

Ashley Primary School ~ Pupil Premium Strategy 2018-2019

Total number of pupils	461	Total PP budget	£181,260	Review	December/March/July		
Number of PP-eligible pupils	100	Amount per pupil	£1812.60	Renewal/Evaluation	July 2019		
School's pupil premium statement	Pupil Premium is allocated to children whose parents are currently serving in the armed forces, children of statutory school age from low-income families who are known to be eligible for Free School Meals, children looked after continuously for more than 6 months and Free School Meals children in non-mainstream settings. Schools are allocated additional funding to be used to support interventions and provision already in place at their schools or to provide extra provision where a need is apparent.						
School's data summary: 2017-2018	EYFS	<i>EYFS Pupils eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>	<i>EYFS Pupils not eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>
	Number of children attaining GLD	44.4%	LA 61.5% N	70%	72.9%	LA 76.8% N	80%
	Number of children attaining the expected standard in reading	44.4%	LA 63.5% N	70%	72.9%	LA 78.1% N	80%
	Number of children attaining the expected standard in writing	N/A	N/A		N/A	N/A	
	Number of children attaining the expected standard in maths	44.4%	LA 67.6% N	70%	72.9%	LA 81.7% N	80%
Key Stage 1	<i>KS1 Pupils eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>	<i>KS1 Pupils not eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>	
	Number of children attaining the phonics screening test in Year 1	53.8%	LA ?% N(FSM) 70%	70%	88.1%	LA % N 84%	80%
	Number of children attaining the expected standard in reading	70%	LA 67% N(FSM) 60%	70%	74.4%	LA 82.7% N 78%	80%
	Number of children attaining the expected standard in writing	60%	LA 59.2% N(FSM) 53%	70%	74.4%	LA 78.5% N 73%	80%
	Number of children attaining the expected standard in maths	70%	LA 66.5% N(FSM) 61%	70%	76.5%	LA 82.5% N 79%	80%
	Number of children attaining the expected standard in RWM	45%	LA 55% N(FSM) %	70%	69.2%	LA 75.2%	80%
Key Stage 2	<i>KS2 Pupils eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>	<i>KS2 Pupils not eligible for PP</i>	<i>Local Authority and National Data</i>	<i>Target</i>	
	Number of children attaining the expected standard in reading	47.8%	LA 71.7% N %	70%	72.2%	LA 83.1% N %	80%
	Reading progress measure	-3.4	LA 0.5 N		-1.9	LA 0.4 N	
	Reading scaled score	99.2	LA 103.8		104.1	LA 106.6 N	
	Number of children attaining the expected standard in writing	69.6%	LA 71.7% N %	70%	94.4%	LA 86.1% N	80%
	Writing progress measure	-1.4	LA 0.8 N		2.3	LA 1.3 N	
	Number of children attaining the expected standard in GPS	60.9%	LA 71.3% N %	70%	83.3%	LA 85.7% N %	80%
	GPS progress measure	NA			NA		
	GPS scaled score	100.5	104.4		104.7	LA 107.6 N	
	Number of children attaining the expected standard in maths	34.8%	LA 69.7% N %	70%	69.4%	LA 84.1% N %	80%
	Maths progress measure	-4.1	LA 0.4 N		-3.3	LA 0.7 N	
	Maths scaled score	98.9	LA 103		102.6	LA 106.1 N	
Number of children attaining the expected standard in RWM	17.4%	LA 56.8%	70%	61.1%	LA 74.3% N %	80%	

Closing the Gap to LA/NA **In-line with other cohorts** **Large Gap (above 5%) to LA/NA**

Key Stage 1 across the year		Pupil Progress across the year (%): 2018-2019																		
Number of children making expected progress in:	Prev year * /8	Autumn			Spring			Summer			Prev year /13	Autumn			Spring			Summer		
		Y1 PP	Y1 Not PP	Target	Y1 PP	Y1 Not PP	Target	Y1 PP	Y1 Not PP	Target		Y2 PP	Y2 Not PP	Target	Y2 PP	Y2 Not PP	Target	Y2 PP	Y2 Not PP	Target
Reading	50%	38	53	75%			75%			75%	69%	50	58	75%			75%			75%
Writing	50%	25	52	75%			75%			75%	77%	25	44	75%			75%			75%
GPS	N/A										N/A									
Maths	50%	25	48	75%			75%			75%	77%	42	53	75%			75%			75%

