

# Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
<b>School</b>	St Stephens Community Academy (SSCA)				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	200 + Pre-school	<b>Number of pupils eligible for PP</b>	79 40% total of all school	<b>Date for next internal review of this strategy</b>	January 2020

2. Current attainment			
	<i>Pupils eligible for PP (SSCA) Provisional Data (data with ARB/EHCP pupils de-aggregated in brackets)</i>		<i>Pupils not eligible for PP (national average) KS2 Provisional Data (data with ARB/EHCP pupils de-aggregated in brackets)</i>
% achieving in reading, writing and maths: KS2 ALL pupils (including pupils with EHCP and in ARB ) 55% (GDS 7%)	KS1 50% (75%)	KS2 30% (38%)	KS1 77% ( N/A ) KS2 72% (76% )
% making progress in reading	KS1 50% (75%)	KS2 60% (75%)	KS1 90% (N/A) KS2 67% (76% )
% making progress in writing	KS1 50% (75%)	KS2 50% (63%)	KS1 73% ( N/A ) KS2 89% ( 94% )
% making progress in maths	KS1 50% (75%)	KS2 67% (75%)	KS1 90% ( N/A ) KS2 81% ( 83% )
EYFS GLD. ALL pupils 69% Phonics Y1 :82% ( 4 x ARB pupils disapplied) Cumulative by end of Y2 :88%	GLD: 50% Phonics: 89%		GLD: 78% Phonics 79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	% of pp. pupils attaining ARE in reading and writing is slightly lower in most year groups than non-pp pupils	
B.	% of pp. pupils attaining GDS across core areas is lower than non-pp pupils (FOCUS: Y4 and Y6)	
C.	% of pp. pupils with low oral language skills with majority of Foundation children not working at ARE on entry is impacting on progress in writing and reading.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Slightly lower than national attendance levels (Average is 95% compared to national at 96%) is at least 2% higher in PP group	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	Raise attainment of pp pupils in reading and writing	% of pupils attaining ARE is in line with non-pp pupils
<b>B.</b>	Improve progress of higher attaining ARE pp pupils to achieve GDS	% of pp. pupils achieving GDS is raised
<b>C.</b>	Improve oral language skills of pp pupils – specific focus on EYFS pupils to aid accelerated learning progress	% of pupils make accelerated progress in writing and reading- these specific areas are targeted in EYFS to support a Good Level of Development.
<b>D.</b>	Attendance levels of pp pupils is improved to be In line with national expectations	PP pupils % attendance levels are in line with national expectations

## 5. Planned expenditure

Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils will read fluently and have age appropriate reading skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores.	<p>Continue to use 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress.</p> <p>Librarian to use the library service to maintain a well-stocked library, support teachers and liaise with staff to target PP pupils, ensuring they are regularly quizzing and changing their books.</p> <p>AR will allow reading ages and standardised scores to be tracked and monitored.</p> <p>English Lead to work</p>	<p>Pupils eligible for pp are making less progress than other pupils in Key Stage 2. We want to ensure that pp pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and encouragement for these pupils.</p>	<ul style="list-style-type: none"><li>Subject leaders to model quality first teaching and feedback strategies.</li><li>Use staff meetings and INSET days to deliver training on Writing sequences, Spelling and Grammar CPD. Peer observation of each other's classes after the course, to embed learning.</li><li>English lead and class teachers to target classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils</li><li>Improvement focus to be on effective feedback and use of questioning within the classroom.</li><li>School librarian to target PP pupils weekly-growth reports, frequency of reading habits, rigorous monitoring of progress.</li></ul> <p><b>Success Criteria to include:</b></p> <ul style="list-style-type: none"><li>The Accelerated Reader standardised score for PP pupils will increase by an average of 5 points + in the academic year.</li></ul>	<p>KS1 and KS2 Leads.</p> <p>School Librarian.</p>	<p>School Librarian monitoring weekly (Included in overall TA staffing cost below)</p> <p>Half termly and during termly pupil progress meetings with SLT</p>

