

Pupil premium strategy statement: St John the Baptist Primary School – Titchfield Common

1. Summary information					
School					
Academic Year	Sept '17 to end of March '18	Total PP budget	£58,520	Date of most recent PP Review	July 17
Total number of pupils	392	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Nov 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national 2016 comparisons)school 2017</i>
% achieving in reading, writing and maths	75%	60 % 69%
% achieving in Reading	75%	71% 77%
% achieving in Writing	100%	79% 88%
% achieving in Maths	100%	75% 88%
% achieving in English grammar, punctuation and spelling	100%	78% 92%
% making progress in reading	-0.52	0.33 0.4
% making progress in writing	3.81	0.12 0.3
% making progress in maths	2.47	0.24 3.83

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	We would want to ensure that PP children at the very least maintain their entry grading e.g. mid to mid – high to high and where possible a percentage move from mid to high and low to mid.
B.	We would want pupil progress in reading to be as high as the excellent progress children make in maths.

C.	There needs to be continued emphasis to ensure that gaps in knowledge and conceptual understanding in maths are addressed throughout the school, especially for mobile pupils.	
External barriers		
D.	Support to mitigate issues caused by mobility, family hardship and circumstances. Support for developing home learning environments, parenting skills and home leaning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All staff, through pupil progress reviews, have identified children at risk of making limited progress and have ensured strategies and interventions that support high attaining PP children to maintain high standards of achievement and progress. Those assessed as EYFS 3 will progress to achieve mastery with greater depth at KS1 and those children in the higher attaining band at KS1 will progress through KS2 to achieve mastery with greater depth at the end of KS2.	<p>All high attaining pupil premium children are maintaining mastery at greater depth throughout the school.</p> <p>Year R – There are currently 6 registered PP children. Review Nov 2017.</p> <p><u>Year 1</u> – Of eight PP children – 63% on track to achieve expected standard. Intensive support needed 3 children.</p> <p><u>Year 2</u> Of 7 PP children – one was tracking as exceeding at the end of reception and achieved mastery with greater depth in Year 1 in reading and writing. Additional support for this pupil to attain MWGD in Maths at the end of Year 2. 71% 5/7 were expected/+ at the end of reception in RWM and achieved expected standards at the end of Year 1. Additional challenge for one girl to achieve MWGD from EYFS2. Intensive support is needed for two children on SEN register. One child will need continued keep up catch up.</p> <p><u>Year 3</u> of 5 PP children – 60% (3/5) were ARE+ at the end of year 2. One boy was beyond in reading and maths. 2 boys need catch up support in reading and writing to move from below to ARE and a girl and a boy in Maths.</p> <p><u>Year 4.</u> Of 17 PP children – in reading - 12/17 were ARE + at the end of Year 3 with 18 % (3/17) at greater depth. One boy needs to catch up to ARE from Key Stage 1 and 4 children with sen need intensive support to accelerate their learning. In writing – 59% of PP children were attaining ARE at the end of Year 3. 6 children need intensive support to accelerate their learning from Below at Key Stage 1 and one boy needs to ensure he maintains secure from Key Stage 1. There are two children who need to make faster progression from beyond at Ks1 - both girls. In Maths- 76%(13/17) of PP children were attaining ARE at the end of Year 3. 4 children need intensive support to attain ARE from Below at the end of Key Stage 1. One girl needs to catch up from ARE and one child needs to catch up to maintain greater depth.</p> <p><u>Year 5</u> Of 11 PP children in reading 3 were exceeding expectation at the end of Year 2 in reading and achieved Mastery with greater depth at the</p>

