

PUPIL PREMIUM STRATEGY 2017-2018 - ALL SAINTS' CE FEDERATION (JUNIORS)

1. Outcomes for disadvantaged pupils - July 2017

| KS2 | Absence | | | | | Persistent Absence | | | | |
|------|---------|------------------|-------------------|----------------------|--------------------|--------------------|------------------|-------------------|----------------------|--------------------|
| | Disadv | Others in school | Others nationally | In school difference | Diff with national | Disadv | Others in school | Others nationally | In school difference | Diff with national |
| 2016 | 4.7 | 3.2 | 3.4 | -1.5 | -1.3 | 12.5 | 5.0 | 6.2 | -7.5 | -6.3 |
| 2017 | | | | | | | | | | |

The difference for overall absence in school between disadvantaged children and other children in school and disadvantaged children and others nationally has increased, particularly with regard to persistent absence. It is important to be mindful that the descriptor for persistent absence changed in 2016 but reducing persistent absence amongst disadvantaged pupils remains a priority.

Key Stage 2

| % reaching required standard | Disadvantaged pupils | Others in school | In school difference | Others nationally | Diff with national |
|---------------------------------|----------------------|------------------|----------------------|-------------------|--------------------|
| Reading WA+ | 56% | 61% | -5% | 71% | -15% |
| Reading – Higher score | 11% | 26% | -15% | 25% | -14% |
| Reading – averaged scaled score | 97.3% | 101.6% | -4.3% | 103.8% | -6.5% |
| Writing WA+ | 67% | 79% | -12% | 76% | -19% |
| Writing – Higher score | 6% | 5% | +1% | 18% | -12% |
| Mathematics WA+ | 67% | 60% | +7% | 75% | -8% |
| Mathematics– Higher score | 17% | 19% | -2% | 23% | -6% |
| Maths – averaged scaled score | 99.9% | 101.8% | -1.9% | 104.1% | -4.2% |
| GPS WA+ | 72% | 69% | +3% | 77% | -5% |
| GPS– Higher score | 17% | 25% | -8% | 31% | -14% |
| GPS – averaged scaled score | 100.4% | 102.1% | -1.7% | 105.0% | -4.6% |
| RWM combined | 44% | 50% | -6% | 61% | -17% |
| RWM combined – higher score | 0 | 3% | -3% | 9% | -9% |

Disadvantaged pupils attained well below others in school and other non-disadvantaged children nationally in reading, writing and RWM combined. Where the % of disadvantaged children was above others in school, WA+ in maths and GPS, this was still below others nationally.

Average progress

| | Disadvantaged pupils | Others in school | In school difference |
|-------------|----------------------|------------------|----------------------|
| Reading | | | |
| Writing | | | |
| Mathematics | | | |

Progress for disadvantaged children was below the progress of other non-disadvantaged children in school.

| 2. Review of expenditure | | | | |
|---|--|---|--|----------------------------------|
| Previous Academic Year | | 2016-2017 Funding April 2017 £116,900 | | |
| 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 |
| To use Assessment for Learning (AfL) strategies effectively, with appropriate challenge & full awareness of EOY/KS expectations to ensure 65% of children meet expectations in Reading, Writing & Maths combined (end of KS2) | Staff CPD on AfL, marking & feedback, questioning, challenge. Sharing good practice e.g. observing other teachers and supporting; Learning to learn approaches e.g. Six Secrets of Success (building on Characteristics of Effective Learning) | <p>No, only 44% of disadvantaged pupils achieved the EXS in RWM combined at the end of KS2 compared to 50% of others in school and 61% on non-disadvantaged pupils nationally.</p> <p>All staff were involved in the key learning and training of AfL and evidence from lesson observations and book scrutinies showed teachers to have a clear awareness of the EOY/KS expectations.</p> <p>Secrets of Success was introduced to the children and build on the foundations started at the Infant school.</p> | <p>This is an approach that constantly needs to be at the forefront of everyone's mind. Quality first teaching is essential and staff need to have a clear understanding of and high expectations for learning. They need to be held to account and offered support and training when teaching is not as good as it should be.</p> <p>Opportunities were provided for teachers to moderate children's work and share good practice including marking & feedback. This is to continue and become more rigorous with opportunities for teachers to 'coach' each other and develop their practice even further.</p> <p>The profile of this needs to be raised. Lead teachers in KS2 are responsible for this area and will plan a launch day and activities to promote the skills we will be looking for within the 'Secrets of Success'.</p> | Training – in house Release time |