	with Phonics lead to target improvement of reading		<ul style="list-style-type: none"> <li>The Accelerated Reader standardised score will improve for 100% of pp pupils</li> <li>All pp pupils will increase their reading age by 15 months over the course of the academic year</li> <li>The % of PP pupils achieving greater depth / high score will increase in all year groups.</li> <li>The % of PP pupils meeting age related expectations will increase for reading in all year groups.</li> </ul>		
<b>B. Improved progress for high attaining pupils across Maths and English.</b>	<p>CPD on providing stretch for high attaining pupils.</p> <p>Targeted deployment of in-class LSA support</p> <p>Cover timetabled in to allow subject leaders to work alongside colleagues.</p> <p>Develop other teachers /leaders who are secure in their T&amp;L to support on house in the development of teaching and learning.</p>	<p>Sutton Trust: Improving the impact of teachers on pupil achievement in the UK – interim findings September 2011: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.’</p> <p>We believe a relentless focus on providing high quality support and leadership of teaching and learning is vital in order to continually improve outcomes for disadvantaged.</p> <p>High ability pupils eligible for pp are making less progress than other higher attaining pupils across Key Stage 2 in English and Maths. We want to ensure that pp pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train relevant teachers in practices to provide</p>	<ul style="list-style-type: none"> <li>Staff modelling, coaching and peer observations/study groups.</li> <li>The impact can be measured through attendance in school, social and emotional growth in TIS and academic progress and attainment.</li> <li>Leaders will monitor and provide support to outline the targets for improvement. The impact of support will be monitored through key stage meetings, whole school CPD, lesson studies and peer support groups. If support is effective teaching and learning will be consistently good and outstanding.</li> <li>Pupils, including the disadvantaged will make good and better progress so that end of year targets for outcomes are achieved. The progress and attainment of pupils will be tracked rigorously across the year.</li> <li>Leaders to target classes with high PP pupil numbers or classes where PP attainment or progress is not in line with national averages for non-PP pupils. Improvement focus to be on effective feedback and use of questioning within the classroom (Book looks, CPD sessions, MAT wide focus, Visible Learning thread)</li> <li>Pupil progress meetings to identify barriers and next steps termly and on-going support from SEND/PPG support as so many of our PPG pupils are also</li> </ul>	<p>English and Maths Leads</p> <p>Foundation Leaders.</p>	<p>Half termly and during termly pupil progress meetings.</p> <p>Half termly meeting with PPG Governor</p> <p>Termly meeting with LGAB</p>

		stretch and encouragement for these pupils.	<p>SEND pupils.</p> <ul style="list-style-type: none"> <li>Additional tutor provision timetabled for keep up/pre teach.</li> </ul> <p><b>Success Criteria to include:</b></p> <ul style="list-style-type: none"> <li>The academic progress of pupils in several vulnerable groups will be tracked so there is an increase of 20% to make expected progress or better across a key stage.</li> </ul>		
<p><b>C.</b> Improve oral language skills of PP pupils –focus on key groups across the school; EYFS and year 4 to aid rapid learning progress</p>	<p>CPD on providing stretch for high attaining pupils.</p> <p>Targeted deployment of in-class TA support</p> <p>Pupils' voice prioritised. All staff to model expectations e.g. speaking in complete sentences, selecting alternative vocabulary to extend and deepen acquisition and understanding.</p> <p>Pilot Foundation Baseline.</p>	<p>An external factor with major impact upon the pupil's achievements in all subjects is poor communication and language skills. The government recognised the value of early literacy/communication skills and has funded Language Hubs across the UK. This is a historic challenge at St Stephens to overcome so as a staff we are identifying and trialling teaching strategies to foster word consciousness and language acquisition to make impact on pupil understanding, progress and attainment.</p> <p>There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews and research through the Education Endowment Fund (Toolkit, 2017). The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year with very low</p>	<ul style="list-style-type: none"> <li>Further embed 'Three Tiers of Vocabulary' (Mc Keown, 1985) initially into daily English teaching and then into all subject areas</li> <li>Whole school expectation that pupils can explain what they have learnt- introduction of knowledge organisers, KWL grids, pupil voice as exemplified in floor books, graffiti boards linked to vocabulary acquisition e.g. in guided reading.</li> <li>Establishing whole school 'Talk Expectations'.</li> </ul> <p><b>Success Criteria to include</b></p> <ul style="list-style-type: none"> <li>Y1 pupils to increase percentage achieving ARE in phonics screening and all Y2 re-sits to be at ARE.</li> <li>EYFS: Increase % of pupils achieving GLD by 25% so closing gap between ARE and national</li> <li>Whole school-pupils speak using complete sentences and adventurous vocabulary (tier2) as normal everyday practice.</li> <li>Y2-Y6 (watch-list pupils) vocabulary analysis demonstrate greater use of tier 2 vocabulary in writing and greater ability to combine words, phrases and clauses that 'work'.</li> <li>Talk expectations to be written by all pupils and modelled by older pupils to support confidence in younger peers.</li> </ul>	<p>KS1 and KS2 Leads.</p> <p>Headteacher</p> <p>Early Years Foundation Team</p>	<p>On Entry Baseline. Review termly data and timetabled data drops. Termly Pupil Progress Meetings.</p>