		<p>end of year 4. (27%) An additional two children have made faster progression to attain greater depth from ARE at the end of Year 2. Two children need additional support to maintain ARE from their Key Stage 1 results.</p> <p>2/17 (18%) were exceeding expectation in writing at the end of Year 2 and attained mastery with greater depth at the end of Year 4. Three children need to make faster progression from their Key Stage results – (18%) One was exceeding in Maths at the end of Key Stage 1 and needs support to main this. Three children who were ARE at the end of Key Stage 1 need to make faster progress to maintain this.</p> <p><u>Year 6</u> Of 17 PP children three were exceeding expectation in reading at the end of Year 2 and at the end of Year 5 – 5 children were exceeding. (29%).One girl needs to make accelerated progress to maintain greater depth from Year 2. Four children need intensive support to catch up. Two were below at Key Stage 1.</p> <p>One PP child was exceeding at KS1 in Maths and achieved mastery with greater depth at the end of Year 5. Four children need support to catch up to ensure they maintain ARE. Two children need intensive support from Below at Key Stage 1 .</p> <p>One PP child was exceeding at KS1 in writing – support is needed for one girl to achieve progress expected. An additional child attained greater depth from ARE at the end of Year 5. Four children need to support to catch up to ARE. Two children need intensive support from Below at Key Stage 1.</p>
<p>B.</p>	<p>For pupil progress to be above average in reading across PP and other groups.</p>	<p>Standards in reading are high. Attainment is above national at expected and mastery at greater depth for pupil premium and other pupils against national other and progress measures are above average.</p> <p>All high attaining pupil premium children are maintaining mastery at greater depth throughout the school in reading. Children who are secure main tain secure and a proportion of children are enabled to move from below to secure and secure to high.</p> <p>Year R – There are currently 6 registered PP children. Review 2017</p> <p><u>Year 1</u> 71%% (5/7) on track to achieve expected standard. Intensive support needed for 2 children.</p> <p><u>Year 2</u> Of 7 PP children – one was tracking as exceeding at the end of reception and achieved mastery with greater depth in Year 1 in reading. Additional challenge for one girl to achieve MWGD from EYFS2. Intensive support is needed for two children on SEN register.</p> <p><u>Year 3</u> of 5 PP children – 60% (3/5) were ARE+ at the end of year 2. One boy was beyond in reading and maintained this.(20%) Two boys need catch up support in reading..</p>

		<p><u>Year 4.</u> Of 17 PP children – in reading - 12/17 were ARE + at the end of year 3 with 18 % (3/17) at greater depth. One child boy needs to catch up to ARE from Key Stage 1 and 4 children below need intensive support to accelrate their learning.</p> <p><u>Year 5</u> Of 11 PP children in reading 3 were exceeding expectation at the end of year 2 in reading and achieved Mastery with greater depth at the end of year 4. (27%) An additional two children have made faster progression to attain greater depth from ARE at the endo of Year 2. (45%) Two children need additional support to maintain ARE from their Key Stage 1 results.</p> <p><u>Year 6</u> Of 16 PP children three were exceeding expectation in reading at the end of Year 2 and at the end of Year 5 – 5 children were exceeding. (31%) One girl needs to make accelerated progress to maintain greater depth from Year 2. 4 children need intensive support to catch up. Two of these were below at Key Stage 1.</p>
<p>C.</p>	<p>Any gaps in knowledge and concepts in maths are addressed as the children progress through the school so that all children achieve higher than national at expected and mastery with greater depth including pupil premium groups.</p>	<p>Gaps in knowledge and concepts are addressed so they do not continue to create barriers to learning. There is no gap between pupil premium pupils' attainment and progress at St. Johns and 'other' children nationally.</p> <p>All high attaining pupil premium children are maintaining mastery at greater depth throughout the school.</p> <p>Year R – There are currently 6 registered PP children. Review November 2017.</p> <p><u>Year 1</u> – Of eight PP children – 63% on track to achieve expected standard. Intensive support needed for three children.</p> <p><u>Year 2</u> Of 7 PP children – one was tracking as exceeding at the end of reception in Maths - Additional support for one boy to attain MWGD in Maths at the end of Year 2.</p> <p>Intensive support is needed for two children on SEN register who are below.</p> <p>71% on track for ARE.</p> <p><u>Year 3</u> of 5 PP children – 60% (3/5) were ARE+ at the end of Year 2. One boy was beyond in maths. Two children need catch up support in Maths. 20% greater depth Target 100% ARE</p>