| | | | | |
|---|---|---|---|--|
| <p>To raise attainment in writing especially boys' writing & disadvantaged children in order to diminish the difference between: Boys & girls PP & non-PP</p> | <p>Staff training on: Talk4Writing (T4W) – non-fiction; Grammar, handwriting & spelling; AfL, marking and feedback; Moderation activities; Sharing of good practice – Teaching and learning triads, discussions in staff meetings, learning walks Designing engaging, purposeful tasks Secrets of success – developing learning to learn strategies</p> | <p>71% of boys reached the EXS in writing at the end of KS2 compare to 87% of girls. No boys achieved GDS in writing compared to 11% of girls in school. The gaps are wider than the national benchmarks at both EXS and GDS.</p> <p>67% of PP children achieved the EXS in writing at the end of KS2 compared to 79% of others in school. This is also below the national benchmark of 76%. 6% of PP pupils achieved GDS in writing; this is a 1% increase compared to others in school but remains 12% below the national benchmark.</p> <p>Even though all staff participated in the T4W training and had opportunities to share good practice and moderate work, this approach has not had a big enough impact on raising the attainment and diminishing the difference between girls and boys and PP and non-PP eligible pupils.</p> | <p>We need to ensure that training is having a positive impact on outcomes and that teaching is more closely monitored.</p> <p>Evidence from pupil voice showed that PP eligible pupils were engaged with the themes and both girls and boys were liking the texts which had been chosen for various year groups. We need to continue to monitor the curriculum and reflect on whether it meets the needs of all learners, then adapt and change it as necessary.</p> | |
|---|---|---|---|--|

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 |
|--|---|---|---|--|
| <p>Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in reading</p> | <p>Reading catch-up (phonics & fluency) – including precision teaching Lexia Paired reading Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>None of the three LA PP eligible pupils achieved the EXS in reading.</p> <p>Although some of the approaches helped to improve their fluency (PT) and understanding (Lexia) they did not have enough of an impact to increase rates of progress and attainment in LA PP eligible pupils in reading.</p> | <p>More research based interventions need to be sourced. The impact of these interventions needs to be measured, with a clear start and end point. Interventions need to happen regularly over a given period of time and led by a trained member of staff. SENDCO/DC and English lead need to monitor the impact of interventions more closely and act on the data provided.</p> | <p>Training from Educational Psychologist in Precision teaching TAs for small group work</p> |

| | | | | |
|--|---|---|---|--|
| <p>Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in writing</p> | <p>Individual/small group writing catch-up – focus on HW/fine motor, sentence construction, spelling. Precision teaching for spelling tricky words. Smaller group booster grammar sessions spring & summer term. Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>None of the 3 LA PP eligible pupils achieved the EXS in GPS or writing.</p> <p>Although some of the approaches (raised expectations, additional, small group work and PT) helped to improve skills needed for writing, they did not have enough of an impact to increase rates of progress and attainment in LA PP eligible pupils.</p> | <p>Gaps in learning need to be identified and research based writing interventions need to be sourced to address these. The impact of these interventions needs to be measured, with a clear start and end point. Interventions need to happen regularly over a given period of time and led by a trained member of staff. SENDCO/DC and English lead need to monitor the impact of interventions more closely and act on the data provided.</p> | <p>Training from Educational Psychologist in Precision teaching TAs for small group/individual work</p> |
| <p>Higher rates of progress and greater attainment for lower attaining pupils eligible for PP in maths</p> | <p>Introduce Big Maths – supporting PP children with additional staff Precision teaching to aid fluency Small group Numicon interventions including Breaking Barriers Success@Arithmetic intervention for Y5/Y6 Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>None of the 3 LA PP eligible pupils achieved the EXS in maths.</p> <p>However the introduction of Big Maths, PT and small group work did have small individual gains and addressed some of their gaps in learning.</p> <p>Success@Arithmetic was not used with LA pupils as it is aimed at pupils just below the expectations and not LA pupils.</p> | <p>The needs' of individuals needs to be specifically targeted. Interventions need to be matched to pupils' abilities/potential and the impact of interventions needs to be measured with a clear start and end point. Interventions need to happen regularly over a given period of time and led by a trained member of staff. SENDCO/DC and Maths lead need to monitor the impact of interventions more closely and act on the data provided.</p> | <p>Training from Educational Psychologist in Precision teaching Numicon CPD Purchasing additional Numicon resources including Breaking Barriers Success@Arithmetic training TAs for small group work</p> |

