

# Pupil Premium Strategy 2018/19

The Rivers C of E Academy Trust  
Academy Vision for the Pupil Premium Grant

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn - Live'.



**School Improvement Plan Priority** To diminish the difference in attainment for disadvantaged pupils in reading, writing and maths.

## 1. Summary information

|                               |  |   |          |   |   |
|-------------------------------|--|---|----------|---|---|
| <b>School</b>                 | Burlish Park Primary School Stourport-on-Severn DY13 8LA |   |          |   |   |
| <b>Academic Year</b>          | 2018/19  | <b>Total PP budget</b>                  | £108.240 | <b>Date of most recent PP Review</b>                  | Jan 18<br><small>Revisit October 2018</small> |
| <b>Total number of pupils</b> | 441  | <b>Number of pupils eligible for PP</b> | 61 (14%) | <b>Date for next internal review of this strategy</b> | October '18                                   |

## 2. Current attainment and Progress Measures from 2017/8

| Year 6 <b>16 children (1 child = approx. 6%)</b>                      | <i>Pupils eligible for PPG<br/>Burlish Park Primary</i> | <i>Pupils not eligible for PPG<br/>National Average<br/>(National Other 2017)</i> |
|---|---|---|
|   | <i>EO KS2</i>   |   |
| % achieving at least the expected standard in R, W and M              | <b>56%</b>  | 67%   |
| % achieving scaled score of 100+ in Reading                           | <b>56%</b>  | 77%   |
| % achieving scaled score of 100+ in Writing                           | <b>69%</b>  | 81%   |
| % achieving scaled score of 100+ in Grammar, Spelling and Punctuation | <b>69%</b>  | 82%   |
| % achieving scaled score of 100+ in Maths                             | <b>81%</b>  | 80%   |
| % achieving a high scaled score in Reading                            | <b>19%</b>  | 29%   |
| % achieving Greater Depth in Writing                                  | <b>0%</b>   | 21%   |
| % achieving high scaled score in Grammar, Spelling and Punctuation    | <b>0%</b>   | 36%   |
| % achieving high scaled score in Maths                                | <b>0%</b>   | 27%   |
| <b>Progress Measure for Reading</b>                                   | <b>-2.7</b>   | 0.33  |
| <b>Progress Measure for Writing</b>                                   | <b>-2.1</b>   | 0.17  |
| <b>Progress Measure for Maths</b>                                     | <b>-1.25</b>  | 0.28  |



| Year 2 = <b>7 children</b><br>1 child = 14%                    | <i>Pupils eligible for PPG<br/>           Burlish Park Primary</i> | <i>Pupils not eligible for PPG<br/>           National Average<br/>           (National Other 2017)</i> |
|--|--|---|
| <b>% achieving at least expected standard in R, W and M</b>    | <b>57%</b>   |   |
| <b>% achieving at least the expected standard in Reading</b>   | <b>86%</b>   | 79%   |
| <b>% achieving at least the expected standard in Writing</b>   | <b>57%</b>   | 72%   |
| <b>% achieving at least the expected standard in Maths</b>     | <b>86%</b>   | 79%   |
| <b>% achieving Greater Depth in Reading</b>                    | <b>0%</b>  | 28%   |
| <b>% achieving Greater Depth in Writing</b>                    | <b>0%</b>  | 18%   |
| <b>% achieving Greater Depth in Maths</b>                      | <b>0%</b>  | 23%   |
| <b>% achieving Greater Depth in Reading, Writing and Maths</b> | <b>0%</b>  | 2015/16 11%   |
| Year 1 Phonics <b>3 children.</b> 1 child = 33.3%              |  |   |
| <b>% achieving the expected standard</b>                       | <b>67%</b>   | 84%   |
| Year 2 Phonics Retake 2017/8 cohort (2 children)               |  |   |
| <b>% achieving the expected standard</b>                       | <b>50</b>  | 2015/16 64%   |
| EYFS 2016/7 cohort <b>3 children.</b> 1 child = 33.3%          |  |   |
| <b>% achieving a good level of development</b>                 | <b>67%</b>   | 73%   |



