Stratford-sub-Castle Church of England Voluntary Controlled Primary School
Life in all its fullness (John 10:10)
<u>Pupil Premium Strategy Statement 2019-2020 #1</u>

<u>Principles</u>

- **we actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium** We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs.   We seek to build on their interests and strengths.
- **we ensure that appropriate provision is made for pupils eligible for Pupil Premium.** As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils.
- **we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.** We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- **Pupil Premium funding is 'pooled' for maximum benefit to the greatest number of children.** It is allocated following a needs analysis which identifies priority classes, groups or individuals.
- **all our work through the Pupil Premium is aimed at accelerating progress and improved personal development.** Pupil Progress meetings provide focus for regular discussions about this group of pupils.

<u>Established</u>

- whole school ethos that every child matters. Pupils eligible for Pupil Premium are supported to enjoy their learning, and their time at school, through positive relationships and experiences with teaching and non-teaching staff.
- School leaders are friendly, accessible and visible to parents and carers at key points of the day, especially before and after school. They are willing to provide informal on-the-spot support and guidance
- high expectations for disadvantaged learners are communicated across the whole school with a no-excuses culture
- mixed ability groupings
- no-hands-up policy (at times)
- pupils eligible for Pupil Premium known to all teachers and teaching assistants
- Assessment, Maths & English subject leaders, and governors, monitor the attainment and progress of disadvantaged learners through book scrutiny, pupil discussion and Pupil Progress meetings
- pupils eligible for Pupil Premium are considered first for interventions
- rigorous and regular monitoring of the progress of pupils eligible for Pupil Premium takes place, especially those receiving support through interventions, to ensure no time is lost on strategies which are not effective
- named Governor and Disadvantaged Pupil Leader in school, who regularly attends Disadvantaged Pupil Leader Network Meetings

<u>Developing/ establishing</u>

- pre-teaching for pupils eligible for Pupil Premium
- role of Pupil Premium Teaching Assistant
- ELSA support for pupils receiving PP

Stratford-sub-Castle Church of England Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Stratford-sub-Castle CE Primary School				
Academic Year	2019-2020	**Total PP budget**	£15,840 (April 2019– April 2020)	**Date of most recent PP Review**	November 2019
Total number of pupils	149	**Number of pupils eligible for PP** **Number of pupils eligible for PP and also SEND**	12/149 (FSM +F6) 8% 6/12 50%	**Date for next internal review of this strategy**	October 2020
Primary Disadvantage Learner Lead	Mrs Kay Bridson (Headteacher)		**Pupil Premium Governors**	Mrs Carole Long	

2. Current attainment			
	Pupils eligible for PP in our school (NOVEMBER 2019)	*Y6 Pupils eligible for PP in our school (MAY 2019)*	*Pupils eligible for PP (National Average 2019)* Reading, writing & maths: 51% Reading: 62% Writing: 68% GPS: 67% Maths: 67%
% achieving age appropriate expectations or better in reading, writing and maths	42% (5/12)	*As there was only one pupil eligible for PP in this cohort (17 pupils) we are not publishing this data on our website. This is so the pupil involved can not be identified*	
% making progress in reading	50% (6/12)		*Pupils not eligible for PP (National Average 2019)* Reading, writing & maths: 71% Reading 78% Writing 83% GPS 83% Maths: 84%
% making progress in writing	42% (5/12)		
% making progress in maths	42% (5/12)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	An extremely high percentage (50%) of pupils eligible for PP also have significant SEND. This impacts on attainment across all areas.
B.	Levels of resilience lower in a high percentage (92%) of pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation
C.	Gaps in learning in some pupils eligible for PP. This impacts on attainment, especially in maths.
D	It is a trend that emotional development on entry to EYFS is very low for a significant number of pupils eligible for PP. Whilst Personal Development outcomes are 'good', a significant number of pupils lack the resilience to approach pressured situations, such as tests.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning
F.	Attendance rates, due to medical needs, including mental health, for a small percentage (17%) of pupils eligible for PP reduces school hours and causes gaps in learning, especially in maths
G.	Some pupils eligible for PP not able to fund trips, swimming and After School Clubs

