

Pupil premium strategy statement (primary)

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information					
School	Calton Primary School				
Academic Year	2018	Total PP budget	205, 072	Date of most recent PP Review	July 2018
Total number of pupils	571	Number of pupils eligible for PP	140	Date for next PP Strategy Review	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the national standard or above in reading, writing & maths	36% - 5/14 pupils (a 17% increase from last year)	67% (2017)
KS1-2 progress score in reading	-1.62 an improvement of 2.24 from last year.	0.33 (2017)
KS1-2 progress score in writing	+2.91 an improvement of 4.76 from last year	0.18 (2017)
KS1-2 progress score in maths	-3.2 a dip of 1.84	0.29 (2017)
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

A.	<p>A high proportion of disadvantaged pupils have special educational needs</p> <p><i>Approximately 30% of disadvantaged pupils are also SEND pupils.</i></p> <p><i>Overall disadvantaged pupils are -4m ARE in Reading and Maths and -6m in writing.</i></p>
B.	<p>Parental Engagement - WOW book analysis and attendance at school meetings show that disadvantaged pupils receive less home support than non-disadvantaged pupils</p> <p><i>During 2017 children were supported by homework being completed within school</i></p> <p><i>Home learning workshops were run for each year group and parents who attended were given helpful resources.</i></p>
C.	<p>Children and families require more support from our pastoral team than non-disadvantaged pupils; behaviour, emotional, other agencies such as Social Services.</p> <p><i>Half of the Pastoral Team's time was spent supporting disadvantaged pupils and their families in the academic year 2017</i></p> <p><i>They supported 80 disadvantaged children which is approximately 57% and 89 others, approximately 24%.</i></p>
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	<ul style="list-style-type: none"> Attendance rates – Attendance was low for the groups: FSM, SEN support <p><i>Attendance data has improved for disadvantaged pupils. Attendance figures were 92.8% in the academic year 2017 and were 93.5% in the academic year 2018. Lates have improved from 1.8% to 0.1%</i></p>

4. Out	Success criteria
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A.	PP children will make accelerated progress	Interventions will enable pupils to close the gaps in their learning whilst quality first teaching will enable them to master the curriculum that they are working within.
B.	More disadvantaged pupils will complete home learning activities.	Opportunities for catch up will be more widely available in school, parents workshops and resources will enable more parents to offer support.
C.	Attendance rates will improve	PP attendance is in line with Non – PP attendance
D.	Disadvantaged pupils will have access to a rich and varied curriculum	School trips and paid enrichment activities, swimming lessons and residential breaks will be paid for FSM children.

5. Planned expenditure					
Academic year		You may have more than one action/approach for each desired		Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the Teaching and Learning Toolkit , the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to support and support whole school strategies					
i. 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?

Disadvantaged pupils will make more rapid progress in Maths	<p>Changed timetable to include more maths for all</p> <p>Mental recall skills scheme redeveloped to better suit the needs of the children</p> <p>New tests bought in to identify gaps and areas of weakness</p> <p>Three key teachers to attend Maths Mastery project group.</p>	KS2 data for the pupils shows that the pupils did not make enough progress when compared to others nationally.	<p>Maths will take priority on the RAP with key objectives monitored.</p> <p>Staff training will take place at regular intervals throughout the year.</p> <p>SLT will monitor and review regularly.</p>	AHT	Every 6 weeks
Feedback	Redesigned and implemented marking policy.	The EEF states that: <i>In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics</i>	<p>Policy shared with all staff</p> <p>Regular book reviews</p> <p>Phase meeting time dedicated to marking effectively</p> <p>Resources created and supplied to support teachers.</p>	SLT	Every 6 weeks