| <b>3. Barriers to future attainment (for pupils eligible for the PPG)</b>   |   |  |
|---|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |  |
| <b>A.</b>   | Gaps in learning preventing pupils achieving Age Related Expectations and Expected progress from KS1 to the end of KS2 in R, W and M            |  |
| <b>B.</b>   | Speech and Language – development of oracy/use of vocabulary  |  |
| <b>C.</b>   | Social and emotional needs of the pupils eligible for the PPG.  |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |  |
| <b>D.</b>   | Attendance of pupils eligible for the PPG. ( <i>Attendance for 2017/18 95.72%, 2016/17 95.38%, 2015/16 95.23% and 2014/15 94.67%</i> )          |  |
| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )                              | <b>Success criteria</b>   |  |
| <b>A.</b>   | Typicality in quality first teaching and gaps in learning addressed in reading, writing and maths to lead to better outcomes at the end of KS2. | At least expected or accelerated progress for pupils eligible for PPG in reading, writing and maths resulting in increased % of pupils eligible for the PPG achieving scaled score of 100+ and achieving at least expected progress from KS1 to the end of KS2.  |
| <b>B.</b>   | Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing.     | Staff are more able to support children's language and communication needs within the classroom. Children are developing a rich vocabulary which supports their writing across the curriculum. At least expected or accelerated progress for pupils eligible for the PPG in reading and writing resulting in increased % of pupils achieving or exceeding ARE. |
| <b>C.</b>   | The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.              | Pupils eligible for the PPG have the most suitable provision/intervention/support/staffing to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning.   |
| <b>D.</b>   | Increasing engagement of parents and attendance rates for pupils eligible for the PPG.  | Improved attendance of the pupils eligible for the PPG – attendance to be in line with Non PP.   |

| <b>5. Planned expenditure</b>   |   |   |  |
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| <b>Academic year</b>  |   | <b>2018/19</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?<br/>When and who will review the implementations and impact?</b>  |
| Typicality in quality first teaching and gaps in learning addressed in reading, writing and maths to lead to better outcomes at the end of KS2.   | <p>Non-negotiables in place in Maths and parents informed at Meet the Teacher Evening.</p> <p>To promote WAVE 1 class based provision ensuring accelerated progress for pupils, including planned TA led interventions.</p> <p>Training staff No Nonsense spelling scheme/Phonics</p> <p>Maths CPD on reasoning, number sense and fluency for teachers and TAs</p> <p>Small group teaching in English in UKS2.</p> <p>Focus on use of TAs within lessons and across phases.</p> <p>Continued development of Guided Reading across the whole school with support sought from experts to support English Lead.</p> <p>Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.</p> <p>Involvement in Glo hub CPD, support and monitoring for effective sequences of learning that cater for greater depth across the curriculum.</p> | <p>Research undertaken by the NFER and the DFE suggest high quality teaching for all is 1 of the 7 building blocks of schools successful in raising the attainment for disadvantaged pupils.</p> <p>Non-negotiables are based on the National Curriculum's minimum age related expectations for a specific year group.</p> <p>Each year group have been given age related objectives that they need to reach during the academic year. The teachers and children use these as one of the tools to help discuss an individual's progress and levels of attainment.</p> <p>Training to cover the principles of teaching and learning spelling for teachers and teaching assistants from Reception through to Year 6. Effective use of the planning, which is tailored for individual groups/learners.</p> <p>The EEF toolkit suggests a +5 month impact on progress using reading comprehension strategies and +5 months for oral language interventions.</p> | <p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Performance Management targets.</p> <p>Termly Formal Lesson Observations.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups and phase leaders.</p> <p>Staff CPD.</p> <p>Time will be given during staff meetings and through teacher release time to ensure the key messages are shared/CPD is accessed.</p> <p>Monitoring of the quality of provision will take place with the SLT and the phase leaders.</p> <p>Monitoring of timetables and planning by the Leadership team.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings. Standard item on the agenda.</p> <p>Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.</p> <p>Monthly meetings with the Pupil Premium Team.</p> |



