maths significantly increased form Spring Year 3 40% (WC 69%) Year 4 60% (WC 54%) Year 5=63% (WC 69%) Year 6 = 61% (WC 75%)</p> <p>PP reading remains a priority as they are matching the outcomes of Non PP apart from IN year 4.</p>
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				KS1 reading and early reading is a focus for September looking at reading at home and investing in high-quality texts.
<p>WRITING End of KS1 77% of pupil premium children to achieve expected standard. End of KS2 60% of pupil premium children to achieve expected standard. Staff lead=AHT (FR)</p>	<ol style="list-style-type: none"> 1. Wise Writing curriculum introduced and WISE English Directors supporting teachers to help them improve outcomes. 2. Maximise the use of time in English lessons to boost children's progress. 3. Additional CPD how to teach spelling and on raising boys' achievement through texts and literacy strategies. 4. Continue to provide and monitor extended/creative writing opportunities across the curriculum and in English 5. Develop higher expectations re writing standards from nursery to Y6. 6. Working walls in every classroom to model expected and greater depth writing standards. 7. Fully introduce Pie Corbet "Talk for Writing" programme and Alan Peat sentence curriculum. 8. WISE spelling scheme introduced; extra 20 mins each day for grammar, punctuation and spelling. 9. Develop active writing for boys using outdoor learning resources. <p>Terms 2/3 10. CPD on Early Writing (support of SEN), planning a unit of writing so it has sequence and purpose, Wise spelling etc. 11. Booster classes continue, close monitoring of PP and termly PIRA and SPAG tests. 12. External and internal moderation to focus on progress/attainment of PP children, especially boys. 13. Curriculum texts are boys focused. 14. Begin to improve writing within other subjects.</p> <p>9.</p>	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly at KS1.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	<p><u>December 2018</u> The new baseline data suggests that the summer 2018 data was not accurate or there was a dip in performance at the start of the autumn term due to the summer break. PP learners are beginning to make progress.</p> <p><u>March 2019</u> % of PP learners currently working at or above age related standards--Y1=31% Y2=26% Y3= 47% Y4=46% Y5=69% Y6=56% Clearly there is a great deal to do to improve KS1 writing outcomes for pupil premium learners. However, in some year groups pupil premium children are doing better than non-PP children eg more Year 1 and Year 5 PP learners are achieving at greater depth and slightly more Year 5 PP are on track to achieve the expected standard.</p> <p><u>Summer 2020</u> % of PP learners currently working at or above age related standards- Year 1 = 43% (Whole cohort 57%) Year 2=25% (whole cohort 43%)- maths significantly increased form Spring Year 3 47% (WC 66%) Year 4 48% (WC 58%) Year 5=69% (WC 69%) Year 6 = 68% (WC 58%)</p>

