

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Mary's CofE (VA) Primary School				
Academic Year	2017 - 2018	Total PP budget	£17,160 (eligible chn) - £21,080 showing in cost centre for year but this equates to financial year and does not show virements for payments etc.	Date of most recent PP Review	July 2018
Total number of pupils	50	Number of pupils eligible for PP	12 (24% of cohort)	Date for next internal review of this strategy	September 2019 for academic year 2018 - 2019

2. Current attainment		
<ul style="list-style-type: none"> To note – turnover of 41.7% relating to pupils in receipt of pupil premium funding over the year has impacted on results. Results, below, relate to current pupils (July, 2018) irrespective of whether they joined during the year. 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 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>
% achieving in reading, writing and maths (age related years R – Y5 and expected outcomes in SATs in year 6)	13.4%	30%
% making progress in reading (data matched to school expectation in “steps”)	50%	73.2%
% making progress in writing (data matched to school expectation in “steps”)	75%	73.2%
% making progress in maths (data matched to school expectation in “steps”)	50%	53.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2017 - 2018

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

A.	A high proportion of children in receipt of Pupil Premium fall into other “vulnerable groups” and this impacts on learning. For example children with special, emotional and social or medical needs).
B.	Baselines of pupils entering EYFS have indicated a high proportion of pupils in receipt of Pupil Premium entering with lower scores, especially in the PSED and some core areas.
C.	Identified pupils in receipt of Pupil Premium funding are higher ability than their peers.
D.	Spurious historical data has impacted on progress and outcomes as “gaps in learning” have to be addressed and progress is difficult to measure accurately.

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

E.	Attendance levels for pupils in receipt of Pupil Premium have been identified in a higher than average proportion of pupils.
F.	Pupil access to activities beyond the curriculum inhibits confidence and outcomes.
G.	Family engagement (and ability due to factors such as work) with learning and school is a barrier for a percentage of pupils in receipt of Pupil Premium funding.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To embed social and emotional “justice” systems in order that children are able to begin to independently access justice systems and the impact of perceived issues on learning is reduced when compared to previous years.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Comparison between behaviour logs for successive years. • Behaviour and bullying questionnaires • Behavioural reviews/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. <i>The systems and processes will demonstrate a positive outcome for all pupils</i> • Behaviour Policy will be clearly articulated and followed by the whole school community. <i>The systems and processes will demonstrate a positive outcome for all pupils</i> • At least 70% of pupils will indicate that they feel secure and safe in school when surveys are completed. <i>The systems and processes will demonstrate a positive outcome for all pupils</i>
B.	<p>Targeted support will be put into place to address the needs of the pupils that enter EYFS with individual needs. This will result in progress accelerating in the first two terms and pupils working within national expectations at the end of the academic year.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Baseline and assessment data • Observational data • Support and intervention files and outcomes • Parental feedback • Moderation feedback 	<ul style="list-style-type: none"> • Early baselines will be completed within the first two weeks of the term which can then be used as a starting point to measure progress. This progress will be accelerated, over time, in order that at least 50-60% of pupils meet GLD • Data will demonstrate an upward trajectory for this cohort. <i>The systems and processes will demonstrate a positive outcome for all pupils</i> • Data will be moderated and demonstrate that assessments are accurate. This, in turn will demonstrate the measureable progress for this group. <i>The systems and processes will demonstrate a positive outcome for all pupils</i> • 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. <i>The systems and processes will demonstrate a positive outcome for all pupils</i>
C.	<p>Identified pupils in receipt of Pupil Premium that are identified as more able, will make accelerated progress and be supported to access targeted learning activities that enhance their mastery skills and development.</p>	<ul style="list-style-type: none"> • Core subject data will indicate that identified pupils will make progress in excess of all “other” pupils and in excess of the expected steps progress for the year group in all subjects, but specifically those where they are more able.