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| <p>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing</p> | <p>Non-negotiables in English</p> <p>Training for teachers and teaching assistants to develop subject knowledge and teaching and learning strategies concerning Language for Learning.</p> <p>Speech therapist will work in school one day p/wk assessing and delivering personalised programmes. Staff will access training related to these programmes. Audits of classrooms to support the development of speech and language to continue to be carried out.</p> <p>Developing the range and quality of texts available for the pupils in order to meet the needs of our pupils ensuring fluidity of an inspiring and engaging curriculum.</p> <p>Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.</p> <p>CPD, support and monitoring for effective sequences of learning that cater for greater depth across the curriculum.</p> | <p>EEF's research from 'Making Best Use of Teaching Assistants' -recommendations IV and V- Evidence based structured interventions. Strategies and resources introduced will support learning of all pupils. The training will improve the subject knowledge of teaching assistants and then, through dissemination by lead teachers and subject leads, good practice is shared with all.</p> <p>The EEF toolkit suggests a +5 month impact on progress using reading comprehension strategies and +5 months for oral language interventions.</p> | <p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Performance Management targets.</p> <p>Termly Formal Lesson Observations.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups and phase leaders.</p> <p>Staff CPD.</p> <p>Time will be given during staff meetings and through teacher release time to ensure the key messages are shared/CPD is accessed.</p> <p>Monitoring of the quality of provision will take place with the SLT and the phase leaders.</p> <p>Monitoring of timetables and planning by the Leadership team.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings. Standard item on the agenda.</p> <p>Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.</p> <p>Monthly meetings with the Pupil Premium Team.</p> <p style="text-align: right;"><b>Total budgeted cost</b><br/>£21,369.80</p> |
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| <b>ii. Targeted support</b>  |  |  |  |
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| <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?<br/>When and who will review the implementations and impact?</b>  |
| <p>Typicality in quality first teaching and gaps in learning addressed in reading, writing and maths to lead to better outcomes at the end of KS2.</p> | <p>Pupil Premium Teachers to work with our disadvantaged pupils across KS2 both through interventions and support in lessons.<br/>Pupils Premium Teachers work 1:1/1:2/1:3 with individual pupils through collaboration with the class teacher in order to address gaps and/or pre-teach and diminish the difference between our disadvantaged pupils and non-disadvantaged pupils as well as facilitate greater depth questioning and provision enabling our most able to continue to make progress.<br/>Small group teaching in English in UKS2. Teachers and teaching assistants access up to date and relevant training throughout the year – bite size CPD during Teaching and Learning meetings.</p> | <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.<br/><i>The EEF suggest +5 months impact for small group interventions.</i></p> | <p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.<br/>Performance Management targets.<br/>Termly Formal Lesson Observations.<br/>Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups and phase leaders.<br/>Staff CPD.<br/>Time will be given during staff meetings and through teacher release time to ensure the key messages are shared/CPD is accessed.<br/>Monitoring of the quality of provision will take place with the SLT and the phase leaders.<br/>Monitoring of timetables and planning by the Leadership team.<br/>Termly Governor monitoring visits and regular reports to Governors during meetings. Standard item on the agenda.<br/>Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.<br/>Monthly meetings with the Pupil Premium Team.</p> |



