# Hunslet Carr Pupil Premium Strategy Statement

| Summary information | | | | | |
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| **School** | Hunslet Carr Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | ***£285,710*** | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 450 | **Number of pupils eligible for PP** | 216 | **Date for next internal review of this strategy** | Jan 2019 |

| **Current Attainment and** | **KEY: PP =** Pupil Premium **LA =** Local Authority **NA =** National Average **DA =** Disadvantaged | |
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| **EYFS 2017-18*** | ***Pupils eligible for PP (32)*** ***Local Authority 18/Nat 17*** | ***Pupils not eligible for PP (27)*** ***LA 18/NA 17*** |
| ** Only 22% of this cohort were ARE on-entry in Reading, 17% Writing, 29% in Number.* | | |
| **Proportion of pupils achieving a good level of development (GLD)** | 41% (48%/57%) | 74% (70%/74%) |
| **Proportion of pupils achieving at least the expected standard in Reading** | 45% (56%/63%) | 71% (76%/80%) |
| **Proportion of pupils achieving at least the expected standard in Writing** | 42% (51%/59%) | 71% (72%/76%) |
| **Proportion of pupils achieving at least the expected standard in Maths** | 52% (58%/65%) | 71% (77%/81%) |
| **Year 1 Phonics 2017-18** | ***Pupils eligible for PP (15) (LA 17)*** | ***Pupils not eligible for PP (38) (LA 17)*** |
| **Proportion achieving the expected standard in Year 1 Phonics** | 67% (66%) ***Above 2017 LA PP*** | 95% (83%) |
| **KS1 2017-18** | ***Pupils eligible for PP (21)(NA 17)*** | ***Pupils not eligible for PP (34) (NA 17)*** |
| **Proportion achieving at least expected standard in Reading** | 57% (50%) ***Above Nat PP*** | 79% (78%) |
| **Proportion achieving at least expected standard in Writing** | 52% (53%) ***In line Nat PP*** | 74% (73%) |
| **Proportion achieving at least expected standard in Maths** | 62% (61%) ***Above Nat PP*** | 85% (79%) |
| **Proportion achieving at least expected standard in R/W/M combined** | 52% (48%) ***Above Nat PP*** | 74% (69%) |
| **KS2 2017-18** | ***Pupils eligible for PP (20)(NA 18)*** | ***Pupils not eligible for PP (28) (NA 17)*** |
| **Proportion achieving at least expected standard in Reading** | 55% (60%) Ave SS 99.7 | *57% (79%) Ave SS 101.* |
| **Proportion achieving at least expected standard in Writing** | 50% (63%) | *75% (82%)* |
| **Proportion achieving at least expected standard in GPS** | 55% (62%) Ave SS101.2 | *75% (81%) Ave SS 103.7* |
| **Proportion achieving at least expected standard in Maths** | 60% (59%) Ave SS 99.7 ***In line with Nat PP*** | *71% (79%) Ave SS 102.8* |
| **Proportion achieving expected standard or above in R/W/M** | 40% (46%) | *54% (68%)* |
| **Average progress score in Reading** | -2.35 (-0.85) | -3.76 (0.14) |
| **Average progress score in Writing (TA)** | -3.10 (-0.74) | -3.19 (0.13) |
| **Average progress score in Maths** | -1.76 (-0.89) | -1.32 (0.13) |

| Barriers to future attainment (E.g. Characteristics which pupils eligible for PP are more likely to display) | |
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| **In-school barriers** *(issues to be addressed in school)* | |
| **A.** | Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. |
| **B.** | Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary and experiences. |
| **C.** | Lack of confidence and writing skills due to limited language acquisition and real-life experiences. |
| **D.** | Reduced social and emotional development (inc. mental wellbeing) of PP pupils impacts on their readiness to learn.<br>Reduced resilience in PP children to challenge themselves and be aspirational. |
| **E.** | Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS1 and KS2. |
| **External barriers** *(issues which also require action outside school)* | |
| **F.** | Attendance and lower punctuality % rates are lower for PP pupils than for other pupils; this affects their attainment and progress. |
| **G.** | Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment and progress.<br>Parental awareness and opportunities to support children in English due to own negative school experiences and possible low aspirations in this area. |