		<p><u>Year 4.</u> In Maths- 76%(13/17) of PP children were attaining ARE at the end of Year 3. 4 children need intensive support to attain ARE from Below at the end of Key Stage 1. One child needs to catch up from ARE and one child needs to catch up to maintain greater depth . Target 15/17 = 88%</p> <p><u>Year 5</u> (18%) One girl was exceeding in Maths at the end of Key Stage 1 and needs support to main this. Three children who were ARE at the end of Key Stage 1 need to make faster progress to maintain this. 8/11 ARE+ at end of Year 4 = 73% Target 100% ARE for endd of Year 5</p> <p><u>Year 6</u> One PP child was exceeding at KS1 in Maths and achieved mastery with greater depth at the end of year 5. Four children need support to catch up to ensure they maintain ARE. Two children need intensive support from Below at Key Stage 1 . Target 13/15 87% ARE end of Year 6.</p>
<p>D.</p>	<p>Parents are given additional help to understand how they can support their child's learning at home and how the home environment can further support their child's progress. Pastoral support ensures that families feel supported in difficult circumstances and opportunities to develop parenting skills are taken up.</p>	<p>PP pupils whose families have taken up access to pastoral support, home learning guidance and parenting skills are shown to be making progress at least in line with national.</p> <p>Staff clearly understand which children benefit from additional home learning support involving supporting parents and adopt ways to alleviate pastoral concerns and issues.</p>

5. Planned expenditure**Academic year****2016/17**

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 – improving classroom pedagogy – training and resources**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>A.Ensure that PP children are able to achieve at least as well as others nationally at expected in reading.</p> <p>B Improved progress for high attaining, pupil premium pupils in reading.</p> <p>C Ensure that progress for pupil premium children is above average and at least in line with national 'other'.</p>	<p>CPD through staff meetings on providing challenge for higher attaining pupils and ensuring that weaker domain areas are addressed within group planning.</p> <p>Pupil voice – ensuring that regular pupil conferences are held with PP children to further develop our understanding of each child's interests and how best to nurture their reading.</p> <p>Strand of the school development plan focusses on developing pleasure in reading with additional opportunities for children to listen to books from newly revised year group class reads, share books in groups with additional trained volunteers. The status of reading is being enhanced through displays in classrooms and around the school, author visits and book sales. Increasing children's literary heritage.</p> <p>Class reads Pupil progress review release</p>	<p>We want to ensure that pupils in the high attaining band, eligible for PP are making at least the same progress than other higher attaining pupils nationally. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that barriers are addressed through regular pupil progress reviews, evaluation and adaptation of quality first teach, interventions and home learning support.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies – moderate impact low cost</p>	<p>Use staff meeting and Inset to deliver training.</p> <p>Dedicated time for pupil progress reviews giving high quality time for discussion and next steps</p> <p>Quadrangulation activities observing PP children within class sessions, pupil conferencing and work sampling to further enhance practice.</p> <p>Analysis of attainment by groups in each cohort after each phase (Nov, Feb, June and year end.</p>	<p>English leads Mrs Keogh and Mr Dawkins</p>	<p>Next review Nov 2017.</p>
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<p>B Attainment for PP children in maths continues to be stronger than national other at expected. Progress for all prior attainment bands continues to be above that of others nationally. Attainment and progress of mobile children is at least in line with national other.</p>	<p>CPD through staff meetings focussing on ensuring staff are able to plan effectively for gaps in pupil attainment especially where there has been mobility or children are working below.</p> <p>Continued cluster action research project relating to developing mastery with greater depth opportunities in across the primary years.</p> <p>New Year 1 teachers attending training to ensure excellent fluency in number in Year 1.</p> <p>Jacqui Clift – teacher advisor undertaking external work scrutiny with maths managers with feedback and support.</p> <p>High quality resources purchased to support staff in preparing lessons with appropriate depth of content.</p>	<p>We want to ensure that all pupil premium pupils make excellent progress from their starting points and that pupil premium children attain at least in line with others nationally.</p> <p>We want to ensure that PP pupils are enabled to achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want to ensure that barriers are addressed through regular pupil progress reviews, evaluation and adaptation of quality first teach, interventions and home learning support.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Mastery learning</p>	<p>Use staff meeting to deliver training. Dedicated time for pupil progress reviews giving high quality time for discussion and next steps</p> <p>Quadrangulation activities observing PP children within class sessions, pupil conferencing and work sampling to further enhance practice.</p> <p>Regular use of pupil conferencing by class teacher also.</p> <p>Analysis of attainment by groups in each cohort after each phase (Nov, Feb, June and year end.</p>	<p>Maths leads Mrs Austin Miss King Mrs Bagby</p>	<p>Next review Nov 2017</p>
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<p>C To ensure that barriers to learning of our Early Years PP pupils are quickly addressed so that wherever possible our pupil premium children are able to attain GLD at the end of the reception year.</p>	<p>Continue to employ strategies from County 3 day course – Destined for disadvantage which enhances pedagogy within the setting relating to mitigating barriers.</p> <p>To ensure that there is excellent practice in EYFS provision to support children's development of listening and attention, receptive language, expressive language and social communication.</p> <p>Staff have requested a broader range of pink reading books</p> <p>Purchase of Language links for Key Stage 1</p>	<p>We want to ensure that staff have fully implemented strategies where deficits in early learning experiences can be filled both within the school learning environment and through involvement of the family unit. This cohesive approach ensures that strategies have effect beyond the school day and into their lives at home.</p> <p>We want to ensure that all children are able to develop excellent listening and attention, receptive language expressive language and social communication to provide a secure foundation for their future learning.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Early Years strategies</p>	<p>Course selected using evidence of effectiveness and follow up support.</p> <p>All Early Years staff cascaded training</p> <p>Early years lead observation of class practice to embed learning.</p> <p>Learning disseminated across the school and outcomes evaluated for further learning opportunities.</p> <p>Language links program for Key Stage 1 recommended by ED Psych. Introduced and monitored by Senco</p>	<p>Early Years Lead Senco</p>	<p>Year R – There are currently 6 registered PP children.</p> <p>Next review Nov 2017</p>
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<p>Cost</p>	<p>£4,800 Cost have been shared 7/12ths where appropriate.</p>
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<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review</p>

