

Pupil premium strategy statement (primary)

1. Summary information – For Year				
School	St. Mary's CofE (VA) Primary School			
Academic Year	2018 - 2019	Total PP budget	£10,180 based on: £1,320 allocation for each child entitled to PP £300 for each service child £2,300 for LAC or previously LAC	Date of most recent PP Review
				September 2018
Total number of pupils	45	Number of pupils eligible for PP	7	Date for next internal review of this strategy
				December 2018 – for Autumn Term 2018 - 2019

2. Current attainment - SATS 2018 data		
<ul style="list-style-type: none"> To note – numbers of children are very small and, in some cases, are below the threshold to be noted as a “meaningful group” (Ofsted p189 “there will be some groups that are too small for group-level reporting to be meaningful.”). Data groups are under DoE published group number. A number of children noted in the data fall within several “vulnerable” groups, for example children with special needs. 	<p><i>Core pupils eligible for PP (your school) – data for academic year 2017 – 2018. Data has been averaged for all pupils for whom there is data available for whole year (see previous). Whole school has been averaged due to low cohort numbers which would make pupils identifiable.</i></p>	<p><i>Pupils not eligible for PP (national average) Data for academic year 2017 – 2018. Data has been averaged for all pupils for whom there is data available for whole year (see previous). In order to make direct comparisons with data for pupils eligible for PP, data has been averaged.</i></p>
Year 2, 2018 SATS outcomes for Reading	50%	63%
Year 2, 2018 SATS outcomes for Writing	50%	63%
Year 2, 2018 SATS outcomes for Maths	50%	63%
Year 6, 2018 SATS outcomes for Reading	66.7%	44.4%
Year 6, 2018 SATS outcomes for Writing	66.7%	33.3%
Year 6, 2018 SATS outcomes for Maths	0	22.2%
% achieving in reading, writing and maths Year 6 SATS 2018	0	0

3. Current attainment progress data – Autumn 2, 2018		
<ul style="list-style-type: none"> To note – numbers of children are very small and, in some cases, are below the threshold to be noted as a “meaningful group” (Ofsted p189 “there will be some groups that are too small for group-level reporting to be meaningful.”). A number of children noted in the data fall within several “vulnerable” groups, for example children with special needs. 	<i>Pupils eligible for PP (your school) – data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). Whole school has been averaged due to low cohort numbers which would make pupils identifiable.</i>	<i>Pupils not eligible for PP (national average) Data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). In order to make direct comparisons with data for pupils eligible for PP, data has been averaged.</i>
% making progress in reading (data matched to school expectation in “steps”)	100% (make average 2.6 steps)	70% (making average of 2 steps)
% making progress in writing (data matched to school expectation in “steps”)	100% (making average of 2.2 steps)	70% (making average of 1.9 steps)
% making progress in maths (data matched to school expectation in “steps”)	100% (making average of 2.6%)	63% (making average of 1.8 steps)

4. Current attainment progress data – Autumn 2, 2018 To be completed after April 2019		
<ul style="list-style-type: none"> To note – numbers of children are very small and, in some cases, are below the threshold to be noted as a “meaningful group” (Ofsted p189 “there will be some groups that are too small for group-level reporting to be meaningful.”). A number of children noted in the data fall within several “vulnerable” groups, for example children with special needs. 	<i>Pupils eligible for PP (your school) – data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). Whole school has been averaged due to low cohort numbers which would make pupils identifiable.</i>	<i>Pupils not eligible for PP (national average) Data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). In order to make direct comparisons with data for pupils eligible for PP, data has been averaged.</i>
% making progress in reading (data matched to school expectation in “steps”)	To be completed after April 2019	To be completed after April 2019
% making progress in writing (data matched to school expectation in “steps”)	To be completed after April 2019	To be completed after April 2019
% making progress in maths (data matched to school expectation in “steps”)	To be completed after April 2019	To be completed after April 2019

5. Current attainment progress data – Summer 2, 2018 – To be completed after July 2019

<ul style="list-style-type: none"> To note – numbers of children are very small and, in some cases, are below the threshold to be noted as a “meaningful group” (Ofsted p189 “there will be some groups that are too small for group-level reporting to be meaningful.”). A number of children noted in the data fall within several “vulnerable” groups, for example children with special needs. 	<p><i>Pupils eligible for PP (your school) – data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). Whole school has been averaged due to low cohort numbers which would make pupils identifiable.</i></p>	<p><i>Pupils not eligible for PP (national average) Data for academic year 2018 – 2019. Data has been averaged for all pupils for whom there is data available for whole year (see previous). In order to make direct comparisons with data for pupils eligible for PP, data has been averaged.</i></p>
<p>% making progress in reading (data matched to school expectation in “steps”)</p>	<p>To be completed after July 2019</p>	<p>To be completed after July 2019</p>
<p>% making progress in writing (data matched to school expectation in “steps”)</p>	<p>To be completed after July 2019</p>	<p>To be completed after July 2019</p>
<p>% making progress in maths (data matched to school expectation in “steps”)</p>	<p>To be completed after July 2019</p>	<p>To be completed after July 2019</p>

