# Pupil premium strategy statement/report

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| 1. **Summary information** | | | | | |
| **School** | Essa Primary Academy | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £158,400 | **Date of most recent PP Review** | 10/19 |
| **Total number of pupils** | 373 | **Number of pupils eligible for PP** | 120 | **Date for next internal review of this strategy** | 10/20 |

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| 1. **Current attainment July 2019 – Year Two** | | | |
|  | | *Pupils eligible for PP*  *(your school)* | *Pupils not eligible for PP (school)* |
| **% achieving or exceeding standard for end of year in reading** | | **50%**  **75** | 44% |
| **% achieving or exceeding standard for end of year in writing** | | **33%** | 37% |
| **% achieving or exceeding standard for end of year in mathematics** | | **67%** | 54% |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Phonics skills to de-code words and as a spelling strategy are not secure and spelling is weaker generally. | | |
|  | Understanding of number and mathematical strategies is not secure in KS1 pupils. | | |
| **C.** | Lack of resilience to tackle longer texts in reading and to comprehend what is read. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Poor attendance and PA for some pupils has had an impact on attainment. | | |
| **E.** | Poor involvement in home learning and home reading. | | |
| **F.** | Poor levels of resilience and emotional development having an impact on levels of engagement and attainment. | | |
| **G.** | The number of pupils in receipt of PPG does not truly reflect the number of pupils who should be eligible across school. | | |
| 1. **Current attainment July 2019 – Year Six** | | | |
|  | | *Pupils eligible for PP*  *(your school)* | *Pupils not eligible for PP (school)* |
| **% achieving or exceeding standard for end of year in reading** | | **46%**  **75** | 40% |
| **% achieving or exceeding standard for end of year in writing** | | **55%** | 40% |
| **% achieving or exceeding standard for end of year in mathematics** | | **59%** | 70% |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Spelling strategies are not secure and spelling is weaker generally. | | |
|  | Understanding of place value and mathematical strategies is not secure in KS2 pupils. | | |
|  | Lack of resilience to tackle longer texts in reading and to comprehend what is read. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
|  | Poor attendance and PA for some pupils has had an impact on attainment. | | |
|  | Poor involvement in home learning and home reading. | | |
|  | Poor levels of resilience and emotional development having an impact on levels of engagement and attainment. | | |
|  | The number of pupils in receipt of PPG does not truly reflect the number of pupils who should be eligible across school. | | |

THESE ARE TAKEN FOR THE BARRIERS ABOVE

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| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** | |
|  | Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring Letters and Sounds, spelling strategies and rules are embedded and applied in all reading and writing activities.  Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring breadth of coverage and raise expectation in SPaG knowledge and strategies allow rules to be embedded and applied in all reading and writing activities. | | Teaching staff are aware of Pupil Premium Pupils and their progress. This will continue to be tracked with attainment data during 2019-2020 pupil progress cycle.  Observations will show pupils using spelling strategies (KS2) and phonics at KS1 (Letters and sounds).  End of year reading and writing outcome shows that the gap between school and national has diminished further. | |
|  | Ensure pupils are secure in their understanding of number and can use calculation strategies confidently making accelerated progress to be in line with others in the year group. | | End of year outcomes for KS1 and KS2 assessments show children attaining broadly in line with their peers. | |
|  | Through classroom RAMP (Reading and modelled Practice) reading focus; pupils build reading resilience to tackle longer texts, showing understanding of what they read so that all pupils including the more able continue to make good or accelerated progress in all areas of the curriculum. | | Tracking progress through reading assessments, weekly guided reading and interventions.  End of year outcomes.  Provide targeted T&L support to staff with Guided Reading. | |
|  | Improve attendance to at least 95.5% to enable effective use of wave one teaching | | Attendance for all pupils including PP pupils improves to at least 95.5% | |