<p>To ensure that all prior attaining groups of PP pupils progress at least as well as 'others' nationally in reading.</p>	<p>Targeted support. <u>Year 6</u> TA one afternoon per week developing skills related to key reading domains and reading stamina with groups and individuals. Children also attend book clubs after school, one for support to ARE and one for greater depth. Both groups led by teaching staff.</p>	<p>Additional targeted support is effective when targeting weaker areas within comprehension and developing the children's strategies within different domains.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains.</p> <p>English leads pupil conference.</p> <p>Moderation with feedback of after school book club.</p>	<p>Mrs. Hubbard. Mr. Dawkins Mrs. Dawson</p>	<p>Targeted support in reading for Year 6 to ensure 14/16 (88%) PP pupils attain at least age related expectations at the end of year 6.</p> <p>38% of PP pupils attain Master with greater depth – 4 who were high attaining at Key Stage 1 and two additional children who have converted from ARE or MWGD</p> <p>Intensive support for 3 children who progress should be mid to mid.</p> <p>Below – 2 children</p> <p><u>Next review Nov 17</u></p>
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	<p><u>Year 5</u> TA one afternoon per week developing skills related to key reading domains and reading stamina with groups and individuals.</p> <p>Teacher – One afternoon a week – literacy project with 5 identified children with weaker reading and writing skills. Themed book project developing enhanced discussion and writing focusing on skills identified from AFL.</p>	<p>Additional targeted support is effective when targeting weaker areas within comprehension and developing the children's strategies within different domains.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mrs. Hubbard</p>	<p>Targeted support in reading for Year 5 to ensure (100%) 11/11 PP pupils attain at least age related expectations at the end of year 5.</p> <p>45% were assessed as MWGD at the end of Year 4. 3 tracking high to high – and two tracking mid to high.</p> <p>82% were assessed as ARE+</p> <p>Support needed for 2 children</p> <p>Next review November 2017</p>
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	<p><u>Year 3 and 4</u> Targeted support in reading year 3 and 4. TA 3 afternoons per week developing skills related to key reading domains and reading stamina with groups and individuals.</p>	<p>PP pupils targeted last year made excellent progress. There is an enhanced focus on higher attaining readers.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead.</p> <p>Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mrs. Woods</p>	<p>Targeted support in reading for Year 4 to ensure 82% 14/17 PP pupils attain at least age related expectations at the end of year 4 and that children have made at least good progress from their starting points. Three children are attaining at greater depth. (18%)</p> <p>Particular focus –one boy to achieve ARE from ARE Year 2 and one boy to achieve ARE from Below Year 2</p> <p>Intensive support for 3 below children.</p> <p><u>Year 3</u> 5/5 PP pupils to achieve age related expectations 1/5 – (20%) maintain beyond.</p> <p>Intensive support for 2 boys to met ARE from below by end of Year 3.</p> <p>Next review November 2017</p>
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	<p><u>Year 1 and 2</u> Additional reading support, enjoying and discussing books to increase cultural literacy, ensuring children know traditional tales, rhymes and enjoy non fiction. Focus on Key reading domains to improve comprehension skills.</p> <p><u>Year 1 SEN</u> SEN pupils to undertake 5 minute box, additional reading 1:1 and sharing of stories to increase cultural literacy - traditional tales, rhymes and enjoy non fiction.</p> <p>Develop an invited library child/ parent story time.</p>	<p>It is important to ensure that there is not a deficit in cultural literacy or reading skills.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Reading strategies</p>	<p>Moderation of teaching quality by English Lead. Pupil progress review to ensure rigorous support for specific domains and reading stamina with groups and individuals.</p>	<p>Mrs. Childs Mrs. Clifford Mrs. Field</p>	<p><u>Year 2</u> 5/7 PP 71% pupils to achieve age related expectations 2/7 PP 28% targeted to achieve MWGD – one boy and one girl (EYFS 2 to MWGD) Intensive support for 2 children on the SEN register. One girl although secure from Year 1 will need continued keep up</p> <p><u>Year 1</u> – Of eight PP children – 75% on track to achieve expected standard. Intensive support needed for 2 children – below.</p>
Total budgeted cost					£8166 7/12 costs where appropriate

<p>Key Stage 2 To ensure that all pupils make double the rate of progress in their spelling age over four phases to ensure the optimum number of pupils achieve age related expectations in spelling.</p>	<p>Diaphon spelling program and diagnostic spelling activities. Identified children undertaking diaphon spelling scheme in addition to class spelling and learning rules and patterns from diagnostic assessment.</p>	<p>This form of intervention was highly successful last year. Ratio gains were high.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Team leaders observations of teaching sessions with feedback. Team discussion at pupil progress reviews. Team leaders to oversee the program</p>	<p>Mrs. Sale Mrs Russell</p>	<p>All children in the program make a 2 point ratio gain over every phase.</p> <p><u>Year 6</u> One girl 8.4 One boy 9.10 One girl 8.4 One boy B5</p> <p><u>Year 5</u> One girl_ 7.1 One boy 8.1 One boy 6.4</p> <p><u>Year 4</u> One boy B5 One girl 7.1 One boy 8.1 One boy 6.4 One girl 8.1 One girl B5 One girl 8.4 One girl B5</p> <p><u>Year 3</u> One boy 5.1 One boy 5.7 One girl 6.4</p>
<p>Year 2/1 To ensure all children including pupil premium achieve age related expectations in spelling.</p>	<p>Identified children using additional precision teaching strategies for tricky words and spelling patterns.</p>	<p>This form of intervention was highly successful last year.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Small group tuition</p>	<p>Team leaders observations of teaching sessions with feedback. Team discussion at pupil progress reviews. Team leaders to oversee the program with support from SENco where appropriate</p>	<p>Mrs. Childs Mrs. Bassett Mrs. Keogh Mrs. Robinson</p>	<p><u>Year 2</u> 71% 5/7 of PP are achieving spellings at least in line with expected standard. Two children need intensive support on SEN register.</p> <p><u>Year 1</u> Review November 2017</p>
<p>Total budgeted cost</p>					<p>£4128 7/12ths costs where appropriate</p>