Pupil Premium Strategy Statement: 2019-2020

		Desired outcomes and how they will be measured	Success criteria / **Impact**
A.		Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially • In-school assessment data (using B Squared) • Personal Social Emotional Development Outcomes for Learners (PSED) Grid completed by teachers, governors and pupils	90% of pupils make good progress from their starting points (from September 2016), considering their needs, and show improved scores on the PSED grid.
B.		At the end of KS2, Year 6 pupils are resilient and well-prepared for end-of-key-stage assessments, and ready for transition to secondary school. • Teacher observations • KS2 SATs results • PSED Grid completed by teachers, governors and pupils	Pupils to approach SATs with confidence and understanding of test techniques. PSED grid shows improved outcomes for 100% of pupils (1/1 pupils).
C.		Gaps in learning and misconceptions to be 'plugged' rapidly and to impact positively on progress and attainment for PP pupils. • In-school assessment data • KS1 & KS2 SATs results • PSED Grid	Increased rates of progress Increased number of pupils with PP attaining the expected standard/closing the gap in reading, writing and mathematics Response to marking shows children are engaged with their learning. PP pupils to work through Planets Booklets (Maths facts) and GPS activities at the same rate/success as non PP pupils
D.		EYFS and KS1 children to adapt to the school environment and develop independent skills in the classroom. • Teacher observations • EYFS Profile • PSED Grid	Pupils eligible for PP in EYFS and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or are closing the gap.
E.		All children to have access to, appropriate resources, a space to complete their home-learning and regular prompts/support from staff • Home-Learning Records • Assessment of Home-Learning • PSED Grid	All pupils receiving PP regularly complete home-learning tasks Pupils eligible for PP (without complex SEND) in KS1 & 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
F.		Improved attendance levels for pupils eligible for PP with attendance below 90% • Attendance/ Registers monitoring • PSED Grid	Attendance analysis (Termly) shows that pupils attendance is 93% or above
G.		All children to feel included, excited and motivated about their learning/school life • All PP children able to attend trips and after school clubs • PSED Grid	Pupils eligible for PP score highly or show improving scores on PSED grid.

Planned Expenditure	
Academic year	2019/2020

Evidence/Rationale
- *EEF:* Education Endowment Fund Toolkit (Sutton Trust), https://educationendowmentfoundation.org.uk/
- *MAP:* Wiltshire Learning Trust MAP (Maximising Achievement Programme) Toolkit http://www.wiltslt.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire
- *Rochford Report:* https://www.gov.uk/government/publications/rochford-review-final-report
- *Toe-by-Toe:* http://www.toe-by-toe.co.uk/
- *AcceleRead AcceleWrite:* http://www.iansyst.co.uk/technology/iansyst's-product-innovations/acceleread-accelewrite
- *NfER: https://www.nfer.ac.uk/publications/CPAB01*

i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**Implemented well? Impact?**	**Staff lead**	**Cost/ Value for money?**
B C D G	Regular small group work with class teacher focussed on overcoming identified gaps in learning.	11/11 of the pupils need targeted support to catch up. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.\n\nTeacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)	Deputy HT (JMW)	Every half term (6 times a year)
A B C D E F G	Ensure all for pupils eligible for PP receive regular awards and recognition for Building Learning Power and positive behaviour. Ensure pupils receive recognition for appropriate learning behaviours / progress by being sent to see the HT to be entered into the 'Happy Book'. Ensure all have Person of the day certificates sent home to parents.	To ensure all pupils have access to school's system of recognition and reward. Evidence from MAP suggest this is an approach to boost self-esteem.	Regular updates at Pupil Progress Meetings (weekly) including monitoring of recognition lists.\n\nUse PSED grid to measure outcomes.	Headteacher (KB)	Weekly at Staff Meetings