| **Desired outcomes** *(Links to 2018-2019 School Improvement Plan)* | | **Success criteria** |
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| **A.** | Improved language acquisition; accessing the curriculum at the pupils level.<br>***(SIP objectives 5.1, 5.2, 5.3)*** | • ***Diminish difference*** between % of PP achieving ARE in Reading Specific Learning Goal, compare to School Non PP and LA PP.<br>• Continue to build on positive trend and ***diminish difference*** in Prime Learning Goal of Language and Communication |
| **B.** | Increase the % of KS2 Pupil Premium pupils in the Middle Prior Attainment band achieving the expected reading standard, to at least in-line with National 'other' data.<br><br>As a result, this increase will enable the cohort meet the FFT target of 75% meeting the expected standard in reading. (20% GD)<br><br>Diminish difference in all cohorts between PP and Non-PP in Reading.<br><br>***(SIP Objectives 1.2, 2.1)*** | • ***90% of KS1 Prior Attaining Level 2 children*** achieve at least the expected standard in Reading.<br>• % of KS2 PP children making good or better progress is in-line with Non-PP children. *(Early Essence, Chris Quigley Depth of Learning and National Tests to be used to assess progress)*<br>• As a result of raising standards in KS2 Reading, it will increase the % of PP achieving at least expected+ in ***KS2 RWM combined.*** |

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| **C.** | Increased confidence and positive attitudes to writing across school.<br>***(SIP objectives 2.3, 3.1, 5.1, 5.2)*** | • % of PP achieving ARE in Writing Specific Learning Goal will at least be in-line with % of Local Authority Non-PP (2017 – 71%)<br>• Diminish the in-school difference at Expected standard+ in Writing between PP and Non-PP in all cohorts. |
| **D.** | Improved positive learning behaviours and learning stamina through the adoption of the whole-school Growth Mindset Ethos e.g. confidence in talking about learning, participation in lessons, readiness to learn, resilience are noted in formal and informal monitoring.<br>***(SIP Objective 6.1)*** | • Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it. Measured and evaluated by Pupil Interviews. Monitored in AHT formally and informally.<br>• Peer and self-feedback in books.<br>• Increased attendance of PP children due to attendance at Breakfast club, Walking Bus, mentoring. |
| **E.** | Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS1 and KS2.<br>***(SIP objective 4)*** | • PP children will achieve the expected standard in KS1 Maths so that the cohort is above PP Other children.<br>• Increase in % of KS2 Prior Attainers Level 2 achieving expected at KS2<br>• The increase number of children achieving expected standard in Maths will contribute to reducing in-school difference between PP and Non PP RWM combined at KS1.<br>*(2018 Data: EYFS Nat Other = 81%, KS1 Nat Other = 79% & KS2 Nat Other = 79%)* |
| **F.** | Increase in attendance and reduced late % for PP children to diminish any in-school difference between the attendance of PP and Non-PP children throughout the school.<br>***(SIP objective 6.2)*** | • Ensure all PP cohorts meet the School Target of 96% Attendance.<br>• Diminish difference in the vast majority of cohorts between PP and Non-PP % Attendance.<br>• Reduce the % difference in lates between PP and Non-PP in each cohort From Sept to July 2019.<br>• Reduce the % difference in lates between PP and Non-PP for each cohort, comparing 2017-18 data each half term. |
| **G.** | Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events. | • Parents will be able to access in school support to enable them to support their children at home.<br>• PP Reading attainment and progress in EYFS, KS1 and KS2 to be in line with School Non-PP Reading Attainment and progress.<br>• Increase number of parents attending events in school to support learning at home e.g. stay and play, stay and read, meet the teacher expectation evenings, Parents evening. |