6. Barriers to future attainment (for pupils eligible for PP, including high ability) 2017 - 2018		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lower starting points of pupils entering Reception (moderated baseline indicates high proportion of pupils working below age related in all areas. Specific concerns have arisen around communication, PSE and speaking)	
B.	Lower attainment in all areas (historic issues which are being addressed), especially maths and reading and phonics (in KS1)	
C.	Large proportion of PP children also on SEN register and a part of other vulnerable groups (including historic involvement with Level 3 or 4 services) that impact learning	
D.	Poor oral and communication skills inhibit progress across the curriculum	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Lower attendance rates and increased likelihood of persistent absenteeism for PP pupils	
F.	Social, emotion and behavioural barriers to learning impact engagement and achievement for this group)	
G.	Parental engagement impacts on attainment and outcomes for this group of pupils.	
7. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> The individual needs of pupils entering EYFS will be addressed in order that their targets are met and the pupils make at least the expected amount of progress (six steps) over the year. <p>Measures</p>	<ul style="list-style-type: none"> Individual Assertive Mentoring records will indicate progress and parental/carer opinion of progress Data will demonstrate pupil progress of at least 6 steps from the pupils' starting points The individualised learning passport will indicate the success over time of strategies put into place for individual children. This will also relate to spend. Observations and monitoring will note that provision for pupils in receipt of Pupil Premium is at least "good" (using Ofsted criteria as a benchmark). <ul style="list-style-type: none"> The strategies introduced to support this target, whilst being put into place for pupils in receipt of Pupil Premium funding could support all pupils
B.	<ul style="list-style-type: none"> Improved teaching and learning for all pupils in receipt of Pupil Premium funding will result in improved outcomes for pupils in receipt of this funding. At least 57% of pupils will achieve or exceed their targets (year group and individually specific), there will be few gaps in learning (when compared to previous years). <p>Quality First teaching and learning in all curriculum subjects will enable learners to receive targeted intervention and support that develops aspirations, confidence, progress and outcomes.</p> <p>Measures:</p> <ul style="list-style-type: none"> Gap analysis Data review Pupil Progress meeting review Assertive Mentoring Progress data for core subjects 	<ul style="list-style-type: none"> Data will demonstrate the proportion of pupils in receipt of Pupil Premium that achieve age related targets will be at least 57% and that all pupils will achieve specifically tailored targets. Gaps in knowledge (identified through planning and provision) will reduce significantly when compared with the same period last year and data will demonstrate the proportion of pupils in receipt of Pupil Premium that achieve age related targets will be at least 57% and that all pupils will achieve specifically tailored targets Monitoring and provision will indicate that teaching is pitched at a higher level than previously and that pupils are developing mastery across the curriculum. All teaching will be of a very high level (at least "good" using Ofsted criteria as a benchmark) Individualised learning passport and barriers to learning documentation will demonstrate that school barriers are decreasing and pupils are more

	<ul style="list-style-type: none"> • Progress data for foundation subjects • Pupil discussion • Monitoring • Observational evidence • Attendance at curriculum events/curriculum engagement. 	<p>confident in accessing the curriculum at an appropriate level</p> <ul style="list-style-type: none"> • Data collected relating to take up of extra-curricular provision will note an increase for those pupils in receipt of pupil premium. • Parental/carers feedback will demonstrate that parents/carers feel supported and that their children are making good progress. • Intervention files will be moderated and demonstrate that interventions are targeted to need, time limited and target specific • The gap between expected and current outcomes will close and pupils will be able to access increasingly more age appropriate learning (closing the gap) • Planning, observation and monitoring will indicate an increase, term by term in pupils working towards and at the expected level for their chronological age in all subjects.. <ul style="list-style-type: none"> ○ The strategies introduced to support this target, whilst being put into place for pupils in receipt of Pupil Premium funding could support all pupils
<p>C.</p>	<ul style="list-style-type: none"> • Identified pupils in receipt of Pupil Premium that are identified as being in one or more other “vulnerable” group (for example SEN or more able etc), will make accelerated progress and be supported to access targeted learning activities that enhance mastery skills and enable them to make accelerated progress. This will mean that 57% of PP pupils will achieve or exceed end of year/key stage expectations. <p>For those pupils who are not expected to meet end of year expectations, the gap between their outcomes and the outcomes of all pupils will close when compared to the same period last academic year.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Linked SEN and other vulnerable group data (and data comparisons) • Individual learning passport outcomes/IEPs • “Concentric circles” and barriers to learning documentation • Test data • Observation • Review and moderation of work. 	<ul style="list-style-type: none"> • SEN and vulnerable children IEPs (individualised passports) will dovetail with individualised learning targets and spend, where appropriate, will be considered in tandem with other needs. This will result in parents and staff noting a more cohesive approach to provision for vulnerable pupils and parents/carers and pupils, overall. They will note, when canvassed, that needs are being met increasingly more cohesively than previously experienced. • Foundation and core subject assessment data will demonstrate links (where appropriate) and accelerated progress/higher outcomes for subjects with strong connections to those in which the pupils are identified as more able. Evidence will show that they are making connections across the curriculum. • Foundation and core subject assessment data will demonstrate links (where appropriate) and accelerated progress for subjects and areas with strong connections to those in which the pupils are identified as needing support. Evidence will show that pupils are making connections across the curriculum • Test, assessment and independent working observations and data will indicate that the identified pupils are making clear links across the curriculum and that they are employing mastery sills. • Observational evidence and pupil discussion will demonstrate a positive Growth Mindset and engagement in learning. • Observational evidence and “bricks analysis” will demonstrate a positive attitude towards the wider curriculum opportunities. • Pupils who would not otherwise have been able to participate in activities outside of those offered, will be given these opportunities <ul style="list-style-type: none"> ○ The strategies introduced to support this target, whilst being put into place for pupils in receipt of Pupil Premium funding could support all pupils
<p>D.</p>	<ul style="list-style-type: none"> • Pupils in receipt of Pupil Premium funding will have access to high quality oral language interventions (where appropriate) that enable them to develop speaking, listening and vocabulary skills. As a result, pupils will be observed to formulate ideas into clear thought and writing and reading outcomes will demonstrate improved outcomes. <p>Measures:</p>	<ul style="list-style-type: none"> • Monitoring will show that the impact of oral language intervention shows positively in all learning opportunities. • Pupils should make an average of five months accelerated progress over the course of the year if they take part in oral language interventions • Assessment will demonstrate an increasingly accurate vocabulary being used by the pupils that access the interventions and their work will become more