A B	Year 6 teacher to formulate a transition plan for all pupils eligible for PP. Behaviour Support to be contacted if required.	Pupils need targeted provision for a smooth transition into secondary school. This is a programme which has been evaluated by Y6 teacher, through Pupil Progress meetings, discussions with parents and ex-pupils.	Year 6 teacher formulates plan and reports to SENDCo and SLT as appropriate. Year 6 teacher keeps a record of transition meetings and agreements with secondary schools. Year 6 teacher follow-up where secondary schools breach agreements. Use PSED grid to measure outcomes.	Y6 teacher (HCr)/ SENDCo (JMW)	End of May End of June End of July
A B C D E F G	All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments. Arrange a 'catch-up' meeting or phone call if Parents' Evening cannot be attended. Arrange time for a 'Structured Conversation' if required.	To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress.	All class teachers to contact parents of pupils eligible for PP personally or on the phone to arrange Parents' Evening appointments. Follow-up and target non-attendees Record of Parents' Evening appointments given to SLT. Regular updates at Pupil Progress Meetings (weekly).	Headteacher (KB)	October March July
A	Pupils eligible for PP working well-below expected levels and with significant SEND are identified and tracked using B Squared.	Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially. Teachers are able to measure pupil outcomes. Evidence from Rochford Report suggest that pupils working below expected require careful assessment and tracking.	Assessment Team and SEND team to work together to ensure B Squared used effectively. Report to SLT. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Use PSED grid to measure outcomes.	SENDCo (JMW)	3 times a year (Nov/Feb/June)
B G	All class teachers receive feedback following Subject Leader Monitoring of books and pupil interviews of pupils eligible for PP.	We want to train all teachers in practices to provide stretch and encouragement for these pupils. Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Regular monitoring of feedback and marking. Feedback to individual teachers	Headteacher (KB)	March July
			Total budgeted cost		**£550.00**

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Implemented well? Impact?	Staff lead	Cost/ Value for money?
A B G	Ensure pupils eligible for PP are welcomed to school, by name, every morning, supported to settle if required. Staff do 'emotional drop-ins' to check emotional well-being.	Through greeting pupils and 'emotional drop-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.	Class teachers to report to SLT at regular updates at Pupil Progress Meetings (weekly) on impact. Use PSED grid to measure outcomes.	Headteacher (KB)	Every term (3 times a year)
B C G	'Booster' sessions for pupils eligible for PP Year 6 Maths before school (1 teacher) (*Pupil Premium funding used to purchase support materials*)	Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	Year 6 teacher & Maths Subject Leader/ Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom? Use PSED grid to measure outcomes.	Maths Leader (HCr) & Y6 teacher (HCr)	Every half term (6 times a year) **(£25 - materials)**
B C G	'Booster' sessions for pupils eligible for PP Year 6 English before school (1 teacher) (*Pupil Premium funding used to purchase support materials*)	Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	Year 6 teacher/English Subject Leader & Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom? Use PSED grid to measure outcomes.	Y6 teacher (HCr)	Every half term (6 times a year) **(£25 - materials)**

B C G	1-1 support with an experienced teacher for 'booster' sessions leading up to KS2 SATs to ensure year 6 pupils are resilient and well-prepared for end-of-key-stage assessments	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Year 6 teacher/English Subject Leader & Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils. Use PSED grid to measure outcomes.	Headteacher (KB) & Y6 teacher (HCr)	Every half term (6 times a year) **(£4230 – 1-to-1 teacher time)**
A B C E G	1-1 support with an experienced teaching assistant focussing on rapid recall of number facts	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Year 6 teacher/English Subject Leader & Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Maths leader (HC)	Every half term (6 times a year) **(£779 – 1-to-1 TA time)**
C G	'Sound Discovery' intervention programme/ Phonics small group work	Some of the pupils need targeted support to catch up on phonics. Small group interventions, have been shown to be effective in the past with outcomes where pupils make on average a year's progress in 6 months. A number of pupils have made outstanding progress for example 4 years progress in 1 year.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for Sound Discovery Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**