		<p>costs. The evidence base includes a number of high quality studies in UK schools that meet our schools' linguistic criteria and needs.</p> <p>ASP question analysis in Reading and GAPS identified the priorities further. The difference between national and school attainment needed to be diminished. Specific focus: give/explain the meaning of words in context, make inferences from the text/explain and justify inferences with evidence from the text and combining words, phrases and clauses.</p>			Included in overall TA staffing cost below
<p><b>D.</b> Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non PP attendance</p>	<p>Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. Pastoral Team/EWO will meet with families to overcome barriers to attending school regularly and positively reintegrate absentees. Provide breakfast club for pupils before school to improve engagement and encourage parents come to bring pupils to school on time. Same day contact system to challenge all absence. Raise profile of attendance through rewards /incentives. Robust follow up/legal</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Our Parental Satisfaction Survey demonstrated the impact our strategies-100% concluded that their child enjoys attending the Academy. Whilst there is evidence in DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' to show that less successful primary schools use strategies to improve attendance it also states that it is possible that more successful schools had already embedded these strategies and therefore did not identify them as specific strategies. The Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Ensure a rigorous, pro-active approach continues with regular EWO support. EWO to visit school half termly and meet with attendance officer and identify and action appropriate approach for tackling persistent absence of individuals</li> <li>• Continue parental engagement strategies. Introducing longer parent/ carer consultations from autumn 2019.</li> <li>• Systems will be further embedded to track the attendance of individual pupils with persistent absence and also attendance of all groups including PP pupils.</li> </ul> <p><b>Success Criteria to include:</b></p> <ul style="list-style-type: none"> <li>• PPG pupils % attendance levels are in line with national expectations.</li> </ul>	<p>Headteacher. Pastoral Lead. Safeguarding Officer.</p>	<p>Attendance of key groups will be tracked weekly and half termly. SLT</p> <p>Attendance of persistently absent pupils is reviewed fortnightly; Attendance officer and Headteacher. Termly EWO monitoring. LGAB review termly- Headteacher report. Jan 2020</p>

	meeting where parents /individuals don't engage with support.	Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months. In the January parental satisfaction survey 96% tended to agree that they were kept informed but as a school we would like to have the majority in strong agreement.			
<b>i. Total budgeted cost</b>					See overall TA/staffing support cost below.