	<ul style="list-style-type: none"> • Speaking and listening data • Intervention data • Observational evidence • Test data • Review and moderation of work 	<p>accurate.</p> <ul style="list-style-type: none"> • Monitoring will indicate an improvement in speaking and listening outcomes when compared to similar periods and similar cohorts over time.
E.	<ul style="list-style-type: none"> • Pupils in receipt of Pupil Premium funding will demonstrate attendance and persistent absentee data that is at least above 95% (attendance data) . Persistent absentee data will demonstrate a significant decline from the previous year's. <p>Measures:</p> <ul style="list-style-type: none"> • Attendance data • Previous years;' data • Meeting notes and letters • Review of documentation relating to "statutory intervention" • Attendance policy, procedures and records. 	<ul style="list-style-type: none"> • Percentage attendance will improve for pupils in receipt of Pupil Premium when compared to previous years. • Percentage attendance will begin to demonstrate an upward trajectory towards national expectations for this group. • Parents/carers will engage with school systems and support processes. This will be reflected in "soft" data held by school. • School systems will be clear, concise and follow good practice/LA requirements. The systems and processes will demonstrate a positive outcome for all pupils.
F.	<ul style="list-style-type: none"> • Pupils in receipt of Pupil Premium will benefit from appropriate individual, class and whole school support and systems that enable them to address social, emotional and behavioural barriers to learning. The impact of perceived and real issues on learning will be reduced when comparing data relating to this area to previous years (individual and whole school). <p>Measures:</p> <ul style="list-style-type: none"> • Comparison between behaviour logs for previous years • Review of barriers to learning ("bricks") and "concentric circle" assessment system • Review of Assertive Mentoring documentation • Behavioural reviews and observations. 	<ul style="list-style-type: none"> • There will be a decline in behavioural and social justice activates logged by the staff at school when compared to previous years. • Behaviour Policy will be clearly articulated and followed by the whole school community. • All pupils in receipt of Pupil Premium will indicate that they feel secure and safe in school when surveys are completed. The systems and processes will demonstrate a positive outcome for all pupils
G.	<ul style="list-style-type: none"> • The relationship between home and school will be enhanced and parents/cares will articulate, verbally and through surveys that they feel able to work collaboratively with the school in order to enhance the educational outcomes of their pupils and the engagement with their children in school life. <p>Measures:</p> <ul style="list-style-type: none"> • Assertive mentoring records • Parent consultation records • Target records • Meeting records and notes • Review of complaints • Observational evidence • Surveys 	<ul style="list-style-type: none"> • The percentage of parents attending pre-arranged meetings will increase • Target reviews will demonstrate that individual targets are being met • Meeting notes will demonstrate that parents feel increasingly secure in approaching school • Minimal complaints relating to this group will be received • Observational evidence will demonstrate an increasing engagement with the school. • Pupils and parents will contribute positively and appropriately to the Assertive Mentoring process and to the pupil learning passport systems that are being introduced.

8. Planned expenditure					
Academic year		2018-2019			
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?
The individual needs of pupils entering EYFS will be addressed in order that their targets are met and the pupils make at least the expected amount of progress (six steps) over the year.	<p>Develop and embed individualised learning passports which identify individual pupil need and spend allocation alongside impact. Ensure that provision is made to support learners (resources/intervention etc.)</p> <p>Review staff CPD standard and log and ensure that training to meet identified need is current and that staff are using the outcomes of training to improve pupil outcomes.</p> <p>Using data and learning passports, alongside Assertive Mentoring and barriers documentation, review provision and resources, updating when need is identified.</p> <p>Continue to access resources and support to enhance the teaching and learning provision in this area as it specifically relates to the pupils in receipt of pupil premium funding.</p>	<p>“Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional month’s progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising that increasing quantity of provision or changing the physical environment of the early years setting” (EEF, 2018)</p> <p>Evidence suggests that children’s experiences in early years strongly influences their outcomes in later life, across a range of areas (for example health and social behaviour to employment and educational attainment).</p> <p>The evidence continues to suggest that the most positive impacts are achieved with the support of families followed by good quality EFYS provision which has the next largest impact on children’s development by the age of 5. The evidence strongly shows that this is particular important for disadvantaged children (Ticknell Independent Review).</p> <p>Therefore, considering the evidence (above) our school needs to address the issues noted via the steps given in order to offer a</p>	<ul style="list-style-type: none"> Individual Assertive Mentoring records will indicate progress and parental/carer opinion of progress Data will demonstrate pupil progress of at least 6 steps from the pupils’ starting points The individualised learning passport will indicate the success over time of strategies put into place for individual children. This will also relate to spend. Observations and monitoring will note that provision for pupils in receipt of Pupil Premium is at least “good” (using Ofsted criteria as a benchmark). 	SD/LP/SW	Half Termly