C G	'Toe-by-Toe' intervention programme	Some of the pupils need targeted support to help with decoding. This intervention is one-to-one and 'drip-feeds' decoding skills in a quick focus ways. This intervention has been shown to be effective in our school as children are withdrawn from class for a very short time. All pupils benefit from the 'kick start' to their reading and have shown increased levels of reading for pleasure and fluency. Evidence from 'Toe-by-Toe' shows children on average make 5 years 4 months progress over 22 weeks.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for Toe-by-Toe Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
C G	'AcceleRead AcceleWrite' intervention programme	Some of the pupils need targeted support to help with reading accuracy and spelling. This intervention is one-to-one and lasts 20 sessions. Evidence: In addition to the reading and spelling improvements that Greg Brooks reports, AcceleRead AcceleWrite has a significant effect on short term memory, one of the commonly reported problems with dyslexia/SpLD. The following results were reported in one early study: Reading Age Increase (in months) Age / After 10 weeks / After 6 months All / 14.80 / 16.90 7-9 / 6.50 / 8.10 10-14 / 23.20 / 37.30 Skill / Mean Age Increase (in months) Word Recognition (BAS) / 8.30 Spelling (BAS) / 4.10 Auditory short-term memory (BAS) / 15.30 70 children ages 7-13. Approximately 6 hours intervention each. Source Martin Miles in "Computers & Dyslexia", Singleton C (1994) Ed, Computers & Dyslexia, BDA/University of Hull.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for AcceleRead AcceleWrite Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
C G	Speech & language sessions (TA implementing speech & language programme provided by a Speech Therapist)	Some of the pupils need targeted support to help with speech and language. Last year, All PP pupils moved rapidly through their speech and language targets, some being discharged by the S & L team showing this is an effective provision.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. SENDCo Leader and class teachers co-ordinate and establish priorities for S & L Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	SENDCo (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**

A B C G	Pupils eligible for PP are prioritised for extra 'attention' by volunteer visitors who work with readers/maths. Visitor who work with pupils on maths is a retired maths teacher and highly experienced and qualified.	1 to 1 work, with highly motivational people have been shown to be effective from school evidence show higher levels of self-esteem and confidence.	Class teachers to liaise with volunteers to ensure best use of time. DHT to maintain overall view of use of visitors.	Class teachers	Every half term (6 times a year)
				Total budgeted cost	**£10,059**

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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?
A D	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development	Due to high numbers of pupils requiring support to develop self-care skills such as toileting and dressing/undressing, as well as encouragement to persevere and be resilient. Better pupil/staff ratios allow the teacher to focus on CLL and other areas of learning. School data indicates pupils enter school with very low baseline scores and leave EYFS at the national average.	SLT prioritise staffing levels in EYFS Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Use PSED grid to measure outcomes.	SLT (KB & JMW)	Every half term (6 times a year) (£1,000 – TA time)
A E G	Funding for trips and after school clubs, so all children are able to access unique learning opportunities. Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music, sports and the arts) to enrich their learning experiences and enhance their self-esteem	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money.	Disadvantaged Learner Leader to monitor trips, clubs etc and ensure all children are able to take part. Use PSED grid to measure outcomes.	Headteacher (KB)	Every half term (6 times a year) (£1,1310 – funding for trips) – INCLUDE HOOKE COURT

E G	Providing opportunities for children unable to complete home-learning at home with a space in school and have access to Night Owls (Reading & Home-Learning support club)	This approach supports the school's ethos and values of inclusion and equality.	Termly Topic monitoring and evaluation session focus on work produced by pupils eligible for PP. Are they able to complete the Termly Topics to the expected standard?	Headteacher (KB)	Every half term (6 times a year)
B C D E F G	Governor involvement in monitoring and evaluating the outcomes for pupils eligible for Pupil Premium. Including, Pupil Progress discussions with teachers, and book looks.	Ensure the Governors monitor and evaluate the impact of Pupil Premium spending	Curriculum & Standards Committee and designated governor for PP use the SIAP weekly task sheets and feedback from Pupil Progress discussions to report back to FGB. Pupil Premium Governor Team: Carole Long	Headteacher (KB)	Curriculum & Standards Meeting (5 times a year)
A B G	Pupils eligible for PP are discussed at weekly staff meetings. Pupil progress updates!	This approach supports the school's ethos and values of inclusion and equality. This approach highlights the school's commitment to vulnerable learners and demonstrates to all staff the importance with which the SLT view this group of pupils.	On the agenda at weekly Staff Meetings. Minutes taken of discussions and posted on SharePoint.	Headteacher (KB)	Weekly
F	Parents of pupils eligible for PP, with low attendance receive weekly texts to recognise good attendance. Follow-up phone calls as necessary.	This approach has worked with pupils with low attendance in the past. Attainment for pupils cannot improve it they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	SLT monitor attendance registers on a weekly basis. Parents immediately contacted if attendance falls below 92%.	Headteacher (KB)	Weekly
G	Designated TA to ensure pupils eligible for PP have the equipment and time to be included in all lessons and activities.	This approach supports the school's ethos and values of inclusion and equality.	TA to report to SENDCo/ DHT	SENDCo/ DHT (JW)	Every half term (6 times a year) **(£3,000 – TA time)**
				Total budgeted cost	**£5,231.00**
			GRAND TOTAL= £550 + £10,059 + £5,231		**£15,840**