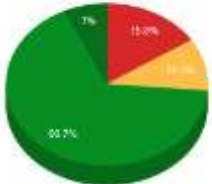
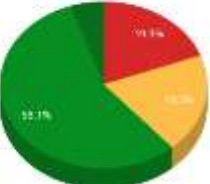
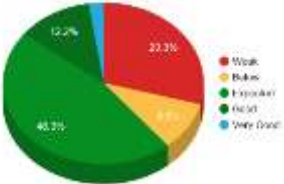
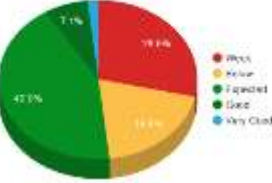
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
1. Improved learning behaviours for KS2 pupils.  2. Improved progress for high attaining pupils.  3. Improved % of pp pupils achieving ARE progress and attainment in English.	TIS support timetabled for PPG pupils. Daily 1:1 /small group PPG Teacher support for targeted pupils- pre teach/post teach PPG on 'Watch List 'or identified for GDS. Additional in class LSA support for yr.4. Morning LSA support all classes. TA /teacher precision teach training	Due to a consistent behaviour policy (2018) and a whole school clarity the percentage of behaviour incidents recorded on My Concern linked to whole school has decreased from the Autumn term to the Summer term. Some of the students need targeted support to catch up-not achieving prior attainment. This is a keep up/pre teach programme which has been evaluated and shown to be effective in our school. Supporting and consolidating classroom practice- learning in context not isolation so is meaningful. The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils.	<ul style="list-style-type: none"> <li>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</li> <li>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</li> <li>Class transition meetings to review prior attainment, strengths and next steps needed to support PPG pupils in cohort-identify 'watch list' pupils.</li> <li>1:1/small group support specifically targeted to identified pp pupils under-performing from PPG teacher</li> </ul>	Headteacher  KS Leads  SENDCo/ Class Teacher  Monitoring visits by LGAB	<b>Half termly</b>   Included in overall TA staffing cost below

	<p>Additional 'invitation only' clubs for Y6 pupils in preparation for KS3.</p> <p>Aspirational activities linked to new capabilities curriculum that will be in context and inspire curiosity.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie</p>			
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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?
<p>1. Attendance will improve especially for PP pupils so that attendance is in line or better than national average.</p> <p>2. There will be no gap between PP and non PP attendance</p> <p>3. Address social and emotional well-being and mental health barriers to learning to make good impact on pupils' resilience, ability to</p>	<p>Part time parent support worker employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. Pastoral Team/EWO will meet with families to overcome barriers to attending school. Regularly and positively reintegrate absentees. Provide breakfast club for pupils before school to improve engagement and encourage parents to bring pupils to school on time. Breakfast for all incentive. Same day contact system to challenge all absence. Raise profile of attendance through rewards /incentives. Robust follow up/legal meeting where parents/individuals don't engage with support. Identify a targeted intervention for identified students. Pastoral team organise and establish appropriate</p> <p>Use TIS practitioners to engage with pupils and PSAs with parents before intervention</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Our Parental Satisfaction Survey demonstrated the impact our strategies-100% concluded that their child enjoys attending the Academy. Whilst there is evidence in DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' to show that less successful primary schools use strategies to improve attendance it also states that it is possible that more successful schools had already embedded these strategies and therefore did not identify them as specific strategies. The Teaching and Learning Toolkit (EEF and Sutton Trust 2012) indicates improving parental engagement can improve progress by +3 months. In the January 2018 parental satisfaction survey 96% tended to agree that they were kept informed but as a school we would like to have the majority in strong agreement. The EEF Toolkit suggests that targeted interventions matched to specific students with particular learning needs or behavioural issues can be effective, especially for older pupils. Failure to address pupils' social and emotional needs is a barrier to learning and the DfE Nov 2015 report entitled: 'Supporting the attainment of disadvantaged pupils; articulating success and good practice' talks about how schools that are earlier in their improvement journey (as we are with TIS) need to support pupils social and emotional needs and address pupil's individual needs. The 'Trauma Informed School Approach Research and Evidence Base' outlines summary of the theory underpinning the programme: - The Neuroscience of Emotional Development</p>	<ul style="list-style-type: none"> <li>• Ensure a rigorous, pro-active approach continues with regular EWO support. EWO to visit school half termly and meet with attendance officer and identify and action appropriate approach for tackling persistent absence of individuals</li> <li>• Continue parental engagement strategies. Introducing longer parent/ carer consultations from autumn 2019.</li> <li>• Systems will be further embedded to track the attendance of individual pupils with persistent absence and also attendance of all groups including PP pupils.</li> <li>• Monitor contributions v's school contributions termly – ensure all PP children are encouraged to join extra-curricular clubs and are aware of the support available re: funding.</li> <li>• Ensure identification of target pupils is fair, transparent and properly recorded.</li> <li>• Monitor behaviour but also monitor whether improvements in social and emotional behaviour translate into improved attainment.</li> </ul>	<p>Headteacher. Pastoral Lead. Safeguarding Officer.</p> <p>Headteacher Secretary-business administrator. TIS Leads.</p>	<p>Attendance of key groups will be tracked ½ termly.</p> <p>Attendance of persistently absent pupils is reviewed fortnightly.</p> <p>Jan 2020</p> <p>Included in overall TA staffing cost below</p> <p>Annual EWO cost £540</p> <p>Attendance Officer £443.00</p> <p>Monthly updates on progress towards pupils achieving personal targets. PP Lead to monitor in-school improvement measures.</p> <p>Termly Pupil Progress meetings.</p>