	<p>Measures:</p> <ul style="list-style-type: none"> • Progress data for core subjects • Progress data for foundation subjects • Attendance at curriculum events/curriculum engagement (observational) • Observational evidence • Monitoring • Pupil discussion about engagement and barriers to learning. 	<ul style="list-style-type: none"> • Foundation 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. The systems and processes will demonstrate a positive outcome for all pupils • 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.
D.	<p>Gaps in learning will be identified and addressed through Quality First Teaching and targeted intervention. By addressing the gaps in learning, the gap between current achievement (as measured by data) and age related expectations will demonstrate closure.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Summative data • Formative assessment data • Planning • Monitoring 	<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) The systems and processes will demonstrate a positive outcome for all pupils • Planning, observation and monitoring will indicate an increase, term by term in pupils working towards and at the expected level for their chronological age. The systems and processes will demonstrate a positive outcome for all pupils
E.	<p>To improve attendance and persistent absenteeism of pupils in receipt of Pupil Premium funding</p> <p>Measures:</p> <ul style="list-style-type: none"> • Attendance data • Previous year's data • Meeting notes • Attendance policy and 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.	<p>Pupils in receipt of Pupil Premium funding will have targeted opportunities to develop their skills, specifically those that are not related to the core subjects.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Wider curriculum participation information • Observational evidence. 	<ul style="list-style-type: none"> • 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.
G.	<p>To enhance the relationship between home and school in order that parents/cares are informed and feel able to work collaboratively with the school in order to enhance the educational outcomes for pupils</p> <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. 	<ul style="list-style-type: none"> • The percentage of parents attending pre-arranged meetings will increase The systems and processes will demonstrate a positive outcome for all pupils • Target reviews will demonstrate that individual targets are being met • Meeting notes will demonstrate that parents feel increasingly secure in approaching school The systems and processes will demonstrate a positive outcome for all pupils • Minimal complaints relating to this group will be received • Observational evidence will demonstrate an increasing engagement with the school.

5. Planned expenditure					
Academic year		2017-2018			
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?
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>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"> Monitoring of maths data will indicate that identified pupils will make progress in excess of all "other" pupils and in excess of the expected steps progress for the year group in all subjects, but specifically those where they are more able. 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 and that pupils are employing maths mastery techniques 	DK	Half termly
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>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"> Monitoring of maths reading will indicate that identified pupils will make progress in excess of all "other" pupils and in excess of the expected steps progress for the year group in all subjects, but specifically those where they are more able. 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 	DK	Half termly.

			<p>employing mastery skills.</p> <ul style="list-style-type: none"> Observational evidence and pupil discussion will demonstrate a positive Growth Mindset and engagement in learning and that pupils are employing maths mastery techniques Monitoring will indicate that skills are being applied across the curriculum. 		
<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>Some evidence that when homework is used a s short and focussed intervention it can be effective in improving students' attainment (EEF, 2015)</p> <p>Some evidence to suggest that higher test outcomes result in a higher likelihood of pupils being “streamed” at a higher level as they move through education (BBC, 2018)</p> <p>By accelerating progress, the school aims to ensure that targets are met and that it ensures pupils are ready for their next stage of learning.</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 Minimal complaints relating to this group will be received Observational evidence will demonstrate an increasing engagement with the school. 	DK	Termly
<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 to ensure appropriate</p>	<p>Evidence suggests that children's experiences in early years stongly 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, our school needs to address the issues noted via the steps given in order to</p>	<ul style="list-style-type: none"> Early baselines will be completed within the first two weeks of the term which can then be used as a starting point to measure progress. This progress will be accelerated, over time, in order that at least 50-60% of pupils meet GLD Data will demonstrate an upward trajectory for this cohort. Data will be moderated and demonstrate that assessments are accurate. This, in turn will demonstrate the measureable progress for this group. Parental/carers feedback will demonstrate that parents/carers feel supported and that their 	DK/Exc. Team	Termly & end of year