<p><u>Year 5</u> To ensure that PP children who are tracking as close to or below achieve ARE by the end of the year.</p> <p><u>Year 4</u></p>	<p>X30 GY sessions</p> <p>10 sessions Led by DW</p> <p>£800 spring term</p>	<p>Assessment for learning identifying where weak writing domains need addressing. Program developed in a rich meaningful book led context which also enhances the children's literacy capitol and understanding.</p> <p>£2400 supply – 7/12ths = £1400</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit small group tuition</p> <p>Assessment for learning identifying where weak writing domains need addressing. Program developed in a rich meaningful book led context which also enhances the children's literacy capitol and understanding.</p>	<p>Program set up with two English leads undertaking work scrutiny and moderation of standards.</p> <p>Discussion of effectiveness of the program throughout with other English lead.</p>	<p>Mr. Dawkins</p>	<p><u>Year 5</u></p> <p>Of PP children 5/ 11 work within this group. To ensure 10/11 – 91% ARE by the end of Year 5.</p> <p><u>Year 4</u></p> <p>Of PP children 4/ 17 are working in this group. To ensure 14/17 = 82% ARE by end of Year 4.</p>
<p>Total budgeted cost</p>					<p>£2200 7/12 costs where appropriate</p>

<p>Any gaps in knowledge and concepts in maths are addressed as the children progress through the school so that all children achieve higher than national at expected and mastery with greater depth including pupil premium groups.</p>	<p>Year 6 additional part time member of teaching staff (maths specialist) takes 7 hours of small group intervention, half targeted pre teach, develop fluency and to reduce gaps in knowledge, skills and understanding and half to support children capable of working at greater depth. Focussed greater depth group work, supporting the use of higher order thinking skills and applying wide ranging maths knowledge in varied contexts and problems.</p>	<p>This approach proved highly successful with last year's year 6 cohort.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with specialist teacher.</p> <p>Moderation by maths lead.</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs Nobes Mrs Austin</p>	<p>13/15 PP attain ARE+ July 2018 = 87% 5/15 Greater depth = 33% 4 moving from mid to high</p>
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	<p>Year 5 – reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by Teacher SB to enable children to catch up and keep up.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead.</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs Brown Mrs Austin Mr Yeates Mr Trickett</p>	<p>All pupil premium children will be secure by the end of the academic year 2017/18</p> <p>11/11 = 100%</p> <p>Target 4 children to greater depth</p> <p>4/11 = 36%</p> <p>4 girl mid to high</p>
	<p>Year 3 and 4 - reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by LSA to enable children to catch up and keep up.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead and team leader</p> <p>Ongoing assessment for learning feeds programme.</p>	<p>Mrs. Goldstone Mrs Tubb Miss King Mr White Miss Hobb Mrs Austin</p>	<p><u>Year 4</u> Targeted support in maths to ensure 14/17 pupil premium pupils attain at least age related expectations at the end of the year – 82%</p> <p><u>Year 3</u> Targeted support in maths to ensure that all PP children achieve ARE – 100% at the end of year 3.</p> <p>20% Greater depth – maintaining greater depth to greater depth.</p>