| | | | | |
|---|---|---|--|--|
| <p>Higher rates of progress across KS2 for high attaining pupils eligible for PP (maths)</p> | <p>Maths challenge groups using NCETM & rich resources Small group work – focusing on metacognition SENDCo to support teachers in producing termly support plans for identified pupils Head of Teaching and Learning to teach small booster groups 3x week spring and summer term Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>3/4 of the HA PP eligible pupils achieved a GDS in maths. These approaches were effective. Children benefitted from the extra support to maintain high attainment. Small group interventions and booster groups were effectively delivered and resources matched to need and ability.</p> | <p>We need to ensure we maintain these approaches and that pupils are accurately identified and small group work effectively delivered.</p> | <p>Training for staff on metacognition Accurate identification of pupils TAs for small group work</p> |
| <p>Higher rates of progress across KS2 for high attaining pupils eligible for PP (English)</p> | <p>Small group work – focusing on metacognition Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>3/6 HA PP eligible pupils achieved GDS in reading and 1/5 HA PP eligible pupils achieved GDS in writing.</p> | <p>For reading, additional small group work and feedback worked for some PP eligible pupils, but not all. We need to ensure the interventions happen regularly and feedback is consistently of a high quality. Approaches for writing need to be reviewed.</p> | <p>Training for staff on metacognition Accurate identification of pupils – time TAs for group work</p> |
| <p>Develop greater social & emotional skills, including resilience for pupils eligible for PP identified as having such needs</p> | <p>ELSA – individual support and group work Social skills groups Social Communication skills groups Additional lunchtime support Lunchtime club</p> | <p>PP eligible pupils who received support from trained ELSA staff did develop their social and emotional skills. It was noted that these children began to develop/sustain friendships and often as a result helped improve the children's emotional well-being.</p> | <p>This needs to remain for the PP eligible pupils that need it. Additional strategies may also be considered next year (friendship group work, social interactions groups and promotion of core values and positive learning behaviours)</p> | <p>ELSA trained staff TAs to deliver group work</p> |

| | | | | |
|--|---|---|---|---|
| Develop greater engagement in pupils, especially where identified as a need for pupils eligible for PP | Reviewing curriculum to ensure it is exciting and motivating for pupils, Developing 'learning to learn' strategies (Secrets of Success) | No evidence of any direct impact of these approaches on an increase in engagement as they were not measure. | We must take PP eligible pupils views and opinions at the beginning, before an approach has been started and again after the approach to measure and evaluate the impact. | In house staff training during staff meeting time |
|--|---|---|---|---|