	<p>CPD - £200 Interventions and resources - £300 Intervention work - £527.</p>	<p>stable and high quality provision.</p>			
<p>Improved teaching and learning for all pupils in receipt of Pupil Premium funding will result in improved outcomes. At least 57% of pupils will achieve or exceed their targets (year group and individually specific), there will be few gaps in learning (when compared to previous years).</p> <p>Quality First teaching and learning in all curriculum subjects will enable learners to receive targeted intervention and support that develops aspirations, confidence, progress and outcomes.</p>	<p>Using the National CPD Standard, subject and area information, audit knowledge of staff for identified curriculum and areas (e.g. pupil premium)</p> <p>Using audit results, develop CPD plan to address the needs to pupils in receipt of Pupil Premium through in-house and external CPD</p> <p>Continue to embed Pupil Premium specific monitoring and act on individual need for resources having considered gaps in knowledge.</p> <p>Using the individual needs passport and the SEN passport, review individual needs termly, meeting with teachers, parents and senior team.</p> <p>Purchase resources and equipment linked with any identified need above.</p> <p>Research appropriate ICT related resources and evaluate fitness for purpose. Purchase as appropriate.</p> <p>Resources - £100 ICT resources - £500</p>	<p>Contextual, in school evidence demonstrates that where children have “gaps” in learning, for example a specific skill or progressive step, they find it difficult to apply appropriate strategies to problem solving and reasoning. They also find it very challenging to access the more advanced aspects of the curriculum as they progress through the school. This lack of knowledge/understanding is reflected in test and assessment scores over a period of time and consequently, needs to be addressed by the school.</p> <p>When considering using digital technology, where it is deemed appropriate, the school has consulted with the EEF Toolkit (2018) which notes that studies have consistently found that digital technology is “associated with moderate learning gains: on average, an additional four months’ progress.” The same Toolkit also provides evidence to suggest that one to one tutoring and individualised/small group instruction can be effective with some of these strategies delivering approximately five additional months’ progress.</p> <p>Contextual (in school) evidence demonstrates that where children have “gaps” in learning, for example a specific skill or progressive step, they find it difficult to apply appropriate strategies to problem solving and reasoning. They also find it very challenging to access the more advanced aspects of the curriculum as they progress through the school. This lack of knowledge/understanding is reflected in test and assessment scores over a period of time and consequently, needs to be addressed by the school.</p>	<ul style="list-style-type: none"> • Data will demonstrate the proportion of pupils in receipt of Pupil Premium that achieve age related targets will be at least 57% and that all pupils will achieve specifically tailored targets. • Gaps in knowledge (identified through planning and provision) will reduce significantly when compared with the same period last year and data will demonstrate the proportion of pupils in receipt of Pupil Premium that achieved age related targets will be at least 57% and that all pupils will achieve specifically tailored targets • Monitoring and provision will indicate that teaching is pitched at a higher level than previously and that pupils are developing mastery across the curriculum. • All teaching will be of a very high level (at least “good” using Ofsted criteria as a benchmark) • Individualised learning passport and barriers to learning documentation will demonstrate that school barriers are decreasing and pupils are more confident in accessing the curriculum at an appropriate level • Data collected relating to take up of extra-curricular provision will note an increase for those pupils in receipt of pupil premium. • Parental/carers feedback will demonstrate that parents/carers feel supported and that their children are making good progress. • Intervention files will be moderated and demonstrate that interventions are targeted to 	<p>LP/SW</p>	<p>Half Termly</p>

			<p>need, time limited and target specific</p> <ul style="list-style-type: none"> • The gap between expected and current outcomes will close and pupils will be able to access increasingly more age appropriate learning (closing the gap) • Planning, observation and monitoring will indicate an increase, term by term in pupils working towards and at the expected level for their chronological age. 		
Total budgeted cost					£1627

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Identified pupils in receipt of Pupil Premium that are identified as being in one or more other "vulnerable" group (for example SEN or more able etc), will make accelerated progress and be supported to access targeted learning activities that enhance mastery skills and enable them to make accelerated progress. This will mean that 57% of PP pupils will achieve end of year/key stage expectations.</p>	<p>Subject/area leads (PP and SEN etc) to review systems and procedures and develop new/enhance systems so that pupil needs are dovetailed, producing new documentation etc. if appropriate.</p> <p>Disseminate new practice with staff, parents/carers and children.</p> <p>Using outcomes from linked meetings and monitoring (as noted above), identify appropriate support staff and systems that will support learners to make the expected or more than expected progress. Purchase resources/allocate resources as appropriate.</p> <p>Investigate and evaluate mastery level interventions and teaching aids, specifically in reading and maths. Purchase and allocate as appropriate.</p> <p>Investigate (using pupil data and barriers as a starting point) appropriate phonics, maths and reading interventions to support those learners that need extra support.</p> <p>Mastery resources - £200 Interventions & delivery cost - £700</p>	<p>As above.</p> <p>On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches (EEF, 2015)</p>	<ul style="list-style-type: none"> • SEN and vulnerable children IEPs (learning passports) will dovetail with individualised learning targets and spend, where appropriate, will be considered in tandem with other needs. This will result in parents and staff noting a more cohesive approach to provision for vulnerable pupils and parents/carers and pupils, overall, noting when canvassed, that needs are being met increasingly more cohesively than previously experienced. • Foundation and core subject assessment data will demonstrate links (where appropriate) and accelerated progress/higher outcomes for subjects with strong connections to those in which the pupils are identified as more able (more progress). Evidence will show that they are making connections across the curriculum. • Test, assessment and independent working observations and data will indicate that the identified pupils are making clear links across the curriculum and that they are employing mastery skills. • Observational evidence and pupil discussion will demonstrate a positive Growth Mindset and engagement in learning. • Observational evidence and "bricks analysis" will demonstrate a positive attitude towards the wider curriculum opportunities. • Pupils who would not otherwise have been able to participate in activities outside of those offered, 	<p>LP</p>	<p>Half termly</p>

