

## St. Malachy's Catholic Primary Voluntary Academy

### PUPIL PREMIUM REPORT

#### **2017/18 EVALUATION OF IMPACT**

*and*

#### **2018/19 ACTION AND SPENDING PLAN**

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many of our pupils entitled to FSM (and a significantly high proportion of those who are not) also often face multiple and complex vulnerabilities which are a barrier to good achievement, especially given that almost all our pupils enter school with skills significantly below those expected for their age and so have exceptionally low starting points. St. Malachy's therefore deploys pupil premium to plan on-going additional support and, where required, focused intervention, in order to eradicate these barriers over time and therefore enable pupils to make similar progress to non-disadvantaged pupils elsewhere in the country who have few, if any, barriers to learning. This effectively diminishes the difference in achievement for our disadvantaged pupils and indeed many of our other pupils not officially designated as disadvantaged but with the same level of socio-economic, emotional and academic need. However, there can be limited success for some children who live in prolonged and extreme disadvantage. We are participating in a research group throughout 2018/19 in order to identify how best to support this particular group of learners.

#### **Determining the Best Way to Spend Pupil Premium**

Whilst all spending relates in some way to raising attainment, several interventions (which at first may appear to have a less direct impact) have nonetheless proved to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data and monitoring of learning. Previous outcomes clearly evidence that the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils. Successful strategies were therefore retained. As a result, most disadvantaged pupils made at least similar progress to their non-disadvantaged peers. An increased number made better than expected progress in all core subjects (from their key stage starting points) but we still need to increase this proportion of pupils further so that they make up ground (faster progress than non-disadvantaged pupils despite often complex barriers to learning) to diminish the difference in attainment by the end of each key stage.

What has previously worked well (and continues to work well) drives current spending. In addition, we regularly review external sources of information, so that we can successfully address any achievement differences we identify through robust tracking. As a result of ongoing Educational Endowment Foundation (EEF) research and toolkits, together with external evaluations of large-scale SSIF projects, leaders constantly review and debate the impact of teaching on outcomes for all pupils, but particularly those who are disadvantaged. Best practice is also regularly shared across our cluster of self-improving primary schools and within the MAT.

#### **Monitoring the Impact of Spending**

External data sources such as RAISE online have historically provided a clear comparative impact measure between the progress and attainment of disadvantaged pupils and non FSM/CLA pupils nationally. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. As national changes to pupil assessment and calculation of national progress measures have developed (bridging national curriculum prior attainment levels to a new scaled score over the last three years) there still remain anomalies in national data. Impact evaluation of 2017/18 spending has therefore been undertaken against rigorous in-school tracking data (supported by robust systems to monitor pupils' learning); against year-end expectations; against end of key stage expectations; and against the Governor Dashboard, supplemented with case studies and professional feedback. The impact on progress measures of a significant number of disadvantaged SEND pupils has also been interrogated so that provision for these pupils is appropriate but, crucially, so that we can also evaluate the impact the progress scores of these pupils (all with highly complex needs) has on average scores for the much larger disadvantaged group. The success of our evaluation systems together with priorities to accelerate progress for EY pupils (with exceptionally low starting points) and for Y1 pupils in phonics was confirmed by the September 2017 inspection and there were no concerns identified about provision for disadvantaged pupils.

Short-term monitoring of pupil premium spending focuses on meeting the milestones and targets specified in the following action plan. We have an established feedback loop whereby the Governing Board receives regular reports about the effectiveness of pupil premium initiatives, using this robust evaluation to make any necessary subsequent changes. Effective interventions are continued and funding for any interventions that are not working is reallocated. Consequently, the published action plan is subject to change. Although short-term aims relate to specific initiatives, it is important that the Governing Board does not lose sight of the bigger picture. Some initiatives do not demonstrate impact immediately; some work effectively for some pupils and not others so effectiveness may not be evaluated until the analysis of data over time.

#### **Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six years (known as the "ever 6") qualifies for pupil premium funding. This means that there are a significant number of families with children who are disadvantaged but siblings (in the same household) are not. The funding, per pupil, is £1320.

#### **Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus. The total funding is £1900 per pupil.

#### **Children of Service Families**

These children receive an increased premium.