				PP progress and attainment remains an issue in KS1. This fed into PP meetings and selecting target children for September 2019																																																								
<p>HIGH ATTAINING PP CHILDREN % of PP to achieve at GD. <u>End of KS1 Year 2</u> Reading 15% Writing 9% Maths 8% <u>End of KS2 Year 6</u> Reading 13% Writing 13% Maths 16% SPAG 13% RWM 13% Staff lead = HT & DHT</p>	<ol style="list-style-type: none"> 1. Compile a most able register, adding potential high attaining PP children by October 2018. 2. Monitor planning via book scrutinies to ensure plenty of stretch/challenge for most able. 3. Planned intervention sessions in maths and English for most able. 4. Continue to QA stretch/challenge for their high ability pupils. 5. Half termly close monitoring of the impact of teaching on the progress of the most able, which feeds into staff appraisal. 6. Terms 2/3 Five Year 2 children are being targeted in lessons for extra support to help them achieve greater depth this summer. 	<p>High attaining PP children do not achieve as well as their peers and others nationally. Gaps are closing, but need to be further reduced.</p>	<p>Book scrutinies, learning walks and lesson observations.</p> <p>Termly HT reports to governors.</p>	<p><u>March 2019</u> % of PP learners on track to achieve the higher threshold/greater depth:-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>6%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 3</td> <td>0%</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Year 4</td> <td>14%</td> <td>7%</td> <td>11%</td> </tr> <tr> <td>Year 5</td> <td>19%</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>Year 6</td> <td>6%</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table> <p><u>July 2019</u> % of PP learners who achieved the higher threshold/greater depth:-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Year 2</td> <td>5%</td> <td>5%</td> <td>20%</td> </tr> <tr> <td>Year 3</td> <td>0%</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Year 4</td> <td>15%</td> <td>4%</td> <td>11%</td> </tr> <tr> <td>Year 5</td> <td>13%</td> <td>13%</td> <td>13%</td> </tr> <tr> <td>Year 6</td> <td>17%</td> <td>8%</td> <td>11%</td> </tr> </tbody> </table> <p>Year 6 GD PP in reading has increased from March.</p>		Reading	Writing	Maths	Year 1	6%	6%	6%	Year 2	0%	0%	0%	Year 3	0%	0%	7%	Year 4	14%	7%	11%	Year 5	19%	13%	13%	Year 6	6%	8%	8%		Reading	Writing	Maths	Year 1	4%	4%	4%	Year 2	5%	5%	20%	Year 3	0%	0%	7%	Year 4	15%	4%	11%	Year 5	13%	13%	13%	Year 6	17%	8%	11%
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<p><u>PUPIL PREMIUM PLUS CHILDREN</u></p> <p>Ensure all PP+ children make good progress from their starting points.</p>	<ol style="list-style-type: none"> 1. LAC children to have half termly LAC/PEP reviews and 2 key workers (the SENDCO and their class teacher). 2. Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. 3. HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors. 4. Family Support Worker and Emotional Wellbeing Manager to run lunchtime club and 1 to 1 nurture conversations to make sure PP+ children are ready to learn. 	<p>Research and data shows that PP+ children need additional support to help them do as well as their peers.</p>	<p>Progress and attainment to be closely tracked</p>	<p><u>March 2019</u> 3 services children – 2 are on track to meet age related standards in reading and one is on track to reach age related standards in writing and maths. Those not on track are attending booster clubs.</p> <p>2 of the 3 LAC children are working at age related standards in reading, writing and maths.</p> <p>There are 8 Post LAC children; only 2 are currently working at age related standards; 6 are attending booster clubs.</p> <p><u>Summer 2019</u> There were 3 LAC children 1 working below ARE 2 who achieved ARE/GD in all subjects</p> <p>1 service child - did not end the year on track. Will attend booster club in September</p>
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iii) Other approaches to raise attainment and progress of pupil premium children.				Total budgeted cost = £27,776
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p><u>ATTENDANCE</u> The attendance rate of pupil premium children to improve from 95% to 97% or better.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 8.44% to 6% by July 2019.</p> <p>Staff lead = EHT & DHT</p>	<ol style="list-style-type: none"> Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. Continue with weekly attendance rewards for classes that achieve 96% or above. Visual display (Monopoly Board design) created in the hall to celebrate good attendance. Attendance leaflet created and re-issued September 2018. Audit lateness and agree new strategies to promote improved punctuality. Lateness is being tracked and parents who are consistently late will become liable for penalty notices. Holidays taken in term time not authorised. Penalty fines to be continued Home visits for absent children where no reason for absence given. If still cannot get an answer, refer to social care and if still no response refer to social care under the neglect category. Police to do "safe and welfare checks" to hard to reach parents. Sentence to be included in reports to emphasise the importance of good attendance, linking attendance to progress. Family Support Worker and teacher to do home visits to new nursery and reception starters to identify potential barriers to attendance. 	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p><u>September to December 2018</u> Within school gap PP attendance rate = 95.3% -0.4% Non-PP attendance rate= 95.7% PP persistent absence rate = 14.2% 3.2% higher Non-PP persistent absence rate = 11%</p> <p><u>Sept 18 to March 2019</u> Within school gap PP attendance rate = 95.05% -0.95% Non-PP attendance rate=96% PP persistent absence rate =15.97% 8.56% higher Non-PP persistent absence rate = 7.41%</p> <p><u>Sept 18 to July 2019</u> Within school gap PP attendance rate = 95.1% -0.9% Non-PP attendance rate= 96% PP persistent absence rate = 12.6% 5.6% higher Non-PP persistent absence rate = 7%</p>