Year 3 and Year 4 across the year		Pupil Progress across the year (%): 2018-2019																		
Number of children making expected progress in:	Prev year **	Autumn			Spring			Summer			Prev year /13	Autumn			Spring			Summer		
		Y3 PP	Y3 Not PP	Target	Y3 PP	Y3 Not PP	Target	Y3 PP	Y3 Not PP	Target		Y4 PP	Y4 Not PP	Target	Y4 PP	Y4 Not PP	Target	Y4 PP	Y4 Not PP	Target
Reading		80	70	75%			75%			75%	85%	46	55	75%			75%			75%
Writing		40	65	75%			75%			75%	100%	39	45	75%			75%			75%
GPS	N/A										N/A									
Maths		70	80	75%			75%			75%	77%	46	50	75%			75%			75%

Year 5 and Year 6 across the year		Pupil Progress across the year (%): 2018-2019																		
Number of children making expected progress in:	Prev year /18	Autumn			Spring			Summer			Prev year /26	Autumn			Spring			Summer		
		Y5 PP	Y5 Not PP	Target	Y5 PP	Y5 Not PP	Target	Y5 PP	Y5 Not PP	Target		Y6 PP	Y6 Not PP	Target	Y6 PP	Y6 Not PP	Target	Y6 PP	Y6 Not PP	Target
Reading	94%	17	59	75%			75%			75%	69%	26	63	75%			75%			75%
Writing	77%	0	31	75%			75%			75%	65%	19	41	75%			75%			75%
GPS	N/A										N/A									
Maths	94%	17	62	75%			75%			75%	38%	26	50	75%			75%			75%

*Based on EYFS Attainment

**Based on Y2 Attainment

On/Above Target

Key Ofsted statements

Feb 2018

- **The progress of disadvantaged pupils has been slower than that of other pupils nationally. Although differences are diminishing, they are not doing so rapidly enough.**
 - Additional funding for disadvantaged pupils is well planned, but the **evaluation** (see PP File) of its impact is limited by the school's assessment system. However, current pupils' performance is tracked and the progress they make is monitored regularly. Provision is adjusted to take account of their individual needs, including for the most able. Consequently, these pupils are now making stronger progress and some differences in performance are diminishing.
 - Some effective teaching and learning enable the majority of pupils, including disadvantaged pupils, to make better progress. Most staff build on a good knowledge of their pupils and positive relationships to plan engaging and interesting learning opportunities. However, this is inconsistent across some year groups. ([SLT Observations + Progress Meetings in Autumn Term](#))
 - Governors have a secure overview of the use of additional funding for disadvantaged pupils, but have not fully evaluated ([termly evaluation and feedback](#)) the difference it has made. They track how the funding is spent and check that planned actions are put into place. However, the school's assessment systems do not capture the progress of key groups of pupils from their starting points sufficiently. Consequently, governors are not clear about the difference the additional money is making to pupils' progress over time. The recently commissioned review of funding for disadvantaged pupils is still to be completed. ([Not completed](#))
 - Targeted interventions are being used well to support progress and attainment for low attaining pupils, disadvantaged pupils and those who have SEN and/or disabilities. However, some pupils are potentially being missed due to the lack of information ([Assessment System Targets + Progress Meetings based on these](#)) that tracks where pupils should be, given their starting points from the end of the previous key stage.
 - While these interventions have markedly improved progress in mathematics and writing in key stage 2, their impact, although improving, has been less dramatic in key stage 1 writing, and reading in key stage 2, especially for disadvantaged pupils. ([Interventions in place – KS1 + KS2 Provisions and Class Provisions and Evaluations](#))
 - In some lessons, it is not always clear how teachers address the needs of disadvantaged pupils. ([PP Identified in planning – JMc Monitoring and LWs](#))
 - Staff, including the headteacher, work hard to get to know the pupils well. Strong and positive relationships ensure that children are confident in sharing their concerns with any adult and they trust that it will be dealt with sensitively. Staff work with families to ensure that support is provided, and the vast majority of parents value this aspect of school provision.
 - While attendance is improving towards that seen nationally, some pupils continue to be frequently absent. The recent appointment of a family support officer to tackle this issue has had some immediate impact. Her tenacious work and challenge to support families to get their children into school are making a difference. Consequently, a recent rise in the number of pupils being frequently absent has now been largely addressed.
 - The 2017 key stage 2 tests and assessments show improved standards in reading, writing and mathematics in line with those seen nationally. Consequently, pupils leave the school better prepared for the next stage of their education, although slower progress in reading (2016: -2.4, 2017: -1.99, 2018: -1.52) and weaker progress for disadvantaged pupils limit the preparedness of some pupils ([R: LA 0.5 PP -3.4 NonPP -1.9, W LA 0.8 PP -1.44 NonPP 2.3, M LA 0.4 Pp -4.1, Non -3.3](#))
 - In 2017, disadvantaged pupils continued to make slower progress than other pupils nationally across key stage 2. New initiatives are beginning to address their needs more fully, but teaching over time has not addressed their underperformance rapidly enough. Some differences are diminishing in the progress that disadvantaged pupils are now making ([Tracking and Progress Meetings based on targets from previous performance](#))
 - Recent improvements in teaching mean that the most able pupils, including the most able disadvantaged pupils, are beginning to make improved rates of progress. This is still inconsistent and reflects the varied practice seen across classes and year groups. ([Observations and, LWs and Progress Meetings](#))
- What does the school need to do to improve further?**
- establishing systems that better capture the progress pupils, including disadvantaged pupils, make over time from their various starting points so that interventions can be made in a timely manner [Running](#)
 - implementing the recommendation from the ongoing review into pupil premium provision, ensuring a sharp focus on the progress that disadvantaged pupils are making from their various starting points. [Complete Review](#)