| 1. Planned expenditure | | | | | |
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| **Academic year** | **2018-19** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted 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?** |
| **A Improved language development**<br><br>***£11,000*** | • Focus on developing oral language skills. Plan in S and L opportunities across the curriculum and in daily lessons.<br>• SaLT training with all staff team, including 1 and 2-word level questioning.<br>• Employ a SaLT therapist 2 x a week. (50% wage) | Reception on-entry data highlights only 22% are ARE in Reading and 17% in Writing.<br>___% of children have been assessed and accessing SALT provision.<br>***EEF Toolkit Predicted Impact:***<br>***Oral language Interventions (+6)***<br>***Early Years Interventions (+6)***<br>***Teaching Assistants (+1 month)*** | SaLT assessments/feedback. (JC)<br>Early Years individual profiles tracking.<br>EYFS Intervention tracking.<br>Inclusion meeting minutes.<br>Observations/ drop-ins by AHT and Inclusion manager.<br>Interventions impact report. | J. Wilson<br>E.Boyce<br>A.Paoli<br>J.Camplin | Weekly meetings and daily discussions.<br>Termly Interventions report.<br>Observations/drop-in feedback when monitoring taken place.<br>Summer term assessments. |
| **B. Increase standards in reading in KS2**<br><br>***£50,000*** | • Staff Training, including SLA through Leeds CC.<br>• Maintaining library for library sessions<br>• AHT reading focus monitoring sessions.<br>• Funding dedicated to improving reading areas/Reading baskets in every classroom.<br>• Dedicated member of staff in Breakfast club, listening to PP readers.<br>• Year 6 Easter School to prepare for Reading End-of-Key stage assessments in Year 6.<br>• Run a 6th Form Reading Mentoring scheme for targeted Year 6 PP children.<br>• Run a staff mentoring scheme for focussed Year 5 PP children, which will include check-in sessions on reading.<br>• Organise a mobile library session 1 x ½ term to engage parents of KS2 readers. | 2017-18 data shows that 55% of our KS2 PP chn achieved the expected standard; this is well below the performance of 'other' children nationally (79%) and is also below that of School Non-PP (57%)<br><br>***EEF Toolkit Predicted Impact:***<br>***Reading Comprehension strategies (+6 months)***<br>***Digital Technology (+4 months)***<br>***One to One Tuition (+5 months)***<br>***Although the EEF toolkit highlights +3 months progress for reduced class size, this will enable more frequent and robust feedback opportunities in Year 4 (+8 months)*** | Steve Dawson (LCC) Reading Advisor observations and reports.<br>Training week Sept '18<br>Analysis of termly assessments, pupil progress meetings identifying focus children.<br>X3 Year 6 prediction analysis<br>Whole-school guided reading analysis, inc. planning and assessment.<br>Pupil Views on reading pre and post PP | EW, KS<br>HT and<br>DHT | Termly analysis of clubs.<br>Termly monitoring, including learning walks.<br>Moderation termly. |

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| | • Investment in increasing variety of challenging KS2 texts to support increase level in End-of-Key Stage Assessments<br>• PP champions to work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. | | interventions. E.g. Mentoring<br>Co-ordinator to use reading benchmark kit, moderating Teacher Assessments.<br>SLT Feedback on KS2 phase reading monitoring<br>Observe Breakfast club, including 1:1 reading.<br>PP Champion Feedback meetings with PP Lead. | | |
| **C. Increased confidence and positive attitudes to writing across school.**<br><br>***£26,000*** | • Participation in 3rd year of Whole-School Primary Writing Project; adapting practice to be in-line with a 'Talk for Writing' approach, including TA's.<br>• Continue to employ a member of staff to lead on the 'Active Literacy Intervention'<br>• Continue to build on the successful Intervention of dedicated Phonics TA.<br>• PP Champion to have PP children to work with and focus on supporting High Quality Writing. | In comparison to Maths and Reading, Writing in EYFS had the lowest % at Expected Standard - 45% PP and 51% Non PP.<br>KS1: All Non-PP achieved Exp+ standard in writing, compared to 72% PP.<br>KS2: PP has the lowest % of Exp+ in Writing(50%), highlighting an in-school gap and gap to National Data.<br><br>***EEF Toolkit Predicted Impact:***<br>***Teaching Assistants (+1 month)***<br>***One to One tuition (+5 months)***<br>***Phonics (+4 months)*** | PWP project team training, dedicated Staff Sept Training Week (with whole staff team)<br>PWP Challenge day with PWP Leader (CS) including observations, pupil interview, staff interviews and book trawls.<br>Pupil Progress and Target setting meetings.<br>PP Champion meetings | PWP Team (Leadership Team+ Reading Co-ordinator) | In regular SLT meetings (between every 2-4 weeks)<br>English End of year Report.<br>Termly monitoring.<br>Termly pupil progress meetings.<br>Monthly PP Champion Meetings with PP lead. |
| **D Improved social and emotional development**<br><br>***£30,000*** | • Staff training and school development of nurture team/provision/resources (inc. environment) organised based on child and staff needs to develop learning behaviours and readiness to learn.<br>• Employ staff for daily Breakfast club.<br>• Employ staff for a Walking Bus to support 'Readiness to Learn'<br>• Invest in Lego Therapy training.<br>• Invest in Paul Carlile Restorative Practice training to support relationship building. | 65% of PP were assessed by class teachers as 'social and emotional wellbeing' being a barrier to learning.<br>***Early Years Toolkit EEF Impact: Social and emotional interventions (+3 months)***<br><br>***Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation.*** | Through Pupil Progress meetings to monitor effect on child, monitoring of sessions inc. observations, Nurture assessments focused on behaviours.<br>Paul Calile Training Programme | L.Lilley | At the end of the school year, as part of the SEND report to Govs.<br>Termly tracking of pupils involved in interventions.<br>Also, evaluation with the Teaching and Learning Committee during termly Govs meetings. |