Individualised Instruction	Individual targets to be set in Reading, Writing and Maths	The EEF states that: <i>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</i>	<p>Template and stickers issued to staff</p> <p>Training given on types of targets</p> <p>Time dedicated to target gives</p>	SLT	Every 6 weeks
Children and staff continue to develop a 'Growth Mindset'	Embed the ethos of high attainment for disadvantaged children	<i>More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. 'Our targets have always been to ensure that groups of disadvantaged students are doing as well as other groups of students' (Assistant Headteacher, more successful secondary school).</i>	<ul style="list-style-type: none"> • Ensuring staff are communicating the key messages from the NCETM. • Continue to play the Growth Mindset songs which have been learnt as a school. • Growth mindset books shared in each classroom. • Sharing the key messages from the children recorded on video – in each class. • PPM focus on aspirational targets for disadvantaged pupils 	Phase Leaders	Termly

Disadvantaged pupils consolidate learning in areas that they are finding particularly challenging	<p>Weekly meeting between TAs and Class Teachers.</p> <p>Training for TA's in the key areas that they will be delivering</p>	<p>When considering the most effective use of TA's: In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. In addition to this as part of our external 'Pupil premium Review' teachers confided that they felt that they needed more time to liaise with TA'S and others working with the disadvantaged children in their classes.</p>	<p>SLT have been timetabled to take Monday and Wednesday morning assemblies so that Teacher and TA's have time to catch up and plan and discuss the interventions to support disadvantaged pupils.</p> <p>Phase meetings will focus on how these meetings can be most effective and the type of information that needs to be shared.</p> <p>DHT will ensure that TA training is up to date for the interventions that they will be delivering; phonics, Maths, Talk Boost, S&L</p>	<p>Phase leaders DHT SLT</p>	Half Termly
Phonics progression will be rapid, spelling ability for pupils will improve	School will now use the RWI programme to deliver an effective phonics programme to the children	<p>The EEF states that: <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p>	<ul style="list-style-type: none"> • This will be a RAP priority (further details may be found on the RAP) • Whole school staff training • Resources purchased and organised well • Whole school timetabling • Monitoring 	AHT – English Lead	Every 6 weeks
Total budgeted cost					TA - 25% £72,330.00

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?
Gaps are eliminated	<p>All disadvantaged pupils will work with a qualified teacher outside of the classroom for individual and group tuition</p> <p>Training in place for Quality First Teaching through the Good to Great programme</p>	<p>The EEF states that: <i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i></p>	<ul style="list-style-type: none"> • All teachers to attend Good to Great training during INSET days • Ensure the correct 'VCT' staffing structure is in place; one VCT per year group 3 days per week. • Ensure that 'all' disadvantaged pupils (not just lower ability) receive targeted support. • Work with the SEND and EAL team to create an effective timetable. • Daily timetable and job description created • Ensure that the skill set of the team is fit for purpose – put in training where required. • Performance Management – 	AHT	Half Termly