4. **Additional detail**	
This strategy document can be found online at: **www.stratford-sub-castle.wilts.sch.uk**	

Pupil Premium Strategy Review Statement 2018-2019

Target 2018-2019 – REVIEWED NOVEMBER 2019

	Desired outcomes and how they will be measured	Success criteria / **Impact**
A.	Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially • In-school assessment data (using B Squared) • Personal Social Emotional Development Outcomes for Learners (PSED) Grid completed by teachers, governors and pupils	100% of pupils made excepted progress from their starting points (from September 2018), considering their needs, and show improved scores on the PSED grid. 16% of pupils made better than expected progress from their starting points.
B.	At the end of KS2, Year 6 pupils are resilient and well-prepared for end-of-key-stage assessments, and ready for transition to secondary school. • Teacher observations • KS2 SATs results • PSED Grid completed by teachers, governors and pupils	Pupils to approach SATs with confidence and understanding of test techniques. PSED grid shows improved outcomes for 100% of pupils (1/1 pupils).
C.	Gaps in learning and misconceptions to be 'plugged' rapidly and to impact positively on progress and attainment for PP pupils. • In-school assessment data • KS1 & KS2 SATs results • PSED Grid	Increased rates of progress (reading, writing & maths) Increased number of pupils with PP attaining the expected standard/closing the gap in reading, writing and mathematics. Response to marking shows children are engaged with their learning. PP pupils to work through Planets Booklets (Maths facts) and GPS activities at the same rate/success as non PP pupils. P*upils are making good progress in reading, however in 2018-2019 less progress was made in maths and writing (see SATS Analysis)*
D.	EYFS and KS1 children to adapt to the school environment and develop independent skills in the classroom. • Teacher observations • EYFS Profile • PSED Grid	5/6 83% - Pupils eligible for PP in EYFS and KS1 made rapid progress by the end of the year so that pupils eligible for PP met age related expectations or closed the gap.
E.	All children to have access to, appropriate resources, a space to complete their home-learning and regular prompts/support from staff • Home-Learning Records • Assessment of Home-Learning • PSED Grid	All pupils receiving PP regularly complete home-learning tasks 4/6 67% - Pupils eligible for PP (without complex SEND) in KS1 & 2 made good progress in reading, writing and maths by the end of the year so that they met age related expectations. 2/6 33% - Achieved the above in 2 subject areas
F.	Improved attendance levels for pupils eligible for PP with attendance below 90% • Attendance/ Registers monitoring • PSED Grid	Attendance analysis (Termly) showed that pupils attendance is 94% or above (above the National Average)

G.	All children to feel included, excited and motivated about their learning/school life • All PP children able to attend trips and after school clubs • PSED Grid	Monitoring by Governors and Disadvantaged Lead showed, pupils feel included, excited and motivated about their learning/school life.