<p>socialise and self- belief. Pupils are ready to learn.</p> <p>4. Pupils will be supported to develop socially and emotionally so that they engage with their learning and make good progress academically.</p>	<p>begins. Develop VL approaches and focus on positive behaviours. Specifically, targeted pp pupils with family, learning or behaviour difficulties to receive additional educational support Curriculum enrichment and engagement priorities e.g. after school clubs. Contributions to special events e.g. visitors/musical experiences, school trips, breakfast provision are considered and planned for e.g. Cornwall Music Hub grants, Magic Breakfast allowance, community funding and PTFA funds to enable PP pupils to participate.</p>	<p>- Attachment &amp; Key Relationships</p> <p>- The Importance of Play and Creativity in Emotional Development</p> <p>- Child Development Models.</p> <p>Resilience support LSA's to work with targeted groups to widen access to creative curriculum enrichment opportunities.</p> <p>Further embed outdoor learning and creative opportunities that focus on social and emotional growth.</p> <p>Aspiration development/access to full breadth of curriculum to support progress in all areas</p> <p>All MAT staff developing the foundation curriculum and how to ignite curiosity and develop capabilities in areas where there are currently barriers.</p> <p>Protected TIS/ Family Pastoral support worker timetabled.</p> <p>There will be no fixed term or permanent exclusions.</p>	<ul style="list-style-type: none"><li>Regularly update alternative provision during lunch times and afternoons to support pupils' well-being and develop self-worth and stamina / learning behaviours.</li><li>All classes to undertake a class TIS assessment so pupils' needs can be identified and provision put in place for transitions into new year groups.</li><li>Due to movement of staffing ensure strong LSA support in future Y4 cohort.</li><li>Identify where HLTA's to be placed to ensure limited disruption in classes if have to be utilised to cover absent staff.</li><li>Identify key individuals who will benefit from alternative provision and staffing.</li><li>ITrack data to monitor progress and flight path from beginning of the year to identify impact and Pupil Progress meetings to address any barriers.</li><li>Book looks to monitor learning, engagement and attainment.</li><li>Regular learning walks to observe PPG pupils in learning with pupil voice.</li></ul>	<p>SLT and SEND Lead</p> <p>LGAB monitoring termly.</p> <p>Included in overall TA staffing cost below</p>	
ii. Total budgeted cost					Annual EWO: £540 Safeguarding Officer/Child Protection: £7,080.00 Attendance Officer: £443.00
Overall TA budgeted cost					£85,326.87
Overall PPG support teacher cost					£6,940.38
Annual PPG plan total cost					£99,000
Carry forward –to support enrichment , breakfast, uniform etc.					£1000.00