Disadvantaged pupils move through Inter rail passes at a faster rate than non-disadvantaged pupils, including low ability disadvantaged pupils	Disadvantaged pupils will complete additional maths pass practice with a Pupil Premium Teacher	<i>The EEF states that: Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i>	<ul style="list-style-type: none"> • Ensure the correct 'Pupil Premium Team' staffing structure is put in to place. • Ensure that 'all' disadvantaged pupils (not just lower ability) receive targeted support. • Work with the SEND and EAL team to create an effective timetable. • Ensure that the skill set of the team is fit for purpose – put in training where required. • Performance Management – targets, lesson observations, regular meetings, feedback and coaching. • Data analysis • Logs • Feedback of the research to the 'Pupil Premium Team'. 	AHT	Half Termly meetings Passport data will be analysed 3 x per year
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Disadvantaged children will make more progress than non – disadvantaged pupils.	<p>Use of TAs in classrooms to support learners</p> <p>TA's to deliver interventions including talk boost, Maths and reading boosters in small groups.</p>	<p><i>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i></p>	<ul style="list-style-type: none"> • Regular planning meetings between the teacher and the TA to take place • SPTO used to identify gaps in the children's knowledge • Correct level of training given to TA's dependent on the area in which they are delivering. • Data analysis 6 x per year and PPM. 	DHT Phase Leaders	Half Termly
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More disadvantaged pupils enter Year One ready for the National Curriculum	Disadvantaged pupils in Reception will work on a one to one and small group basis on individual phonics and maths passport targets.	<i>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</i>	<ul style="list-style-type: none"> • Ensure the correct 'Pupil Premium Team' staffing structure is put in to place. • Ensure that 'all' disadvantaged pupils (not just lower ability) receive targeted support. • Work with the SEND and EAL team to create an effective timetable. • Ensure that the skill set of the team is fit for purpose – put in training where required. • Performance Management – targets, lesson observations, regular meetings, feedback and coaching. • Data analysis • Logs • Feedback of the research to the 'Pupil Premium Team'. • Ensure communications between the EYFS team and the Pupil Premium Teacher is of a high standard. • EYFS disadvantaged report to be completed by MN 6 x per year. 	AHT EYFS Lead	Half Termly
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Extending school times for disadvantaged pupils	<p>VCT team running after school support weekly.</p> <p>VCT team to monitor the club attendance of the disadvantaged children in their year group.</p> <p>Disadvantaged pupils given first access to clubs and where costs are incurred these will be covered for FSM</p>	<p>The EEF stated that: <i>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</i></p>	<p>VCT team to plan after school interventions in their phase according to the needs of the pupils.</p> <p>School tutoring to take place every Wednesday</p> <p>AHT to monitor the effectiveness of these.</p>	AHT	Half termly
Total budgeted cost					<p>VCT Teachers £56,901.00</p> <p>£11, 544.00</p> <p>Training Costs Good to Great programme to be confirmed.</p>

iii. 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?
For disadvantaged children to be ready to access the Curriculum, socially and emotionally	<p>The Pastoral Team will support children behaviourally, socially and emotionally</p> <p>The Family Support worker will support children's families</p>	<i>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</i>	<ul style="list-style-type: none"> Pastoral members assigned to each phase CPOM system embedded to ensure that communication is effective. Tracking system used to rate the effectiveness of pastoral interventions. 	DHT FSW	Termly
Mentoring is available for children who are in need of emotional or academic support.	<p>A mentor will be assigned to each phase within school.</p> <p>Needs will be addressed through teacher/mentor dialogue and identification through closing the gap and PPM meetings.</p>	<i>The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.</i>	<ul style="list-style-type: none"> Pastoral members assigned to each phase CPOM system embedded to ensure that communication is effective. <p>Tracking system used to rate the effectiveness of pastoral interventions.</p>	DHT FSW Phase Leaders	Half termly

Disadvantaged pupils attendance is in line with non – disadvantaged pupils attendance	<p>Head Teacher to oversee attendance and the data analysis of this</p> <p>Attendance officer to continue to track individuals, send letters and meet with parents in line with our policy</p>	<i>Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils – NFER Report</i>	<ul style="list-style-type: none"> • All disadvantaged children tracked relentlessly • Patterns of attendance identified • Regular meetings and reviews to take place 	HT	Half termly
<p>Parents will be better equipped to support their children with home learning activities; in line with home learning policy</p> <p>The completion of home learning activities for disadvantaged pupils will be in line with that of non-disadvantaged pupils.</p>	VCT team to deliver practical advice and resources to parents to support with home learning	<p>Disadvantaged pupils currently do not receive the same level of home learning support as non-disadvantaged pupils.</p> <p>The EEF states that greater parental involvement can add +3m progress</p>	<ul style="list-style-type: none"> • Home learning workshops to take place regularly • WOW book data analysed and shared in phases • Performance management for the 'Pupil Premium Team' 	'Pupil Premium Team' AHT Phase leaders	Half termly