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| | • Employment of a full time PSA to develop positive learning behaviours between school and home.<br>• Introduction of Staff mentor to focussed PP Year 6 children from January to support children as they move to SATs time. | ***(NFER Research Report into Parental Engagement, 2013)*** | | | |
| **A – E Quality of Wave 1 High Quality teaching increased so 90% is at least good with 20% outstanding**<br><br>***£40,000*** | • Accountability of Assistant Head Teacher opportunities to support and develop staff (shared leadership)<br>• TA's daily hours incorporate a morning meeting before school, for a collaborative approach to high quality teaching.<br>• TA hours to include a Friday 'review' meeting with teachers to reflect on practice and prepare for following week of learning and Teaching.<br>• Robust TA Performance management to be introduced from Sept '18<br>• TA line manage and Interventions manager to lead on 'Maximising TA support in closing the gap for disadvantage' training through Leeds City Council.<br>• Invest in 'Consistently good Teaching' Collaborative project with PP Advisor on developing<br>• TA line managers to create a tailored monitoring, evaluation and support schedule, linked to the EEF TA campaign: https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants<br>• This may include using the online training that is available on EEF. | NFER research found '***High Quality Teaching for All' is 1 of the 7 key building blocks for successful support of DA children***. (Also see Page 8 of 'Supporting the attainment of disadvantaged pupils) This will emphasise aspirational expectations for both PP and Non-PP children.<br><br>***EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)*** | AHTs regularly feeding back to rest of SLT on quality of learning and teaching.<br>Monitoring and Evaluation cycle, including observations, learning walks, book trawls (see Assistant Headteacher evidence files)<br>TA line manager and Interventions manager to observe effectiveness of morning meetings and impact on best practice and areas for development.<br>Morning meeting observations and Friday Review meetings by a SLT.<br>Gov visits to school/attendance at meetings.<br>'CGT' project meeting minutes, observation feedback, reports. | F.Pashby<br>M.Lumb<br>AHTs<br>C.Burgess<br>J.Reid | Termly or if concerns are raised, immediately after this.<br>Termly SLT meetings to review.<br>Action plans reviewed as a working document.<br>Termly Headteacher report to Governors. |
| | | | | **Total budgeted cost** | ***£157,000*** |

| ii. Targeted support | | | | | |
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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. Improved language development**<br><br>***£21,000*** | • From Spring Term, focussed Narrative groups, with the majority of group PP children. (3 x HLTA/TA)<br>• Reinforcing a 'vocabulary-rich' learning environment through dedicated library sessions, a dedicated librarian with a modernised library area. | On Entry to Reception, 22% of the cohort were at ARE in Reading and 17 Writing in 2017/18.<br>EYFS profile scores indicate low levels of spoken language proficiency and high number of children higher up the school requiring SaLT support.<br>All 3 Prime Learning Goals for C&L had the lowest % achieved.<br>***Early Years Toolkit Predicted Impact:***<br>***Communication and Language Approaches (+6 months)***<br>***EEF Toolkit:***<br>***Early Yeas Intervention (+5 months)***<br>***Teaching Assistants (+1 month)*** | Through assessment by the Speech and Language therapist.<br>Monitored by SENCO. | J.Wilson<br>A.Paoli<br>J.Camplin | Termly SaLT Impact reviews.<br>Weekly discussion on feedback/impact in inclusion team.<br>Summer term assessments. |
| **B. Increase Reading standards of PP in KS2**<br><br>***£5,500*** | • Introduction of mobile library to support parental engagement with Reading.<br>• Employ Year 11 mentors to work for 10 weeks (1 hr a week) with Yr 6 PP children who are at risk of not achieving the expected standards in Reading; being a positive role-model. (Spring Term)<br>• Level 2 Prior Attainers and GD children tracked throughout KS2 to ensure progress is at least on track. Discussed in PP meetings.<br>• Employ staff mentors to work with focussed Year 6 PP children, who are not on track to meet the expected standard in Reading.<br>• Investment in increasing variety of | Only 55% of PP children at KS2 achieved the expected standard in reading – below National DA and in comparison to 'Other' Nationally (79%).<br><br>***EEF Toolkit Predicted Impact:***<br>***Reading Comprehension strategies (+6 months)***<br>***One to One Tuition (+5 months)*** | Pupil Progress meetings.<br>Year 6 predictions meeting with SLT.<br>Interventions report of Reading interventions (pre-post assessments) and resulting outcomes.<br>In-school data using Assessment spreadsheet. | Student co-ordinator (LL)<br>F.Pashby<br>M.Lumb<br>J.Wilson<br>E.Boyce | Termly reviews.<br>Year 6 reviewed as appropriate.<br>Pupil tracking termly. |