6. Review of expenditure																						
Previous Academic Year		2018-2019																				
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																		
A. Improved progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback  Targeted deployment of in-class TA support	Good impact in maths and reading progress across all classes. Less impact seen in writing progress across the school. Further analysis identifies writing as an area that needs specific support; barriers in spelling and vocabulary choices/inference need further tackling.  <div><div>Reading</div><div>Maths</div><div>Spelling, Punctuation &amp; Grammar</div><div>Writing</div></div> <div>Attainment end of KS1 ARE+<table><tr><th></th><th>PPG</th><th>Non PPG</th></tr><tr><td>Reading</td><td>50%</td><td>77%</td></tr><tr><td>Writing</td><td>33%</td><td>73%</td></tr><tr><td>SPAG</td><td>67%</td><td>68%</td></tr><tr><td>Maths</td><td>50%</td><td>73%</td></tr><tr><td>SEND</td><td>5 pupils</td><td>5 pupils</td></tr></table></div>		PPG	Non PPG	Reading	50%	77%	Writing	33%	73%	SPAG	67%	68%	Maths	50%	73%	SEND	5 pupils	5 pupils	<ul style="list-style-type: none"><li>Need Subject leaders to model quality first teaching and feedback strategies for greater impact.</li><li>Continue to use staff meetings and INSET days to deliver training alongside peer study and support lessons to embed consistency and expectations.</li><li>LSA training of precision teach strategies by SEND lead</li><li>Continue Pupil progress meetings to identify barriers and next steps termly and on-going support from SEND/PPG support as so many of our PPG pupils are also SEND pupils.</li><li>Strategy altered mid-way through the year to increase effectiveness. Some positive evidence of impact particularly in maths pp outcomes at end of KS2 but less so in securing pp reading/writing progress which still require improvement</li><li>For pp pupils where progress has not been accelerated, chronologies shown significant barriers to learning that have had a negative impact.</li><li>Leaders will support with targeted groups next year linked to AIP priorities.</li><li>Consistent pp pupil targeting of access to library resources /Accelerated Reader needed if approach is to have more defined impact on outcomes in 2019/20</li><li>Additional TA support had impact in supporting quality of wave 1 teaching and learning. PPG outcomes being positively impacted in some classes with increased</li></ul>	<b>Cost</b>  £12,310  
	PPG	Non PPG																				
Reading	50%	77%																				
Writing	33%	73%																				
SPAG	67%	68%																				
Maths	50%	73%																				
SEND	5 pupils	5 pupils																				

	in-class TA support	<table><tr><td colspan="3">Progress end of KS1 GDS</td></tr><tr><td></td><td>PPG</td><td>Non PPG</td></tr><tr><td>Reading</td><td>100%</td><td>100%</td></tr><tr><td>Writing</td><td>100%</td><td>67%</td></tr><tr><td>SPAG</td><td>100%</td><td>100%</td></tr><tr><td>Maths</td><td>100%</td><td>83%</td></tr></table> <table><tr><td colspan="3">Attainment end of KS2 ARE+</td></tr><tr><td></td><td>PPG</td><td>Non PPG</td></tr><tr><td>Reading</td><td>27%</td><td>72%</td></tr><tr><td>Writing</td><td>45%</td><td>83%</td></tr><tr><td>SPAG</td><td>50%</td><td>78%</td></tr><tr><td>Maths</td><td>55%</td><td>89%</td></tr><tr><td>SEND</td><td>7 pupils</td><td>4 pupils</td></tr></table> <table><tr><td colspan="3">Progress end of KS2 GDS</td></tr><tr><td></td><td>PPG</td><td>Non PPG</td></tr><tr><td>Reading</td><td>100%</td><td>100%</td></tr><tr><td>Writing</td><td>100%</td><td>100%</td></tr><tr><td>SPAG</td><td>100%</td><td>100%</td></tr><tr><td>Maths</td><td>100%</td><td>80%</td></tr></table> <p>High ability pupils eligible for pp are now making good or better progress in line with than other higher attaining pupils across Key Stage 2 in writing and maths</p>	Progress end of KS1 GDS				PPG	Non PPG	Reading	100%	100%	Writing	100%	67%	SPAG	100%	100%	Maths	100%	83%	Attainment end of KS2 ARE+				PPG	Non PPG	Reading	27%	72%	Writing	45%	83%	SPAG	50%	78%	Maths	55%	89%	SEND	7 pupils	4 pupils	Progress end of KS2 GDS				PPG	Non PPG	Reading	100%	100%	Writing	100%	100%	SPAG	100%	100%	Maths	100%	80%	<p>learning engagement and in class targeted provision in place. Maintain/extend provision for 19/20</p> <ul style="list-style-type: none"><li>• Learning Tutor to support impact in key areas in KS2 not just Y6- early intervention to maintain good progress and attainment prior to end of KS2.</li><li>• All staff currently working on the foundation curriculum and how to ignite curiosity and develop capabilities in areas where there are currently barriers in the future.</li></ul>	£42,096
Progress end of KS1 GDS																																																													
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Writing	45%	83%																																																											
SPAG	50%	78%																																																											
Maths	55%	89%																																																											
SEND	7 pupils	4 pupils																																																											
Progress end of KS2 GDS																																																													
	PPG	Non PPG																																																											
Reading	100%	100%																																																											
Writing	100%	100%																																																											
SPAG	100%	100%																																																											
Maths	100%	80%																																																											