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| <p>Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing</p> | <p>A Pupil Premium Team Teacher will have a 0.64 timetable commitment to the progress and attainment of disadvantaged pupils in KS2.<br/>         This teacher will deliver high quality teaching and learning to targeted pupils.<br/>         Teachers to work closely with the Pupil Premium Team Teacher to address and measure impact regarding the pupils' gaps in learning and barriers to learning as well as accelerating progress of the most able to ensure an upward trajectory, including a major focus on oracy and language.<br/>         Use of Pupil Premium Teaching Assistants to address gaps in learning within the lesson or provide the opportunity by providing support to other pupils in the class in order for the teacher to be able to work with the disadvantaged pupils.<br/>         Structured conversations each term support parental engagement in learning.<br/>         Use of Narrative Pack Intervention Language Link<br/>         1:1 tuition<br/>         TA interventions S &amp; L<br/>         Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.</p> | <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.<br/>         Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.<br/>         The EEF suggest +5 months impact for small group interventions.</p> | <p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.<br/>         Performance Management targets.<br/>         Termly Formal Lesson Observations.<br/>         Termly/half termly Pupil Premium Progress Meetings/Reviews with year groups and phase leaders.<br/>         Staff CPD.<br/>         Time will be given during staff meetings and through teacher release time to ensure the key messages are shared/CPD is accessed.<br/>         Monitoring of the quality of provision will take place with the SLT and the phase leaders.<br/>         Monitoring of timetables and planning by the Leadership team.<br/>         Termly Governor monitoring visits and regular reports to Governors during meetings. Standard item on the agenda.<br/>         Middle Leader monitoring of interventions/attainment and progress/book trawls/live trawls.<br/>         Monthly meetings with the Pupil Premium Team.</p> <p style="text-align: right;"><b>Total budgeted cost</b><br/>£62,220.40</p> |
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| <b>iii. Other approaches</b>  |   |   |   |
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| <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?<br/>When and who will review the implementations and impact?</b>   |
| <p>The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.</p> | <p>Thrive assessments and interventions by our Thrive practitioners. Thrive update. Readiness for learning Parent Partnership Meetings. Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA Music Teacher to provide music tuition as part of her timetable. Contribution towards the running of our school minibuses which are used regularly to enable our children to attend sporting events, schools trips and swimming lessons. Opportunities to enrich learning and experiences for the children. Pupil Premium TA to provide mentoring/support for pupils through homework support/reading 1:1 and time set aside to talk to the pupils in 1:1/small group situations. Involvement in CPD through the SSIF – Unlocking the curriculum; delivering equity of outcomes for disadvantaged pupils.</p> | <p>Implementing the Thrive Approach supports children, staff and senior leadership teams in a number of ways in relation to the Pupil Premium:</p> <ul style="list-style-type: none"> <li>•It is an effective early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning.</li> <li>•It offers a structured training programme for staff which directly increases the effectiveness of intervention. Evidence in the EEF/Sutton Trust document shows that, for example, the positive impact of the deployment of Teaching Assistants is greatly increased when a structured approach is implemented.</li> <li>•The Thrive assessment and progress review tool provides direct and clear evidence of the child's progress and of the impact of the spending in relation to Thrive training and the cost of the software licence. The outcomes of the Thrive case reviews can also be mapped against key school data to enhance the evidence base. (<a href="https://www.thriveapproach.co.uk/courses/funding/">https://www.thriveapproach.co.uk/courses/funding/</a>)</li> </ul> <p>Research has shown that during an electroencephalogram (EEG), music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning (Davies, 2000).</p> | <p>Ensure Professional Development is up to date and in line with the needs of our children.</p> <p>Ensure the space and resources are of a high quality to raise the pupils' self-esteem.</p> <p>Ensure sufficient time is allocated for effectively delivering Thrive.</p> <p>Ensure assessments are carried out.</p> <p>Ensure all teachers and teaching assistants are aware of the intervention and the pupils/practitioners involved to raise the profile of the intervention and the self-esteem of the pupils involved.</p> <p>Termly ECM Meetings.</p> <p>Termly/half termly Pupil Premium Progress Meetings/Reviews with Year groups and Phase Leaders.</p> <p>Headteacher and Pupil Premium Lead monitoring provision and assessment of impact – book trawls/learning walks/live trawls with the pupils.</p> <p>Termly Governor monitoring visits and regular reports to Governors during meetings.</p> <p>Monitoring of progress by our Specialist Music Teacher.</p> |