### How is St. Malachy's accountable for the pupil premium?

Robust tracking of pupil outcomes is in place to immediately identify pupils who are under achieving to subsequently target effective intervention and support in order to accelerate progress towards age-related expectations. This is rigorously monitored over time. Obviously, consistently good teaching diminishes the difference between those learners who are vulnerable and those that are not, and we recognise the resilience required by the majority of our pupils to make the same progress that would be routinely expected from other children in the country. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families, especially required by a majority to ensure that their children attend school regularly, conform to behavioural expectations and receive appropriate care and support at home to ensure their safety and well-being.

*The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding, intended outcomes for pupils and methods by which the impact is monitored:*

## St. Malachy's Catholic Primary Voluntary Academy

**Objective: Ensure that more disadvantaged pupils make better than expected progress so that the differences in attainment (compared to their non-disadvantaged peers nationally and in school) are significantly diminished by the end of each key stage**

### Context:

Pupil premium allocation for the 2018/19 financial year: **£125400**

The financial year allocation is based on 95 children who have been allocated pupil premium based on 'Ever 6' - any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding or, if entering Reception (EY), is eligible for free school meals.. This equates to **50% pupils on roll** (reception to Y6). The proportion of disadvantaged pupils in EY (reception) is 44%; 42% in KS1 and 51% in KS2. **At the time of writing this report, there are currently 90 children in receipt of pupil premium.**

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

### Current position:

- We have made good progress diminishing the difference in the proportion of disadvantaged EY pupils attaining a GLD compared to non FSM/CLA pupils in school and this year they performed better than their non-disadvantaged peers. This is because EY provision relentlessly focused on constant acquisition and practice of skills required by the children with the lowest starting points where exceptional progress was required to attain a GLD. The proportion of disadvantaged pupils who attained a GLD is now broadly in line with the national average for all pupils.
- Provision in phonics for disadvantaged pupils has had significant impact. The proportions of disadvantaged and non-disadvantaged children attaining the Y1 phonics standard are now within 4% which continued a three year trend of diminishing the difference from -15% in 2016 and -10% in 2017. The attainment of disadvantaged pupils is in line with the overall national average. There remain differences in the proportions of disadvantaged pupils on track to attain the national KS1 standard in 2019 in reading and writing and Y2 provision in the autumn term is a major focus alongside overall improved maths provision.
- The proportion of disadvantaged pupils attaining national standards by the end of KS1 (Y2) is broadly in line with the average for non-disadvantaged pupils in school in reading and maths. This is not the case in writing and so this is a key priority in Y3 as the children have moved into KS2, so that are a much greater proportion of children have made up ground by the end of Y3. When compared to non-disadvantaged pupils nationally, attainment of disadvantaged pupils is significantly below in all subjects. This is because the vast majority of disadvantaged pupils had the lowest starting points and made at least the same expected progress as other pupils nationally, so the attainment differences from the end of EY remained. We know that it is crucial for these pupils to make consistently better than expected progress which many find difficult in the two years they are in KS1 because of the volume of skills they must acquire in this time. Nonetheless, we are constantly seeking out successful research-based interventions although few can demonstrate the same impact for children living in prolonged and extreme disadvantage as for other disadvantaged pupils. We are currently part of a control group to improve reading.
- Rigorous ongoing analysis of internal data continues to identify differences between the proportions of disadvantaged pupils in Y4 and Y5 on track to attain end of KS2 standards to their non-disadvantaged peers (by 2021 and 2020 respectively). Focused improvement strategies are set out within the Leadership & Management and Quality of Teaching, Learning & Assessment sections of the 2018/19 School Improvement Plan. Monitoring of pupils' learning with a particular focus on work analysis evidences that provision is in place to address these differences and sharp interventions are therefore planned for the most vulnerable pupils. The majority of disadvantaged learners are currently making similar progress to their non-disadvantaged peers but obviously (and despite multiple and complex barriers to learning) need to make exceptional progress over the next twelve months.
- The proportion of disadvantaged pupils attaining national standards by the end of KS2 (Y6) is below the average for non-disadvantaged pupils in school. When compared to non-disadvantaged pupils nationally, attainment of disadvantaged pupils in reading and writing is well below but closer in maths. However, analysis of these attainment differences demonstrate that only TWO disadvantaged children did not make expected or better progress in writing and maths, one of whom faced severe disruption and trauma due to changes in home circumstances. The other pupil only fell short by two scale points. Reading fluency and inferential comprehension remain the most significant barrier to accelerating progress of disadvantaged pupils in reading so that they at least make similar progress to their non-disadvantaged peers. This is a key priority for current school improvement alongside strategies to support those disadvantaged children with the most complex vulnerabilities to make better than expected progress in order to diminish the difference in attainment (to non-disadvantaged learners nationally) by the end of KS2.
- The attendance of disadvantaged pupils had a sudden dip to 91.6% as a result of persistent absenteeism and repeated fixed-term exclusions for a small number of pupils which is disappointing as we had improved the attendance of this group significantly over the last two years due to the focused work of our learning mentors, targeted exclusively to disadvantaged and vulnerable pupils but obviously unable to take effect for the pupils persistently absent.
- The number of existing pupils (not new families) on Continuum of Need L3+ has been further reduced due to the focused work of our Catholic Care Social Worker, again targeted exclusively to disadvantaged and vulnerable pupils. Case studies show continued good impact of services that we secure. However, the caseload has actually increased due to the numbers of pupils admitted mid-year (sometimes on 'managed moves') who are already in receipt of, or urgently need, universal services to support their readiness to learn and behaviour for learning.

