

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	2017	Total PP budget	170,657	Date of most recent PP Review	July 2017
Total number of pupils	540	Number of pupils eligible for PP	130	Date for next PP Strategy Review	July 2018

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	19% (3/16)	53% (2016)
KS1-2 progress score in reading	-3.86 (A dip of 1.2 from last year. Although girls PP data was an improvement from last year)	0.33 (2016)
KS1-2 progress score in writing	-1.85 (an improvement of 2.55 from last year)	0.12 (2016)
KS1-2 progress score in maths	-1.36 (an improvement of 1.74 from last year)	0.24 (2016)
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>Children begin school with lower attainment in reading, writing and maths than non-disadvantaged pupils</p> <p><i>In the academic year 2016-17 PP children started Reception at -6m in Reading on average compared to -5m for non-disadvantaged pupils.</i></p> <p><i>In Maths PP children were -4m compared to -2m for non-disadvantaged</i></p> <p><i>Baseline data will be gathered for the current EYFS children once they have completed baseline assessments.</i></p>
B.	<p>Parental Engagement - WOW book analysis show that disadvantaged pupils receive less homework support than non-disadvantaged pupils</p> <p><i>Disadvantaged pupils regularly scored less than other pupils in their spelling tests in 2016. Due to this CPD was delivered to teachers on spelling patterns and more opportunities have been created for disadvantaged pupils to have regular practice of this.</i></p> <p><i>Home Learning workshops in 2016 supported 19% of our disadvantaged families.</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>A third of the Pastoral Team's time was spent supporting disadvantaged pupils and their families in the academic year 2016. They supported 48 PP children which is approximately 37% and 102 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>This years data from 01.09.16 - 07.04.17 shows an improving picture from 24.8% to 23% for FSM pupils.</i></p>

4. Out	Success criteria
--------	------------------

A.	PP children will make accelerated progress	The gap has closed by 2m in R, W, M.
B.	Parental engagement will be higher	A higher percentage of children are regularly completing home learning tasks.
C.	Attendance rates will improve	PP attendance is in line with Non – PP attendance
D.		

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 children are more actively engaged with their learning	Active Learning - CDP for staff – Including research and theory Opportunities for staff to trail new methods in their classrooms	The rationale for the choice is that as part of a recent 'Pupil Premium Review' it was recognised that disadvantaged pupils were often passive within taught lessons. Alex Bedford research evidences the importance of children being active learners and developing those key learning behaviours. On the EEF Toolkit collaborative learning is listed as moderate impact;	<p>To explore features of outstanding teaching practice with staff via....</p> <ul style="list-style-type: none"> • Active research • Ofsted grade descriptors • Pedagogical theory • Look at the Northern Ireland Curriculum: Active Learning and Teaching methods for KS1 and KS2 	Andrea Preedy	Lesson observations, book looks, phase meetings – Termly review.
--	--	--	---	---------------	--

		<p><i>Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</i></p> <p><i>Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other, in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving different kinds of organisation and tasks, but this summary does not include Peer tutoring, which is reviewed separately.</i></p>	<ul style="list-style-type: none"> • Peer to Peer Support with creative planning • Develop Middle Leader tier to oversee the development of this initiative • Coaching and Mentoring from Middle Leaders and SLT • 2017/2018 Key focus on Performance Management Targets • Use SIP for Leadership Audit • LA involvement to quality assured the active learning is present in school via lesson observations, planning and book looks 		
--	--	--	---	--	--

Disadvantaged pupils have access to a mastery curriculum	A mastery approach to teaching and learning	<i>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress over the course of a school year compared to traditional approaches.</i>	<ul style="list-style-type: none"> • Ensure that new staff are aware of the way that we teach maths – embed in to INSET day training. • Share new up to date White Rose Hub resources • Staff CPD on mastery • Kangaroo Maths Resources • Examples of planning uploaded • SPTO training for new staff, looking at the Greater Depth examples • Team Leaders to ensure that Mastery is embedded in to their SDP action plans. 	STEM, English, Quest Teams.	During SDP reviews which will be ongoing but termly team meetings will be set aside for this.
--	---	---	---	-----------------------------	---