## 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
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C. Improved learning behaviours for yr. 6 pp pupils	TIS support for pp pupils	Impact varied for individuals- dependent on family support and capabilities to access correct provision. SEND issues also make an impact upon this disadvantaged group.	<ul style="list-style-type: none"> <li>• Ensure more timetabled sessions for TIS next year. Whole class assessments of TIS needs to be identified prior to transition to ensure targeted supported is meaningful and so will make greater impact across school with learning behaviours.</li> <li>• Good impact using LSA's to support in class provision and teachers direct /plan for pre-teach/ post teach support rather than intervention schemes out of the class in KS2.</li> <li>• KS1/EYFS: Keep up Phonics and Speech and Language must continue to enable good progress in writing –set GLD foundations.</li> <li>• Weekly small group interventions in maths, EGPS and writing for pp pupils with experienced TA, in addition to standard lessons was hard to timetable due to staffing cuts.</li> <li>• Regularity of maths input supported more secure pp outcomes at end of KS2.</li> <li>• Focussing on curriculum depth, creative arts and engagement with learning to continue into 18/19 with specialist pp creative teacher role</li> </ul>	£1,862
D. Improved progress for high attaining pupils	Daily 1:1 or small group PPG Teacher support for targeted pupils	New Behaviour Policy brought consistency and transparency. Clear boundaries, sanctions and rewards used across all year groups made good impact and reinforced learning behaviours not just for Y6 cohort. Improved communication with parents/carers and expected shared responsibility supported improvements in school.		£17,963
E. Improved % of pp pupils achieving ARE	Additional in class TA support for yr. 6	See data above for improved % of progress and attainment in PPG.		
F. Improved progress and attainment for ARE pupils	Morning TA support all classes  Pre- teach/ post teach. Gaps regularly reviewed Additional 'invitation only' clubs.	Extra support to maintain high attainment with small group interventions by highly qualified staff have been shown to be effective in end of year outcomes. Effective use of assessment data has enabled accurate gaps analysis and planned interventions. Identifying pupils' prior attainment and creating a 'watch list' to support those not making enough progress was most successful when clearly directed by the teacher – GDS outcomes are secure.		