### Expected outcomes at the end of the 2018/19 academic year:

1. Leaders and managers will continue to monitor the provision for, and performance of, disadvantaged pupils putting a greater focus on evidence-based interventions, seeking out those with a demonstrable impact on the progress of children living in prolonged and extreme disadvantage.
2. EY results to show that the proportion of disadvantaged pupils attaining the good level of development (GLD) remains broadly in line (-/+ 10%) with their non-disadvantaged peers in school and, given the typically exceptionally low starting points of the vast majority at St. Malachy's, that the difference to the 2019 national average (all pupils) remains broadly in line because the majority of EY pupils will continue to make good progress, as was the case in 2017/18.
3. Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard remains in line (-/+ 6%) with the proportion of non-disadvantaged pupils nationally and those in school. The majority of

disadvantaged pupils will have made better than expected progress so that the proportion on track to attain the national standard by the end of KS1 is broadly in line (-/+10%) with their non-disadvantaged peers in school.

4. KS1 (Y2) results to show that the difference in the proportion of disadvantaged pupils attaining the national Y2 standard is broadly in line (-/+10%) with non-disadvantaged pupils nationally. The majority should therefore have made better than expected progress in all core subjects but we must recognise that the needs of some disadvantaged children (with highly complex needs and vulnerabilities, SEN or entering school mid-year with little/no English) may affect this ambitious target.
5. Internal tracking data for Y3/4/5 to show that the difference in the proportion of disadvantaged pupils on track to attain the national Y6 standard by the end of KS2 is, year-on-year, becoming broadly in line (-/+10%) with the national average for non-disadvantaged pupils published annually. The majority should therefore have made better than expected progress in all core subjects by the end of each academic year but, again, we must recognise that the needs of some disadvantaged children (with highly complex needs and vulnerabilities, SEN or entering school mid-year with little/no English) may affect these ambitious targets. These are often the pupils who actually need to make exceptional progress to enable us to diminish the attainment differences.
6. KS2 (Y6) results to show that the difference in the proportion of disadvantaged pupils attaining the national Y6 standard is broadly in line (-/+10%) with non-disadvantaged pupils nationally. The majority must therefore have made better than expected progress in all core subjects from KS2 starting points
7. Work analysis, learning walks and pupil interviews will corroborate that the proportion of disadvantaged pupils making expected progress in reading, writing, and maths in every class (from key stage starting points) is AT LEAST in line with the proportions of non-disadvantaged pupils making the same progress nationally and in school. This progress must be better than expected for those with starting points from the previous key stage that were below the national average.
8. Attendance of disadvantaged pupils reaches an average of 96% and behaviour for learning is good for the vast majority of these pupils.

**Context:**

- Children typically enter school with few skills and language – almost all well below those typically expected for their age. Attainment on entry is very low. Consequently, many need regular, extra help to enable them to make exceptional progress and subsequently bring them up to age-related expectations, diminishing the difference from previous low starting points.
- A significant number of pupils are not supported with reading or basic skills at home.
- Some children have chaotic home lives and many have social issues which affect emotional and social development.
- Some children have low self-esteem. Lack of boundaries and support at home results in low aspirations and lack of resilience.
- Our provision focuses on concrete work and play experiences to reinforce learning and improve retention before new learning is introduced.
- A significant number of pupils have no experience of the wider world outside of Halifax and need stimulation other than the immediate area. Experiences to draw upon for writing are exceptionally limited.
- Persistent absenteeism is a problem for some families where home life is chaotic.

<b>PUPIL PREMIUM PROVISION 2018/19</b>	<b>TOTAL COST OF PROVISION</b>	<b>% FROM PUPIL PREMIUM</b>	<b>COST FROM PUPIL PREMIUM</b>	<b>TIME</b>	<b>MONITORING/EVIDENCE OF IMPACT</b>
<p><b>1. Early Years Support: Additional EY practitioner in EYFS</b>  <u>Objective:</u> Accelerate progress from exceptionally low starting points to raise attainment through additional, supported, activities in:</p> <ul style="list-style-type: none"> <li>• PSED</li> <li>• CLL (speaking, listening, reading and <u>especially writing</u>)</li> <li>• Number and SSM</li> </ul> <p>Focus provision for PP children will link directly to analysis of baseline, targeted daily provision and impact (EY profiles), research-based interventions (e.g. NELI)</p>	£13695	44%	£6026	Full time:  Ongoing all year	Termly report to Academy Council: KG/LF <ul style="list-style-type: none"> <li>• <i>Steps progress from baseline</i></li> <li>• <i>Progress towards prime and specific ELGs</i></li> <li>• <i>Progress towards GLD</i></li> <li>• <i>Attainment against ELGs and GLD</i></li> <li>• <i>Comparison to non-disadvantaged pupils in school and, in summative report, nationally</i></li> </ul> <b>(Outcomes 1, 2, 7)</b>
<p><b>2. Early Years Intervention: Phonics</b>  <u>Objective:</u> Accelerate progress in phonics for disadvantaged pupils with the lowest starting points through an additional hour per day (Read, Write, Inc.) reinforcing:</p> <ul style="list-style-type: none"> <li>• Sound/letter recognition</li> <li>• Linking letters/sounds</li> <li>• Immediate catch up and retention</li> </ul>	£13695 (x 19% = 5 hours per week)	100%	£2602	1 hour per day: (5 hours per week from 26.5 hours) = 19%  Ongoing on all year	Termly report to Academy Council: KG/LF <ul style="list-style-type: none"> <li>• <i>Steps progress from baseline (CLL)</i></li> <li>• <i>Progress towards ELGs: reading and writing</i></li> <li>• <i>Comparison to non-disadvantaged pupils in school and, in summative report, nationally</i></li> </ul> <b>(Outcomes 1, 2, 7)</b>
<p><b>3. Making good progress in KS1: 1 TA in Y1 and 2 TA's in Y2</b>  <u>Objective:</u> Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, communication, writing and/or maths through:</p> <ul style="list-style-type: none"> <li>• Catch-up 'Read, Write, Inc.'</li> <li>• Phonics support and reading</li> <li>• Increased opportunities editing opportunities in WRITING</li> <li>• Meta-cognitive approaches to maths</li> <li>• Bespoke feedback and guidance</li> <li>• More cross-curricular opportunities to apply reading, maths and especially WRITING skills across the curriculum</li> </ul>	£41805	42%	£17256	Full time:  Ongoing all year (early intervention)	Termly report to Academy Council: JM <ul style="list-style-type: none"> <li>• <i>Comparative attainment and progress data for disadvantaged pupils compared to non-disadvantaged pupils in school and nationally</i></li> <li>• <i>Work analysis</i></li> <li>• <i>TA lesson/intervention observations</i></li> <li>• <i>Intervention reports including research evidence</i></li> <li>• <i>Learning walks (drop-ins)</i></li> <li>• <i>Pupil interviews</i></li> <li>• <i>Staff surveys</i></li> <li>• <i>Parent feedback</i></li> </ul> <b>(Outcomes 1, 3, 4, 7)</b>
<p><b>4. Making good progress in KS2: 4 x TAs (Y3/Y4/Y5/Y6)</b>  Accelerate progress for PP children who are currently under attaining</p>	£54780	51%	£27938	Full time:	Termly report to Academy Council: JM <ul style="list-style-type: none"> <li>• <i>Comparative attainment and progress data for</i></li> </ul>

<p>and/or under achieving in reading, communication, maths and particularly writing through:</p> <ul style="list-style-type: none"> <li>Delivering Same day/rapid (time-limited) research-based interventions and monitoring impact</li> <li>Bespoke feedback and guidance</li> </ul> <p><i>Focused on:</i></p> <ul style="list-style-type: none"> <li>Reading (and Read, Write, Inc. catch-up programmes as required)</li> <li>Meta-cognitive approaches to maths</li> <li>Increased opportunities editing opportunities in WRITING</li> <li>More cross-curricular opportunities to apply reading, maths and especially WRITING skills across the curriculum</li> </ul>				Ongoing all year (early intervention)	<p><i>disadvantaged pupils compared to non-disadvantaged pupils in school and nationally</i></p> <ul style="list-style-type: none"> <li>Work analysis</li> <li>TA lesson/intervention observations</li> <li>Intervention reports including research evidence</li> <li>Learning walks (drop-ins)</li> <li>Pupil interviews</li> <li>Staff surveys</li> <li>Parent feedback</li> </ul> <p><b>(Outcomes 1, 5, 6, 7)</b></p>
<p><b>5. Personal Development and Welfare: Catholic Care Social Worker</b></p> <p><u>Objective:</u> Support families of disadvantaged children with a range of issues including attendance, punctuality, housing and behaviour</p> <ul style="list-style-type: none"> <li>Vulnerable children on the 'Continuum of Need'</li> <li>Universal services</li> <li>EISA's</li> <li>Children in Need and Child Protection</li> </ul>	£14500	100%	£14500	1 day per week  Ongoing all year	<p>Termly report to Academy Council: AMcN</p> <ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils (compared to non-disadvantaged and collated into caseload)</li> <li>Number of Persistent Absentees (disadvantaged pupils)</li> <li>(De)escalation of CON/CIN/CP from July 2018 baseline</li> <li>Additions to CON/CIN/CP – new/existing families</li> <li>Impact of service provision</li> <li>Case studies</li> </ul> <p><b>(Outcomes 1, 8)</b></p>
<p><b>6. Personal Development: Learning Mentors in KS1/KS2</b></p> <p><u>Objective:</u> Improve the attendance, behaviour for learning and home support for vulnerable pupils (including all premium children):</p> <ul style="list-style-type: none"> <li>Focus on personal development</li> <li>Social and emotional support</li> <li>Specific learning groups (e.g. low self-esteem)</li> <li>Build self-esteem and relationships</li> <li>Develop resilience and independence through meta-cognition</li> </ul>	£25266	42% (KS1) 51% (KS2)	£11717	Full Time:  Ongoing all year (early intervention)	<p>Termly report to Academy Council: JM</p> <ul style="list-style-type: none"> <li>Impact on behaviour in lessons and outside lessons</li> <li>Attendance broadly in line with other pupil groups</li> <li>PA in line with NA</li> <li>Reduction in CPOMS recorded incidents for each pupil</li> <li>Case studies</li> </ul> <p><b>(Outcomes 1, 8)</b></p>
<p><b>7. Memorable Experiences</b></p> <p><u>Objective:</u> Enable disadvantaged pupils to have experiences through which they can further knowledge, skills and understanding and apply what they have learned, specifically:</p> <ul style="list-style-type: none"> <li>Stimuli for writing</li> <li>Enhancing personal and SMSC development</li> <li>Purpose of the curriculum in 'real life'</li> </ul> <p><i>90 pupils @ £150 per pupil</i></p>	£13500	100%	£13500	Ongoing	<p>Termly report to Academy Council: AMcN</p> <ul style="list-style-type: none"> <li>Number of trips linked to specific curriculum areas</li> <li>Impact on progress of disadvantaged pupils in reading and writing</li> <li>Impact on personal and SMSC development</li> <li>Pupil interviews/surveys</li> <li>Case studies</li> </ul> <p><b>(Outcomes 1, 2, 3, 4, 5, 6)</b></p>
<p><b>8. Breakfast Club</b></p> <p><u>Objective:</u> Ensure that pupils begin lessons "ready to learn" and that potentially disruptive home incidents are addressed before school so that pupil progress is not impeded</p> <ul style="list-style-type: none"> <li>'Meet and greet' (settling activities)</li> <li>Healthy eating</li> <li>Learning to learn strategies (and co-operative play)</li> <li>Resources</li> </ul>	£9000	50%	£4500	Full time: Ongoing all year	<p>Termly report to Academy Council: AMcN</p> <ul style="list-style-type: none"> <li>Attendance registers</li> <li>Learning walks (following club)</li> <li>Case studies</li> <li>Progress of disadvantaged pupils who attend compared to pupils who do not attend</li> </ul> <p><b>(Outcomes 1, 2, 3, 4, 5, 6, 7)</b></p>
<p><b>9. Resources and CPLD: Research-based Interventions - Literacy</b></p> <p><u>Objective:</u> Diminish the achievement differences in reading and writing through continuation of successful (evidence-researched) and delivery (including training for key staff) of new interventions:</p> <ul style="list-style-type: none"> <li>Word Wasp</li> </ul>	£13752	50%	£6876	Training: Autumn 2018  Resources in use throughout the year	<p>Termly report to Academy Council: AMcN</p> <ul style="list-style-type: none"> <li>Cohort tracking data for disadvantaged pupils in receipt of interventions compared to other pupils who are not</li> <li>Pupil feedback</li> </ul>

<ul style="list-style-type: none"> <li>• Breaking Barriers</li> <li>• Read, Write, Inc.</li> <li>• Reading Eggs</li> <li>• Dyslexia screening</li> </ul>						<ul style="list-style-type: none"> <li>• Work analysis</li> <li>• Learning walks (including observing delivery of interventions)</li> <li>• Staff surveys (impact of CPLD on teaching and learning)</li> <li>• Inventories</li> </ul> <b>(Outcomes 1, 3, 4, 5, 6, 7)</b>
<b>10. Resources for Quality First Teaching: Mathematics</b> <u>Objective:</u> Accelerate the progress of disadvantaged pupils in <u>maths</u> by deployment of additional, new resources evidenced to impact on the acquisition and retention of skills of children who face barriers to learning: <ul style="list-style-type: none"> <li>• Power Maths</li> <li>• Maths No Problem (PRS and fluency)</li> <li>• Numicon and play books</li> <li>• Maths Seeds</li> </ul>	£16444	50%	£8221	Resources in use throughout the year	Termly report to Academy Council: AMcN <ul style="list-style-type: none"> <li>• Cohort tracking data for disadvantaged pupils in comparison receipt of interventions compared to other pupils who are not</li> <li>• Pupil feedback</li> <li>• Work analysis</li> <li>• Learning walks (including observing delivery of interventions)</li> <li>• Staff surveys (impact of CPLD on teaching and learning)</li> <li>• Inventories</li> </ul> <b>(Outcomes 1, 2, 3, 4, 5, 6, 7)</b>	
<b>11. Inclusion Support for Disadvantaged Pupils</b> <u>Objective:</u> 10% senior leadership time dedicated to tracking SEND provision for, and progress of, <i>disadvantaged learners with SEN</i> ensuring that provision across all subjects addresses the needs of these pupils and that they are well supported <ul style="list-style-type: none"> <li>• Working with class teachers to ensure that day-to-day provision addresses need</li> <li>• Monitoring of ILPs</li> <li>• Working with parents to support ILPs</li> </ul>	£6132	100%	£6132	0.1 FTE: Ongoing all year	Termly report to Academy Council: JM <ul style="list-style-type: none"> <li>• Comparative attainment and progress data for disadvantaged pupils <u>with SEN</u> compared to non-disadvantaged pupils <u>with SEN</u> in school and nationally</li> <li>• Monitoring of ILPs</li> <li>• Work analysis</li> <li>• TA lesson/intervention observations</li> <li>• Intervention reports including research evidence</li> <li>• Learning walks (drop-ins)</li> <li>• Pupil interviews</li> <li>• Parent feedback</li> </ul> <b>(Outcomes 1, 2, 3, 4, 5, 6, 7, 8)</b>	
<b>12. Monitoring of Achievement – Disadvantaged Pupils</b> <u>Objective:</u> 10% senior leadership time dedicated to tracking provision for, and progress of, ALL disadvantaged to ensure that insufficient progress is identified and that practice with greatest impact is shared <ul style="list-style-type: none"> <li>• Monitoring impact of additional classroom support on quality of pupils' learning, personal development, welfare, attendance</li> <li>• Referral to, and impact of, external (universal) services where necessary</li> <li>• Supporting teachers to accelerate learning</li> </ul>	£6132	100%	£6132	0.1 FTE: Ongoing all year	Termly report to Academy Council: JM <ul style="list-style-type: none"> <li>• Comparative attainment and progress data for disadvantaged pupils compared to non-disadvantaged pupils in school and nationally</li> <li>• Work analysis</li> <li>• TA lesson/intervention observations</li> <li>• Intervention reports including research evidence</li> <li>• Learning walks (drop-ins)</li> <li>• Pupil interviews</li> <li>• Staff surveys</li> <li>• Parent feedback</li> </ul> <b>(Outcomes 1, 2, 3, 4, 5, 6, 7, 8)</b>	
<b>TOTAL PROJECTED SPEND 2018/19</b>			<b>£125 400</b>			

<b>MONITORING AND EVALUATION</b>		
<b>1. Early Years Support: Additional EY Practitioner in EYFS</b>		
<b>Autumn Term 2018: Monitoring</b>	<b>Spring Term 2019 Monitoring</b>	<b>Summer term 2019: Evaluation</b>
<u>Milestone:</u> The majority of disadvantaged pupils are making good progress towards GLD. Difference in disadvantaged pupils on track to attain GLD to non-disadvantaged not more than 40%	<u>Milestone:</u> The vast majority of disadvantaged pupils are making good progress towards GLD. Difference in disadvantaged pupils on track to attain GLD to non-disadvantaged diminished to 20%	<u>Success Criteria:</u> The vast majority of disadvantaged pupils made good progress and attained GLD. Difference in disadvantaged pupils having attained GLD to non-disadvantaged diminished to 10%.
<b>2. Early Years Intervention: Phonics</b>		

<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils are making good progress towards reading ELG. Difference in disadvantaged pupils on track to attain reading ELG to non-disadvantaged not more than 40%</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> The vast majority of disadvantaged pupils are making good progress towards reading ELG. Difference in disadvantaged pupils on track to attain reading ELG to non-disadvantaged diminished to 20%</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> The vast majority of disadvantaged pupils made good progress and attained reading ELG. Difference in disadvantaged pupils having attained reading ELG to non-disadvantaged diminished to 10%.</p>
<b>3. Making Good Progress in KS1</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Difference in disadvantaged pupils on track to attain end KS1 expectations to non-disadvantaged not more than 40%</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Difference in disadvantaged pupils on track to attain end KS1 expectations to non-disadvantaged diminished to 20%</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> The majority of disadvantaged pupils made good progress from end of EY towards end KS1 national expectations (Y1) or attained national expectations (Y2). Difference in disadvantaged pupils on track to attain end KS1 expectations (Y1) or attained KS2 expectations (Y2) to non-disadvantaged diminished to 10%</p>
<b>4. Making Good Progress in KS2</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations. Difference in disadvantaged pupils on track to attain end KS2 expectations to non-disadvantaged not more than 40%</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations. Difference in disadvantaged pupils on track to attain end KS2 expectations to non-disadvantaged diminished to 20%</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> The majority of disadvantaged pupils made good progress from end of KS1 towards end KS2 national expectations (Y3/4/5) or attained national expectations (Y6). Difference in disadvantaged pupils on track to attain end KS2 expectations (Y3/4/5) or attained KS2 expectations (Y6) to non-disadvantaged diminished to 10%</p>
<b>5. Personal Development and Welfare: Catholic Social Care Worker</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> Attendance of disadvantaged pupils at 94%. Reduction of existing families on CON by 5%. Feedback from families/services of a high quality.</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> Attendance of disadvantaged pupils at 95%. Cumulative reduction of existing families on CON by 10%. Feedback from families/services of a high quality.</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> Attendance of disadvantaged pupils at 96%. Cumulative reduction of existing families on CON by 15%. Feedback from families/services of a consistently high quality.</p>
<b>6. Personal Development: Learning Mentors in KS1/2</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> The majority of disadvantaged pupils independently display good behaviour for learning (BfL) and generally good conduct throughout school.</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> The vast majority of disadvantaged pupils independently display good behaviour for learning (BfL) and generally good conduct throughout school.</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> The vast majority of disadvantaged pupils independently display good behaviour for learning (BfL) and consistently good conduct throughout school.</p>
<b>7. Memorable Experiences</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>EY Milestone:</u> The majority of disadvantaged pupils are making good progress towards GLD. Difference in disadvantaged pupils on track to attain GLD to non-disadvantaged not more than 40%.</p> <p><u>KS1 Milestone:</u> The majority of disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Difference in disadvantaged pupils on track to attain end KS1 expectations to non-disadvantaged not more than 40%.</p> <p><u>KS2 Milestone:</u> The majority of disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations. Difference in disadvantaged pupils on track to attain end KS2 expectations to non-disadvantaged not more than 40%</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>EY Milestone:</u> The vast majority of disadvantaged pupils are making good progress towards GLD. Difference in disadvantaged pupils on track to attain GLD to non-disadvantaged diminished to 20%.</p> <p><u>KS1 Milestone:</u> The majority of disadvantaged pupils are making good progress from end of EY towards end KS1 national expectations. Difference in disadvantaged pupils on track to attain end KS1 expectations to non-disadvantaged diminished to 20%.</p> <p><u>KS2 Milestone:</u> The majority of disadvantaged pupils are making good progress from end of KS1 towards end KS2 national expectations. Difference in disadvantaged pupils on track to attain end KS2 expectations to non-disadvantaged diminished to 20%</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>EY Success Criteria:</u> The vast majority of disadvantaged pupils made good progress and attained GLD. Difference in disadvantaged pupils having attained GLD to non-disadvantaged diminished to 10%.</p> <p><u>KS1 Success Criteria:</u> The majority of disadvantaged pupils made good progress from end of EY towards end KS1 national expectations (Y1) or attained national expectations (Y2). Difference in disadvantaged pupils on track to attain end KS1 expectations (Y1) or attained KS2 expectations (Y2) to non-disadvantaged diminished to 10%</p> <p><u>KS2 Success Criteria:</u> The majority of disadvantaged pupils made good progress from end of KS1 towards end KS2 national expectations (Y3/4/5) or attained national expectations (Y6). Difference in disadvantaged pupils on track to attain end KS2 expectations (Y3/4/5) or attained KS2 expectations (Y6) to non-disadvantaged diminished to 10%</p>
<b>8. Breakfast Club</b>		
<p align="center"><b>Autumn Term 2018: Monitoring</b></p> <p><u>Milestone:</u> 35% disadvantaged pupils regularly attending. Of these, the majority demonstrate good readiness to learn and BfL</p>	<p align="center"><b>Spring Term 2019 Monitoring</b></p> <p><u>Milestone:</u> 45% disadvantaged pupils regularly attending. Of these, the vast majority demonstrate good readiness to learn and BfL</p>	<p align="center"><b>Summer term 2019: Evaluation</b></p> <p><u>Success Criteria:</u> 60% disadvantaged pupils now regularly attend. Of these, the vast majority independently display good behaviour for learning (BfL) and consistently good conduct throughout school.</p>