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| <p>Increased parental engagement and attendance rates for pupils eligible for the PPG.</p> | <p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.<br/>         To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.<br/>         Parent Partnership Meetings.<br/>         Readiness for learning/ Key Opportunities<br/>         Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA.<br/>         Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the Headteacher<br/>         Parent pop-ins and showcase assemblies.</p> | <p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015).<br/>         The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'<br/>         (<a href="https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures">https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures</a>)</p> | <p>Close monitoring by: Governors, Headteacher, Pupil Premium Lead, Pastoral Lead, Pupil Premium Teaching Assistant, School Secretary and EWO.</p> <p>Regular conversations formally and informally with the Pupil Premium Teaching Assistant.<br/>         Termly attendance reports.<br/>         Monitoring of attendance using tracking system.<br/>         Conversations with teachers and teaching assistants about individuals<br/>         Pupil Premium Team to attend the monthly attendance meetings with the Headteacher.<br/>         Governor monitoring visits and reports to Governors during meetings.</p> <p>Continue to raise the profile of attendance:<br/>         Attendance display in the entrance area.<br/>         Updates on the newsletter.<br/>         Request for Leave of Absence forms to be requested from the Headteacher and Deputy Headteacher.<br/>         Transfer of the meaning and importance to the children.<br/>         Attitude + Attendance = Achievement</p> <p style="text-align: right;"><b>Total budgeted cost</b><br/>         £24,649.40</p> |
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| 6. Review of expenditure   |  |  |  |  |   |   |   |
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| Previous Academic Year   |  | 2017/18  |  |  |   |   |   |
| i. Quality of teaching for all   |  |  |  |  |   |   |   |
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. |  |  | Lessons learned (and whether you will continue with this approach)        | Cost  |   |
| Improved teaching and learning in reading and maths to lead to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes/or addressing basic skills | <p>Non-negotiables in place in Maths and parents informed at Meet the Teacher Evening.</p> <p>To promote WAVE 1 class based provision ensuring accelerated progress for pupils, including planned TA led interventions.</p> <p>Training staff RWInc spelling scheme/Phonics Maths CPD on reasoning, number sense and fluency plus any areas identified in the maths subject knowledge and pedagogy audit given to staff on September TED</p> <p>Implement time slots for learning/embedding x facts in years 3 and 4</p> <p>Focus on use of TAs within lessons and across phases.</p> <p>Development of the Assessment and Feedforward policy.</p> <p>Development of Guided Reading across the whole school.</p> | <b>KS2 Test data</b>   |  |  |   |   |   |
|  |  | <b>All pupils</b>  | <b>% achieving the expected standard</b> | <b>National % achieving the expected standard emerging</b> | <b>Average scaled score (Emerging National Scaled Scores in brackets)</b> | <b>Progress score (National floor standard in brackets)</b> | <p>Non-negotiables to be revised by subject leaders and revisited in the autumn term 2018. Non-negotiables to be sent out to parents again.</p> <p>Continue to embed the culture of Quality First Teaching being the best provision alongside quality, well planned, well implemented and monitored interventions to address specific gaps in or barriers to learning.</p> <p>Maths CPD has had a huge impact of teaching and learning – therefore Maths CPD bite size sessions are planned for throughout our Teaching and Learning meetings as well as specific TA training.</p> <p>Guided Reading to continue to be a focus for development across the school.</p> |
|  |  | <b>Disadvantaged pupils</b>  |  |  |   |   |   |
|  |  | <b>Reading</b>   | 72                                       | 75   | 104.2<br>(105)  | -2<br>(-5.0)  |   |
|  | 56   | 77 (2017)  |  | -2.7<br>unval  |   |   |   |
|  | <b>Maths</b>   | 88   | 76                                       | 105.1<br>(104.3)   | -0.5<br>(-5.0)  |   |   |
|  |  | 81   | 80 (2017)                                |  | -1.25   |   |   |

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| <p>Gaps in learning in reading and maths are addressed leading to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes.</p> | <p>Non-negotiables in English and Maths.</p> <p>Training for Teaching Assistants to develop subject knowledge and teaching and learning strategies concerning grammar and reading, language for thinking, narrative pack.</p> <p>Resources to go alongside training to ensure impact of the training.</p> <p>Maths practical resources to aid the CPA approach to teaching maths throughout the school.</p> <p>Developing the range and quality of texts available for the pupils.</p> <p>Contribution to improve our resources – maths and English dictionaries and atlases.</p> <p>Specific training for TAs, Teachers, Leaders and Governors to enable them to carry out their roles effectively.</p> | <p>Teachers and pupils have an understanding of the non-negotiables for their year group.</p> <p>Pupils are able to articulate their learning.</p> <p>CPD has enabled teaching assistants to support with confidence in the classroom.</p> <p>High quality resources are accessible in classroom and used to support learning – the self-efficacy of the children is improving. Pupils see that their learning is being invested in.</p> <p>Pupils are excited about the choices of texts that they are choosing to read and the texts are pitched at the correct level for them to be engaged and challenged.</p> | <p>Non-negotiables to be revised by subject leaders and revisited in the autumn term 2018. Non-negotiables to be sent out to parents again.</p> <p>Training for Teaching Assistants is to be continued in Maths fluency and reasoning as well as reading and grammar. These CPD opportunities are both external training as well as training being led by our subject leaders.</p> <p>Maths CPD has had a huge impact of teaching and learning – therefore Maths CPD bite size sessions are planned for throughout our Teaching and Learning meetings as well as specific TA training.</p> <p>Audits and monitoring of learning environments and teaching to be carried out early in the autumn term 2018 to ensure training and resources are continuing to have impact on teaching and learning.</p> <p>Continuing to develop the range of quality texts available to the children.</p> <p>Our re-invigorated library has a grand opening planned for early in the autumn term 2018.</p> <p>Pupils in Year 6 were asked, following their SATs, what they thought had the most impact in their learning throughout the year.</p> <ul style="list-style-type: none"> <li>• Mini maths carried out daily to improve their key skills improved their arithmetic but also improved their confidence.</li> <li>• They felt confident to approach the reasoning papers and apply these skills.</li> <li>• The variety of resources had increased their understanding of concepts but also improved their independence.</li> <li>• The choice of reading books had engaged them in reading more challenging books and books by a different author.</li> </ul> | <p><b>Total budgeted cost</b><br/>£24, 054.30</p> |
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| ii. Targeted support   |  |  |   |      |
|--|--|--|---|------|
| Desired outcome  | Chosen action / approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach)  | Cost |
| Improved teaching and learning in reading and maths to lead to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes/or addressing basic skills | <p>A Pupil Premium Teacher to work with our more able disadvantaged across KS2 both through interventions and support in lessons.</p> <p>Success @arithmetic<br/>Success @calculation</p> <p>1:1 tuition for phonics</p> | See above  | Continue to embed the culture of Quality First Teaching being the best provision alongside quality, well planned, well implemented and monitored interventions to address specific gaps in or barriers to learning. |      |