Review of expenditure	
Academic year	2018/2019

Evidence/Rationale
- *EEF:* Education Endowment Fund Toolkit (Sutton Trust), https://educationendowmentfoundation.org.uk/
- *MAP:* Wiltshire Learning Trust MAP (Maximising Achievement Programme) Toolkit http://www.wiltslt.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire
- *Rochford Report:* https://www.gov.uk/government/publications/rochford-review-final-report
- *Toe-by-Toe:* http://www.toe-by-toe.co.uk/
- *AcceleRead AcceleWrite:* http://www.iansyst.co.uk/technology/iansyst's-product-innovations/acceleread-accelewrite
- *NfER:* https://www.nfer.ac.uk/publications/CPAB01

iv. Quality of teaching for all
IMPACT: The quality of feedback to parents and pupils meant that throughout the year high levels of engagement in learning and positive attitudes were observed in all pupils.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implemented well? Impact?	Staff lead	Cost/ Value for money?
B C D G	Regular small group work with class teacher focussed on overcoming identified gaps in learning.	11/11 of the pupils need targeted support to catch up. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)	Deputy HT (JMW)	Every half term (6 times a year)
A B C G	Extended tutorial times for pupils eligible for PP in KS2 (maths, writing & reading) * October * February * May	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Organise timetable to ensure staff delivering provision have sufficient preparation and tutorial time. Monitoring of books for pupils eligible for PP (maths, writing & reading).	Curriculum Leader (HC)	3 times a year (Nov/Feb/June)

A B C D E F G	Ensure all for pupils eligible for PP receive regular awards and recognition for Building Learning Power and positive behaviour. Ensure pupils receive recognition for appropriate learning behaviours / progress by being sent to see the HT to be entered into the 'Happy Book'. Ensure all have Person of the day certificates sent home to parents.	To ensure all pupils have access to school's system of recognition and reward. Evidence from MAP suggest this is an approach to boost self-esteem.	Regular updates at Pupil Progress Meetings (weekly) including monitoring of recognition lists. Use PSED grid to measure outcomes.	Headteacher (KB)	Weekly at Staff Meetings
A B	Year 6 teacher to formulate a transition plan for all pupils eligible for PP. Behaviour Support to be contacted if required.	Pupils need targeted provision for a smooth transition into secondary school. This is a programme which has been evaluated by Y6 teacher, through Pupil Progress meetings, discussions with parents and ex-pupils.	Year 6 teacher formulates plan and reports to SENDCo and SLT as appropriate. Year 6 teacher keeps a record of transition meetings and agreements with secondary schools. Year 6 teacher follow-up where secondary schools breach agreements. Use PSED grid to measure outcomes.	Y6 teacher (HCr)/ SENDCo (JMW)	End of May End of June End of July
A B C D E F G	All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments. Arrange a 'catch-up' meeting or phone call if Parents' Evening cannot be attended. Arrange time for a 'Structured Conversation' if required.	To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress.	All class teachers to contact parents of pupils eligible for PP personally or on the phone to arrange Parents' Evening appointments. Follow-up and target non-attendees Record of Parents' Evening appointments given to SLT. Regular updates at Pupil Progress Meetings (weekly).	Headteacher (KB)	October March July
A	Pupils eligible for PP working well-below expected levels and with significant SEND are identified and tracked using B Squared.	Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially. Teachers are able to measure pupil outcomes. Evidence from Rochford Report suggest that pupils working below expected require careful assessment and tracking.	Assessment Team and SEND team to work together to ensure B Squared used effectively. Report to SLT. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Use PSED grid to measure outcomes.	SENDCo (JMW)	3 times a year (Nov/Feb/June) **(£400 – computer programme contribution £150 – teacher time to set-up and train staff)**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Implemented well? Impact?	Staff lead	Cost/ Value for money?
A B C D E F G	Staff training on high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use Staff meetings/CPD sessions to deliver training. Peer support (Marking Parties!) Review Feedback and Marking Policy Lessons from training embedded in Feedback and Marking for Learning Policy.	Headteacher (KB)	November 2018
B G	All class teachers receive feedback following Subject Leader Monitoring of books and pupil interviews of pupils eligible for PP.	We want to train all teachers in practices to provide stretch and encouragement for these pupils. Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Regular monitoring of feedback and marking. Feedback to individual teachers	Headteacher (KB)	October March July
				Total budgeted cost	**£550.00**