<p>ENGAGING PARENTS 80%attendance rate and 100% contact rate for parents' evenings.</p> <p>90% attendance rate for "Stay and Play" sessions.</p> <p>75% attendance rate for parents' workshops.</p> <p>30% attendance rate for half termly parent assemblies</p> <p>Staff lead= SLT & subject leaders</p>	<ol style="list-style-type: none"> 1. Maths, reading, phonics, writing, topic and behaviour support workshops/open afternoons to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home. 2. SENCO and Family Support Worker will continue to support parents with external problems (debt, housing problems, food shortages etc) and help them to be more involved in their children's learning. 3. Stories by camp fire and hot chocolate for children and their parents. 4. Every half term parents are invited to celebration assemblies, special Easter event and Christmas Carol Service. <p>Term 2/3</p> <ol style="list-style-type: none"> 5. Yr2 Dino day- parent open afternoon working with children. 6. Y1- Great Fire of London day- parent open afternoon. Also phonics workshops for parents every Friday morning 7. Reception/Nursery- maths mastery workshops, parents working with children. 	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Keep records of the number of parents attending parents' evenings and other events.</p> <p>Analyse increase in attendance.</p>	<p><u>October 2018</u> More parents attended parents evening than in previous years; 77% of all parents attended and 71% of pupil premium parents attended.</p> <p><u>April 2019</u> Parent evening attendance rates continue to improve; 82% of all parents attended and 80% of parents whose children are eligible for pupil premium funding attended the most recent parents evening.</p> <p><u>Summer 2019</u> Parents evening was not held but there was increased engagement in parental events: phonics drop ins, art workshops and reading events</p> <p><u>Summer 2019:</u> Bagel scheme introduced which improved attendance and punctuality</p>
<p>ENRICHMENT AND RAISING ASPIRATIONS Children to become resilient learners, eager to learn.</p> <p>Staff lead = SLT and all leader</p>	<ol style="list-style-type: none"> 1. The school will continue to pay for or subsidise educational visits, residentials, snacks, uniform, PE kits and breakfast club. 2. Organise Shakespeare Week, STEM projects and book guest speakers eg engineer, explorer to further raise aspirations. 3. Develop the creative curriculum and produce an overall plan for visits and school trips. 4. Enrichment activities include Christmas performance, Dukeshouse Wood residential Y4, Y6 theatre visit- A Christmas Carol by Charles Dickens, Robinwood residential Yr5 5. Term and 3 Introduced "Bagel and a book breakfast" and earlier entry to school to improve learning readiness. 	<p>We need to continue to enrich our children's educational experience to improve aspirations and life chances.</p>	<p>Learning walks to observe learning resilience.</p>	<p><u>March 2019</u></p> <ul style="list-style-type: none"> • Financial barriers to learning diminished. • No pupils sitting hungry in lessons. • Improved readiness to learn <p><u>Summer 2019:</u> Bagel scheme improved punctuality and therefore readiness to learn. new curriculum introduced with focus on aspirations and inspirational people</p>

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7. Review of expenditure for previous academic year 2017-2018	Total budget = £189,310
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i. Strengthen the quality of teaching.	Total cost = £6,710
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Intended outcome	Actions	Estimated impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this approach.
Raise teacher expectations and pupil premium progress and attainment outcomes.	External pupil premium review and follow up visits by reviewer to help the school trial new strategies and measure their impact well. CPD for teachers on what makes a good lesson, questions to progress outcomes, stretch/ challenge and effective marking and feedback. Performance management targets linked to pupil premium/SEND outcomes and monitoring of teaching and learning. INSET for staff and governors on tracking, assessment and data/gap analysis.	Most of the end of KS1 and end of KS2 attainment gaps for expected standard in the core subjects between our PP pupils and others not in receipt of PP funding have started to close. Some have closed significantly eg Year 6 writing has closed by 29% and maths by 31%.	We will continue to improve the subject knowledge and teaching skills of our staff. We will further improve our in-class support for PP children. ALL teachers to mark the work of PP/SEND students in great detail and ensure pupils respond by improving their work.

ii Targeted support for pupil premium children.	Total cost =£59,535
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<p><u>EARLY YEARS</u> Significantly increase the % of our pupil premium children that achieve a good level of development (GLD).</p> <p>70% to achieve GLD</p>	<p>Early years interventions; Early Talk Boost, Talk Boost and Speech and Language Specialist employed to improve speech and language.</p> <p>Quick 6 Maths.</p> <p>Stay & Learn sessions. Parent workshops</p>	<p>Target not achieved. The % of PP children achieving GLD did not improve; 50% achieved GLD in 2017 and 50% in 2018.</p>	<p>Personalised support for our children will continue and we will pilot new strategies in 2018/19.</p>
<p><u>PHONICS</u> 80% of our pupil premium children to pass the Year 1 phonics test in 2018.</p>	<p>Intensive daily phonics (Read Write Inc).</p> <p>Parents workshop for parents held so they feel confident to help their children with their phonics homework. Parents also be provided with free phonics resources they can use at home.</p>	<p>Target not achieved. The % of PP children that passed the Year 1 phonics test has declined; 82% passed in 2017 and 69% in 2018.</p> <p>We need to further improve phonics results and get closer to national benchmarks.</p>	<p>We will continue with these strategies and monitor progress more closely.</p>
<p><u>MATHS</u> End of KS1 73%% of pupil premium children to achieve expected standard. End of KS2 60% of pupil premium children to achieve expected standard.</p>	<p>Maths CPD to improve subject knowledge of staff and maths workshops for parents.</p> <p>Targeted interventions and booster classes for Year 6 PP children before and after school from January 2018.</p> <p>Introduction of “6 a day” mental maths and pre-teaching sessions introduced.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard was 67% in 2017 and 81% in 2018. The attainment gap between our PP pupils and national others closed completely.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard was 27% in 2017 and 58% in 2018. The attainment gap between our PP pupils and national others closed by 31%.</p>	<p>We will continue to improve the subject knowledge and expertise of our teachers and teaching assistants.</p>