Children and staff continue to develop a 'Growth Mindset'	Embed the ethos of high attainment for disadvantaged children	<p><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></p>	<ul style="list-style-type: none"> • Ensuring that staff are communicating the key messages from the NCETM Growth Mindset training. • Gophers displayed in each classroom – Go For it! These will be deployed when children are finding things challenging. • Growth Mindset to feature as part of Health Week. • Continue to play the Growth Mindset songs which have been learnt as a school. • Growth mindset books available. • Sharing the key messages from the children recorded on video – shared regularly throughout the year as a reminder. • 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>	<ul style="list-style-type: none"> • SLT have been timetabled to take Wednesday morning assemblies so that Teacher and TA's have time to catch up and plan and discuss the interventions to support disadvantaged pupils. • Phase meetings will focus on how these meetings can be most effective and the type of information that needs to be shared. • DHT will ensure that TA training is up to date for the interventions that they will be delivering; phonics, Maths, Talk Boost, S&L 	Phase leaders DHT SLT	Half Termly
---	--	--	--	-----------------------------	-------------

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>The rationale behind this choice is that our reading results were lower than predicted this year and so we want to ensure that the quality of the class teaching is as high as possible.</p> <p><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p>	<ul style="list-style-type: none"> English Team to hold staff training sessions for teachers. AHT to ensure that the PM Benchmark kit is used effectively with disadvantaged teachers and that the correct information is fed back to class teachers so that they can use this to plan accurately for the needs of the disadvantaged pupils. Phase leaders to ensure that the new CGP resources are being used in class. English Team to investigate the use of test base. English Team/Phase Leaders to consider the amount of Curriculum time given to reading comprehension. 	English Team Phase leaders AHT	Termly
--	---	---	--	--------------------------------------	--------

Disadvantaged pupils make more progress in writing	<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 so that teachers are better able to assess the needs of their pupils.</p> <p>Cold tasks will be marked with useful feedback given to children.</p>	In house data shows that last academic year non – disadvantaged children made more progress than disadvantaged children in writing.	<ul style="list-style-type: none"> • Team meetings with the 'Pupil Premium Team' • Lesson observations/Performance Management • SDP • Data from class teachers of spelling scores for disadvantaged vs non-disadvantaged pupils. • English Team book looks to focus on low ability writers. • Monitoring of independent writing in phases. 	AHT Pupil Premium Team English Team Phase Leaders	Half termly
Total budgeted cost					TA - 25% £69,289.00
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?
Disadvantaged pupils continue to make more progress than non- disadvantaged pupils in reading	All disadvantaged pupils will work with a qualified teacher outside of the classroom on phonics and reading comprehension strategies.	<p>EEF state that both can be great at supporting children. <i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p> <p><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. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p>	<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 	KN	Half Termly

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>At the moment disadvantaged children do not score as highly as non-disadvantaged pupils in their weekly spelling tests.</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"> • 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. • Spelling scores analysis – collected in 3 x per year • Ensure that Home Learning Workshops are taking place. • WOW book analysis 	KN Phase leaders – WOW book analysis	Termly
---	---	---	---	--	--------

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 the tuition</p>	<p><i>Low ability disadvantaged children did not make as much progress as low ability non – disadvantaged pupils last academic year.</i></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"> • 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
---	---	--	---	-----	---

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 • Phase leaders to ensure that SPTO is being used to identify gaps in the children's knowledge and these are being planned appropriately for. • Appropriate times agreed for when interventions can take place – not during English and Maths sessions. • 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. 	<p>DHT</p> <p>Phase Leaders</p>	Half Termly
---	--	---	--	---------------------------------	-------------

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 Term1.	<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
--	---	---	--	------------------	-------------

					Total budgeted cost Pupil Premium Teacher £56,010.00 English Teacher - £16,720.00 PP TA - £9,500.00 82,230.00
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"> • Regular meetings with FSW (Pastoral Team Lead) • Appropriate training given (E.L.S.A) • Develop a better recording structure for children who have received pastoral support (rag rated, part of our PPM as recommended during our 'Pupil Premium Review'. • Continue to embed the 'structured conversation' element that began last academic year. 	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"> • Regular meetings with FSW (Pastoral Team Lead) • Appropriate training given (E.L.S.A) • Develop a better recording structure for children who have received pastoral support (rag rated, part of our PPM as recommended during our 'Pupil Premium Review'. 	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>		<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.		
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> Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies. </div>					Total budgeted cost £ 36,519.00 Learning Educational Psychologist £8000 Swimming £3,000.00 Trips £1,200.00 Yr 4 and 6 residential £2,100.00 £2,600.00 Cool Milk for PP children £1,000.00