|  | Increase the level of involvement in home learning especially with reading, phonics and spellings through workshops and homework tasks. | | Pupils’ reading, phonics and spellings improve and have a positive impact on pupil progress.  Parents feel increasingly confident.  Homework task completed. | |
|  | T Develop levels of resilience and emotional development to ensure that it has a positive impact on levels of participation and attainment. | | Pupils demonstrate the ability to be resilient in their daily learning tasks.  Pupils work hard to combat barriers linked to upbringing and poor home lives.  Levels of engagement in lessons improve and pupils are able to focus and achieve their potential. | |
|  | Support families to apply for relevant benefits to ensure that the number of pupils in receipt of PPG truly reflects the number of pupils who should be eligible across school. | | The school is in receipt of accurate funding to best support disadvantaged pupils.  PPG is used to build equity for disadvantaged support resulting in targeted support and interventions. | |

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| 1. **Planned expenditure** | | | | | | | | | | | | |
| * **Academic year** | | | **2019/2020** | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | | |
| **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?** | | |
| Ensure progress in reading and writing through improving phonics and spelling.  Ensure pupils make at least 5 to 6 steps progress across the academic year 20/192020 | Renew subscription of Phonics tracker system for assessment and tracking in Phonics. (£342.40 total - £110.16 PPG)  Ensuring a smooth transition for teaching staff; as we move to Letters and Sounds of the teaching of phonics.  Intensive training (Letters and Sounds) for all staff to ensure effective delivery – new staff provided with training. (£1000)  Spelling support for year 1-6 - Rising stars spellings (Total price – £450 (£144.77 PPG)  Purchase of SPaG.com subscription for Y5 and Y6 pupils  (£95.00 - £30.56 PPG) | | | | Through pupil progress - identified needs; improve phonics and spelling through a whole school approach. | | * Book scrutiny * Pupil progress reviews. * Teaching and Learning Reviews * Lesson observations * Formal half termly assessments (PIRA/PUMA and GL assessment) * staff meetings to share training. | | SAk and SMa | End of December, February and again at the end of the academic year (Pupil progress meetings). | | |
| Accelerate progress in maths through improving basic skills. | Purchasing Inspire Maths scheme and all associated concrete objects.  (£3905) | | | | Review of pupil progress identified need to improve problem solving in maths.  Tracking of PP group compared to their peers.  A whole school approach to basic skills and times tables supports high quality teaching for all. | | * Pupil progress reviews, * Formal half termly assessments (GL assessments), * Lesson observations, * Book scrutiny, * staff meetings to share training. | | JWo and CMo | End of December, February and again at the end of the academic year | | |
| Develop a culture of ‘love for reading’ and reading resilience across all disadvantaged pupils. | Staff training and resources for RAMP reading purchased to support delivery of high quality, consistent approach to reading.  (£178)  Guided reading scheme to develop core-reading skills. | | | | Reading attainment from previous outcomes.  High quality teaching for all at an age-appropriate level.  Use of RAMP structures to engage with texts with a ‘deeper understanding’.  Differentiated whole class guided reading strategy implemented. | | GL assessments used to identify age related attainment through standardised scores.  Using diagnostic assessments - PIRA; training shared with staff;  Monitoring of children’s book choices  lesson observations of guided reading and SPAG. | | SA and HHu | End of December, February and again at the end of the academic year | | |
| Demonstrate accelerated progress in Reading, Writing and Maths for targeted groups of pupils.  PP pupils make 6 + steps progress over the academic year 2019-2020 | Purchase of GL assessments for targeted pupils.  (£350 total – £112.60)  Development of new Inspire Maths Curriculum. | | | | Subject leaders develop a clear understanding of their subjects through identifying disadvantaged groups; planning to ensure that the high-quality teaching allows them to make accelerated progress and monitoring of progress for these groups feeds in to future planning from pupil progress meetings.   * Review of pupil progress supports intervention. * Identified need to improve progress in core subjects through a whole school approach to basic skills teaching. * High quality teaching for all. * Raised expectations supported by Inspire maths and INSET. * Subject specific outcomes to be monitored and disadvantaged groups to be targeted. * High quality resource based on recent research (EEF) and pupil’s personal needs. | | * Pupil progress reviews, Formal half termly assessments, * Lesson observations, * Book scrutiny, * Staff meetings to share training. * Target INSET based on evidence gathered through reviews and monitoring. | | JA and all SL’s and ML’s  JWo and CMo | End of December, February and again at the end of the academic year | | |