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| | • Investment in increasing variety of challenging KS2 texts to support increase level in End-of-Key Stage Assessments<br>• PP champions to work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. | | | | |
| **D. Improved social and emotional development**<br><br>***£15,000*** | • Small group intervention and Nurture support provided by the Nurture team.<br>• Employment of 2 learning mentors (50% wage PP/50% SEND) | 65% of PP assessed by class teachers as wellbeing as a barrier to learning.<br>38% of EYFS PP children teacher assessed by class teachers as wellbeing as a barrier to learning.<br>Only 72% of children met the prime learning goal, Managing feelings and behaviour.<br><br>***Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation.***<br>***(NFER Research Report into Parental Engagement, 2013)*** | Through the evidence in the Nurture planning, assessment and evaluation. (inc. evidence files)<br>Tracking in EYFS through individual profiles. Continued high levels of staffing support in EYFS.<br>Pupil Progress meeting reviews.<br><br>Monitoring of Nurture interventions in 3 key areas: learning, emotional and conduct behaviours. | J.Wilson<br>L.Lilley<br>E. Boyce (Interventions manager) | At the end of each nurture support programme.<br>Through weekly Inclusion team meetings. |
| **E Develop reasoning skills to raise standards in KS2 Maths**<br><br>***£18,500*** | • Introduction of Active Maths<br>• Continue to use Mathletics and Times Tables Rockstars programmes to engage learners.<br>• Employ a tutor to run 1:2 sessions for 10 weeks per group to ensure identified PP children are on track for expected standard in Maths, with a focus on reasoning.<br>• New style Maths books to highlight key vocabulary for sessions.<br>• Invest in ***Maths No Problem! Scheme*** across whole school, developing a no ceiling to learning approach to Maths. | ***EEF Toolkit Predicted Impact:***<br>***One to One Tuition (+5 months)***<br>***Teaching Assistants (+1 month)*** | Monitoring and evaluation by Maths Leader, Charlie Sharpe.<br>and Assistant Headteachers.<br>Observations from Interventions/Inclusion manager. | C. Sharpe<br>Yr6 staff<br>Assistant Headteachers<br>Spring | Termly reports<br>Monitoring in line with assessment schedule. |

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| **G Increased parental engagement / awareness of value of home support**<br><br>***£20,000*** | • Targeted parenting support groups to improve quality of home/school liaison and support.<br>• Employment of a full-time PSA.<br>• Employment of a full-time CP Lead. | Through termly school tracking data of identified pupils not achieving age related expectations.<br>***'Increased parental engagement can improve academic performance'***<br>***(NFER Report into Parental Engagement, 2013)*** | Termly pupil progress meetings which then feed into weekly Inclusion meetings.<br>Attendance numbers of parent drop ins/open mornings/workshops | J.Wilson<br>C.Parish | At the end of the school year through data analysis and pupil progress meeting reviews. |
| | | | | **Total budgeted cost** | ***£80,000*** |