	(some shared SEN costs)		will be given these opportunities		
By combining and/or dovetailing provision allocated through all “vulnerable group” provision, the school expects that pupils in receipt of pupil premium funding who are not expected to meet end of year expectations will close the gap between their outcomes when compared with the outcomes of all pupils will close (when compared to the same period last academic year).	<p>Subject/area leads (PP and SEN etc) to review systems and procedures and develop new/enhance systems so that pupil needs are dovetailed, producing new documentation etc. if appropriate.</p> <p>Disseminate new practice with staff, parents/carers and children.</p> <p>Develop systems to embed involvement of parents in pupil passports.</p> <p>Embed new monitoring procedures to ensure that individual passport requirements are met.</p> <p>Purchase work schemes and resources that link to individual passports.</p> <p>(see also behavioural barriers, below)</p> <p>Resources - £100 Staff time - £500 Schemes - £1000</p> <p>(some shared SEN costs)</p>	<p>There have been a number of historic and some ongoing behavioural challenges which, when fully addressed, will enable those concerned to make at least good progress if the above research is accurate.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group, the better (Switch on Reading, 2016)</p>	<ul style="list-style-type: none"> • SEN and vulnerable children IEPs (learning passports) will dovetail with individualised learning targets and spend, where appropriate, will be considered in tandem with other needs. This will result in parents and staff noting a more cohesive approach to provision for vulnerable pupils and parents/carers and pupils, overall, noting when canvassed, that needs are being met increasingly more cohesively than previously experienced. • Observational evidence and pupil discussion will demonstrate a positive Growth Mindset and engagement in learning. • Observational evidence and “bricks analysis” will demonstrate a positive attitude towards the wider curriculum opportunities. • Pupils who would not otherwise have been able to participate in activities outside of those offered, will be given these opportunities – data relating to participation in these areas will demonstrate an upward trend. • Foundation and core subject assessment data will demonstrate links (where appropriate) and good progress for subjects and areas. Evidence will demonstrate progress that is good in areas where targeted intervention has taken place. • Observational evidence will show that pupils are making connections across the curriculum 	SW	Half Termly
Pupils in receipt of Pupil Premium funding will have access to high quality oral language interventions (where appropriate) that enable	<p>Investigate and audit specific need.</p> <p>Purchase resources that meet needs of individuals.</p>	The EEF (2018) suggests that studies “of oral language interventions consistently show positive impact on learning, including on oral language skills and on reading comprehension. It goes on to suggest that interventions which are directly related to ext	<ul style="list-style-type: none"> • Monitoring will show that the impact of oral language intervention shows positively in all learning opportunities. • Pupils should make an average of five months accelerated progress 	LP/SW DK (English)	Half termly Half termly

<p>them to develop speaking, listening and vocabulary skills. As a result, pupils will be observed to formulate ideas into clear thought and writing and reading outcomes will demonstrate an improved accuracy and an upward trajectory of results (from previous years).</p>	<p>Implement support programmes (LSA run) to enhance language and oracy</p> <p>Purchase Talk Boost for KS1 and KS2 to act as a starting point for addressing need, as required.</p> <p>Resources - £1000 Intervention time - £500</p>	<p>comprehension or problem-solving appear to have a greater impact.</p> <p>Reviews of school assessment data suggest that developing spoken language should be a priority as some pupils are finding it challenging to access the curriculum and the increasingly more complex vocabulary associated with it.</p>	<p>over the course of the year if they take part in oral language interventions</p> <ul style="list-style-type: none"> • Assessment will demonstrate an increasingly accurate vocabulary being used by the pupils that access the interventions and their work will become more accurate. • Monitoring will indicate an improvement in speaking and listening outcomes when compared to similar periods and similar cohorts over time. 		
<p>Pupils in receipt of Pupil Premium will benefit from appropriate individual, class and whole school support and systems that enable them to address social, emotional and behavioural barriers to learning. The impact of perceived and real issues on learning will be reduced when comparing data relating to this area to previous years (individual and whole school).</p>	<p>Continue to implement Restorative Justice fully.</p> <p>Research the “triggers” regarding behavioural barriers and develop systems/resources to address individual need.</p> <p>Purchase “Reach for the Stars” as a system for developing confidence.</p> <p>Embed interventions to address learning need.</p> <p>Purchase outdoor/Forrest School learning to raise self-esteem and address barriers to learning.</p> <p>Staff CPD to embed knowledge and understanding of Trauma and attachment theory.</p> <p>Reach for the Stars - £1000 CPD - £100 Forest schools - £1000</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF, 2018)</p> <p>By addressing behavioural and social issues within the school community, it is believed that the school can support pupils to raise attainment and, more importantly, self-esteem.</p> <p>Studies of adventure learning interventions consistently demonstrate positive benefits on academic learning as well as on non-cognitive outcomes (e.g. self-confidence). EEF (2018)</p> <p>(see also above regarding small group and individual tuition).</p>	<ul style="list-style-type: none"> • There will be a decline in behavioural and social justice activities logged by the staff at school when compared to previous years. • Behaviour Policy will be clearly articulated and followed by the whole school community. • All pupils in receipt of Pupil Premium will indicate that they feel secure and safe in school when surveys are completed 	LP	Half Termly
Total budgeted cost					£6,100