| **Total budgeted cost** | | | | | | | | | | £5,826  3  3  3 | | |
| **ii. 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?** | | |
| Demonstrate accelerated progress in Mathematics for all disadvantaged pupils.  PP pupils make 6 + steps progress over the academic year 18/19 | Gap analysis via half termly arithmetic tests used support target pupils.  Purchase of ‘power of one’ and ‘power of two’ intervention schemes for targeted pupils.  (£1,582.50) – £509.11 PPG  Calculation policy (in line with Inspire Maths) evident in all classes (delivery and working walls) and in intervention spaces.  Purchase of Inspire maths whole class resources to continue to embed core mathematical skills.  (£3905) | | | | Pupil progress showed some pupils to be making less progress in Mathematics.  Gap analysis shows pupils across school are missing core mathematical skills (Place value, reasoning, calculation strategies)  Review of pupil progress showed some pupils to be making less progress in Mathematics.  Pupils targeted with one to one or small group support to diminish gaps and bring to ARE through intensive support offered by the schemes.  Visuals of calculation policy will support pupils to make links and apply mathematical knowledge.  Tangible links (through manipulatives) to mathematics and ‘numbers and the number system’ will imbed mathematical understanding further. | Observations,  Pupil progress reviews,  Sharing classroom practise and strategies through staff INSET and Triads. | | | JWo and CMo | End of academic year | | |
| Demonstrate accelerated progress in Reading and Writing for all disadvantaged pupils.  PP pupils make 6 + steps progress over the academic year 2019-20 | Additional one-to-one or small group teaching.  Purchase of ‘toe by toe’ (£473.00)  and ‘stairway to spelling’ intervention schemes for targeted pupils.  (£152.17) – PPG  Purchase of additional PIRA and GAPS assessments for targeted pupils  ( £1,723.22 - £554.31 PPG)  Purchase Lexia ‘Accelerated Reader’ programme.  (£4,679.23 – £1505.38 PPG)  Purchase of ‘Mighty Writer programme’  (£2859.64 - £919.99 PPG) | | | | Review of pupil progress showed some pupils to be making less progress in Reading and Writing.  Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes. | Observations  Pupil progress reviews  Sharing classroom practise and strategies | | | SAk and HHu | End of academic year | | |
| **Total budgeted cost** | | | | | | | | | | £5343 | | |
| 1. **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?** | | |
| Demonstrate progress in writing through improving spelling.  Ensure pupils make at least 5 to 6 steps progress across the academic year 18/19 | Introduction of year group SPaG coverage trackers. | | | | Continued used use of high quality resource based on recent research and pupils’ personal needs.  Writing moderation shows that pupils are not using year group specific spellings and spelling strategies effectively.  QA activities show that some pupils are not having exposure to year group/ability specific coverage in SPaG. | Observation of lessons, scrutiny of books, pupil discussions and progress. | | | SAk and HHu  and all staff. | End of each half term | | |
| Ensure the more able PP make at least expected progress (or better) and are well supported in this – English, Maths and Science. | Employ additional teacher in to Y2 carry out booster groups from Jan 2020  (50% of timetable £11,500 - £3699.73 PPG)  Employ additional teacher in to Y6 carry out booster groups from Jan 2020.  (50% of timetable £11,500 - £3699.73 PPG)  Boosters – Jan 2020 onwards. TA before and after school x 4 (30 mins)  (£4138)  Holiday cover (Teacher) Feb half term and Easter.  All fulltime TA’s to be deployed on daily interventions. (50% of timetable PPG).  (£74,818)  Purchase of PIRA and GAPS assessments for use in daily interventions for targeted pupils  (£1633)  (£1,633.50 PPG) | | | | Review of pupil progress showed some pupils to be making less progress in Reading and Writing.  Review of pupil progress showed some pupils to be making less progress in Reading and Writing.  Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes. | Monitor effectiveness of sessions, scrutiny of books, pupil discussions and progress.  Greater % of pupils meeting ARE and making accelerated progress across subjects. | | | JWo nd CMo  SAk and HHu  all fulltime TA staff. | End of each half term | | |