	Desired Outcomes	Measures	Evaluation
Attainment	To close the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths at EYFS .	Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths. Maintain GLD 73%, Literacy 73% and Maths 80% or above of all children. <i>(SDP)</i>	July 2019
	To continue to close the gap between Pupil Premium and non-Pupil Premium children passing the Phonic Screening Test in Year 1 .	Number of PP children pass the Phonic Screening Test in line the number of their peers in school, LA and nationally. 85% of children achieve Phonics Screening Outcome in Year 1. <i>(SDP)</i>	June 2019
	To close the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths at KS1 .	Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths. Number of children in KS1 attain in line with LA and National data in reading, writing and maths. <i>(75% Expected RWM combined and 12% greater Depth RWM – SDP)</i>	July 2019
	To continue to close the gap between Pupil Premium and non-Pupil Premium children in reading, writing, GPS and maths at KS2 . <i>(SDP)</i>	Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths. Number of children in KS2 attain in line with LA and National data in reading, writing and maths and combined. <i>(85% Expected in reading, writing, GPS and maths, 20% Greater Depth reading, Writing and maths and 25% GPS – SDP)</i>	July 2019
Progress	PP children across the school , across the year, to make expected progress in line with their school peers.	Number of children making expected or better progress to be in line with non-PP children. 75% of children across school to be making expected or better progress across the year.	December 2018 Significant gap as seen on PP Strategy Page 2, though attainment and progress down pertaining to first term of data system March 2019 July 2019
	To improve progress scores , in all areas at end of KS2. <i>(SDP)</i>	Scores in Reading <i>(particularly for disadvantaged – SDP)</i> , Writing and Maths to be in line with 0 for all children at end of KS2.	July 2019

Focus to improve provisions for disadvantaged pupils (based on Ofsted Feb 2018)

Actions	Measures	Evaluation		
Assessment system to monitor progress across the school using starting points and comparing with other cohorts.	~ Assessment system purchased which will create reports on attainment and progress of groups across the school throughout the year. ~ AH to analyse data termly to inform Phase Managers of progress and attainment of all children entering data onto PP Strategy December, March, July.	December 2018 Assessment system up and running, formative, test and summative data input across school and reports created. Data transferred to PP Strategy.	March 2019	July 2019
Quality first teaching across whole school.	~ Monitoring of teaching by Senior Management across year – see timetable ~ Support in teaching to ensure progress of children in all groups via the Senior Management. ~ Planning shows intentions for PP and MA.	December 2018 Senior Management observed teaching across school and Learning Walks completed by AH and Maths Manager (inc LA consultant)	March 2019	July 2019
Link Governors updated of pupil attainment and progress across all groups across school throughout the year.	~ Assessment system used to collect data. ~ Data entered into PP Strategy ~ Strategy and data shared with Governors termly.	December 2018 Data collected, entered into PP Strategy and shared with Governors.	March 2019	July 2019

Barriers to learning

Internal

- ~ Limited language skills including increasing number of children with EAL.
- ~ Limited understanding to apply mathematical skills to solve a range of reasoning problems across maths.
- ~ Lack of parental involvement and support of: regular reading at home, learning spellings, completion of homework – limited abilities of many parents to provide such support

External

- ~ Increasing number of children in attendance with SEND.
- ~ Increasing number of children in attendance with social and emotional needs.
- ~ Increasing number of pupils in attendance under Child Protection, Child in Need or involved with Early Help effecting their learning in school.