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in receipt of Pupil Premium funding will demonstrate attendance and persistent absentee data that is at least above 95% (attendance data) . Persistent absentee data will demonstrate a significant decline from the previous year's.	<p>Develop attendance policies and procedures</p> <p>Embed quality tracking, monitoring and accountability systems and structures.</p> <p>Apply the systems and structures to all pupils, but in particular those pupils in receipt of pupil premiums.</p> <p>Review and meeting time: £1,000 Resources: £100</p>	<p>Evidence states that “The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.” (DfE, 2016).</p> <p>Evidence from school data suggests that a high proportion of pupils in receipt of pupil premium funding (overall) have been subject in the last year to attendance interventions.</p>	<ul style="list-style-type: none"> Percentage attendance will improve for pupils in receipt of Pupil Premium when compared to previous years. Percentage attendance will begin to demonstrate an upward trajectory towards national expectations for this group. Parents/carers will engage with school systems and support processes. This will be reflected in “soft” data held by school. School systems will be clear, concise and follow good practice/LA requirements 	SW	Half Termly
The relationship between home and school will be enhanced and parents/cares will articulate, verbally and through survey that they feel able to work collaboratively with the school in order to enhance the educational outcomes of their pupils and the engagement with their children in school life.	<p>Staff CPD on having “difficult conversations.”</p> <p>Embed pupil passport and Assertive Mentoring.</p> <p>Develop homework/work clubs and workshops for parents.</p> <p>Embed SMT “surgeries” to support parents/cares if they need to access senior staff.</p> <p>Work with staff and parents to discuss and find solutions to barriers.</p> <p>Develop and embed support systems in order to ensure that pupils have the targeted support that they require (e.g. clubs etc).</p> <p>Management/review time (including cover): £1,500 Resources: £500</p>	<p>Sutton Trust 2017 noted that poorer pupils get less homework help. By default, this could mean that the pupils at our school in receipt of this funding are at a disadvantage as much of the “over learning” is done through homework provision.</p> <p>“In the primary age range, the impact caused by different levels of parental engagement is much bigger than variations in the quality of schools. The scale of this impact is evident across all social classes and ethnic groups.” (Desforges and Abouchaar , 2003)</p> <p>The school therefore, wishes to reverse the trend and ensure that parents are fully involved with their children’s school and work and has carefully considered how to overcome the barriers identified.</p>	<ul style="list-style-type: none"> The percentage of parents attending pre-arranged meetings will increase Target reviews will demonstrate that individual targets are being met Meeting notes will demonstrate that parents feel increasingly secure in approaching school Minimal complaints relating to this group will be received Observational evidence will demonstrate an increasing engagement with the school. Pupils and parents will contribute positively and appropriately to the Assertive Mentoring process and to the pupil learning passport systems that are being introduced. 	LP	Half termly
Total budgeted cost					£3,100

**REVIEW OF 2017 –
2018 SPEND
AND
ALLOCATION**

9. Review of expenditure				
Previous Academic Year				
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
To improve attainment and progress in maths in all year groups in order that pupils in receipt of PP funding make the same progress or accelerated progress and achieve comparable outcomes when compared to their peers.	<p>Organise and ensure delivery of staff training for Maths through Mastery</p> <p>Research and purchase resources for maths mastery</p> <p>Training: £500 Staff monitoring: £180 Implementation and resources: £1,000</p>	<p>Due to very small cohorts and cohort differences and data differences, it is difficult to specifically target exact data profiles. However, based on previous end of key stage data, there was a significant improvement of +13% in outcomes related to pupils in receipt of pupil premium.</p> <p>Progress for all pupils in maths was in line with school expectations using the steps progress system which averages out to 5.7 points progress expected. All pupils (inc. pp) made an average progress score of 5.05. Pupils in receipt of pupil premium funding made an average of 6.45 points</p> <p>Many pupils may have other vulnerabilities and the school is able to review the evidence of the impact of interventions on an individual basis.</p> <p>Progress now needs to be accelerated for all pupils in order that they reach age expected outcomes. This demonstrates that the interventions put into place have had a positive impact for all pupils.</p>	This approach will continue into the next year as it has had a positive impact on pupils. Gaps in learning are being addressed and impact is being demonstrated in all areas, but more specifically in the lower year groups. This data is now beginning to “feed through,” year on year.	£1,680
To improve attainment and progress in reading in all year groups in order that pupils in receipt of PP funding make the same progress or accelerated progress and achieve comparable outcomes when compared to	<p>Staff training and resources for Reading Gladiators and guided reading.</p> <p>Staff to implement strategies and training into teaching practice.</p> <p>Staffing: £1,000 Training: £300 Implementation and resources: £500</p>	<p>Due to very small cohorts and cohort differences and data differences, it is difficult to specifically target exact data profiles.</p> <p>Progress for all pupils in reading was in line with school expectations using the steps progress system which averages out to 5.7 points progress expected. All pupils (inc. pp) made an average progress score of 5.4. Pupils in receipt of pupil premium funding made an average of 7.2 points.</p> <p>The school has identified that reading is an area to be targeted and that the needs of the pupils in this group are significant. Many pupils may have other vulnerabilities and the school is able to review the</p>	The school will continue to implement the systems and processes throughout the coming year, alongside other intervention and support systems that are individually tailored to the pupils.	£1,300