| **iii. Other approaches** | | | | | |
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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?** |
| **F Increased attendance and punctuality rates for PP pupils**<br><br>***£10,000*** | • Attendance Officer employed to be responsible for meeting parents, doing home visits and working with cluster staff for PP pupils whose attendance/ punctuality is causing concern.<br>• External services employed to support attendance procedures.<br>• Employ resources for Walking Bus to collect children so they arrive to school and on time.<br>• Fund Staff mentors with selected Year 6 PP children. As part of mentoring, staff to check in with attendance/punctuality and encourage positive learning behaviours.<br>• (Spring Term) Fund rewards for peer check-in initiative for Year 3 and Year 6 selected PP children where children work in pairs to encourage each other to come to school | In 2017-18 PP attendance was below the school and National attendance Target.<br>From the Teacher 'Barriers to Learning' Assessments, just over half of our PP children have Attendance/punctuality as a barrier. *(See separate Barriers to Learning Overviews for a more in-depth identification)* | Through half-termly monitoring of attendance data, and evaluations of specific interventions (parenting contracts, fast track) for key pupils.<br>Termly pupil progress meetings which then feeds into Inclusion weekly meetings. | L.Lilley<br>E.Whitfield | Every term L.Lilley (AO) will produce a report to Govs and will be discussed/challenged at Govs meetings.<br>At the start of next academic year when we have a full year's attendance data to evaluate. |
| **D. Improved social and emotional development**<br><br>***£25,710*** | • Class budgets used to subsidise class trips and experiences so all learners access the same opportunities.<br>• Subsidise the Yr 4 trip to Eyam, Yr 6 trip to Kingswood residential, day trip to London; enabling all learners to access these experiences, developing key life skills. | During Pupil Interviews, experiences and trips are a key driver in engagement levels in school; hooking learning for pupils.<br>80% of our children live in households classed as being amongst the 10% most deprived in England. Due to this, some of our children are unaware of some key life experiences. | EVC to monitor standard of trips<br>Pupil Interviews<br>Monitoring of quality of T and L as a result of trips/experiences.<br>HT report to Govs. | SLT<br>AHTs<br>EVC | Termly report to Govs.<br>Termly Pupil Interviews<br>Monitoring in line with school assessment calendar. |

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| **D. Improved social and emotional development**<br><br>**G Increased parental engagement / awareness of value of home support** | • Continuation of homelearning scheme used to engage all learners and develop the whole child through #30Menus.<br>• Employment of PSA to support and provide opportunities for home-school learning. | In Pupil Questionnaires, children identified the learning environment at home was a barrier to completion of homework.<br>80% of our children live in households classed as amongst the 10% most deprived in England. Due to this, some of our children are unaware of some key life experiences so it has become the focus on home-school learning. | In HT report<br>Termly monitoring<br>Observe Homework club.<br>Stakeholders invited to share ideas regularly. | F.Pash by | Termly review, informing the next term's focus on homework. |
| **A –E Quality of Wave 1 High Quality teaching increased so 80% is at least good with 30% outstanding**<br><br>***£13,000*** | • Development of 'Growth Mindset' whole-school approach by staff implemented, enabling learners to thinking about their learning explicitly.<br>• Assistant Headteachers are released ½ a day per week, rigorously monitoring and evaluating learning and Teaching; impacting on CPD needs.<br>• CPD co-coordinator role developed to monitor closely CPD offered and impact.<br>• PP co-coordinator collaborative work with the local authority, inc local and regional conferences.<br>• CPD journals implemented for staff to reflect on practice and record best practice for strategies in diminishing difference. | NFER research found '***High Quality Teaching for All' is 1 of the 7 key building blocks for successful support of DA children***. (Also see Page 8 of 'Supporting the attainment of disadvantaged pupils) This will emphasise aspirational expectations for both PP and Non-PP children.<br><br>Continuous Professional Development is a key driver in supporting staff in leading our drive to diminish difference.<br>In-school monitoring shows that where teaching has been consistently good and outstanding, all children have made accelerated progress. | Head teacher report to Govs on CPD.<br>Lesson Study CPD teacher reflections.<br>Monitoring of teaching and learning by phase leaders.<br>Termly CPD journal monitoring. | F.Pash by<br>AHTs<br>SLT | Termly monitoring in line with school schedule.<br>Termly Head teacher report to Govs. |
| | | | | **Total budgeted cost** | ***£48,710*** |