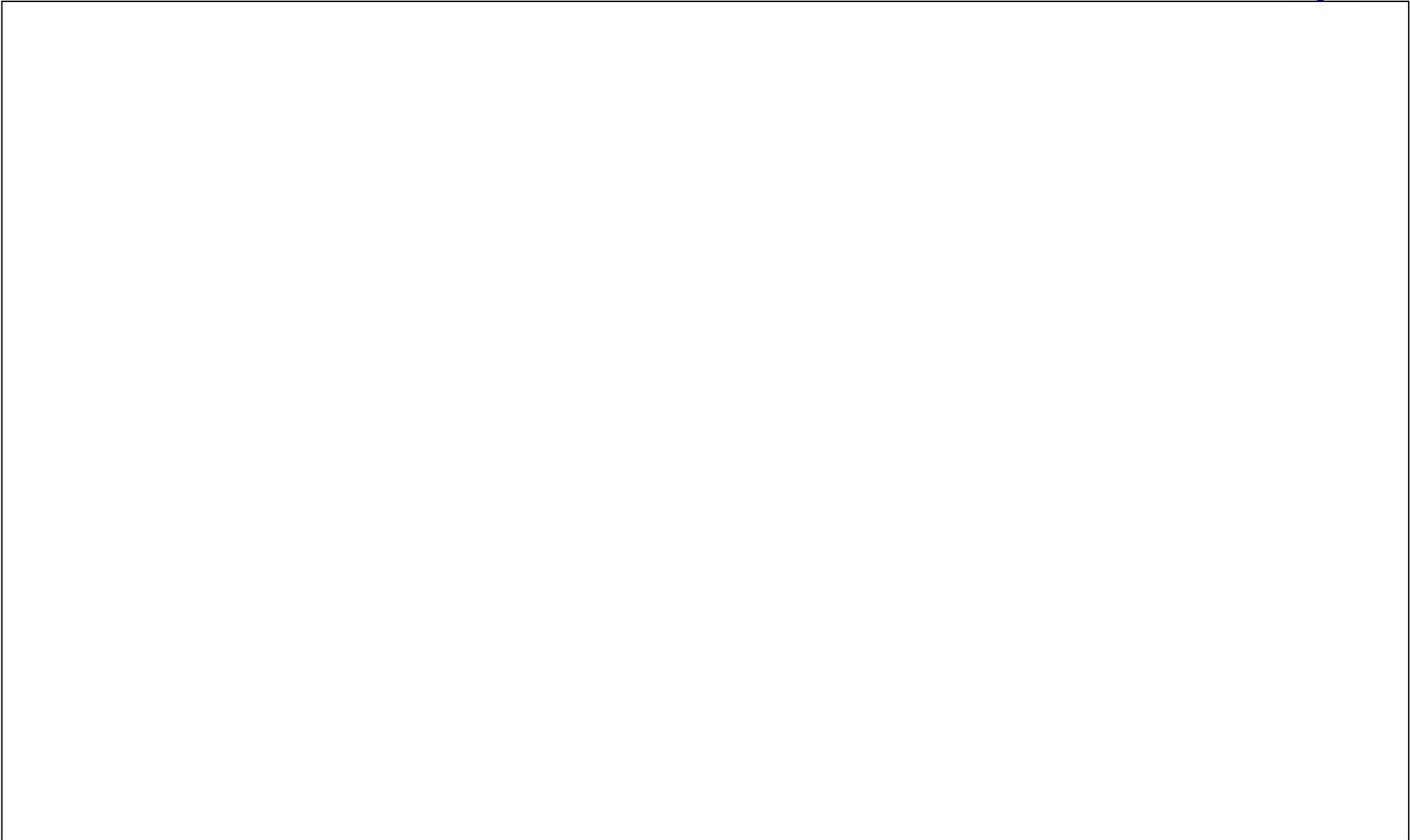
|   |   |                  |  |  |
|---|---|------------------|--|--|
| <p>Gaps in learning in reading and maths are addressed leading to better outcomes at the end of KS2 and an increased % of pupils in KS2 being on track to meet end of KS2 desired outcomes.</p> | <p>A Pupil Premium Team Teacher will have a 0.64 timetable commitment to the progress and attainment of disadvantaged pupils in KS2.</p> <p>This teacher will deliver high quality teaching and learning to targeted pupils.</p> <p>Teachers to work closely with the Pupil Premium Team Teacher to address and measure impact regarding the pupils' gaps in learning and barriers to learning.</p> <p>Use of Pupil Premium Teaching Assistants to address gaps in learning within the lesson or provide the opportunity by providing support to other pupils in the class in order for the teacher to be able to work with the disadvantaged pupils.</p> <p>Structured conversations each term support parental engagement in learning.</p> <p>Use of Narrative Pack Intervention<br/>Language Link<br/>1:1 tuition<br/>TA interventions S &amp; L</p> | <p>See above</p> | <p>Continue to embed the culture of Quality First Teaching being the best provision alongside quality, well planned, well implemented and monitored interventions to address specific gaps in or barriers to learning.</p> | <p><b>Total budgeted cost</b><br/>£64,885.90</p> |
|---|---|------------------|--|--|