For disadvantaged children to be able to access all areas of the Curriculum	Swimming, Trips and Residential Trips, Clubs, Cool Milk, Breakfast Club,		For FSM children swimming, trips and residential will be paid for. FSM children will also have first choice of clubs and funded clubs may be paid for. VCT's to track that children have regular opportunities for enrichment.	VCTs AHT	Half termly
For disadvantaged children to be ready to access the Curriculum, behaviourally, socially and emotionally	Educational Psychologist sessions so that we can address the needs of individuals	<i>Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils – NFER Report</i>	<ul style="list-style-type: none"> Ensure that coaching and mentoring has taken place with class teachers and advice has been followed where given. 		Ongoing

<div data-bbox="515 181 1402 277"> <p>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</p> </div>	<p>Total budgeted cost</p>	<p>Pastoral £61, 282.00</p> <p>Educational Psychologist £10, 300.00</p> <p>Swimming £2,000.00</p> <p>Trips £1,000.00</p> <p>Yr 4 and 6 residential £2,600.00</p> <p>Cool Milk for PP children £1,000.00</p> <p>Resources £1000.00</p>
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6. Review of expenditure

At KS1 of 30 disadvantaged pupils; Two children made accelerated progress in writing one from EYFS EXP – GDS and one from EYFS EME - EXS. 1 child who was expected at EYFS did not get expected at KS1.

4 children made accelerated progress in reading from EYFS emerging to KS1 Expected. 2 children made accelerated progress from EYFS Expected to KS1 GDS. However 2 children who were EYFS expected achieved KS1 WTS.

1 child made accelerated progress in Maths from EYFS emerging to KS1 EXS. 2 children made accelerated progress from EYFS EXS to KS1 GDS. However 4 children who were EYFS Expected achieved KS1 WTS.

53% children achieved EXS standard or above in Reading.(compared to 59 last year)

57% children achieved EXS standard or above in Maths (compared to 43 last year)

50% children achieved EXS standard or above in writing (compared to 38 last year)

In KS2 reading 62% have made expected progress from KS1 data, In writing 93% children have made expected or better than expected progress from KS1 starting points. In Maths 64% have made expected progress from their KS1 starting points.

Maths progress for disadvantaged children needs to be stronger, and for boys in particular. Disadvantaged pupils received individual maths target practice last academic year but as the progress data for all children needs to improve the focus needs to be on improving quality first teaching of mathematics in the classroom this academic year.

Previous Academic Year	In house data shows that disadvantaged children not SEN made the same progress as other non - SEN pupils in Reading and Maths. In writing disadvantaged children not SEN made 1y progress compared to 1y1m for other non – SEN pupils.			
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
Disadvantaged children are more engaged with their learning	1 day CPD course for all staff with Alex Bedford to learn about the benefits of Active Learning/Continuous provision. Staff CPD on Theory and reasons for active learning. Each year group was tasked with demonstrating two or more self-chosen strategies from the NI Curriculum for KS1 and KS2 in their Quest books per term. SLT to support teachers	Action Research in staff meetings enabled staff to share methods trialled, whether they were worth using again, what impact they had on behaviour and learning and to share best practice. The overall consensus was that the impact was positive on both behaviour and learning although some children needed more careful monitoring than other. The learning appeared to be more impactful from anecdotal evidence. Photographs in books showed children engaged and minor behaviour issues could be addressed. Drop ins showed more active lesson techniques being used. Teachers noted that questions were more prevalent and learning could be explored deeper as a result. Lesson observation of active learning lessons were good or better. Books showed that most year groups were trialling the active learning techniques in Quest over the year which led to all be on task by the Summer Term.	The consensus is that it has a positive impact on most children’s behaviour deepening their learning. Practice is developing and in some areas of the school it is very good but it needs to be consistent across the whole school. There are more initiatives that could be trialled across key stages so that a bank of strategies can be built for CPD purposes. Planning using continuous provision techniques would enhance this even further and measures are being put in place. It should continue with more evidence of these techniques across all subjects. How to develop: Use ML/PL to steer creative peer to peer planning Continue to develop ML to oversee implementation of active learning strategies and monitoring via Phase book looks and drop-ins Key focus of Performance Management targets in lesson observation	Alex Bedford course: About £1,000 Staff development time in staff meetings.