### 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
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G. Increased attendance rates	Part time parent support worker (PSA) employed to work with families to discuss attendance. Head to monitor pupils and follow up quickly on absences. EWO support as needed.	Due to a rigorous process to eliminate late attendance / lack of regular attendance the results have improved. This can be shown on our attendance data of key pupils. For the pupils whose attendance has not improved sufficiently there are case notes and reasons to explain this. Currently the school remains at 95% attendance - 1% under national guidance.	<ul style="list-style-type: none"><li>Maintain a rigorous, pro-active approach continue with regular EWO support.</li><li>Longer parent consultations.</li><li>Continue parental engagement strategies</li><li>Applied for and receiving National Breakfast Grant (£500.00 set up) and food so can offer breakfast to every child every morning. Positive impact on pupils getting to school on time and being ready to learn. Continue with this strategy and further track PPG accessing</li><li>The impact has been good: pupils actively engaged in outdoor learning projects to support real life skills and develop self-esteem and pride in achievements e.g. designing and making a KS1 play area to be used and currently designing and costing resources for a new chicken run.</li><li>Y3 key pupils engaged with Challenge Afternoons – linked to learning behaviours demonstrated in the mornings. On-going approach to identify key individuals who will benefit from alternative provision /supported learning and staffing.</li><li>Continue PPG teacher offering creative and aspirational opportunities to support engagement.</li><li>Ensure more timetabled sessions for TIS next year budget for TIS lead to have more time out of classroom.</li><li>Budget for pastoral lead to support PPG.</li><li>All classes to undertake a class TIS assessment so pupils' needs can be identified and provision put in place for transitions into new year groups.</li><li>Due to movement of staffing ensure strong LSA support in future Y4 cohort.</li><li>Identify where HLTA's to be placed to ensure limited disruption in classes if have to be utilised to cover absent staff.</li><li>More focus needed on sports teams to develop competition, tolerance, mutual respect and co-operation,</li></ul>	£11,662 (PSA)																											
H. Problem learning behaviour in Years 6 and 3 addressed Swiftly.	Thorough briefing of support worker about existing absence issues. Attendance officer, family support worker, EWO and Headteacher has collaborated to ensure provision and standard school processes work smoothly together.	<table><tr><th>Class</th><th>PPG</th><th>Non PPG</th></tr><tr><td>7</td><td>87.58</td><td>93.49</td></tr><tr><td>F</td><td>93.79</td><td>96.47</td></tr><tr><td>1</td><td>94.02</td><td>95.59</td></tr><tr><td>2</td><td>95.23</td><td>96.00</td></tr><tr><td>3</td><td>94.01</td><td>96.62</td></tr><tr><td>4</td><td>94.59</td><td>94.78</td></tr><tr><td>5</td><td>94.84</td><td>97.54</td></tr><tr><td>6</td><td>92.70</td><td>95.27</td></tr></table>		Class	PPG	Non PPG	7	87.58	93.49	F	93.79	96.47	1	94.02	95.59	2	95.23	96.00	3	94.01	96.62	4	94.59	94.78	5	94.84	97.54	6	92.70	95.27	£8,360 (SO)
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7	87.58	93.49																													
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I. All barriers to learning	Identify a targeted intervention for identified students. Use TIS practitioners to	Parental engagement has been a key priority. More open communication, face to face dialogue that is transparent and different methods to engage e.g. out on the playground every morning, changing system for pick up so all parents picking up from classrooms, text messages, open door policy, phone calls, newsletters, parent meetings. Consequently, the Parent Satisfaction Survey is evidence of the positive impact this has made. Parents feel listened to, communication has improved greatly and they speak highly of the team supporting them and their children. STRONG IMPACT to continue. The impact has been good: pupils actively engaged in outdoor learning projects to support real life skills and develop self-esteem and pride in achievements. Regularly update alternative provision during lunch times and afternoons to support pupils well-being and develop self-worth and stamina / learning behaviours.	£300																												
			PP Resources and training £6,765																												

	<p>engage with pupils and PSAs with parents before intervention begins. Develop VL approaches and focus on positive behaviours.</p> <p>Specifically, targeted pp pupils with family, learning or behaviour difficulties to receive additional educational support</p> <p>Curriculum enrichment</p>	<p>Evidence of impact can also be found in VL case studies and results of the project outcomes. Due to a consistent behaviour policy and a whole school clarity the percentage of behaviour incidents recorded on My Concern linked to Y6/whole school has decreased from the Autumn term to the Summer term. (See My Concern data to exemplify)</p> <p>Impact varies dependent on family support and capabilities to access correct provision. SEND issues also make an impact upon this disadvantaged group. Good impact using specialist PPG teacher to work with targeted groups to widen access to creative curriculum opportunities. Aspiration development/access to full breadth of curriculum to support progress in all areas e.g. trip costs</p> <p>Good range of provision to extend curriculum offer for pp pupils – clear impact on pp pupil self-esteem, mental health and learning experience access. Parent/pupil feedback positive</p>		
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## 7. Additional detail

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

- Actions 19/20 need to continue to focus on improving pp attainment and progress in both KS1 and KS2 as these remain too variable-especially in attainment. Identify links with SEND needs across the groups and barriers to learning.
- Improvement Plan 19/20 to continue focus on PPG
- TA support to focus on effective questioning and feedback – use current good practice to model this across the school
- TA /Learning Tutor support targeted to classes with a high % of pp pupils
- See full PPG provision map for 2018-19 on our school website.
- Parent, Pupil and Staff Satisfaction Surveys.