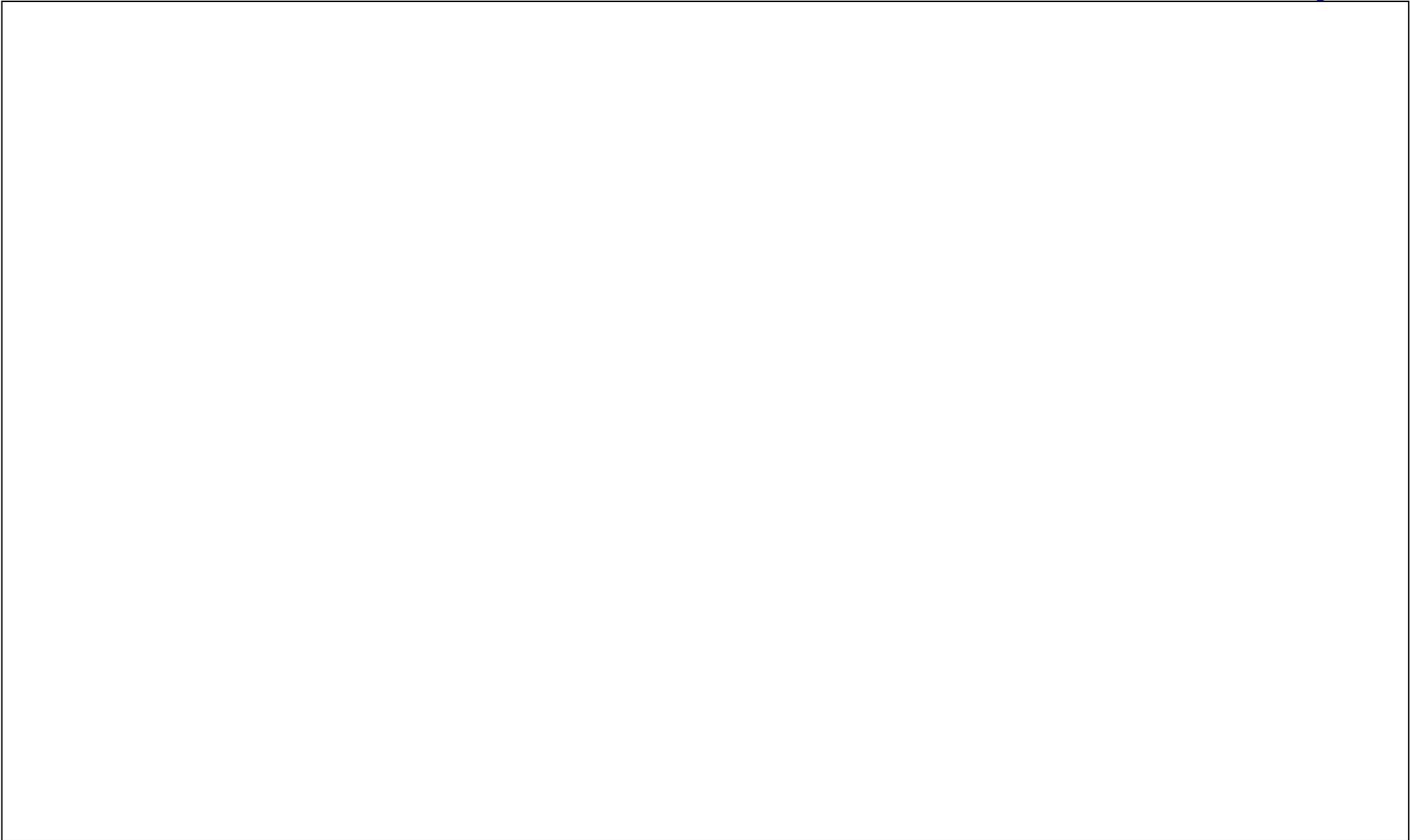
| <b>iii. Other approaches</b>  |  |   |  |             |
|---|--|---|--|-------------|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>  | <b>Cost</b> |
| <p>The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.</p> | <p>Thrive training for a member of the Pupil Premium Team.<br/>Thrive assessments and interventions by our Thrive practitioners.<br/>Readiness for learning/Key Opportunities<br/>Parent Partnership Meetings.<br/>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA<br/>To provide small group music tuition for pupils in Year 3 and Year 5 with a Music TA<br/>Music Teacher to provide music tuition as part of her timetable.<br/>Thrive update. Contribution towards the running of our school minibuses which are used regularly to enable our children to attend sporting events, schools trips and swimming lessons.<br/>Thrive dog used to support and reach specific children.</p> | <p>Increased capacity of adults working with children.</p> <p>Class teachers and Thrive practitioners have noticed increased self-esteem and motivation for these pupils throughout the year. Informal discussions with the children show that they enjoy the sessions and feel they have good relationships with their Thrive practitioners. As well as timetabled Thrive sessions throughout the week, Thrive practitioners can be called upon to support these pupils during difficult times. This has enabled the children to have a smoother start to their morning, enter classrooms with a more positive outlook and engage in their learning. Children also feel that the spaces set aside for Thrive allow them to feel at ease and are a safe space for them.</p> <p>Children have increased self-esteem and have the confidence to perform using their musical instruments or as part of a choir in front of others. Throughout the year there has been an increase in the number of pupils eligible for the Pupil Premium who are learning an instrument.</p> | <p>Thrive and our lunchtime and before school nurture groups which we offer the children who are eligible for the Pupil Premium will continue.