Disadvantaged pupils have access to a mastery curriculum	A mastery approach to teaching and learning	<p>All staff were briefed on the approach to maths and this was taught consistently through school</p> <p>New white rose hub resources were shared and they were used effectively</p> <p>CPD on mastery was localised</p> <p>One cycle of PM focussed on the teaching and application of maths</p>	<p>Higher ability pupils need to make more progress and success criteria needs to be more tailored to individual needs.</p> <p>Need more 'whole staff' training on mastery, need to improve the use of 'other adults' in the lesson</p> <p>Audit on staff skills and confidence in mastery needs to take place to be most effective.</p> <p>Maths passport re-designed this year</p>	No cost
Children and staff continue to develop a growth mind-set	Embed the ethos of high attainment for disadvantaged children.	Selected books shared as part of health week, Growth mind-set songs used as part of assemblies. Competition took place for decorated cans (yes you can)	In order for the children to develop a growth mind-set the message needs to be continually reminded, through assemblies, class teaching.	No cost
Disadvantaged pupils consolidate learning in areas that they are finding particularly challenging	<p>Weekly meetings between TA's and class teachers</p> <p>Training for TA's in the key areas that they will be delivering.</p>	Wednesday assemblies were taken by SLT. During this time focus group plans were reviewed. Feedback from Teachers and TA's was that this time is essential.	That even more time could be dedicated to the review of planning and objectives; we will need to assign more assembly time to this next academic year.	No cost

Disadvantaged children develop the skills to answer inference questions.	<p>CPD for class teachers</p> <p>New resources to be used within class</p> <p>More curriculum time devoted to the teaching of inference</p>	<p>Reading data was much more positive for disadvantaged children this year.</p> <p>The inference strand from test question analysis has improved</p>	It is now the summarising aspect of reading which the students need to work on.	Cost of materials for Cracking Comprehension and PIRA reading assessments – taken from Curriculum budget
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<p>Disadvantaged pupils make more progress in writing</p>	<p>Phonic interventions also allow children to practice sentence structure</p> <p>The pupil premium team will continue to practice the pupils weekly spellings</p> <p>The English Team will consider how low ability pupils can be supported in class – use of more story mapping. TA pre teach etc</p> <p>At least 8 pieces of independent writing will be completed per year</p>	<p>Phonic interventions and after school clubs and groups took place and 18/21 disadvantaged pupils passed the phonics screening test which is 86% compared to 78% non-disadvantaged pupils.</p> <p>14/21 of the disadvantaged pupils were EXS in reading and writing at EYFS.</p> <p>Staff report that the independent writes are more informative for planning purposes.</p>	<p>New phonics scheme needed to avoid inconsistencies in teaching.</p>	<p>Calculated in Pupil Premium Teacher cost (shown below)</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils continue to make more progress than non – disadvantaged pupils in reading	<p>All disadvantaged pupils will work with a qualified teacher outside of the classroom on phonics and reading comprehension strategies.</p> <p>EEF – Metacognition</p>	<p>Phonic interventions and after school clubs and groups took place and 18/21 disadvantaged pupils passed the phonics screening test which is 86% compared to 78% non-disadvantaged pupils.</p> <p>14/21 of the disadvantaged pupils were EXS in reading and writing at EYFS.</p> <p>Reading progress at KS2 has vastly improved from previous years and the amount of disadvantaged pupils scoring EXS and above has improved from 38% to 63%</p>	Reading practice needs to be carefully matched to the correct ability bands – use PM benchmark more efficiently.	£14,747.00