v. Targeted support
IMPACT: The gap between pupils eligible for PP and those not eligible for PP in reading has closed by the end of Key Stage Two. Maths and Writing continues to be an area for focus for improvement.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Implemented well? Impact?	Staff lead	Cost/ Value for money?
A B G	Ensure pupils eligible for PP are welcomed to school, by name, every morning, supported to settle if required. Staff do 'emotional drop-ins' to check emotional well-being.	Through greeting pupils and 'emotional drop-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.	Class teachers to report to SLT at regular updates at Pupil Progress Meetings (weekly) on impact. Use PSED grid to measure outcomes.	Headteacher (KB)	Every term (3 times a year)
B C G	'Booster' sessions for pupils eligible for PP Year 6 Maths before school (1 teacher) (*Pupil Premium funding used to purchase support materials*)	Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	Year 6 teacher & Maths Subject Leader/ Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom? Use PSED grid to measure outcomes.	Maths Leader (HCr) & Y6 teacher (HCr)	Every half term (6 times a year) **(£25 - materials)**

B C G	'Booster' sessions for pupils eligible for PP Year 6 English before school (1 teacher) (*Pupil Premium funding used to purchase support materials*)	Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.	Year 6 teacher/English Subject Leader & Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom? Use PSED grid to measure outcomes.	Y6 teacher (HCr)	Every half term (6 times a year) (£25 - materials)
B C G	1-1 support with an experienced teacher for 'booster' sessions leading up to KS2 SATs to ensure year 6 pupils are resilient and well-prepared for end-of-key-stage assessments	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Year 6 teacher/English Subject Leader & Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils. Use PSED grid to measure outcomes.	Headteacher (KB) & Y6 teacher (HCr)	Every half term (6 times a year) (£4230 – 1-to-1 teacher time)
A B C E G	1-1 support with an experienced teaching assistant focussing on rapid recall of number facts	Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Year 6 teacher/English Subject Leader & Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Maths leader (HC)	Every half term (6 times a year) (£779 – 1-to-1 TA time)

C G	'Rapid Maths' intervention programme	Some of the pupils need targeted support to catch up on the 'basics'. Small group interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach mathematical activities.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for Rapid Maths Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
C G	'Sound Discovery' intervention programme/ Phonics small group work	Some of the pupils need targeted support to catch up on phonics. Small group interventions, have been shown to be effective in the past with outcomes where pupils make on average a year's progress in 6 months. A number of pupils have made outstanding progress for example 4 years progress in 1 year.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for Sound Discovery Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
C G	'Toe-by-Toe' intervention programme	Some of the pupils need targeted support to help with decoding. This intervention is one-to-one and 'drip-feeds' decoding skills in a quick focus ways. This intervention has been shown to be effective in our school as children are withdrawn from class for a very short time. All pupils benefit from the 'kick start' to their reading and have shown increased levels of reading for pleasure and fluency. Evidence from 'Toe-by-Toe' shows children on average make 5 years 4 months progress over 22 weeks.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for Toe-by-Toe Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**