</p> <p>Music tuition will continue.</p> |             |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Increased attendance rates for pupils eligible for the PPG.</p> | <p>Pupil Premium Teaching Assistant working closely with the school office staff in monitoring of attendance for the pupils eligible for the PPG.</p> <p>To continue to work closely with parents and the EWO to ensure attendance is improved for our disadvantaged pupils.</p> <p>Parent Partnership Meetings.</p> <p>Readiness for learning/ Key Opportunities</p> <p>Provide nurture through a 'Change for Life' breakfast club where the pupils get a free breakfast, have the opportunity to get active in the morning with a PE TA.</p> <p>Pupil Premium Lead and member of the Pupil Premium Team to attend the monthly attendance meetings with the Headteacher</p> | <p>Attendance of this key group:</p> <p>2017/18 95.72%</p> <p>2016/17 95.38%</p> <p>2015/16 95.23%</p> <p>2014/15 94.67%</p> | <p>Continue to raise the profile of attendance:</p> <p>Resend Attendance leaflet to all parents/carers.</p> <p>Office to contact all parents/carers if no message received.</p> <p>Monthly attendance meetings to analyse all groups and 90% and below attendance.</p> <p>Continue with whole school display of attendance figures.</p> <p>Continue to send home attendance figures on newsletters.</p> <p>Continue with celebration dinners for winning class each half term.</p> <p>Monitor persistent absentees throughout.</p> <p>Identify any families in need of support attending breakfast club.</p> <p>Pyramid Oscars ceremony to celebrate attendance.</p> <p>Updates on the newsletter.</p> <p>Holiday forms to be requested from the Headteacher and Deputy Headteacher.</p> <p>Transfer of the meaning and importance to the children.</p> <p>Attitude + Attendance = Achievement</p> | <p><b>Total budgeted cost</b><br/>£25,299.80</p> |
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**7. Additional detail**





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

- Pupil Premium data and intervention evidence
- School data dashboards