		<p>evidence of the impact of interventions on an individual basis.</p> <p>Progress now needs to be accelerated for all pupils in order that they reach age expected outcomes. This demonstrates that the interventions put into place have had a positive impact for all pupils.</p>		
<p>To accelerate pupil progress in the combined areas of reading, writing and maths through the use of technological resources and family engagement strategies that may also be accessed at home.</p>	<p>Investigate and purchase resources.</p> <p>Develop and embed, in consultation with the executive team, sound pupil progress systems</p> <p>Investigation of and purchase of resources.</p> <p>Develop parental information/engagement strategies</p> <p>Staffing: £1,000 Training:£130 Implementation and resources: £500</p>	<p>Progress for all pupils was in line with school expectations using the steps progress system which averages out to 5.7 points progress expected. All pupils (inc. pp) made an average progress score of 5.4. Pupils in receipt of pupil premium funding made an average of 7.3 points.</p> <p>Many pupils may have other vulnerabilities and the school is able to review the evidence of the impact of interventions on an individual basis.</p> <p>The school is still working on parental engagement strategies and these will be developed next academic year.</p>	<p>The school will continue to embed and refine the systems identified in order to promote the best outcomes for all pupils, including those in receipt of pupil premium funding.</p> <p>This has been a challenging year, with many additional issues surfacing. However, in order to achieve the best possible outcomes, the school will continue to work on accelerating progress for all pupils in all combined subjects in order that outcomes rise.</p>	£1,630
<p>Teaching and assessment processes in EYFS will be improved in order that pupils in receipt of PP in EYFS receive a high quality (measurable by Ofsted criteria) education and achieve improved, accurately measured outcomes regardless of their starting points.</p>	<p>Ensure appropriately qualified and trained staff have access to quality CPD</p> <p>Support staff to develop knowledge and understanding in all areas of provision</p> <p>Develop systems and processes that enable quality, moderated assessment to take place.</p> <p>Review outcomes of assessment in order</p>	<p>A number of significant additional issues came to light throughout the year and these have been addressed. Therefore, the impact of strategies introduced was minimal.</p> <p>The systems and processes noted were put into place but due to the other factors, need to be re-addressed this academic year.</p> <p>Outcomes at GLD were below expectations and below National.</p>	<p>Due to the external factors, much allocation of time and resource has been put into the EYFS. These are making a significant contribution to improving assessment and provision and will continue to be embedded in order that outcomes for children in this area improve.</p>	£2,500

	to ensure appropriate provision. Staffing: £1,000 Systems & processing: £1500			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching and assessment processes for pupils in receipt of PP who are identified as more able will be improved in order these pupils receive a high quality (measurable by Ofsted criteria) education and achieve improved, accurately measured outcomes regardless of their starting points.	Identify pupils that are more able. Change and develop planning and schemes of work to embed appropriate teaching techniques. Develop opportunities for more able pupils to develop peer relationships outside of the school environment. Develop challenge and support afternoons. Develop and embed Assertive Mentoring techniques. Staffing (inc. 1:1) £300 Resources - £100	The quality of teaching as improved, overall, by one grade. There are still areas whereby improvement is required but these areas are improving. The school environment needs to continue to be addressed and there are financial implications associated with these. Pupils in receipt of pupil premium who are also more able have had targeted one to one teacher support following the one to one teaching systems and processes. For this group of pupils, the one to one tuition was not successful. However, in addition, more able pupils across the school have had the opportunity to take part in activities with other children from other local schools (targeted). Please see data for whole cohorts. It is not appropriate, in this context, to comment on pupils in this groups as the groups are too small to be meaningful and pupils would be identifiable. Due to the “gaps in learning” across all cohorts (which are being addressed and which are closing at an accelerated rate), pupils identified within the school context as more able, would not necessarily be identified as more able in other contexts.	Assertive mentoring needs to be developed and embedded, as with the EYFS above, significant challenges arose and were identified last academic year that needed to be addressed in the wider context of the school. The one to one teaching systems were not as successful as expected and, unless there is significant evidence to the contrary, they will not be employed specifically for this group again.	£400
The curriculum, teaching and learning for pupils in receipt of Pupil Premium will be needs based and high quality. Gaps in learning will be identified and systems put in place to address them.	Identify and embed appropriate and suitable assessment systems that address the needs of this group of pupils. Ensure that staff are	The gaps in knowledge and understanding are closing and this is evident through scrutinies and pupil progress meetings etc. Please see data for whole cohorts. In addition, regular moderation, externally, has noted a significant improvement in knowledge of pupil need and security of assessment. In addition, climate walks (also noted by the external teaching and learning	The school has made significant progress in this area but still understands that there is a “way to go” in order to achieve its vision. However, gaps are closing for all groups of pupils and this is especially evident in the lower years. The school will continue to develop and embed these targets.	£2,600

	<p>clear about how to identify gaps and ensure that they plan to meet them.</p> <p>Identify appropriate CPD and intervention resources to help to “close the gap”</p> <p>Development opportunities: £100 Interventions etc. £2,500 (for year – staffing and resources etc.)</p>	<p>reviewer) show engagement in learning.</p> <p>As noted previously, the school is able to comment on individual students as the groups are too small to be significant when considering data on a class by class basis.</p> <p>Whilst the impact on pupils in receipt of pupil premium funding can be seen via the data, above, the differences in the learning environment and the learning attitudes of pupils across all groups has improved significantly. This has been commented on by external visitors.</p>		
<p>Fully embed systems and processes relating to attendance that meet statutory need and support families of children in receipt of Pupil Premium to engage with school.</p>	<p>Develop attendance policies and procedures</p> <p>Embed quality tracking, monitoring and accountability systems and structures.</p> <p>Apply the systems and structures to all pupils, but in particular those pupils in receipt of pupil premiums.</p> <p>Review and meeting time: £1,000 Resources: £100</p>	<p>Historically, attendance has been of significant concern at the school. However, with the implementation of the new systems and processes, overall, attendance improved over the year to 94.6% which is a positive trend on the previous year.</p> <p>Persistent absences also reduced. However, there are persistent absences linked to pupil premium that are being addressed.</p>	<p>The school’s systems and processes are having an impact and these will continue to be embedded and developed.</p> <p>It has been a challenge to embed these systems and processes as the school community was, overall, against them and found them difficult to acknowledge and accept.</p>	£1,100
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To reduce the number of social issues reported by staff, for example friendship, sportsmanship and emotional issues in order that pupils feel supported</p>	<p>Train staff and implement Restorative Justice Systems.</p> <p>Ensure that pupils and staff are aware of</p>	<p>Low level behavioural incidents are decreasing across the school. Behaviour has improved and evidence through learning walks etc. demonstrate that behaviour for learning is improving. In some instances, however, there are passive learners and this also relates to some pupils in receipt of pupil premium funding.</p>	<p>Whilst the Restorative Justice and Growth Mindset systems are having an impact in school, the wider community does not fully understand the principles and this is an area that the school will work on next academic year in association with the areas identified.</p>	£1,450

<p>in school and are able to focus on learning</p>	<p>behavioural procedures and policies.</p> <p>Develop systems that support work with parents/carers and the wider community that focus on behaviour.</p> <p>Fully implement Growth Mindset.</p> <p>Investigate and introduce inclusion support package – reach for the stars (for example), for at least one hour per week.</p> <p>Packages: £500 Training: £500 Management time: £300 Resources: £150</p>	<p>Where “higher level” intervention has been required, this has been accessed.</p> <p>The pupils within this group are also able to articulate what would help them learn through work with the lead on barriers to learning. These are being addressed and are also positively benefiting all other pupils.</p> <p>The school is working ever more closely with parents and carers on this aspect.</p>		
<p>Pupils in receipt of PP will have wider access to opportunities beyond the curriculum in order to enhance learning in all areas, not just core subjects</p>	<p>Using barriers to success systems introduced this year, identify pupils who would benefit socially and academically from accessing opportunities noted.</p> <p>Embed systems to subsidise trips, clubs and equipment etc.</p> <p>Resources and identified opportunities: £1,000</p>	<p>Club participation is variable but, overall, used appropriately. However, not all pupils in receipt of pupil premium funding access these opportunities. Individual needs can be discussed.</p> <p>Pupils have been subsidised to attend activities such as trips (again, these can be discussed on an individual basis). This has resulted in an observed, raised self-esteem of those pupils who have benefitted from this funding.</p>	<p>The strategy has improved has the year has progressed and has had a positive impact on pupils. It will continue next year.</p>	<p>£1,000</p>
<p>Staff in-house CPD will enable them to be able to articulate what the Pupil Premium grant</p>	<p>SMT to identify and introduce appropriate management structures and</p>	<p>Staff had access to CPD which was tailored to individual and group need. The pupil premium leads across the federation also planned and developed a training opportunity for all staff.</p>	<p>The strategy has improved has the year has progressed and has had a positive impact on pupils. IT will continue next year.</p>	

<p>should be used for and how to evaluate its use effectively in order to improve outcomes and teaching for pupils in receipt of Pupil Premium funding.</p>	<p>processes.</p> <p>CDP (individualised and group) to be identified and provided in order to ensure quality first teaching leads to improving outcomes for pupils and increased staff confidence.</p> <p>Information and training to be given to staff on the specifics of pupil premium funding and how it is allocated and monitored.</p> <p>CPD and cover (including writing of in-house training) - £1,000</p>	<p>However, a turnover of staff in the summer term made it challenging to keep up the positive trend and knowledge base and so individualised learning opportunities had to be quickly planned and delivered. These were not as strong as the whole group work.</p> <p>The use of pupil progress meetings has also strengthened this.</p>		
<p>To develop parental/carer engagement processes in order that families feel able to fully support the school and their children.</p>	<p>Introduce “identification of barriers” systems</p> <p>Work with staff and parents to discuss and find solutions to barriers.</p> <p>Develop and embed support systems in order to ensure that pupils have the targeted support that they require (e.g. clubs etc).</p> <p>Management/review time (including cover): £1,500 Resources: £500</p>	<p>Parental engagement is improving and, overall, there are a declining number of informal complaints being received. However, this was thwarted when the school undertook a restructure process and a number of long standing staff left. In addition, the Local Authority and the Diocese published the consultation on closure.</p> <p>The school continues to work on improving parental engagement.</p>	<p>The strategies put into place initially demonstrated signs of improved communication etc. but throughout the year have needed much support. The school will need to continue with this next year.</p>	<p>£2,000</p>