<p>Year 2 Reducing barriers through closing gaps in skills, knowledge and understanding in maths. Supporting those with low attainment or those not making expected progress. Pupils are given individualised/ group programmes delivered by LSA to enable children to catch up and keep up.</p> <p>Year 1 – special needs support for children within this cohort. 5 minute box activities undertaken 5 times a week – support for home learning.</p>	<p>Approach proved highly successful last year – individualised to each child’s need.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>small group tuition/ individualised instruction</p> <p>Five minute box has proved successful in ensuring the development of basic number skills and supports fluency. Parents will be more confident to understand how to support learning at home, knowing the activities they can do together to help support learning.</p>	<p>Class teacher and maths lead in close liaison with LSA.</p> <p>Moderation by maths lead and team leader</p> <p>Ongoing assessment for learning feeds programme.</p> <p>Class teacher and team leader</p>	<p>Mrs Field Mrs Keogh Mr Herring Mrs Austin</p> <p>Mrs. Childs Mrs Clifford Mrs Bagby Mrs Kirk</p>	<p><u>Year 2</u> 5/7 attain ARE+ = 71% 14% mastery with greater depth (1)</p> <p>2 SEN with 1:1 support</p> <p><u>Year 1</u> - Of eight PP children – 63% on track to achieve expected standard. Intensive support needed for 3 children</p>

Total budgeted cost £8579
7/12ths costs where appropriate

iii. Other approaches – supporting whole school strategies

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>Barriers to learning such as attendance, home support, social and emotional issues are reduced to ensure children are able to access learning to their full potential.</p>	<p>Programs for the pupil or family that reduce barriers to learning. Work with family/agencies and pupil 1:1 supporting parenting, attendance, learning support, social emotional issues, student confidence, growth mind-set.</p>	<p>Support for children’s emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</p> <p>Parental involvement</p>	<p>Line management systems Where appropriate Boxhall profiles Ongoing CPD</p>	<p>Mrs Hodges – full time homelink worker X2 ELSA’s Miss Grayson Mrs Bradley</p>	<p>Elsa programs 6 weekly Termly reviews of other programs</p>

AST appointment with dedicated time to support pupil premium development and monitoring	Ensure regular quadrangulation activities relating to pupil premium groups within teams and by English and maths managers. Quadrangulation involving lesson observations, planning and book scrutiny and pupil conferencing to reduce barriers to learning, finding misconceptions and planning to close gaps in knowledge and skills. Half termly progress and attainment meetings to discuss, plan and evaluate interventions for children at risk of not making age related expectations or appropriate progress.	Studies support the use of a pupil premium champion who is able to ensure that the pupil premium strategy is developed and evaluated.	Head teacher line management	Mrs Sale Mrs Merriman	Reviewed within governor TLC and FGB meetings as part of the school development plan.
All pupil premium children have access to Year 6 residential, after school clubs and where possible instrumental lessons.	To ensure equal opportunity for pupil premium pupils.	Such activities provide an enrichment to learning	Homelink worker/ music and PE lead auditing provision Ensure all PP children attend at least one after school club.	Mrs Hodges Mrs Kirk Mr Herring	Next review – November 2017
Children are fully supported in changing behaviours which are barriers to learning. IBMP's are effective in supporting children with social, emotional, mental difficulties.	Creation of behaviour support co-ordinator to help children to develop language and understanding of growth mind- set and quality IBMP's where needed.	Support for children's emotional well being is paramount in order for children to be able to access learning well. Enabling the children to have a growth mind-set which ensures they can persevere in their tasks and overcome barriers is vital to good attainment and progress. Children are able to understand that there are many different ways to attempt their work and that skills can learnt with effort. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit Behaviour	Line management Catherine Sale – AST Review of children's IBMP's and progress made towards targets Review of Boxhall profiles – where appropriate	Miss Grayson	Continual review by AST, team leaders, class teachers, SENco and behavioural lead in conjunction with parents.
Total budgeted cost					£31,030

Total spend – September 2017 – April 2017 – 58370