| Demonstrate improved outcomes for PP pupils who are also EAL | Individual tracking data for each child shared with class teachers.  Trained EAL TA to work with PP/EAL pupils on arrival and during intervention time.  Deploy 2x EAL TA’s 50% PPG  (£22,369) –  Continue setup and develop of EAL base for INA pupils with Trust wide EAL Lead. | | | | Many pupils arriving as INA with no experience of school rules and routines, no language and a range of cultural differences to adapt to which impact on learning. | Observations, tracking, talking to individuals, scrutiny of books and review of assessment information. | | | SA, KG, SBa and KK | At the end of each half term | | |
| Improve language skills for pupils eligible for PP | Support staff, TAs and teachers running intervention groups in phonics and writing.  Speech and Language support running programmes across the age ranges.  ‘Communication champion’ to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives. | | | | Some pupils need targeted support to diminish differences. This approach has been shown to be effective.  A high percentage of our pupils have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills. | * Improving reading is reviewed termly * Groups are tracked termly and assessment information analysed with class teachers. * Timetable of interventions monitored by Deputy Principal * Pupils will be discharged from speech and language and will have improved speech and language skills. | | | GW, KH, JA  LBa | End of each half term | | |
| Improve home learning and ensure equality of opportunities for all | Support for school trips and extra curricular activities for PP pupils  (£3210)  Support for school residential trips for PP pupils (£300)  Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books.  (£700)  Purchase MLS library software to allow pupils and families to loan books.  (£744.00 - £264.60 PPG)  Cost of family support officer.  (£9999)  Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum.  (£1000.00 - £355 PPG) | | | | Some pupils are at risk of being disadvantaged by parents not being able to support class trips/activities.  This ensures equality for all and supports the development of self esteem and a positive attitude to education.  Some pupils are at risk of being disadvantaged by not having access to books at home.  Some of our pupils are at risk of being disadvantaged as their families are unable to access school support due to language barriers. | PP pupils supported with cost of trips/visitors and activities.  Letters regarding school trips to clearly identify what if any payment is required for PP/non-PP pupils.  PP pupils and families encouraged to use school library. PP pupils eligible to loan two books at a time.  PP pupils and families encouraged to attend workshops in home language and use of pictorial teaching methods. | | | JM, JA, SA | End of each half term | | |
| Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework. | After school homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects.  CGP homework books for PP children.  £1733.08 | | | | Some PP pupils do not have the time/space and resources to complete homework projects at home. These clubs will provide them with the opportunity.  CGP books will provide a structured approach to homework that supports delivery in class. | HOSs will lead this initiative and address any concerns and attendance issues | | | SAt | Half termly | | |
| Increased attendance rates | Admin assistant and Chn/Fam worker to monitor pupils and follow up quickly on absences inc first day response Early Help, referrals for medical assessments, fines, referral to the Early Intervention Team, home visits, an interpreter for specific families.  (£355)  All classes weekly attendance update in assembly.  (£533)  Attendance rewards whole class prize for the class with the highest attendance, awards for pupils with 100% attendance each term.  (£1500 - £482.57 PPG)  Parental questionnaires shared with parents in home language to address attendance issues. | | | | Review of attendance patterns and issues for specific families.  Review of patterns over time and trends for specific groups.  Improved awareness of attendance levels in schools and identification of support needed for individual families. | Attendance monitoring.  EH form review meetings.  Fortnightly meetings with Pupils and Families worker. | | | JA, VCP and all staff | Weekly monitoring and ongoing action as a result. | | |
| Develop levels of resilience and emotional development having to ensure that it has a positive impact on levels of participation and attainment. | Purchase Command Joe’s school led programme  (£11,100 - £3941 PPG)  Pupils work on key characteristics of resilience, empathy, passion, self-awareness, excellence, teamwork and communication and these link directly to their ability to apply themselves in lessons.  Teacher training support staff to develop these characteristics in all lessons. | | | | Review of pupil’s behaviours and learning reviews have identifies low levels of resilience and apathy in some learners.  Review of patterns over time and trends for specific groups.  Improved levels of resilience and participation are needed in all classes. | Observations, tracking, talking to individuals, scrutiny of books and review of assessment information. | | | SA | Weekly monitoring and ongoing action as a result. | | |
| **Total budgeted cost** | | | | | | | | | | 143,577 | | |
| **Review of expenditure** | | | | | | | | | | | |
| **Previous Academic Year** | | **2018/19** | | | | | | | | | |
| **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** |
| Ensure progress in reading and writing through improving phonics and spelling.  Ensure pupils make atleast 5 to 6 steps progress across the academic year 18/19 | | Development of whole school bespoke precision phonics teaching.  Renew subscription of Phonics tracker system for assessment and tracking in Phonics. (£342.40 - £109.50 PPG)  Intensive training for all staff to ensure effective delivery – new staff provided with training. (£1000)  Purchase whole school differentiated SPaG scheme – Headstart Primary (£349.50 £111.40 PPG)  Purchase of SPaG.com subscription for Y5 and Y6 pupils  (£95.00 - £20.70 PPG) | | Phonics tracker is being used and utilised well. The targeted teaching had fed in to interventions although more work is carried in this area. All staff have received high quality bespoke training. Planning has been shared to ensure consistency, high expectations and pace is maintained.  **Academic year 18/19:**  **(Phonics screening)**  Y1: 61% Y2 90%  **(End of KS1data)**  Reading all: 59%  Reading GDS: 17%  Writing all: 50%  Writing GDS: 5%  **(End of KS2 data)**  Reading all : 48%  Reading GDS: 10%  Writing all: 52%  Writing GDS: 0%. SPAG: 61% GDS: 26% | | | | Due to the mobility and EAL needs of the pupils, the number of pupils requiring support was greater than the staffing availability and the nature of the interventions. Further investment needed in specific EAL intervention and support.  High number of INA pupils joining at the end of year 1 has impacted screening result.  SPaG lessons are stronger across school however a greater focus is needed to ensure that the application of these skills are evidenced in reading and writing. | | |  |
| Accelerate progress in maths through improving basic skills. | | Purchasing Inspire Maths scheme and all associated concrete objects.  (£11000 - £3513 PPG) | | Review of pupil progress identified need to improve maths through a whole school approach to basic skills teaching.  A school wide calculation policy was introduced and impact was seen in the T&L of the four methods of calculations.  A greater focus on use of concretes was evident.  he decision to move away from maths passports and focusing more on targeted intervention has shown some good progress for pupils across school. On the day interventions for maths have been successful in closing the gap.  Inspire Maths was introduced at the start of the academic year 18/19. The scheme has raised expectations across the board.  **Academic year 18/19:**  **(End of KS1 data)**  Maths all: 66% Maths GDS: 17%  **(End of KS2 data)**  Maths all: 58% Maths GDS: 19% | | | | The new maths leads will continue to imbed Inspire Maths.  Staff training in academic year 19/20 will be delivered to ensure high quality teaching and learning of maths at pace. | | |
| Develop a culture of ‘love for reading’ and reading resilience across all disadvantaged pupils. | | Purchase additional reading scheme books and guided reading books  Purchasing of core English texts through Rec – Y5. (£500 - £159.70 PPG)  Staff training and resources for comprehension. (£500 - £159.70 PPG)  Development of whole school guided reading scheme to develop core-reading skills. | | Volume of books across school and in library has increased.  Guided reading carousel was refined and school introduced the RAMP reading approach at the start of academic year 19/20. Reading benchmarking has been used to inform judgements and plan interventions.  **Academic year 18/19:**  **(Phonics screening)**  Y1: 61% Y2 90%  **(End of KS1data)**  Reading all: 59%  Reading GDS: 17%  **(End of KS2 data)**  Reading all : 48%  Reading GDS: 10% | | | | There is a greater focus on developing ‘love for reading’ culture across school and this will continue. The school will consider inviting parents in to school weekly to read with their child.  The school will continue to imbed the new RAMP model introduced and assess its impact within the 8 steps. | | |  |
| Accelerated progress in Reading, Writing and Maths for targeted groups of learners. | | All SL’s and ML’s enrolled AfA programme for targeted pupils.  Whole staff to attend Bishop Bridgman training by Gary Wilson – ‘Bridging the gap’ for boys in Maths and English.  Enrol on Early Excellence to imbed ‘enquiry  based learning’ skill across Rec – Y1.  Development of new Focus Curriculum. | | Some evidence of improved subject leadership is evident, particularly amongst core subjects. This remains a focus across school as a result is built into the AIP.  Whole school attendance to ‘Bridging the gap’ for boys in Maths and English showed some improvement in boys writing, however impact of this was not seen in practice or outcomes.  Early Excellence ‘enquiry based learning’ skills continued and evidenced a good level of development – the school is in the process of considering whether this project will be continued. | | | | Greater focus on subject leaders understanding their subject and outcomes is needed. Within this a focus on individual groups of learners is needed – particularly the gaps between girls and boys.  The Focus Curriculum continues to be used. The school will consider its relevance against the curriculum aims. | | |
| **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** |
| Demonstrate accelerated progress in Mathematics for all disadvantaged pupils.  PP pupils make 6 + steps progress over the academic year 18/19 | | Gap analysis via half termly arithmetic tests used support target pupils.  Purchase of ‘power of one’ and ‘power of two’ intervention schemes for targeted pupils.  (£1,582.50)  Calculation policy (in line with Inspire Maths) evident in all classes and in intervention spaces.  Purchase of whole class concrete objects to imbed core mathematical skills. | | Gap analysis via half termly arithmetic tests have been used support target pupils. The gaps have been fed in to whole class teaching where relevant and in to interventions where not.  Visuals of calculation policy evident in all classrooms and learning spaces.  Tangible links (through manipulative) to mathematics and ‘numbers and the number system’ has imbedded mathematical understanding further.  Purchase of Numicon kits has shown evidence of impact in concrete learning opportunities.  Targeted interventions have been carried out but tracking of interventions has been poor. As a result, it has been difficult to measure the impact. | | | | Targeted interventions have been carried out but tracking of interventions has been poor. As a result, it has been difficult to measure the impact.  A school wide calculation policy was introduced and impact was seen in the T&L of the four methods of calculations.  The school aims to plug gaps (identified via arithmetic and PUMA tests) through Inspire Maths curriculum.  Interventions will move to ‘on the day interventions – catch up keep up and ‘power of one’ and ‘power of two’ intervention schemes will continue to be used for targeted pupils. | | |  |
| Demonstrate accelerated progress in Reading and Writing for all disadvantaged pupils.  PP pupils make 6 + steps progress over the academic year 18/19 | | Additional one-to-one or small group teaching.  Purchase of ‘toe by toe’ (£473.00)  and ‘stairway to spelling’ intervention schemes for targeted pupils.  (£229.50)  Purchase of additional PIRA and GAPS assessments for targeted pupils  ( £1,723.22 - £550.40 PPG)  Purchase Lexia ‘Accelerated Reader’ programme.  (£4,679.23 – £1494.60 PPG)  Purchase of ‘Mighty Writer programme’  (£2859.64 - £913.40 PPG) | | Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.  Additional small group teaching showed a good impact lower down the school.  The Lexia ‘Accelerated Reader’ programme has shown good progress for most pupils but was being used as a fill in activity rather than as targeted support. As the school moves towards accelerated reader, Lexia will be used to target reading and comprehension interventions.  The systems and processes for intervention has been improved significantly by the new Assessment Lead. The systems and process for measuring the impact of these interventions is now needed. | | | | Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact.  The Lexia ‘Accelerated Reader’ programme has shown good progress for most pupils. More work is required around talk for writing’ and ‘love for reading’.  Interventions will move to reading and spelling and Purchase interventions of ‘toe by toe’ and ‘stairway to spelling’ intervention schemes for targeted pupils intervention schemes will continue to be used for targeted pupils.  Processes and systems for monitoring the impact of interventions will form a core part of the schools work this year. | | |  |
| **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** |
| Demonstrate progress in writing through improving spelling.  Ensure pupils make atleast 5 to 6 steps progress across the academic year 18/19 | | Purchase and develop whole school programme for teaching SPaG (£342 - £109.20 PPG)  Purchase and develop use of individual spelling books inked to Shakespeare and More Spelling  Introduction of individual spelling books to be used to support independent writing. (£157.50 -£50.30 PPG)  Introduction of year group SPaG coverage trackers. | | Writing moderation shows that pupils are not using year group specific spellings and spelling strategies effectively.  QA activities show that some pupils are not having exposure to year group/ability specific coverage in SPaG. Initial work in this area has begun – Phonics lead will take on SPaG leadership next year.  Spelling booklets are not proving effective in application of year group specific spellings and this is having a detrimental effect on writing outcomes.  Trackers introduced and used to track year group coverage.  English Leadership has changed and two members of the SLT are now leading this subject. The action plan is organised as:  Phonics  Reading  Writing  Vocabulary  Handwriting | | | | This area has not been targeted with the rigour required. Phonics lead will take on SPaG leadership next year.  There are concerns around level of T&L including subject specific knowledge and expectation as a result far to many pupils are entering the next year significantly below expected standards As a result writing attainment remains low.  The Headstart scheme for Grammar and Punctuation and Rising Stars Spellings have been introduced. Headstart will be imbedded and we will now begin to consider the best approach for live opportunities to apply the skills that are taught.  Half termly spelling homework will be sent out and organised by the English Leads.  Phonics and SPaG workshops will be delivered to support home learning. | | |  |
| Ensure the more able PP make at least expected progress (or better) and are well supported in this – English, Maths and Science. | | Employ additional teacher in to Y2 carry out booster groups.  (50% of timetable £11,500 - £3673 PPG)  Employ additional teacher in to Y6 carry out booster groups.  (50% of timetable £11,500 - £3673 PPG)  All fulltime TA’s to be deployed on daily interventions. (50% of timetable PPG).  (£79,150.)  Purchase of PIRA and GAPS assessments for use in daily interventions for targeted pupils  (£1,633.50) | | Review of pupil progress showed some pupils to be making less progress in Reading and Writing.  Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.  The targeted work carried out by the AHT has shown some progress although attainment remains low (progress scores are very positive).  he systems and processes for intervention has been improved significantly by the new Assessment Lead. The systems and process for measuring the impact of these interventions is now needed. | | | | High quality CPD will be offered to staff within the teaching of Headstart and Rising Stars Spellings.  In depth monitoring of interventions based on test results and gap analysis will be implemented for academic year 19/ 20.  Processes and systems for monitoring the impact of interventions will form a core part of the schools work this year.  Working alongside the SENDCo, the English Leads will facilitate dyslexia screening, Star reader assessments and Reading benchmarks. | | |  |
| Demonstrate improved outcomes for PP pupils who are also EAL | | Individual tracking data for each child shared with class teachers.  Trained EAL TA to work with PP/EAL pupils on arrival and during intervention time.  Deploy 2xEAL TA’s 50% PPG  (£22,750)  Introduction of ‘GSE steps to all teaching staff for accurate assessment of baseline and progress.  Set up and develop EAL base for INA pupils with Trust wide EAL Lead. 50 % of 1x EAL, 20% 1 x T and 40% EAL Lead  (£2553.94 – resources only) | | Many pupils arriving as INA with no experience of school rules and routines, no language and a range of cultural differences to adapt to which impact on learning. This continues to pose a challenge for the school.  The discrete, targeted work has had some positive impact but INA pupils continue to struggle in class.  INA/EAL base set up in academic year 18/19. The schools offer for INA/EAL pupils has strengthened significantly. The GSE curriculum used is proving to be effective. The base has moved to a bigger space to allow us to cater for more pupils. | | | | This area continues to pose a challenge for the school. The discrete, targeted work has had some positive impact but INA pupils continue to struggle in class.  Attainment for these pupils remains low but progress is good.  The school intends to continue with the high quality INA/EAL provision and works closely with The Trust wide EAL Lead. | | |  |