6. Review of expenditure

At KS1 of 22 disadvantaged pupils; One child made accelerated progress in writing EYFS EXP – GDS. However 3 children who were 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 1 child who was 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.

59% children achieved EXS standard or above in Reading. 43% children achieved EXS standard or above in Maths

At KS2 of the 16 disadvantaged pupils; 1 child made accelerated progress in reading from a 2B at KS1 to a score of 108 at KS2. 1 child made accelerated progress in reading from a 2B at KS1 to a score of 105 at KS2. 1 child made accelerated progress in reading from a 2A at KS1 to a score of 110 at KS2. 1 child made accelerated progress from a 2C at KS1 to EXS at KS2.

1 child who achieved a 2B at KS1 achieved 100 at KS2. However 4 children achieving 2B at KS1 just missed out on EXS scoring 97 and 98.

1 child achieved a level 3 at KS1 and scored 103 at KS2. The 2 children achieving Level 1 at KS1 achieved in line with their expected DFE prediction in reading.

However, one child achieving a 2B (data not from our school as was a mobile pupil) only achieved 94 in the KS2 test.

The 2 2C pupils in reading DID NOT achieve the conversions.

In Writing; 4 children made accelerated progress. 2 of these children achieved 2B at Ks1 and GDS at KS2. 1 achieved a level 1 at KS1 and WTS at KS2, and the other achieved a 2C at KS1 and EXS at KS2. 9 children made expected progress despite many of them dealing with extensive external issues during Y6. 1 child achieved a 2B at KS1 but achieved WTS at KS2 (the KS1 data was not ours). 2 children achieved 2A's at KS1 but EXS at KS2, their writing was almost at GDS standard.

In Maths; Disadvantaged pupils who achieved a 2B at KS1 made accelerated progress achieving a higher score than 100 at KS2 with the exception of 1 mobile pupil (KS1 data was not ours) and 1 pupil who had significant external factors affecting attainment. 2 children achieving a level 1 at KS1 achieved in line with national expectations. 2 children achieving level 2A at KS1 did not achieve in line with national expectations (one child was a mobile pupil and the KS1 data was not ours).