	provision. Staffing: £1,000 Systems & processing: £1500	offer a stable and high quality provision.	children are making good progress. <ul style="list-style-type: none"> Intervention files will be moderated and demonstrate that interventions are targeted to need, time limited and target specific. 		
Total budgeted cost					£7,610
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?
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.	<p>Identify pupils that are more able.</p> <p>Change and develop planning and schemes of work to embed appropriate teaching techniques.</p> <p>Develop opportunities for more able pupils to develop peer relationships outside of the school environment.</p> <p>Develop challenge and support afternoons.</p> <p>Develop and embed Assertive Mentoring techniques.</p> <p>Staffing (inc. 1:1) £300 Resources - £100</p>	<p>To ensure that disadvantaged pupils are given support in order to succeed and break the link between disadvantage and underachievement at an early age.</p> <p>Evidence suggests that approximately “7,000 pupils each year who are in the top ten per cent at age 11 fail to achieve in the top 25 per cent at GCSE: boys and pupils eligible for the pupil premium are the most likely to be in this “missing talent” group” (DfE, 2015)</p>	<ul style="list-style-type: none"> Core subject data will indicate that identified pupils will make progress in excess of all “other” pupils and in excess of the expected steps progress for the year group in all subjects, but specifically those where they are more able. Foundation 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. 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. 	DK/SW	Termly at pupil progress meetings
The curriculum, teaching and learning for pupils in receipt of Pupil Premium will be needs based and	Identify and embed appropriate and suitable assessment systems that address the needs of this	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	<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 	DK/SW	Termly and at pupil progress meetings

high quality. Gaps in learning will be identified and systems put in place to address them.	<p>group of pupils.</p> <p>Ensure that staff are 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>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>appropriate learning (closing the gap)</p> <ul style="list-style-type: none"> • Planning, observation and monitoring will indicate an increase, term by term in pupils working towards and at the expected level for their chronological age. 		
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>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 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/DK	Half termly
Total budgeted cost					£4,100
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?
To reduce the number of social issues reported by staff, for example friendship, sportsmanship and emotional issues in order that pupils feel supported in school and are able to	<p>Train staff and implement Restorative Justice Systems.</p> <p>Ensure that pupils and staff are aware of behavioural procedures and policies.</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</p>	<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. 	DK	Half termly

<p>focus on learning</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>attainment and, more importantly, self esteem.</p>	<ul style="list-style-type: none"> At least 70% of pupils will indicate that they feel secure and safe in school when surveys are completed. 		
<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>Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF, 2015).</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF, 2018).</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>	<ul style="list-style-type: none"> 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. 	<p>DK</p>	<p>Ongoing</p>
<p>Staff in-house CPD will enable them to be able to articulate what the Pupil Premium grant 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>SMT to identify and introduce appropriate management structures and 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</p>	<p>“professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement”. (Cordingley et. al, 2015)</p> <p>Staff at the school are either new to the school this academic year or have not had the opportunity to engage in high quality CPD opportunities, over time. Therefore, it is vital that the school provides these</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 	<p>DK/SMT</p>	<p>Termly</p>

	<p>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>opportunities in order that pupil achievement increases steadily over time and that the level of teaching improves, especially in relation to pupils in receipt of Pupil Premium funding.</p>	<p>expected level for their chronological age.</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>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 “overlearning” 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 Abouchar , 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.</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. 	DK	Ongoing
Total budgeted cost					£5,450

6. 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 evidence of the impact of interventions on an</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>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 to ensure appropriate</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

	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.	<p>Identify pupils that are more able.</p> <p>Change and develop planning and schemes of work to embed appropriate teaching techniques.</p> <p>Develop opportunities for more able pupils to develop peer relationships outside of the school environment.</p> <p>Develop challenge and support afternoons.</p> <p>Develop and embed Assertive Mentoring techniques.</p> <p>Staffing (inc. 1:1) £300 Resources - £100</p>	<p>The quality of teaching as improved, overall, by one grade. There are still areas whereby improvement is required but these areas are improving.</p> <p>The school environment needs to continue to be addressed and there are financial implications associated with these.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	£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.	<p>Identify and embed appropriate and suitable assessment systems that address the needs of this group of pupils.</p> <p>Ensure that staff are clear about how to</p>	<p>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 reviewer) show engagement in learning.</p>	<p>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.</p> <p>The school will continue to develop and embed these targets.</p>	£2,600

	<p>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>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 in school and are able to</p>	<p>Train staff and implement Restorative Justice Systems.</p> <p>Ensure that pupils and staff are aware of behavioural</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>focus on learning</p>	<p>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 should be used for and</p>	<p>SMT to identify and introduce appropriate management structures and processes.</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. However, a turnover of staff in the summer term</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>how to evaluate its use effectively in order to improve outcomes and teaching for pupils in receipt of Pupil Premium funding.</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>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>