| e. Review of expenditure | | | | |
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| **Previous Academic Year** | | **2017-18 £315, 900 (approx, based on financial year figures)** | | |
| **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** |
| **Improved language development leading to diminishing difference in all subjects** | Improved use of teaching assistants to support Wave 1 QFT, including improved deployment, preparedness and practice (see MITA) (including changes to hours and payment for 5 training days) | Monitoring of TAs' work as part of robust PM systems for all staff (see Ofsted Pupil Premium 2013) shows improved performance and learning outcomes in supporting language development and independence across the curriculum in the majority of cases.<br>***EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)***<br>In-school data suggests better impact than this, based on pupils outcomes from e.g. WAVE 2 interventions. | This approach will be continued, with high quality 1:1 support and training offered to those members of staff who need it. Continue to find appropriate areas for training e.g. specific intervention training, Blooms questioning, opportunities for Growth Mindset, effective scaffolding for independence.<br>A TA line manager will be supported by SLT further in developing a rigorous PM system for TAs. | £37 375 |
| **Quality of Wave 1 High Quality teaching increased so 80% is at least good with 30% outstanding** | Standard of learning and teaching is the best it can be for all pupils through a range of training | All teachers accessed a range of training to encourage all pupils to use, and become increasingly able to describe, metacognitive and self-regulatory strategies in their learning. Formal and informal lesson observations are beginning to produce evidence of pupils developing the desired capacities.<br>***EEF Toolkit Predicted Impact: Meta-cognition and self-regulation (+8 months)*** | High quality CPD is key in supported our teaching staff. A Training week will be trialled in Sept '18to support new staff, returning staff and whole school initiatives of Maths No Problem, Primary Writing and a consistent reading approach.<br>A revised approach to Teacher PM will ensure more focussed and specific targets to ensure Teaching and Learning is of at least a good standard. | £32 500 |

| ii. Targeted support | | | | |
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| **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** |
| **Improved social and emotional development**<br><br>**Increased attendance rates for PP pupils** | Inclusion team: 0.8 SENCo, FT Child Protection Officer, FT Parent Support Adviser, PT Emotional Care Leader, PT Learning Mentor | Attendance, punctuality and behaviour data shows sustained improvement for the majority of targeted pupils, including a smaller proportion of 'Other' pupils. Improvements in behaviour have resulted in greater engagement in learning for all pupils during formal and informal lesson observations, enquiry walks etc.<br>***EEF Toolkit Predicted Impact:***<br>***Social and Emotional Learning (+4 months)***<br>***Behaviour Interventions (+4 months)***<br>***Parental Involvement (+3 months)*** | Pastoral work to continue with appropriate refinements prompted by monitoring data.<br><br>More focussed approach to Pupil Premium Attendance and Punctuality from Sept '18 through tracking and regular meetings between PP Lead and Attendance Lead, supported by EW. | £105, 000 |
| **Improved language development** | WAVE 2 interventions in e.g. SONIT phonics interventions, FFT, ALK | Comprehensive termly data for all interventions for 2017-18 demonstrates impact in the vast majority of cases. | Repeat the interventions next year, with some fine-tuning in the light of experience, and to more closely meet the needs of varying cohorts. Match the interventions to more closely focused barriers to learning, using the School's '*Value for Money*' document. | £10,000 (also SEND funding) |
| **Raise standards in Maths** | Employ a 1:1 ECC teacher | Intervention made a difference to the mathematical development of the participating PP children (see individual evaluation data).<br>**EEF Toolkit Predicted Impact**<br>**One to One tuition +5 months** | Although the intervention was a success, it scored low on the value for money scale due to small number of PP children accessing it. This will not run from Sept '18. Using same day interventions which are run by teachers will be timetabled in to support misconceptions in Maths. | £25 000 |
| **Increase standards in Reading.** | Reading interventions by additional adult support with eg KS1 PP children who are behind ARE - ECaR. | Reading test scores demonstrate impact of interventions for most participating KS1 children but less impact noted in KS2.<br>***EEF Toolkit Predicted Impact:***<br>***One to One tuition (+5 months)***<br>***Reading Comprehension Strategies (+5 months)***<br>***Oral Language Interventions (+4 months)*** | Using 'PP Value for Money Document' adapt reading interventions to maiximise impact. Enhanced provision in 2018-19 for PP reading and will form part of the whole-school priority of raising standards in KS2 Reading. | FT TA (50% funded)<br>PT HTLA (60% funded)<br>FT HLTA £50 500 |
| **Improved language development leading to** | EAL numbers continue to increase, with | Individual scores of participating children show value of the interventions. | Continue the approach and integrate best practice into High Quality Wave 1 Teaching. | |