| Improve language skills for pupils eligible for PP | | Support staff, TAs and teachers running intervention groups in phonics and writing.  Speech and Language support running programmes across the age ranges.  ‘Communication champion’ to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives. | | A high percentage of our pupils have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills.  The school learning champion has delivered CPD for whole school staff – the impact of this is yet to be seen.  Welcom has been introduced in Reception. | | | | The Language for literacy, Blast, Word mapping and Nursery narratives used in EYFS have shown positive results in EYFS. This now needs to be rolled out in to Y1 and other year groups.  We will continue to work alongside Speech and Language support where necessary. | | |  |
| Improve home learning and ensure equality of opportunities for all | | Support for school trips and extra curricular activities for PP pupils  (£1,316)  Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books.  (£500)  Purchase MLS library software to allow pupils and families to loan books.  (£744.00 - £237.60 PPG)  Cost of family support officer.  (£25,500 - £7200 PPG)  Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum.  (£1000.00 £320 PPG) | | The steps taken have greatly impacted the support to our vulnerable pupils and families.  Vulnerable pupil have fairer access to books, specific learning resources and school visits that allow them to access the education and provision in a similar way to our less vulnerable pupils.  Parents have been well supported in accessing meetings, receiving support with benefits and food vouchers etc.  There has been a raised expectation for attendance with the family support worker liaising with health and local authority professionals. | | | | We will continue with this approach next year as we have seen positive impact across the board. | | | £32,615.64 |
| Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework. | | Lunchtime homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects. | | Some PP pupils do not have the time/space and resources to complete homework projects at home. These clubs will provide them with the opportunity.  This provision was not used as well as intended. | | | | 2 x lunchtime groups and 1 x afterschool club will be offered for academic year 19/20. | | |  |
| Increased attendance rates | | Chn and Families worker appointed.  Admin assistant and Chn/Fam worker to monitor pupils and follow up quickly on absences inc first day response Early Help, referrals for medical assessments, fines, referral to the Early Intervention Team, home visits, an interpreter for specific families.  Whole staff training from All classes weekly attendance update. Attendance rewards whole class prize for the class with the highest att’ce, awards for pupils with 100% attendance each term. Attendance boards displayed in every class.  Parental questionnaires shared with parents in home language to address attendance issues. (£1500 - £479.10 PPG) | | Review of attendance patterns and issues for specific families.  Review of patterns over time and trends for specific groups.  Improved awareness of attendance levels in schools and identification of support needed for individual families. | | | | Attendance monitoring. EH form review meetings. Fortnightly meetings with Pupils and Families worker.  The Principal and Chair of governors will reintroduce Attendance panel meetings. | | |  |
| Develop levels of resilience and emotional development having to ensure that it has a positive impact on levels of participation and attainment. | | Purchase Command Joe’s school led programme  (£11,100 - £3513 PPG)  Pupils work on key characteristics of resilience, empathy, passion, self-awareness, excellence, teamwork and communication and these link directly to their ability to apply themselves in lessons.  Teacher training support staff to develop these characteristics in all lessons. | | Review of pupil’s behaviours and learning reviews have identifies low levels of resilience and apathy in some learners.  The CJ’s initiative has been very successful. Some very positive feedback has been received from teachers and pupils. A clear positive attitude has been evident in support ad resilience.  Improved levels of resilience and participation are evident in the majority of classes. | | | | Renew the CJ’s initiative this year. Continue to offer direct work with 1:1 target pupils, SEND and extra-curricular activities. | | |  |
| **Total budgeted cost** | | | | | | | | **£142000** | | | |