<p>READING End of KS1 64% of pupil premium children to achieve expected standard. End of KS2 60% of pupil premium children to achieve expected standard.</p>	<p>Read Write Inc training for all new staff and new RWI resources purchased. Introduction of RWI Fresh Start for weak KS2 readers.</p> <p>Reading tests to identify weaknesses/support required. First 30 mins each morning to be spent reading. Year 1 guided reading every afternoon.</p> <p>New reading areas created in classrooms and library.</p> <p>After school booster classes for Year 2 and 6 taught by UPS teacher.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard was 78% in 2017 and 81% in 2018. The attainment gap between our PP pupils and national others closed completely.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard was 33% in 2017 and 2018.</p>	<p>We recognise that we need to do more to close the attainment gaps between our pupil premium children and others nationally at KS1 and have identified several new strategies for 2018-2019.</p>
<p>WRITING End of KS1 55% of pupil premium children to achieve expected standard. End of KS2 60% of pupil premium children to achieve expected standard.</p>	<p>Extended writing opportunities monitored across the curriculum and in English.</p> <p>New writing pencils purchased for younger pupils and more time spent addressing correct pencil grip.</p> <p>Weekly SPAG sessions for all abilities.</p> <p>Level 3 TA to support 5 PP pupils each morning with writing.</p> <p>Term 2 new writing exercise books introduced with writing expectations displayed in the front and target cards linked to next steps marking.</p> <p>After school booster classes for Year 2 and 6 taught by UPS teacher.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard was 63% in 2017 and 75% in 2018. The attainment gap between our PP pupils and national others closed by 9%.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard improved from 42% in 2017 to 71% in 2018. The attainment gap between our PP pupils and national others closed by 29%.</p>	<p>We will continue to fine tune the teaching of writing so outcomes continue to improve and match national benchmarks.</p>

<p>HIGH ATTAINING PP CHILDREN % of PP to achieve at greater depth.</p> <p><u>End of KS1 Year 2</u> Reading 27% Writing 18% Maths 18%</p> <p><u>End of KS2 Year 6</u> Reading 20% Writing 20% Maths 20%</p>	<p>Introduced a most able register, adding potential high attaining PP children and intervention sessions in maths and English for most able Year 2 and Year 6 pupils.</p> <p>Monitored planning via book scrutinies to ensure plenty of stretch/challenge for most able.</p>	<p>The greater depth KS1 and KS2 targets were not achieved; gaps between the schools pupil premium children and national others increased at KS1 and reduced slightly at KS2.</p>	<p>We will trial new strategies in 2018/19.</p>
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ii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £115,760			
<p>Lower absence rates to improve attainment.</p>	<p>Attendance review meetings organised with parents of pupils at risk of becoming a persistent absentee. Emphasis on the lack of progress in RWM. Home visits.</p> <p>Improved attendance rewards scheme eg weekly attendance rewards for best class, every week the 100% attenders have their names in a draw for a £5 gift voucher</p> <p>Holidays taken in term time not authorised. Penalty fines continue.</p>	<p>The absence rate for PP children has increased slightly.</p> <p>The PP persistent absent rate has remained the same, approximately 2% higher than the national average for pupils not eligible for pupil premium funding.</p>	<p>We will continue to take action well before pupils become PA and raise teacher, parent and pupil expectations that only an attendance rate of 97% or better is good enough.</p>

<p>Improve behaviour for learning and build learning resilience.</p>	<p>Level 3 behaviour TA to work with PP children.</p> <p>PLACE 2 BE continues to support pupils with social and emotional problems. Individual Behaviour for Learning Plans (BLP's) for children with behaviour issues. Behaviour targets and rewards identified</p> <p>The 7 learning qualities poster displayed in all classrooms and star pupils awarded in assembly every week for demonstrating the qualities well.</p> <p>Prefects and Learning Ambassadors to act as role models.</p>	<p>Behaviour is good in lessons and is now supporting the learning well.</p> <p>The new strategies have improved behaviour and consequences are more visual.</p> <p>Parents are on board.</p>	
<p>Engaging parents</p>	<p>Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to support home learning.</p> <p>Stay and learn sessions for parents of nursery, reception and Year 1 children.</p>	<p>Increased parental support has led to better progress and higher attainment.</p>	<p>These strategies were successful and will continue in 2018/19.</p>
<p>Enrichment and raising aspirations</p>	<p>We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits and enrichment activities.</p> <p>Careers Day and STEM projects take place to raise aspirations.</p> <p>Inspirational guest authors, artists, dancers and athletes to provide exciting learning experiences to encourage our children to aim high.</p>	<p>Impacted well. Many financial barriers removed.</p>	<p>This support will continue in 2018-2019.</p>

8. Additional detail

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