Previous Academic Year	<p><i>In house data shows that on average disadvantaged pupils in school have made more progress than non – disadvantaged children; closing the gap by one month. In house data shows that on average disadvantaged pupils in school have made less progress than non –disadvantaged pupils in writing -0.7m. In house data shows that on average disadvantaged pupils made the same progress in Maths as non-disadvantaged pupils.</i></p> <p><i>In Maths: APS progress of disadvantaged pupils shows they are making outstanding progress in Reception and Year 6. They are making strong progress in Y3 and Y5. In the other year groups disadvantaged pupils have made 2.8APS points progress compared to 3 for strong progress. In Years 1, 2 and 3 High Ability disadvantaged pupils have made 100% strong progress. In Year 4, and 6 high ability disadvantaged pupils need to make more progress. In Year 5 the majority of high ability pupils have made strong progress. In years 1, 2, 3 and 4 the vast majority of middle ability pupils have made strong or very strong progress. In year 6 the large majority of middle ability pupils have made strong or very strong progress. In Year 5 middle ability pupils need to make more progress. In Year 6 100% Low ability pupils have made strong progress. In Year 3 the majority of low ability pupils have made strong progress. In the other year groups low ability disadvantaged pupils need to make more progress. Disadvantaged pupils have made more progress when compared to others in reception, Year 6 and have made the same progress as others in Year 3. For middle ability pupils, disadvantaged pupils have made stronger progress in Y2 and Y4. There are no gaps between performance in higher ability disadvantaged pupils compared to others. Lower ability non PP children have made stronger progress than low ability disadvantaged pupils. This needs to be a focus next academic year.</i></p> <p><i>In Writing: APS progress of disadvantaged pupils shows that they are making outstanding progress in Reception and strong progress in Y5 and Y6. In Y1, 2, 3 and 4 disadvantaged pupils need to make more progress in writing. As a result of this we are working on phonics as part of interventions and are teaching weekly spellings. We will review the opportunities for writing applications, In Y1 the very large majority of middle ability pupils are making strong progress. In Y2 and Y3 100% of middle ability pupils are making strong progress. The very large majority of middle ability Year 4, 5 and 6 are making strong progress. In Year 2 100% high ability pupils have made strong progress. In Year 5 high ability disadvantaged pupils need to make more progress. In Year 4 the majority of low ability pupils made strong progress. Low ability disadvantaged pupils need to make more progress. In Year 2 higher ability disadvantaged pupils have made more progress than others. In Year 5 and Year 6 middle attaining disadvantaged pupils have made more progress than others. In Reception and Year 5 disadvantaged children make more progress than non-disadvantaged pupils in writing, In Year 6 disadvantaged pupils have made 4 APS points progress. The gaps in other Year groups are either 0.25 or 0.5 so although they are apparent they are not huge.</i></p> <p><i>In Reading:</i></p> <p><i>All higher attainers in school achieving GDS/Level 3 at KS1 are on track for GDS at KS2 in Reading, Writing and Maths. In writing these children made 3m more progress than non- disadvantaged high attaining pupils last academic year in writing 1m more progress in reading and 2m more progress in Maths. However there are several disadvantaged children who achieved EYFS Exceeding in Maths, Reading and Writing and did not achieve this at KS1. These children will receive support to help them to achieve to the best of their ability at KS2.</i></p> <div><p>For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why.</p></div>			
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 £150, 624

Disadvantaged children will have access to a deeper level of learning than previously	A mastery approach to teaching and learning	<p>All children have access to mastery learning in mathematics. We also became a 'Yes You Can' school which has encouraged children to develop a 'Growth Mindset.'</p> <p>Staff have received CPD on mastery teaching and learning and lots of resources such as 'White Rose Hub' and mastery in maths resources have been shared.</p>	<p>Maths Mastery has been implemented throughout school. Lessons learned may be about impact or implementation.</p> <p>Members of staff begin this academic year so we need to ensure that the good practice continues.</p> <p>We also need to continue to embed mastery in English.</p>	
Disadvantaged children will have the opportunity to consolidate learning in areas that they are finding particularly challenging	Use of TAs in classrooms and to deliver interventions including talk boost, Maths and reading boosters in small groups.	TA's have delivered interventions particularly with SEND children.	<p>The TA's received more targeted training last academic year for phonics and the delivery of maths interventions. They met with the SENDCO regularly to review practice and they worked on targets where the children had 'gaps' in their learning.</p> <p>Some interventions carried out by some members of staff were more successful than others. We have learnt that where there was a team approach to planning the interventions were more successful and as a result have planned for Teachers to have more time with TA's to plan these interventions.</p> <p><i>Overall disadvantaged pupils made 1 month more progress than non- disadvantaged pupils in reading and the same amount of progress as non-disadvantaged pupils in maths.</i></p>	£69, 289

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
PP children will close the gap with non-PP children by 2m	Pupil Premium Teachers	<i>In house data shows that on average disadvantaged pupils in school have made more progress than non – disadvantaged children; closing the gap by one month. In house data shows that on average disadvantaged pupils in school have made less progress than non –disadvantaged pupils in writing -0.7m. In house data shows that on average disadvantaged pupils made the same progress in Maths as non-disadvantaged pupils.</i>	<ul style="list-style-type: none"> The approach will continue as the data is moving in the right direction. The phonics screening results this year also demonstrate how much impact the Pupil Premium Interventions have had on the children with 70% disadvantaged pupils passing the phonics screening. 19/27. Compared to only 43% achieving Expected at EYFS. <p>We have learnt that it is difficult to assess the reading strategy that children need to practice and so we have purchased PM Benchmark to assess the children accurately so that reading interventions are perfectly matched to their needs.</p> <p>We have also learnt that the phonics/spelling practice has not had as much impact on children's writing progress as we would have hoped and so interventions will also incorporate sentence structure.</p>	£150,624 £38,750