C G	'AcceleRead AcceleWrite' intervention programme	Some of the pupils need targeted support to help with reading accuracy and spelling. This intervention is one-to-one and lasts 20 sessions. Evidence: In addition to the reading and spelling improvements that Greg Brooks reports, AcceleRead AcceleWrite has a significant effect on short term memory, one of the commonly reported problems with dyslexia/SpLD. The following results were reported in one early study. Reading Age Increase (in months) Age — After 10 weeks — After 6 months All — 14.80 — 16.90 7-9 — 6.50 — 8.10 10-14 — 23.20 — 37.30 Skill — Mean Age Increase (in months) Word Recognition (BAS) — 8.30 Spelling (BAS) — 4.10 Auditory short-term memory (BAS) — 15.30 70 children ages 7-13. Approximately 6 hours intervention each. Source Martin Miles in "Computers & Dyslexia", Singleton C (1994) Ed, Computers & Dyslexia, BDA/University of Hull.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities for AcceleRead AcceleWrite Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	Deputy HT (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
C G	Speech & language sessions (TA implementing speech & language programme provided by a Speech Therapist)	Some of the pupils need targeted support to help with speech and language. Last year, All PP pupils moved rapidly through their speech and language targets, some being discharged by the S & L team showing this is an effective provision.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. SENDCo Leader and class teachers co-ordinate and establish priorities for S & L Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	SENDCo (JMW)	Every half term (6 times a year) **(£1000 – intervention group TA time)**
A B C G	Pupils eligible for PP are prioritised for extra 'attention' by volunteer visitors who work with readers/maths. Visitor who work with pupils on maths is a retired maths teacher and highly experienced and qualified.	1 to 1 work, with highly motivational people have been shown to be effective from school evidence show higher levels of self-esteem and confidence.	Class teachers to liaise with volunteers to ensure best use of time. DHT to maintain overall view of use of visitors.	Class teachers	Every half term (6 times a year)
				Total budgeted cost	**£10059**

vi. Other approaches

IMPACT: Disadvantaged learners are feeling successful and therefore are exhibiting higher levels of self-esteem. This in-turn impacts positively on self-talk, resilience and ability to approach learning in class. The trip to London (V & A and Science Museum) had an extremely positive impact on disadvantaged learners. The trip broadened horizons, increased cultural capital and resulted in pupils' facing their fears.

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?
A D	Better pupil/ adult ratios in classrooms with particular focus in EYFS and KS1 to improve emotional development	Due to high numbers of pupils requiring support to develop self-care skills such as toileting and dressing/undressing, as well as encouragement to persevere and be resilient. Better pupil/staff ratios allow the teacher to focus on CLL and other areas of learning. School data indicates pupils enter school with very low baseline scores and leave EYFS at the national average.	SLT prioritise staffing levels in EYFS Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Use PSED grid to measure outcomes.	SLT (KB & JMW)	Every half term (6 times a year) **(£1000 – TA time)**
A E G	Funding for trips and after school clubs, so all children are able to access unique learning opportunities. Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music, sports and the arts) to enrich their learning experiences and enhance their self-esteem	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money.	Disadvantaged Learner Leader to monitor trips, clubs etc and ensure all children are able to take part. Use PSED grid to measure outcomes.	Headteacher (KB)	Every half term (6 times a year) **(£100 – funding for trips)**
E G	Providing opportunities for children unable to complete home-learning at home with a space in school and have access to Night Owls (Reading & Home-Learning support club)	This approach supports the school's ethos and values of inclusion and equality.	Termly Topic monitoring and evaluation session focus on work produced by pupils eligible for PP. Are they able to complete the Termly Topics to the expected standard?	Headteacher (KB)	Every half term (6 times a year)
B C D E F G	Governor involvement in monitoring and evaluating the outcomes for pupils eligible for Pupil Premium. Including, Pupil Progress discussions with teachers, and book looks.	Ensure the Governors monitor and evaluate the impact of Pupil Premium spending	Curriculum & Standards Committee and designated governor for PP use the SIAP weekly task sheets and feedback from Pupil Progress discussions to report back to FGB. Pupil Premium Governor Team: Carole Long	Headteacher (KB)	Curriculum & Standards Meeting (5 times a year)
A B G	Pupils eligible for PP are discussed at weekly staff meetings. Pupil progress updates!	This approach supports the school's ethos and values of inclusion and equality. This approach highlights the school's commitment to vulnerable	On the agenda at weekly Staff Meetings. Minutes taken of discussions and posted on SharePoint.	Headteacher (KB)	Weekly

		learners and demonstrates to all staff the importance with which the SLT view this group of pupils.			
F	Parents of pupils eligible for PP, with low attendance receive weekly texts to recognise good attendance. Follow-up phone calls as necessary.	This approach has worked with pupils with low attendance in the past. Attainment for pupils cannot improve it they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	SLT monitor attendance registers on a weekly basis. Parents immediately contacted if attendance falls below 92%.	Headteacher (KB)	Weekly
			Total budgeted cost	**£1100.00**	