Disadvantaged pupils will score more highly on their weekly spelling test	<p>Disadvantaged pupils will have more opportunities to practice their weekly spellings in school</p> <p>Parents of disadvantaged pupils will be encouraged to practice spellings at home.</p>	<p>The children received extra practice weekly. However, although results improved they did not exceed the results of non-disadvantaged pupils.</p> <p>Workshops were run so that the parents of disadvantaged children could be educated on the home learning policy and strategies to support the completion of this.</p>	New spelling scheme to be introduced through RWI scheme which supports the teaching of spellings through quality first teaching.	RWI scheme – purchased through Curriculum budget
Disadvantaged pupils move through their maths passport targets more quickly than non-disadvantaged pupils, including low ability disadvantaged pupils.	<p>Disadvantaged pupils will complete additional maths passport practice with a Pupil Premium Teacher</p> <p>Lower ability pupils will work in smaller groups for tuition</p>	<p>In KS2 disadvantaged pupils made more rapid progress through their maths passport targets, however in KS1 this was not the case.</p> <p>Workshops were run so that the parents of disadvantaged children could be educated on the home learning policy and strategies to support the completion of this. Resources to support the targets were also given out.</p>	<p>Not enough Curriculum time was being devoted to the completion of targets, new timetable needed to be introduced and teaching sessions embedded in to daily practice, then additional support can show more impact.</p> <p>New design of Maths Passports to inter rail passes,</p>	

Disadvantaged children will make more progress than non-disadvantaged pupils.	Use of TA's in classrooms to support learners TA's to deliver interventions including Talk Boost, Maths and reading boosters in small groups.	TAs received training for in class support. Focus group mapping and SPTO training for teachers.	Focus group work needs to be consistent and staffing needs to be tightly monitored for maximum impact.	£69,302.00
More disadvantaged pupils enter Year One ready for the National Curriculum	Disadvantaged pupils in Reception will work on a one to one and small group basis on individual phonics and maths passport targets with a Pupil Premium Teacher from Term 1	A pupil premium teacher carried out work inside and outside of the classroom with the pupils to work on individual targets. On baseline assessment on 6% of disadvantaged children were working at ARE compared to 38% working at ARE or above by the end of reception.	This impact is significant and the progress made by Reception children was outstanding. Therefore, this is clearly a worthwhile use of the Pupil Premium,	£53,489.00
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
<p>For disadvantaged children to be ready to access the Curriculum, socially and emotionally</p> <p>Mentoring is available for children who are in need of emotional or academic support</p>	<p>The Pastoral Team will support children behaviourally, socially and emotionally</p> <p>The Family Support Worker will support children's families</p>	<p>Half of the Pastoral Team's time was spent supporting disadvantaged pupils and their families in the academic year 2017</p> <p>They supported 80 disadvantaged children which is approximately 57% and 89 others, approximately 24%.</p> <p>The school has begun to implement restorative practice to improve the learning behaviours of the children.</p>	Restorative practice needs to continue to be embedded	£42,755.00
<p>Parents will be better equipped to support their children with home learning activities; in line with home learning policy,</p> <p>The completion of home learning activities will be the same as non-disadvantaged children's completion</p>	<p>Home learning workshops</p> <p>Home learning completed in school time</p>	<p>All parents were invited to the workshops.</p> <p>Resources were shared and given out.</p> <p>Completion of home learning activities are improving for disadvantaged pupils</p>	Attendance numbers were minimal. Will try to run these at 6pm – the same time as the expectation meetings.	£1191.26

Disadvantaged pupils will have access to all areas of the Curriculum	All fees paid for swimming, trips, clubs, residential , milk and breakfast club, holiday club	All pupils had access to all areas of the curriculum	Swimming has been adapted so that only Year 5 and 6 pupils who cannot already swim 25 meters will attend lessons.	£5, 248.0 £160.00
For disadvantaged children to be able to access the curriculum behaviourally, socially and emotionally.	Educational Psychologist sessions so that we can address the needs of individuals	Sand play therapy		£8000

7. Additional detail

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