Provisions						
Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
ATTAINMENT To close the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths at EYFS .	Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths. Maintain GLD 73%, Literacy 73% and Maths 80% or above of all children. (SDP)	<ul style="list-style-type: none"> Quality 1st teaching/cost of teachers Performance Management objectives 1-1 support Supply staff – Continuity of good provision – Teachers and TAs Schools Learning Equipment CPD Mixed ability teaching Early door opening morning activities PIT marking in maths and English AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs Seesaw to record evidence Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables Parent Support Early Bird Reading Purchase of books for pleasure (Pie Corbett reading Spine) Infant library Phonics Tracker Phonics intervention – summer term Book Fairs Themed Weeks Phonic homework Data tracking and assessment (OTrack) Renewed Assessment Policy. 	<ul style="list-style-type: none"> Experienced staff with knowledge of the children; curriculum; current expectations of end of EYFS and how to get there. NFER report shows data driven schools raise attainment more effectively. Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. EEF report shows +3 effective for parental support in improving attainment. EEF report shows +5 effective for collaborative learning with mixed ability and small groups. LA – recommendation – Early Bird 	D. Todd A. Hotchkiss T. Dumble J. McCormick K. Humphrey N. Rich	<ul style="list-style-type: none"> Observations by SLT and LA Regular monitoring and work scrutiny as a year/phase and by senior leaders. Joint year-planning sessions. EYFS Manager monitor MTPs, planning and assessment Weekly planning check by D.Todd Year group team meeting weekly. Termly pupil progress meetings. Biannual performance management review. Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		Total budgeted cost: £ - See Whole School Provision Map for breakdown and termly evaluations				
Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
ATTAINMENT To continue to close the gap between Pupil Premium and non-Pupil Premium children passing the Phonic Screening Test in Year 1.	Number of PP children pass the Phonic Screening Test in line the number of their peers in school, LA and nationally. 85% of children achieve Phonics Screening Outcome in Year 1. (SDP)	<ul style="list-style-type: none"> Quality 1st teaching/cost of teachers Performance Management objectives 1-1 support Supply staff – Continuity of good provision – Teachers and TAs Schools Learning Equipment CPD Mixed ability teaching Early door opening morning activities Purple Mash home Logins Education City Home Logins PIT marking in maths and English AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs Seesaw to record evidence Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables Parent workshops Regular 1:1 reading Purchase of books for pleasure (Pie Corbett reading Spine) Phonics Tracker Phonics intervention Book Fairs Themed Weeks Spelling homework Rising Stars Spelling Talk for Writing CPD Working Walls – maths and English WRM maths Data tracking and assessment (OTrack) Renewed Assessment Policy. 	<ul style="list-style-type: none"> Experienced staff with knowledge of the children; curriculum; current expectations of Year 1 and how to get there. NFER report shows data driven schools raise attainment more effectively. Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. EEF report shows +3 effective for parental support in improving attainment. EEF report shows +5 effective for collaborative learning with mixed ability and small groups. EEF report shows +4 effective in Phonics teaching. 	D. Todd L. Stratford K. Humphrey T. Dumble J. McCormick	<ul style="list-style-type: none"> Observations by SLT and LA Regular monitoring and work scrutiny as a year/phase and by senior leaders. Joint year-planning sessions. Phase 1 Manager/English Manager monitor MTPs, planning and assessment Weekly planning check by D.Todd Year group team meeting weekly. Termly pupil progress meetings. Biannual performance management review. Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		Total budgeted cost: £ - See Whole School Provision Map for breakdown and termly evaluations				

Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
<p>ATTAINMENT</p> <p>To close the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths at KS1.</p>	<p>Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths.</p> <p>Number of children in KS1 attain in line with LA and National data in reading, writing and maths. (75% <i>Expected RWM combined and 12% greater Depth RWM – SDP</i>)</p>	<ul style="list-style-type: none"> • Quality 1st teaching/cost of teachers • Performance Management objectives • 1-1 support • Supply staff – Continuity of good provision – Teachers and TAs • Schools Learning Equipment • CPD • Mixed ability teaching • Early door opening morning activities • Purple Mash home Logins • Education City Home Logins • PIT marking in maths and English • AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs • Seesaw to record evidence • Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables • Parent workshops • Accelerated Reading (and targeted groups) • Purchase AR books • Regular 1:1 reading • Purchase of books for pleasure (Pie Corbett reading Spine) • Phonics Tracker • Phonics intervention • Book Fairs • Themed Weeks • Spelling homework • Read, Write Inc Spelling • Teach Monster (reading and Phonics) Writing frames • Talk for Writing CPD • Working Walls – maths and English • WRM maths • Data tracking and assessment (OTrack) • Renewed Assessment Policy. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; curriculum; current expectations of End of KS1 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +4 effective in Phonics teaching. 	<p>D. Todd</p> <p>L. Stratford</p> <p>T. Dumble</p> <p>J. McCormick</p> <p>K. Humphrey</p> <p>N. Rich</p>	<ul style="list-style-type: none"> • Observations by SLT and LA • Regular monitoring and work scrutiny as a year/phase and by senior leaders. • Joint year-planning sessions. • Phase 1 Manager/English/Maths Manager monitor MTPs, planning and assessment • Weekly planning check by D.Todd • Year group team meeting weekly. • Termly pupil progress meetings. • Biannual performance management review. • Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		Total budgeted cost: £ - See Whole School Provision Map for breakdown and termly evaluations				

Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
<p>ATTAINMENT</p> <p>To continue to close the gap between Pupil Premium and non-Pupil Premium children in reading, writing, GPS and maths at KS2. (SDP)</p>	<p>Number of PP children attain Expected and Greater Depth in line with non-PP in school, LA and National data in reading, writing and maths.</p> <p>Number of children in KS2 attain in line with LA and National data in reading, writing and maths and combined. (85% Expected in reading, writing, GPS and maths, 20% Greater Depth reading, Writing and maths and 25% GPS – SDP)</p>	<ul style="list-style-type: none"> • Quality 1st teaching/cost of teachers • Performance Management objectives • 1-1 support • Supply staff – Continuity of good provision – Teachers and TAs • Schools Learning Equipment • CPD • Mixed ability teaching • Early door opening morning activities • Purple Mash home Logins • Education City Home Logins • PIT marking in maths and English • AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs • Seesaw to record evidence • Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables • Parent workshops • Accelerated Reading (and targeted groups) • Purchase AR books • Regular 1:1 reading • Purchase of books for pleasure (Pie Corbett reading Spine) • Book Fairs • Themed Weeks • Spelling homework • Read, Write Inc Spelling • Targeted support during writing • Booster (30 mins p/w) – Autumn focus Read + GPS, • Talk for Writing CPD • Lexia (PP/SEND/GD use) Initially 250 users • IEP 30 mins extra spelling with JH/JMc –intervention • Sml spelling grp focus on Year 2/3 gaps 30mins pw • Grammar and spelling focus in English lessons • More editing and redrafting in lessons with peer and independently esp spelling • Working Walls – maths and English • Getting it right in Y3 Literacy course • Vocabulary training • WRM maths • Mathematics home log in • Mathematics personalised learning • Intervention in Maths – LR 5 x 1hr. • Booster (30 mins p/w) • Smaller maths classes (x20 children or so) mixed ability • Data tracking and assessment (OTrack) • Renewed Assessment Policy. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; curriculum; current expectations of End of KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +4 effective in Phonics teaching. 	<p>D. Todd</p> <p>J. Coult</p> <p>T. Dumble</p> <p>J. McCormick</p> <p>K. Humphrey</p> <p>N. Rich</p>	<ul style="list-style-type: none"> • Observations by SLT and LA • Regular monitoring and work scrutiny as a year/phase and by senior leaders. • Joint year-planning sessions. • Phase 2 Manager/English Manager monitor MTPs, planning and assessment • Weekly planning check by D.Todd • Year group team meeting weekly. • Termly pupil progress meetings. • Biannual performance management review. • Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		Total budgeted cost: £ - See Whole School Provision Map for breakdown and termly evaluations				

Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
<p>PROGRESS</p> <p>PP children across the school, across the year, to make expected progress in line with their school peers.</p>	<p>Number of children making expected or better progress to be in line with non-PP children.</p> <p>75% of children across school to be making expected or better progress across the year.</p>	<ul style="list-style-type: none"> • Quality 1st teaching/cost of teachers • Performance Management objectives • 1-1 support • Supply staff – Continuity of good provision – Teachers and TAs • Schools Learning Equipment • CPD • Mixed ability teaching • Early door opening morning activities • Purple Mash home Logins • Education City Home Logins • PIT marking in maths and English • AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs • Seesaw to record evidence • Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables • Parent workshops • Accelerated Reading (and targeted groups) • Purchase AR books • Regular 1:1 reading • Purchase of books for pleasure (Pie Corbett reading Spine) • Infant library • Junior Library • Phonics Tracker • Phonics intervention • Book Fairs • Themed Weeks • Spelling homework • Read, Write Inc Spelling • Rising Stars Spelling • Teach Monster (reading and Phonics) Writing frames • Targeted support during writing • Booster (30 mins p/w) – Autumn focus Read + GPS, • Talk for Writing CPD • Lexia (PP/SEND/GD use) Initially 250 users • IEP 30 mins extra spelling with JH/JMc –intervention • Sml spelling grp focus on Year 2/3 gaps 30mins pw • Grammar and spelling focus in English lessons • More editing and redrafting in lessons with peer and independently esp spelling • Working Walls – maths and English • Getting it right in Y3 Literacy course • Vocabulary training • WRM maths • Athletics home log in • Athletics personalised learning • Intervention in Maths – LR 5 x 1hr. • Booster (30 mins p/w) • Smaller maths classes (x20 children or so) mixed ability • Data tracking and assessment (OTrack) • Renewed Assessment Policy. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; curriculum; current expectations of end of KS1 and KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +5 effective for Reading Comprehension Strategies. 	<p>SLT</p> <p>K. Humphrey</p> <p>N. Rich</p>	<ul style="list-style-type: none"> • Observations by SLT and LA • Regular monitoring and work scrutiny as a year/phase and by senior leaders. • Joint year-planning sessions. • Phase/English/Maths Manager monitor MTPs, planning and assessment • Weekly planning check by D.Todd • Year group team meeting weekly. • Termly pupil progress meetings. • Biannual performance management review. • Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		Total budgeted cost: £ - See Whole School Provision Map for breakdown and termly evaluations				

Focus	Success Criteria	Strategies	Rationale	Staff	Review	Evaluation of impact
<p>PROGRESS</p> <p>To improve progress scores, in all areas at end of KS2. (SDP)</p>	<p>Scores in Reading (<i>particularly for disadvantaged – SDP</i>), Writing and Maths to be in line with 0 for all children at end of KS2.</p>	<ul style="list-style-type: none"> • Quality 1st teaching/cost of teachers • Performance Management objectives • 1-1 support • Supply staff – Continuity of good provision – Teachers and TAs • Schools Learning Equipment • CPD • Mixed ability teaching • Early door opening morning activities • Purple Mash home Logins • Education City Home Logins • PIT marking in maths and English • AfL practices TPs, self/peer-assessment, Growth Mindset, Los, SCs • Seesaw to record evidence • Diaries/journals and letters home to promote home support. – e.g. learning spellings/tables • Parent workshops • Accelerated Reading (and targeted groups) • Purchase AR books • Regular 1:1 reading • Purchase of books for pleasure (Pie Corbett reading Spine) • Infant library • Junior Library • Phonics Tracker • Phonics intervention • Book Fairs • Themed Weeks • Spelling homework • Read, Write Inc Spelling • Rising Stars Spelling • Teach Monster (reading and Phonics) Writing frames • Targeted support during writing • Booster (30 mins p/w) – Autumn focus Read + GPS, • Talk for Writing CPD • Lexia (PP/SEND/GD use) Initially 250 users • IEP 30 mins extra spelling with JH/JMc –intervention • Sml spelling grp focus on Year 2/3 gaps 30mins pw • Grammar and spelling focus in English lessons • More editing and redrafting in lessons with peer and independently esp spelling • Working Walls – maths and English • Getting it right in Y3 Literacy course • Vocabulary training • WRM maths • Athletics home log in • Athletics personalised learning • Intervention in Maths – LR 5 x 1hr. • Booster (30 mins p/w) • Smaller maths classes (x20 children or so) mixed ability • Data tracking and assessment (OTrack) • Renewed Assessment Policy. 	<ul style="list-style-type: none"> • Experienced staff with knowledge of the children; curriculum; current expectations of end of KS1 and KS2 and how to get there. • NFER report shows data driven schools raise attainment more effectively. • Learning Styles shows +2 effective in EEF report. Engagement can link to this to empower children to be interested in their learning and become more independent. • EEF report shows +3 effective for parental support in improving attainment. • EEF report shows +5 effective for collaborative learning with mixed ability and small groups. • EEF report shows +5 effective for Reading Comprehension Strategies. 	<p>SLT</p> <p>K. Humphrey</p> <p>N. Rich</p>	<ul style="list-style-type: none"> • Observations by SLT and LA • Regular monitoring and work scrutiny as a year/phase and by senior leaders. • Joint year-planning sessions. • Phase/English/Maths Manager monitor MTPs, planning and assessment • Weekly planning check by D.Todd • Year group team meeting weekly. • Termly pupil progress meetings. • Biannual performance management review. • Tracking of progress and achievement data – Assessment Manager analysis to ascertain impact. 	
Cost		£ - See Whole School Provision Map for breakdown and termly evaluations				
Sub-total Cost			£171,170			