PP children will close the gap with non-PP children by 2m	After School Tutoring	<i>In house data shows that on average disadvantaged pupils in school have made more progress than non – disadvantaged children; closing the gap by one month. In house data shows that on average disadvantaged pupils in school have made less progress than non –disadvantaged pupils in writing -0.7m. In house data shows that on average disadvantaged pupils made the same progress in Maths as non-disadvantaged pupils.</i>	<p>After school tutoring has contributed to the progress data, and allows the children to not miss valuable time in lessons.</p> <p>We have learnt that it is difficult to assess the reading strategy that children need to practice and so we have purchased PM Benchmark to assess the children accurately so that reading interventions are perfectly matched to their needs</p> <p>We have learnt that ensuring that siblings are offered clubs at the same time helps to ensure all targeted children stay</p> <p>We have learnt to have a variable timetable – so that if they don't come they are swapped for another time in the day,</p>	
PP children will close the gap with non-PP children by 2m	Individual readers/phonics support	Lunchtime supervisors took children from Years One and Two for individual reading last academic year.	We have not kept this intervention on this year as the money has been invested in to more hours for the 'Pupil Premium Teachers'. This is based on the research from a report for the Sutton Trust 'Improving the impact of teachers on pupil achievement in the UK' Which suggests that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	£5,000
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
Disadvantaged children will be ready to access the curriculum. Families will receive support and advice that they require.	Pastoral Team	<p>Regular meetings with SS (Pastoral Team Lead)</p> <p>Implement structured conversation</p> <p>Keep clear logs of the disadvantaged children receiving support and provision</p>	<p>The structured conversation was implemented and meetings took place with two different families – these will continue for children identified through Closing the Gap meetings this academic year. Lessons learnt were that you need to be relentless with chasing families! Some are very hard to reach.</p> <p>Another lesson learnt from the external 'Pupil Premium Review' is that we need to develop a more effective tracking system for pastoral support. The team are currently developing a rag rated criteria and PPM grids will highlight if pupils have received pastoral interventions the year before as the effects of these can take some time to show.</p>	£29, 000

<p>Parents will be better equipped to support their children with home learning activities.</p> <p>Disadvantaged children will complete more home learning activities.</p>	<p>Home Learning Work Shops</p> <p>WOW Book Club</p>	<p>Disadvantaged parental workshops will form a part of the 'Pupil Premium Team's' performance management targets. Plans for the workshop will be assessed and reviewed as a team.</p> <p>Times will be extended and parents will have resources to take away and use at home.</p>	<p><i>Home Learning workshops in 2016 supported 19% of our disadvantaged families.</i></p> <p><i>Parental engagement was much higher by the end of the academic year 2016 – 2017. This was tracked via the collection of WOW books. The data for the amount of children bringing these in to school each day, completing reading and maths passport activities all improved throughout the year. The amount of disadvantaged pupils practising their weekly spellings at home also improved throughout the year and this was noted through the improvement in their weekly scores.</i></p> <p><i>The school was opened up each morning and parents were invited to attend to complete home learning tasks with their children. Home Learning Workshops took place to inform and equip parents and resources were handed out through this.</i></p> <p>These will continue this academic year as parent voice from disadvantaged families stated that;</p> <ul style="list-style-type: none"> • 'It is very good to have more meetings for parents because it help us with information about our child & helps him/her to progress' • 'Very helpful; good ideas, looking forward to share this with my daughter'. • 'Very helpful course. Makes it much easier to help my son. Definitely would attend another' • 'Very good, excellent' 	
--	--	--	--	--

The gap between PP attendance and non PP attendance will be reduced.	<p>Agreed policies and procedures</p> <p>Regular update meetings</p> <p>Data to be reported regularly</p>	<i>This years data from 01.09.16 - 07.04.17 shows an improving picture from 24.8% to 23% for FSM pupils.</i>	The gap has reduced. However this still needs to continue to improve.	£3,881
Sand Therapy, GFAPS, trips, curriculum enrichment				£8,900

7. Additional detail

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