iii. Other approaches

| 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 |
|---|---|---|---|---|
| Greater engagement of parents/carers of pupils eligible for PP which will support higher rates of progress | Invitations to take part in Stay & Read sessions; guidance as to how to support children with reading; invitations to phonics workshops, curriculum workshops. Providing additional opportunities to meet with teachers | The engagement of parents/carers of PP eligible pupils was not measured. Invitations were sent out to all parents and registers taken on the day, but no evidence of follow up. | We need to ensure parents/carers of PP eligible pupils are specifically targeted and that when support sessions/workshops take place in school the registers which show who has attended are kept and evaluated to monitor engagement. We also need to look at alternative approaches to develop engagement of parents e.g. after school clubs for parents to attend with children, researching best times for PP eligible pupils parents to attend, social activities which are non-threatening to improve links. | - |
| Provide a wider range of opportunities for children eligible for PP to support development of talents & social skills | Fund educational visits /visitors e.g. African Drumming Prioritise for extra-curricular activities Fund music tuition Introduce a range of lunchtime clubs including 'Lego Theraplay' | These actions most definitely widen children's opportunities and support the developments of their knowledge and skills. | We will continue this approach but also need to ensure a wider range of clubs are available not only develop talents, but also support the development of academic skills (e.g. reading for pleasure, science, mastery maths) | African drumming workshop, planetarium, science workshops etc. Music tuition |

| | | | | |
|---|---|---|--|---|
| <p>Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium.</p> | <p>Class and individual rewards for attendance Close tracking of persistent attendance Regular liaison with parents/carers Raised awareness of persistent absence</p> | <p>Attendance for our PP eligible pupils has not increased and PA has actually increased.</p> | <p>Class and individual rewards have not had enough of an impact and alternative rewards and incentives need to be established. Although PA has been tracked and the DSO liaised with parents/carers, she had insufficient time to deal with the numbers involved to make any significant impact. We need a larger team of staff to track and monitor attendance and PA and additional approaches to raise the awareness and support parents in ensuring their children's attendance at least meets national expectations.</p> | <p>Book vouchers for 100% attendance DSO time</p> |
|---|---|---|--|---|

| | |
|---|--|
| 3. Additional detail | |
| | |
| 4. Barriers to future attainment (for Disadvantaged pupils) | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | % of PP eligible pupils in Y3, Y4 and Y6 on track to meet national expectations is currently below the national benchmark in R, W, M and RWM combined (Y4 above in R) |
| B. | % of PP eligible pupils in all year groups expected to be working at the GDS is currently below the national benchmarks for R, W, M and RWM combined. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | Parental engagement e.g. lack of support at home with e.g. reading/homework, lack of attendance at Parent/Carer consultation evenings or workshops |
| D. | Higher than national rates of absence and particularly persistent absence relating to children eligible for Pupil Premium. |
| E. | Variation in home learning environment e.g. Unsettled home-life family - separations/busy families; safeguarding concerns; lack of knowledge or resources to support learning. |
| | |

| 1. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
|---|---|---|
| A. | Higher rates of progress and raised attainment for all pupils through Quality First Teaching but particularly disadvantaged pupils in reading, writing and mathematics so that the difference is diminished. Measured using assessment data at the end of each monitoring and assessment cycle. | Disadvantaged pupils make rapid progress by the end of the year so that all disadvantaged pupils meet age related expectations (unless significant developmental delay and child identified as having a special educational need) |
| B. | Higher rates of progress for all high attaining pupils through Quality First Teaching but particularly disadvantaged pupils so that the difference is diminished. Measured using assessment data at the end of each monitoring and assessment cycle. | Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2 in reading, writing and maths. |
| C. | Greater engagement of parents/carers of disadvantaged pupils which will support higher rates of progress and greater attainment. Measured through the parents/carers attendance at particular events in school. | % of parents/carers of disadvantaged pupils attending Parent/Carer Consultation evenings at least meets the % of parents/carers of non- disadvantaged pupils. Rates for reading at home increase & this supports more rapid progress in reading (see above); % attendance at workshops is broadly similar to parents/carers of non-disadvantaged children. % of parents of disadvantaged children supporting their children through their attendance at school events (e.g. worship, stay and read session, club performances) is broadly similar to the % of parents of non-disadvantaged children. Parents of PP eligible pupils feel more confident in approaching school staff to discuss their child's learning. |
| D. | Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium so that we are at least in line with national benchmarks. Measured by monitoring and tracking of attendance data. | Attendance data for PP eligible pupils at least meets national expectations (95%) Punctuality is improved both before and after the close of registrations. Persistent absence rates are reduced to at least meet national, particularly for disadvantaged children. |
| E. | Provide a wider range of opportunities for disadvantaged pupils to support development of talents & social skills & broaden opportunities. PP eligible pupils have access to resources at home to support learning similar to those that non PP eligible pupils may have access to. PP children deal with their feelings and emotions in appropriate ways in line with other non PP children. Measured using questionnaires to establish opinions, values etc. | All children in receipt of PP in KS2 have the opportunity to and attend at least one extra-curricular club. All children in receipt of PP in KS2 have the opportunity to learn a musical instrument. All children in receipt of PP are funded for any out of school excursions/activities or in-school visitors. Identified children have attended ELSA or a social skills club and have made progress with targeted social or emotional I skills e.g. turn-taking, self-esteem. |

| 2. Planned expenditure | | | | | |
|---|--|---|--|--|--------------------------------------|
| Academic Year | Total Pupil Premium Grant | | Number of pupils eligible for PP | | |
| 2017-2018 | £123,200 | | 92 | | |
| i) Quality of teaching for all - Secure high standards by establishing high expectations, monitoring performance and quality CPD | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To use Assessment for Learning (AfL) strategies effectively, with appropriate challenge to ensure the % of children meeting expectations in Reading, Writing & Maths and RWM combined at least meets the national benchmarks. | Staff CPD on AfL, marking & feedback, questioning, challenge. Sharing good practice e.g. observing other teachers and coaching triads. | Education Endowment Foundation (EEF) – ‘good’ well-crafted feedback has high impact Shirley Clarke - Metacognition & self-regulation – ‘consistently high levels of impact’ (EEF) | Curriculum & Professional Development (CPD) which is reviewed in light of developments Regular TLT drop ins with ways forwards and staff reflections; frequent learning walks & book scrutinies; regular opportunities to moderate marking & feedback in Year group | Head of Teaching & Learning | Termly |
| To raise attainment of disadvantaged children in order to diminish the difference between: PP & non-PP in reading, writing and maths. | Staff training on: Talk4Writing (T4W) – fiction and non-fiction at all stages Mastery Maths AfL with marking and feedback. Moderation activities Sharing of good practice – coaching triads, discussions in staff meetings, learning walks Designing engaging, purposeful tasks. Development of active learning techniques. Secrets of success – developing learning to learn strategies | Primary Writing Project (Roger Beard) – positive impact of T4W including increasing children’s enjoyment of writing. White Rose maths Mastery approach. Metacognition and self-regulation rated highly by EEF | CPD on T4W CPD on Mastery Maths Regular TLT dropins with ways forward and staff reflections; frequent learning walks & book scrutinies; regular opportunities to moderate marking & feedback in Year group teams; Regular pupil questionnaires | English lead Maths lead Head of T&L Disadvantage champion | Termly |
| Total budgeted cost | | | | | |

i. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|--|---|---|
| Higher rates of progress and greater attainment for pupils eligible for PP in reading | Reading catch-up (phonics & fluency) – including precision teaching Research based reading intervention programme Lexia Paired reading with an adult Additional GR intervention Further CPD in-house on high quality feedback/questioning/interaction | Phonics – EEF states ‘Teaching phonics is more effective on average than other approaches to early reading’ (some children still have not passed or just passed the phonics screening at end of Y2 and will need further practice and teaching in KS2) Research from Bangor University – study of using Precision Teaching to improve reading HF words with children who are low attaining in reading found it to be very effective Lexia – research done in Norfolk, York & Cumbria show useful gains in reading accuracy, comprehension & spelling Feedback –as above | Agreed timescale for intervention Pre and post assessments Impact measured by DC or IL after intervention Monitored by Inclusion Lead/Disadvantage Champion/English lead. | Disadvantage champion & Inclusion Lead | After first cycle of intervention, then ongoing |
| Higher rates of progress and greater attainment for pupils eligible for PP in writing | Identify gaps in learning. Small group intervention to address gaps. Precision teaching for phonics and spelling of tricky words. Smaller group booster grammar sessions spring & summer term. Further CPD in-house on high quality feedback/questioning/interaction | Early Literacy approaches – EEF Early Years Toolkit – moderate impact for very low cost. Precision teaching – see above. Feedback – as above | Agreed timescale for interventions Pre and post assessments Impact measured by IL/DC Monitored by Inclusion Lead/Disadvantage Champion/English lead. | Disadvantage champion/ Inclusion Lead/ English lead | After first cycle of intervention, then ongoing |
| Higher rates of progress and greater attainment for pupils eligible for PP in maths | Target individuals Mastery Maths approach – additional staff support will be needed Precision teaching to aid fluency | Early numeracy approaches- EEF ‘can increase learning by as much as 8 months’ Precision teaching – research from University of Paisley showed precision teaching children outperformed all bar one of their peers (targeting fluency in maths). | Refresher Training in Precision teaching Refresher training in use of Numicon | Disadvantage champion/ Inclusion Lead/ Maths lead | After first cycle of intervention, then ongoing |

| | | | | | |
|--|--|--|--|--|--|
| | <p>Small group interventions including Numicon interventions and Success@Arithmetic intervention for Y5/Y6</p> <p>Further CPD in-house on high quality feedback/questioning/interaction</p> | <p>Norfolk trial (research phase of National Maths Intervention Programme) used Numicon and reported 'outstanding progress'.</p> <p>Feedback – as above</p> | <p>Cascade training for Success@Arithmetic to other TAs</p> <p>Purchasing additional maths resources</p> <p>Monitored by Inclusion Lead/Disadvantaged Champion/Maths lead.</p> | | |
| <p>Higher rates of progress for high attaining pupils eligible for PP in reading</p> | <p>Small group work – focusing on metacognition and higher-order thinking.</p> <p>Target for extra-curricular activity (reading for pleasure)</p> <p>Further CPD in-house on high quality feedback/questioning/interaction and challenge</p> | <p>Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p> <p>Metacognition and self-regulation rated highly by EEF</p> <p>Feedback – as above</p> | <p>Training for staff on metacognition</p> <p>Accurate identification of pupils</p> <p>Monitoring by English lead</p> | <p>Disadvantage champion/ English lead</p> | <p>After first cycle of intervention, then ongoing</p> |
| <p>Higher rates of progress for high attaining pupils eligible for PP in writing</p> | <p>Small group work – focusing on metacognition</p> <p>Target for extra-curricular activity e.g. school newspaper</p> <p>Further CPD in-house on high quality feedback/questioning/interaction and challenge</p> | <p>Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p> <p>Metacognition and self-regulation rated highly by EEF</p> <p>Feedback – as above</p> | <p>Training for staff on metacognition</p> <p>Accurate identification of pupils</p> <p>Monitoring by English lead</p> | <p>Disadvantage champion/ English lead</p> | <p>After first cycle of intervention, then ongoing</p> |
| <p>Higher rates of progress for high attaining pupils eligible for PP in maths</p> | <p>Maths challenge groups using NCETM & nrich resources</p> <p>Small group work – focusing on metacognition</p> <p>Maths Lead/Head of Teaching and Learning to teach small booster groups 3x week during spring and summer term</p> <p>Further CPD in-house on high quality feedback/questioning/interaction and challenge</p> | <p>Extra support to maintain high attainment. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p> <p>Metacognition and self-regulation rated highly by EEF</p> <p>Feedback – as above</p> | <p>Accurate identification of pupils</p> <p>Training for TAs delivering group work</p> <p>Monitoring by IL/DC/Maths lead</p> | <p>Disadvantage champion/ Inclusion Lead/ Maths lead</p> | <p>After first cycle of intervention, then ongoing</p> |

| | | | | | |
|---|---|--|---|-----------------|---|
| PP children deal with their feelings and emotions in appropriate ways in line with other non PP children. | ELSA – individual support and group work Social Skills groups Social Communication groups Employ a ‘children’s champion’ Additional lunchtime support/lunchtime clubs | Research from University of Bristol (2013) found ELSA had positive impact when embedded in a nurturing whole school ethos. TaMHS project in York (2010-2011) focused on ELSA and reported positive impact (noted by Ofsted) | Accurate identification of children ELSA trained staff will attend termly meetings with Ed Psych Monitored using scaled score and questionnaires Feedback from staff | DC/IL with ELSA | After first cycle of intervention, then ongoing |
|---|---|--|---|-----------------|---|

Total budgeted cost

ii. Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|---|---|
| Greater engagement of parents/carers of disadvantaged pupils which will support higher rates of progress and greater attainment. | Establish a working party to research parental views of PP eligible pupils Advertise and employ a PSA to develop home school links Offer more family activities, afterschool clubs, parenting and educational workshops based on research. Personal invitations to parents of PP children to attend school learning events e.g. stay and read sessions, class worship in Y2, transition afternoon. FS2 home visits and nursery EYFS cluster meetings to be used to gather FSM eligibility information Regular text messaging service used/twitter to update and remind parents about school events. ‘Firm Foundations’ to be introduced in Sept 2018 Provide access to resources for PP eligible pupils needed at home to support learning through loans library and provision of materials. Consider adult education classes. | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. (EEF Toolkit) There is a difference between the up take of PP funding at KS1 compared to KS2. We need to ensure those children eligible for PP funding receive it at the earliest possible time. | Working party will ensure questionnaires are created, distributed and evaluated. Family activities will be established, advertised and run by the PSA and these impact of these monitored and reviewed. Working party will ensure individual invitations are created and distributed in good time prior to events. DC will liaise with FS lead Working party will liaise with admin staff with regards to text messaging service and ensure twitter feed is updated regularly. | DC/IL Support from the working party | End of Summer term 2018 then ongoing once PSA in role |

| | | | | | |
|--|--|---|---|---|---|
| <p>Provide a wider range of opportunities for children eligible for PP to support development of academic skills, talents & social skills</p> | <p>Fund educational visits /visitors e.g. African Drumming, residential, Prioritise for extra-curricular activities both academic and talents Establish a range of lunchtime clubs to develop a range of skills, including loans library and homework clubs. Fund music tuition</p> | <p><i>“All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education” Sir Kevan Collins EEF research)</i></p> | <p>Ensure parents of PP children are aware of the clubs, activities and music tuition which is funded for them in school. Have a clear timetable for extra-curricular clubs and ensure PP eligible pupils are targeted and given priority over others. Records to be kept in children’s individual files.</p> | <p>DC with support from the working party</p> | <p>Begin at the end of summer term and continue to monitor throughout the year.</p> |
| <p>Improve attendance across the school but in particular reduce persistent absence relating to disadvantaged children in receipt of Pupil Premium so that we are at least in line with national benchmarks.</p> | <p>Closely monitor attendance Regularly inform parents of school attendance figures and expectations Offer rewards and incentives to parents and children for good attendance (raffles draws, swim vouchers, family pass activities, meals out, weekend breaks, electrical equipment, food/clothing hampers etc.) Action plans to be put into place for those children persistently</p> | <p>For teachers to be able to teach, plug gaps and move learning forwards, children need to be in school. A range of approaches are planned to capture the families and encourage them to get their children in to school every day.</p> | <p>Good communication between DC and IL – fortnightly meetings to monitor absence/punctuality. Seek views from staff, parents and children before advertising rewards/incentives Review approaches regularly and adapt as necessary</p> | <p>JR with support from the PSA and the working party</p> | <p>Begin at the end of summer term and continue to monitor throughout the year.</p> |
| <p>Total budgeted cost</p> | | | | | |