Other approaches							
Focus	Success Criteria	Strategies	Rationale	Cost	Staff	Review	Evaluation of impact
Educational visits and outdoor education	Positive experiences shared at home and school.	<ul style="list-style-type: none"> Residential visits – Y5 Thurston in May, Y6 in July. Outdoor classrooms (infant and junior) and equipment – all classes continuous use and allocations, including planting, harvesting, preparing and cooking food. Other visits to enhance the curriculum Visitors into school 	<ul style="list-style-type: none"> Disadvantaged children given opportunities in a range of areas and activities to promote life skills and well-being that may not experience through home-life. Successful in past academic years. 	£8,000	D. Todd	<ul style="list-style-type: none"> Attendance of trips. Level of pupil interest and engagement. Termly 	
Kidsafe Club - Safeguarding	All children aware of how to be safe and given tools to be able to talk to adults when they feel threatened	<ul style="list-style-type: none"> 2 x PM sessions weekly – across school over course of the year. Increased e-safety awareness across school and offered to parents. 	<ul style="list-style-type: none"> Successful introduction during 2015-2016 and every year since. Increased need to support children and families in safe use of computers and the internet. Further cases of incorrect and unsafe use of internet and devices at home that comes into school to deal with. 	£1,000	S. Gill	<ul style="list-style-type: none"> Reduced number of incidents from home coming into school. Children's level of awareness of being safe. Termly 	
Psychology Direct - SLA	Improved progress in line with expectations.	<ul style="list-style-type: none"> Across the year Identification of needs of individual children to support child at home and in school. Supports school in identification of needs, difficulties and strategies for intervention – SEND. 	<ul style="list-style-type: none"> Increased number of children in attendance with SEND. Increased need for further support inside and outside the classroom for teachers and teaching assistants. 	£625 p/p	SENCO	<ul style="list-style-type: none"> Children identified to be given support and needs identified with strategies given to support. Staff and parents/carers given training/strategies to aid support. Termly 	
CFWO	Positive attitudes at home and school and achievement and progress in line with peers.	<ul style="list-style-type: none"> CPD including that of working with PP CPD in supporting mental health Sunshine Group Working with families Working on attendance and punctuality Safeguarding – making and monitoring referrals Engaging hard to reach families Ad-hoc daily support for mental health – Drop in for parents/carers and pupils 	<ul style="list-style-type: none"> Increased number of children in attendance with SEND, emotional needs and those who need family support. Increased need for further support inside and outside the classroom for teachers and teaching assistants. Increased number of children in each class group who will benefit from the service. 		S. Gill D. Todd	<ul style="list-style-type: none"> Children identified to be given support and emotional needs identified with strategies given to support. Staff and parents/carers given training/strategies to aid support. Termly 	
Emotional Resilience Service - SLA	Positive attitudes at home and school and achievement and progress in line with peers.	<ul style="list-style-type: none"> Improved well-being of identified children. Half day support weekly Y6 children supported for transition to Y7 in summer term. 	<ul style="list-style-type: none"> Successful in past years. Increased number of children in each year group who will benefit from the service. Children in Y6 who will be vulnerable during transition to Secondary School. 	£1,350	A.Fawkes Class Teachers	<ul style="list-style-type: none"> Children identified to be given support and emotional needs identified with strategies given to support. Staff and parents/carers given training/strategies to aid support. Termly 	
Clubs	Regular attendance and positive feedback from coaches and children.	<ul style="list-style-type: none"> Various morning and after school sessions offered to all and PP children 	<ul style="list-style-type: none"> Give experiences to children who may not otherwise have opportunities. 		D. Todd G. Golightly	<ul style="list-style-type: none"> Children given opportunities to partake Attendance of clubs Positive feedback from children and coaches/providers 	
Surplus budget	To use as necessary as a result of termly reviews.			£3,549			
Sub-total Cost				£21,258			
Total Cost				£			

Impact of previous year's expenditure: £192,428 for 111 eligible children

FOCUS	SUCCESS CRITERIA	Estimated Impact	Lessons Learned/Plans for Next year
<p>Improve the percentage of children attaining expected level in reading.</p>	<p>85% of children achieve the expected outcome in KS2 reading. 20% achieve greater depth and progress measures are positive.</p> <p>At least 75% of children to achieve reading, writing and maths combined at the expected standard in KS1. 12% of children achieving reading, writing and maths at greater depth. (SDP)</p>	<p>KS2 SATs Data: 61% EX 17% GD KS2 TA Data: 81% EX 27% GD</p> <p>KS1 TA Data: 61% RWM EX 7% GD</p>	<ul style="list-style-type: none"> • AR only introduced in summer term and only to KS2. • 18-19 should see more structured and effective use as well as use in Y2 from September and Y1 in summer term to prepare for Y2 in 2019-2020. • Tracking performance needed to be more rigorous – so introduction of OTrack in July 2018 with complete use in effect from Nov 2018. • Better suited reading materials to be provided in 2018-2019. • Support for parents needed in all year groups not just End of KS. • Phonics Tracker to be introduced from EYFS and maintained use for specific children in Y2. • Book Fairs and Themed weeks continue to encourage readers and curriculum interest – ensure continuation and money raised to create further reading provisions. • Y6 Booster for reading to begin Autumn term • Further AR Training and 'Use of Data' training • Continued Progress Meetings to ensure progress of all children including PP. • More rigorous use and monitoring of reading diaries to provide continuity and liaison between home and school • Specific reading intervention for Y6 to ensure progress • Ongoing support from LA and focus of Aut 18-19
<p>Improve the percentage of children attaining expected level in GPS.</p>	<p>85% of children achieve the expected outcome in Key Stage 2 GPS. 25% achieve greater depth and progress measures are positive.</p> <p>85% of children to achieve the phonics screening outcome in Year1. Gaps between PP and non PP pupils closing. (SDP)</p>	<p>KS2 SATs Data: 73% EX 12% GD</p> <p>Y1 Phonics Screening: 75%</p> <p>Y1 PP: 7/13 54%</p> <p>Y1 Non-PP: 39/45 87%</p>	<ul style="list-style-type: none"> • Support for parents provided Year 1 in autumn term. • Phonics Tracker to be introduced from EYFS and maintained use for specific children in Y2. • PP tracked more closely with further provisions given • Book Fairs and Themed weeks continue to encourage readers and curriculum interest – ensure continuation and money raised to create further reading provisions. • Continued Progress Meetings to ensure progress of all children including PP. • Specific intervention and revision in Spring term to support children to 'pass'. • Ongoing support from LA and Spelling/phonics/grammar focus of Spring 18-19
<p>Improve the percentage of children attaining expected level in maths.</p>	<p>85% of children achieve the expected outcome in KS2 maths. 20% achieve greater depth and progress measures are positive.</p> <p>At least 75% of children to achieve reading, writing and maths combined at the expected standard in KS1. 12% of children achieving reading, writing and maths at greater depth. (SDP)</p>	<p>KS2 SATs Data: 56% EX 12% GD KS2 TA Data: 78% EX 17% GD</p> <p>KS1 TA Data: 61% RWM EX 7% GD</p>	<ul style="list-style-type: none"> • Year 6 Booster lessons streamed in 2 groups to give better provision of maths needs • Whole school use of WRM and use of CPA teaching and learning strategies • mixed ability grouping across whole school • Continue use of Mathletics but tailored more by teacher to children's personal maths needs. • Mathletics to be used to support intervention • Ongoing support from LA throughout year. • Smaller maths groups of 20 mixed ability in KS2
<p>Close the gender gap in writing at the end of KS2.</p>	<p>Percentage of boys and girls performing in line with one another. (SDP)</p>	<p>Boys Progress Score:0.89 Girls Progress Score: 0.71</p> <p>Boys TA Data: 80% EX 20% GD Girls TA Data: 88% EX 21% GD</p>	<p>Continue positive provisions in writing and look to closing gap between PP and non-PP.</p>