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| **diminishing difference in all subjects** | some also being eligible for PP, so FT HLTA employed to support them; Rosetta Stone resources and refurbished room in PDC. | ***EEF Toolkit Predicted Impact***<br>***Oral Language Interventions (+5 months)*** | | |
| **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**<br>(and whether you will continue with this approach) | **Cost** |
| **Improved language development** | Pay 2 organisations to recruit and train volunteers to hear children read; renovate library. | Reading ages of participating PP (and to a lesser extent Other) pupils show accelerated progress during the course of the intervention. Library renovation completed and more children using and borrowing books, especially those eligible for PP. | Continue the additional reading.<br>Increase profile of reading – add to School Improvement Plan.<br>Increase clarity on reading expectations in Teaching and Learning. | (Part of £24 500 above) |
| **To enrich life-experiences for children to stimulate and engage further learning.** | Broadening pupils' horizons by providing experiences, such as theatre and music groups, trips to local places of interest, and ingredients for cooking in the curriculum | Pupil and parent satisfaction and pupil engagement ratings show gains during the academic year, and language acquisition through additional experiences.<br>***Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation.***<br>***(NFER Research Report into Parental Engagement, 2013)*** | Continue with this valuable and inclusive use of the funding, whilst developing additional, more focused and accurate measures of impact, especially in academic-related outcomes (e.g. vocabulary, use of language, logical thinking, cultural appreciation). | £26 000 |
| **'Close the gap*' between PP and Non-PP Year 2 and Year 6 by tailored interventions.**<br><br>***Diminish Difference** | Targeted 1:2 tutor support, revision and Easter clubs (Y11 former pupils mentoring) for Y2 and Y6 pupils to ensure that the maximum number of PP | See headline data from statutory tests at the top of the document for broad impact. Individual data for those participating in the various strategies shows which approaches were most and least effective. See Intervention results on separate sheets.<br><br>***EEF Toolkit Predicted Impact:***<br>***One to One tuition (+5 months)***<br>***Peer Tutoring (+5 months)*** | Adjust all interventions based on data gathered, including the 'PP Value for Money' document for 2018-19. | £14 000 |

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| | pupils reached nationally expected standards | ***Summer School (+2 months)*** | | |
| **Improved language development leading to diminishing difference in all subjects**<br><br>**Improved social and emotional development** | Differences already evident at the beginning of EYFS lead to deployment of additional TAs in Nursery, Reception and Year 1. | These additional Teaching Assistants allowed vulnerable children to access areas of provision more effectively in order to close the gap as soon as possible.<br>See EYFS Data on front page.<br>***EEF Toolkit Predicted Impact:***<br>***Early Years Intervention (+5 months)***<br>***Teaching Assistants (+1 month)***<br>***EEF Early Years Toolkit Predicted Impact:***<br>***Communication and language approaches (+ 6 months)***<br>***Early numeracy approaches (+6 months)***<br>***Early literacy approaches (+4 months)*** | Continue to ensure deployment of staff meets the growing number of needs in early language acquisition to enable children to work through school at a higher starting point. | £33 500 |
| **Improved social and emotional development**<br><br>**Increased attendance rates for PP pupils** | Breakfast club (staff and equipment) | As well as the language and social skills targeted, this club made a real contribution to many pupils being physically and emotionally ready for learning (awake and well-fed).<br>***(See EEF positive report on Breakfast Clubs Autumn 2016)*** | Develop questionnaires and other measures to establish impact of this intervention with greater accuracy. Continue for 2017-18 | £5 000 |
| **All stakeholders have an awareness of PP practice, including internal and external factors) and the impact.** | Training for school leaders on developing PP systems and choosing / evaluating strategies to be used. | Notes and presentations from training attended, as well as strategic plans, are evident.<br>Governing Body is well informed and beginning to participate more fully in strategic planning for PP spending, including the evaluation stage. | Further training and consultant support to be accessed as required, developing further leadership in Pupil Premium.<br>Complete an Audit in Sept 2018 with relevant stakeholders for short and long term goals. | £2 000 |

| f. Additional detail |
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| Data used to inform this report:<br>• School tracking data<br>• School attendance data<br>• Average Scaled Scores and Exp+ % data ***Perspective Lite - KS2 Test Gap Report (DfE)***<br>• Speech and language therapist notes<br>• Nurture evaluations<br>• Learning mentor files and records of parent course<br>• Guidance and support referrals<br>• EYFS profile data<br>• Pupil progress meeting minutes<br>• Government paper of 'Supporting the attainment of disadvantaged pupils' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf<br>• Rapid review of parental engagement and narrowing the gap in attainment for disadvantaged children Research Report by Hilary Grayson June 2013<br>• EEF TA Campaign review: https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants |