Ash Green Community Primary School

PUPIL PREMIUM REPORT

2017/18 EVALUATION OF IMPACT

and

2018/19 ACTION AND SPENDING PLAN

The government believes that Pupil Premium (PP), 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.

A substantial majority of our pupils entitled/having been entitled to FSM (and a significantly high proportion of those who are not) 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. 93% current pupils live in a super-output area with post codes in the lowest 30% deprivation indices, with 88% living in the lowest 10%. The vast majority have a 61% - 100% chance of prolonged and extreme deprivation, many already in third generation unemployment. Whilst some gaps in attainment to other pupils nationally are proving stubborn to close, almost all other non-disadvantaged pupils in the country are not at risk of prolonged and extreme deprivation. In addition, KS1 progress measures can be limited by many pupils who only just attain a good level of development at the end of Early Years, with too great a demand to reach higher national expectations by the end of KS1. However, if these pupils remain in school throughout KS2, pupil progress data over time evidences that the vast majority of them are likely to attain the national standard by the end of Y6. We are therefore participating in the 'control group' of an EY/Y1 (EEF promising) research project throughout 2018/19 in order to identify how to best support this sub-group of disadvantaged learners.

Ash Green therefore deploys pupil premium to plan a range of on-going additional support and, where required, focused interventions, in order to eradicate these barriers over time, therefore supporting disadvantaged pupils to make similar progress to non-disadvantaged pupils elsewhere in the country who have few, if any, barriers to learning. Whilst there are no research projects that evidence accelerated progress for the most disadvantaged, we adapt evidence research to best fit the needs of this particular group, especially to enhance memory skills linked to the three core principals underpinning our curriculum for Ash Green: intent, implementation and impact. This key strategy is designed to close the achievement gap for our disadvantaged pupils, and indeed the vast majority of our other pupils not officially designated as disadvantaged who share the same level of socio-economic, emotional and academic need. The needs of such a large group (larger than the entire school roll of some schools) inevitably means that, whilst a strategy may be successful in driving progress of some pupils, it may be less successful with others.

Determining the Best Way to Spend Pupil Premium

Whilst all spending relates in some way to raising attainment, several interventions, which may at first appear to have a less direct impact, have 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.

The impact of spending at Ash Green is continually evaluated to identify successful strategies which we have naturally then retained. Training for teachers, intervention, classroom and pastoral support staff is regularly revisited to ensure that: quality first teaching is skilfully adapted in each lesson to drive progress for disadvantaged pupils (without any initial limit on likely outcomes) and spread best practice; that behaviour for learning remains secure with little, if any, low level disruption to learning and that conduct at other times of the school day rarely adversely affects pupils' readiness to learn. As a result, strategies that have previously worked well for the MAJORITY of children are re-visited and tweaked to better meet the needs of those whose progress remains stubbornly slower. Consequently, these strategies drive current spending. In addition, we regularly review external sources of information, so that we can successfully close any gaps in achievement that we identify through robust tracking. As a result of the Educational Endowment Foundation (EEF) research and toolkits, leaders constantly review and debate the impact of teaching on outcomes for all pupils, but particularly those who are disadvantaged. However, such interventions are often time-consuming per individual pupil, designed to be implemented with a small group in each cohort. We therefore focus on the impact best practice on larger numbers of disadvantaged pupils which is regularly debated within the cluster of self-improving primary schools.

Monitoring the Impact of Spending

External data sources such as RAISE online and FFT have <u>historically</u> 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) there 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 'Analyse School Performance and the Inspection Dashboard Summary' Report, 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. As last year, the impact will be revisited as soon as national progress measures for DISADVANATGED pupils (compared to others) are made available by the DfE.

Short term monitoring of pupil premium spending focuses on meeting the milestones and targets specified in the following action plan. We have an embedded feedback loop whereby the Governing Board receives regular reports about the effectiveness of PP 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. <u>Consequently, the published action plan is subject to change</u>. 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 but not for others so effectiveness may not be evaluated until the analysis of <u>longer term data</u>.

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 as eligible for FSM in the past six years (Ever 6 FSM) qualifies for pupil premium funding *(£1320 per pupil)*. This means that there are a significant number of families with children who are disadvantaged, but siblings (in the same household) are not.

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 *(£2300 per pupil).*

Children of Service Families and the Service Pupil Premium

These children receive an increased premium *(additional £300 per pupil).*

How is Ash Green 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, or beyond, age related expectations, depending upon the starting point of each child. This is rigorously monitored over time. Obviously, consistently good teaching closes the attainment gap between those learners who are vulnerable and those that are not, and we provide ongoing support for the resilience required by the vast 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, coupled with meta-cognitive approaches 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 significant majority to ensure that their children attend school regularly, conform to behavioural expectations and receive appropriate care and support at home in order 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:

Ash Green Community Primary School

Objective: Diminish the difference between the performance of FSM/CLA pupils and non FSM/CLA pupils in every cohort
Context: Pupil premium allocation for the 2018/19 financial year, based on the January 2018 census (222 pupils, 55.4% of school population): **£293,040** **At the time of writing this report, there are currently 199 R-Y6 children (50% of the R-Y6 population) in receipt of Pupil Premium**. The proportion of disadvantaged pupils in EY (reception) is 16%, 47% in KS1 and 62% in KS2. 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: **EARLY YEARS FOUNDATION STAGE** • Baseline assessment data (when children enter EY) shows that almost all pupils enter with skills **significantly below** those expected for their age. It is now recognised by the Chief Inspector of Schools that there will be inevitable fluctuation in EY outcomes so it is not informative to interrogate data on a COMPARATIVE basis. The starting points of pupils in 2017 was much lower than the two previous cohorts and the ground that some children needed to make up was much greater than in previous years so that the attainment gap widened from summer 2017. Nonetheless, the gap in the attainment measure of the Average Point Score (APS)

for disadvantaged pupils to other pupils in school is narrower than the national average. We will therefore continue with previous EY strategies but re-focus this support and provision for the lowest starters, with greater attention to the knowledge they need to quickly acquire and memorise.

YEAR 1 PHONICS

- Provision in phonics has had significant impact because of the focus of support staff and bespoke provision, taking the best impact of researched schemes. As a result, pupils made good progress from the end of EY (when 54% disadvantaged pupils achieved the expected standard in reading) so that 71% attained the national standard, in line with the proportion of non-disadvantaged pupils in school but still below with the national figure for non-disadvantaged pupils, although with a REDUCED gap. We will therefore continue with these Y1 strategies.

KEY STAGE 1

- Attainment of disadvantaged pupils at KS1 rose significantly in all subjects in 2018, despite the large SEN pupil group (7 pupils of 24 disadvantaged; 29%) of whom 2 were in receipt of support via EHC plans. This is because KS1 pupils are supported by a high proportion of additional adults. Teachers with expertise in delivering interventions (such as reading recovery) have ensured that all practitioners in KS1 understand and can use/reinforce these strategies. Guided reading has been improved. Quality first teaching with greater meta-cognitive approaches has pushed aspirations in maths. As a result, the gap between disadvantaged and non-disadvantaged pupils nationally has continued to close in reading and maths for this cohort since the end of EY. The gap in writing widened slightly since the end of EY. However, as each disadvantaged pupil equates to 4%, had one more pupil attained EXS, the gap would have closed slightly. The in-school attainment gap between disadvantaged and non-disadvantaged pupils closed significantly in all subjects in 2018. Staffing levels in KS1 will therefore continue. Development for these staff will have a greater focus on the teaching of writing.

KEY STAGE 2

- Progress of Y3 pupils in 2018 evidence 100% (59/59) pupils made expected or better progress in reading, 92% (54/59) in writing and 93% (55/59) in maths. Supplementary to QFT and SEND support, bespoke Areas of Need interventions included baselining spelling, spelling competitions, 'word of the day', weekly times table tests and competitions and pupils self-selecting maths resources. Currently 73% pupils are on track to attain EXS+ in reading, 73% in writing and 75% in maths by the end of KS2.
- Progress of Y4 pupils in 2018 evidence 96% (54/56) pupils made expected progress or better in reading, 98% (55/56) in writing and 100% (56/56) in maths. Currently 73% pupils are on track to attain EXS+ in reading, 68% in writing and 65% in maths by the end of KS2.
- Progress of Y5 pupils in 2018 evidence 98% (48/49) pupils made expected progress or better in reading, 96% (47/49) in writing and 96% (47/49) in maths. Currently 76% pupils are on track to attain EXS+ in reading, 74% in writing and 81% in maths by the end of KS2.
- Progress scores of disadvantaged pupils at KS2 rose substantially in all subjects in 2018. As a result, the gap between disadvantaged pupils and national other pupils narrowed by a significant margin and progress gaps to non-disadvantaged pupils in schools also significantly diminished. This is due to systematic improvements in the teaching of guided reading and a focus on how pupils remember what they have learned. We have adapted key performance indicators throughout KS2 to measure pupils' progress in writing so that teachers can more easily identify precise mini-steps of knowledge and skills then plan more closely matched-provision delivered in partnership with classroom support staff. This enables pupils to apply skills across all writing. Quality first teaching, a focus on meta-cognitive approaches and no glass ceiling (brought about by lack of differentiation at the outset of each lesson) accelerated pupils' progress in maths. As a result, the attainment gap between disadvantaged and non-disadvantaged pupils narrowed in reading and writing for this cohort since the end of KS1. Despite positive progress scores, this was not the case in maths because several pupils missed the score required to meet the national expectation (100.0) by only 2/3 points. The focus on additional maths teaching (smaller groups), the careful match of support staff and 1:1 tuition has paid dividends and will therefore be retained.
- Monitoring of pupils' learning with a particular focus on work analysis evidences that the differences in projected attainment for disadvantaged pupils are accurately reflected in our tracking data. Nonetheless, it corroborates that progress of disadvantaged pupils is broadly in line with the progress of non FSM/CLA

pupils in reading and maths over time with the stubborn difference in writing diminishing slowly year-on-year. Sharp interventions are therefore planned for pupils moving into Y2 and Y3. Memorable experiences for disadvantaged pupils contribute strongly to this progress.

- A significant amount of funding is deployed to support behaviour for learning and personal development so that pupils are ready to learn, be resilient and display good attitudes to learning. As a result, there are few disruptions to learning. Fixed term exclusions are lower than average despite the school's context. This is also due to high quality family support that prevents issues arising rather than reacting to them. We are an inclusive school and our reputation for working well with youngsters whose needs are complex often leads to an even greater number of admission requests and managed moves. It is therefore vital that these successful strategies remain in place.
- The attendance of disadvantaged pupils is broadly in line with their non FSM/CLA counterparts in school so overall attendance remains at 95%. This is because of the focused work of our home support and pastoral teams, targeted exclusively to disadvantaged and vulnerable pupils. This also results in the reduction of existing pupils (not new families) on Continuum of Need L3+. Case studies show continued good impact of services that we secure.

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

1. Early Years Foundation Stage

All disadvantaged children will make at least similar progress to their non-disadvantaged counterparts in school with the same starting points. It is predicted that 48% FSM-eligible pupils will attain GLD in 2019 (compared to 51% for all pupils). It is predicted FSM-eligible pupils will attain APS of ~29.0 compared to ~31.0 for all pupils.

2. Year 1 Phonics

All disadvantaged Y1 pupils will make at least similar progress in reading to their non-disadvantaged counterparts in school with the same starting points. Current projections show that 72% of the Y1 disadvantaged cohort will meet the required standard in phonics (55% of this cohort attained ELG2 in reading in 2018).

3. Key Stage 1

All disadvantaged KS1 pupils will make at least similar progress in reading, writing, maths and science to their non-disadvantaged counterparts in school and nationally with the same starting points. Current projections show that 62% of the Y2 disadvantaged cohort will attain EXS or better in reading (from 54% ELG2 at the end of EY) and 19% will attain GDS (0% ELG3 at the end of EY). In writing, projections show 58% of the Y2 disadvantaged cohort will attain EXS or better (from 54% ELG2 at the end of EY) and 4% will attain GDS (0% ELG3 at the end of EY). In maths, projections show 58% of the Y2 disadvantaged cohort will attain EXS or better (from 58% ELG2 at the end of EY) and 12% will attain GDS (0% ELG3 at the end of EY).

4. Years 3, 4 and 5

All disadvantaged KS2 pupils will make at least similar progress in reading, writing, maths and science to their non-disadvantaged counterparts in school and nationally with the same starting points. Early (September 2018) end of year targets determine that an overwhelming majority of disadvantaged pupils will make at least expected in-year progress, and that the attainment gap between disadvantaged and non-disadvantaged pupils at the end of KS1 is closing.

5. Key Stage 2

All disadvantaged KS2 pupils will make at least similar progress in reading, writing, maths and science to their non-disadvantaged counterparts in school and nationally with the same starting points. Current predictions in reading estimate the progress score for Y6 disadvantaged pupils to be +0.80, with 61% attaining EXS+ and 18% GDS. In writing, current predictions estimate the progress score for Y6 disadvantaged pupils to be +0.56, with 71% attaining EXS+ and 16% GDS. In maths, current predictions estimate the progress score for Y6 disadvantaged pupils to be +1.35, with 74% attaining EXS+ and 18% GDS.

6. Monitoring

All forms of monitoring (typicality observations, lesson observations, work scrutinies, tracking meetings) have specific foci as regards the progress of disadvantaged pupils. Appraisal objectives for all teaching staff are specifically tailored to provide opportunities for disadvantaged pupils to make accelerated progress in reading, writing and

maths.

7. Behaviour for learning/readiness for lessons/disruptions

Behaviour for learning is good for all pupils and low level disruption to lessons is extremely rare. Continued successful strategies will maintain this.

8. Attendance/exclusions of DIS group

Attendance of disadvantaged pupils will remain in line with that of non-disadvantaged pupils in the school. Permanent and fixed term exclusions for disadvantaged pupil remain below the national average for all pupils with no significant difference to other pupils in school.

Context:
- Children typically enter school with few skills and language – almost all are **well below** those typically expected for their age. Attainment on entry is **very low**. Consequently, many need regular, extra help to bring them up to age related expectations and to bridge the gap 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.
- Some children need much more concrete work and play experiences to reinforce learning before concepts can be tackled.
- 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.

PUPIL PREMIUM PROVISION 2018/19	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
1. Behaviour Support Objective: Improve behaviour for learning so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard • Pastoral officers to support the complex needs of vulnerable pupils around self-control; building self-esteem and resilience • Social and emotional support • Specific learning groups (e.g. low self-esteem)	£37513	55%	£20,632	Full time: Ongoing all year	End of year report: LT *From the CPOMS data base:* • *Reduction in incidents* • *Reduction specific categories* • *Reduction in use of 'team teach' strategies* • *Reduction internal exclusions* • *Maintenance of nil exclusions* *In addition to:* • *Learning Walks* • *Lesson observations* **(Outcome)**
2. Family Support Objective: Key workers to support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour	£75577	55%	£41,567	Full time: Ongoing all year	End of year reports AH/HM: • *Increase in attendance figures* • *Attendance of all pupil*

• Vulnerable children on the 'Continuum of Need' • Universal services • CAFS • Children in Need and Child Protection					*groups broadly in line* • *Reduction in PA's* • *De-escalation in levels of 'continuum of need'* • *De-escalation of EISA plans* • *Reduction in existing CIN and CP cases* • *Evaluations from service users* • *Cohort progress tracking* **(Outcomes)**
3. Early Years Support: TA in both EYFS units Objective: Accelerate progress from exceptionally low starting points to raise attainment through additional, supported, activities in: • PSED • CLL (Reading and Writing) • Num and SSM *Focus provision for PP children will link directly to analysis of baseline and ongoing EY profiles*	£28350	47%	£13,324	Full time: Ongoing all year	Termly report to governors: JK/SM • *Progress towards prime and specific ELG's from baseline* • *Progress towards GLD from baseline* • *Comparison to non FSM/CLA pupils in school and, in summative report, nationally* **(Outcome)**
4. Transition from Early Years to Y1 • Interventions for cusp of ELG's • Y1 structure and routine to minimise regression (25 PP children from a cohort of 53)	£15954	47%	£7498	Full time: Ongoing all year	Termly report to governors: KOS • *Progress towards prime and specific ELG's from baseline* • *Baseline entry to Y1* **(Outcome)**
5. Reading Recovery Strategies: KS1 Objective: Improve attainment in reading for the lowest attaining pupils through a focused group and individual programmes • Decoding (phonic) skills • Word building, spelling and writing • Fluency and comprehension • CPD for teachers and teaching assistants • Impact of best practice	£44,700	80%	£35,760	Full time: Ongoing all year	Termly report to governors: AP • *Numbers of pupils entering/leaving programme* • *Progress of pupils by reading age and towards age-related expectation* **(Outcomes)**
6. Making good progress in KS1: 4 x TA's	£57,600	40%	£23,040	Full time:	Termly reports: KOS/SM

Objective: Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through: • Same day/rapid interventions • Bespoke feedback and guidance *Focused on*: • Reading and phonics (fluency and comprehension) • Writing • Maths (fluency, reasoning, problem solving)				Ongoing all year (early intervention)	• *Work analysis* • *Pupil interviews* • *Observations of lessons* • *Intervention reports* • *Work analysis* • *Learning walks* • *Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)* **(Outcomes)**
7. Speech and Language Therapy: KS1/2 Objective: Improve communication for disadvantaged pupils who have speech and language difficulties • SALC groups for PP children to accelerate progress/transitional home activities	£5487	80%	£4391	Full time: Ongoing all year	Termly report: JP • *Numbers of pupils and progress in CLL* • *Proportion of PP pupils on track to meet expectation compared to non PP* **(Outcomes)**
8. Better Reading Objective: Improve attainment in reading for disadvantaged pupils below age related expectations through 1:1 support for pupils in Y2 – Y6 • Baseline entry and exit measure (to programme) • Phonic de-coding • Teaching and application of reading skills • Improved links to writing	£9818	55%	£5400	Full time: Ongoing all year	Termly report: AP • *Numbers of pupils entering/leaving programme* • *Progress of pupils by reading age* **(Outcomes)**
9. Maths Progress: KS2 Objective: Accelerate progress of disadvantaged pupils through deployment of an additional teacher for maths at both sites (mornings only) so that pupils can continue to work in sets of closer ability; pre-learn and apply strategies: • Practical maths teaching • Bespoke feedback and guidance	£50,580	61%	£30,854	Full time: Ongoing all year	Termly report to governors: KT/SM • *Attainment of PP children (by group)in relation to non PP in school (and nationally in July)* • *Progress of PP children (by group)in relation to non PP in school (and nationally in July) measuring expected and*

					better than expected progress **(Outcomes)**
10. Making good progress in KS2: 8 x TA's mornings Objective: Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through: • Same day/rapid interventions • Bespoke feedback and guidance *Focused on:* • Reading, writing and maths *By:* • Small group work • Application and practice across all areas of the curriculum	£110,903	61%	£67,651	Full time: Ongoing all year	Termly reports: KT/SM • *TA lesson observations* • *Appraisal outcomes* • *Intervention reports* • *Work analysis* • *Learning walks (drop-ins)* • *Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)* **(Outcomes)**
11. Personal Development, Behaviour and Welfare Objective: Ensure that personal development and SMSC development of disadvantaged pupils is strong (and pupils can learn) through a bespoke PSHE programme to address vulnerability issues: • Drugs awareness • Staying safe from exploitation • Family issues • Targeted support (EYFS/KS1) – self esteem	£20,240	55%	£11,132	Full time: Ongoing all year	Annual report to governors: MS • *Impact on behaviour outside lessons* • *Learning Walks* • *Lesson observations* • *Work analysis* • *Pupil interviews* • *SMSC toolkit* **(Outcomes)**
12. Inclusion of Disadvantaged Pupils Objective: Improve progress and attainment of PP by Inclusion Manager checking that provision (QFT, interventions and 1:1 support) across all subjects addresses the needs of ALL individual pupils (0.2FTE) • Additional 1:1 intervention for under attaining pupils • Additional 1:1 intervention for under achieving pupils to accelerate progress • Working with class teachers to ensure that day-to-day provision addresses need	£10979	100%	£10979	Full time: Ongoing all year	Termly report to governors: LT • *Progress of SEND pupils compared to non-SEND pupils* • *Movement on SEND register* • *Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)* • *Intervention maps* • *Learning walks*

					• *Work analysis* • *Pupil interviews* **(Outcome)**
13. Monitoring of Achievement Objective: 11% senior leadership time to ensure that disadvantaged pupils make at least expected or better than expected progress and similar progress to their non FSM/CLA peers with the same starting points • Monitoring impact of additional classroom support on quality of pupils' learning, personal development and welfare • Referral to, and impact of, external (universal) services where necessary • Monitoring of ILP's	£7847	55%	£4316	Full Time: Ongoing all year	Termly report to governors: SM • *Progress of PP children compared to non-FSM/CLA (school and national) & SEND* • *Attainment of PP children compared to non-FSM/CLA (school and national) & SEND* • *Work analysis* • *Learning walks* • *Pupil interviews* • *Observations of lessons* **(Outcomes)**

14. Breakfast Clubs
Objective: Ensure that PP pupils begin lessons "ready to learn" and that potentially disruptive home incidents are addressed before school so that pupil progress is not impeded and that specific families are targeted to ensure attendance
    • Learning to learn strategies (and co-operative play)
    • Healthy eating and resources
Breakfast club used (on average) by 56 pupils daily (15 pupil premium = 27%)
    • Healthy eating
    • Learning to learn strategies (and co-operative play)
	£18094
	
	£1000
		27%
		
		27%
			£4885
			
			£270
				Full time:
				Ongoing all year
					End of year report (MS) based on:
					• *Increase in attendance*
					• *Ready to learn "tracker"*
					• *De-escalation of CON*
					• *Evaluations from service users*
					• *Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)*
					(Outcomes)

15. Memorable Experiences Objective: Enable disadvantaged pupils have experiences through which they can further knowledge, skills and understanding and apply what they have learned, specifically**:** • Stimuli for writing • Enhancing personal and SMSC development	£6000	55%	£3300	ongoing	Termly report: MS/SM • *Outcomes for PP pupils in writing compared to non FSM/CLA in school (and nationally in July)* **(Outcomes 3, 4, 5)**

				Ongoing	End of year report: SM
16. One-to-one tuition for disadvantaged Y2/Y6 pupils Objective: Ensure that these pupils makes at least good progress from his respective starting point and attains as highly as possible: • Targets on plan are met Y2: Provision from September 2018 (2 afternoons) Y6: 14 weeks' individual provision (from February 2019) exclusively for disadvantaged learners	£7237 £5250	38%	£2750 £5250		• *Progress and attainment of these pupils in relation to national SEN and non FSM* **(Outcome 8)**
TOTAL PROJECTED SPEND 2018/19			***£293040***		

MONITORING AND EVALUATION:

1. Behaviour Support

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: All monitoring evidence demonstrates reduction of recorded incidents/internal exclusions. Assessment evidences majority of pupils making expected progress.	Milestone: All monitoring evidence demonstrates reduction of recorded incidents/internal exclusions. Assessment evidences majority of pupils making expected progress.	Milestone: All monitoring evidence demonstrates reduction of recorded incidents/internal exclusions. Assessment evidences majority of pupils making expected progress. Disadv. vs. non-disadv. attainment gap closed or closing.

2. Family Support

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Number of existing pupils (not new families) on CON L3+ is reduced. Services are delivered within 3 weeks.	Milestone: Number of existing pupils (not new families) on CON L3+ is further reduced. Case studies show good impact of services.	Milestone: Number of existing pupils (not new families) on CON L3+ is further reduced. Case studies show continued good impact of services. Assessment evidences majority of pupils making expected progress. Disadv. vs. non-disadv. attainment gap closed or closing.

3. Early Years' Support

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Analysis of baseline has identified gaps in pupils' KSU across all areas of learning and more focused provision in place for each child.	Milestone: Observations and internal assessments evidence majority of pupils making at least expected progress.	Milestone: End of year assessment evidence vast majority of pupils making at least expected progress. Disadv. vs. non-disadv. attainment gap closed or closing.

4. Transition from Early Years to Y1

AUTUMN 2018 :Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*

Milestone: Support in place to accelerate progress for identified pupils. Majority of pupils on track to achieve expected level.	Milestone: Support continuing to accelerate progress where necessary. Vast majority on track to achieve expected level.	Milestone: Vast majority of pupils made expected progress.

5. Reading Recovery Strategies: KS1

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Identified group accessing Reading Recovery support. Assessment evidences accelerated progress.	Milestone: Identified group accessing Reading Recovery support. Assessment evidences accelerated progress.	Milestone: Assessment evidences accelerated progress. Disadv. vs. non-disadv. attainment gap closed or closing.

6. Making Good Progress in KS1

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Provision supports C/C+ pupils to accelerate progress. Majority on target to attain B (EXS) by year end.	Milestone: Provision continues to support C/C+ pupils to accelerate progress. Vast majority on target to attain B (EXS) by year end.	Milestone: Vast majority of supported pupils attained expected level in reading, writing, communication and/or maths. Assessment evidences accelerated progress. Disadv. vs. non-disadv. attainment gap closed or closing.

7. Speech and Language Therapy: KS1/2

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Pupil groups identified via SALC referrals. Assessments evidence improvement in communication skills for majority of pupils.	Milestone: Ongoing assessments evidence improvement in communication skills for vast majority of pupils.	Milestone: Assessment evidences accelerated progress. Disadv. vs. non-disadv. attainment gap closed or closing.

8. Better Reading

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Identified group accessing Better Reading program support. Assessment evidences accelerated progress.	Milestone: Identified group accessing Better Reading program support. Assessment evidences accelerated progress.	Milestone: Assessment evidences accelerated progress. Disadv. vs. non-disadv. attainment gap closed or closing.

9. Maths Progress: KS2

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2018: Evaluation of Outcomes*
Milestone: Assessment evidences majority of pupils within Set 3 making accelerated progress from individual starting points.	Milestone: Assessment evidences vast majority of pupils within Set 3 making accelerated progress from individual starting points.	Milestone: Assessment evidences accelerated progress. Disadv. vs. non-disadv. attainment gap closed or closing.

10. Making Good Progress in KS2

AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*
Milestone: Provision supports C/C+ pupils to accelerate progress. Majority on target to attain B (EXS) by year end.	Milestone: Provision continues to support C/C+ pupils to accelerate progress. Vast majority on target to attain B (EXS) by year end.	Milestone: Vast majority of supported pupils attained expected level in maths. Assessment evidences accelerated progress. Disadv. vs. non-disadv.

		attainment gap closed or closing.	
11. Personal Development, Behaviour and Welfare			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	
Milestone: Pupil interviews and surveys evidence majority of pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.	Milestone: Pupil interviews and surveys evidence majority of pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.	Milestone: Pupil interviews and surveys evidence vast majority of pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.	
12. Inclusion of Disadvantaged Pupils			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	
Milestone: Assessment evidences majority of pupils in receipt of additional support via IEPs and Group EPs making accelerated progress from individual starting points.	Milestone: Assessment evidences majority of pupils in receipt of additional support via IEPs and Group EPs making accelerated progress from individual starting points.	Milestone: Assessment evidences majority of pupils in receipt of additional support via IEPs and Group EPs making accelerated progress from individual starting points.	
13. Monitoring of Achievement			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	
Milestone: Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Assessment evidences vast majority of pupils making at least expected progress from individual starting points. Disadv. vs. non-disadv. attainment gap closed or closing.	
14. Breakfast Clubs			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	
Milestone: Attendance records evidence increase in attendance. Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Attendance records evidence increase in attendance. Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Attendance records evidence increase in attendance. Assessment evidences vast majority of pupils making at least expected progress from individual starting points. Disadv. vs. non-disadv. attainment gap closed or closing.	
15. Memorable Experiences			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	
Milestone: Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Assessment evidences vast majority of pupils making at least expected progress from individual starting points. Disadv. vs. non-disadv. attainment gap closed or closing.	
16. One to One Tuition			
AUTUMN 2018: Monitoring	*SPRING 2019: Monitoring*	*SUMMER 2019: Evaluation of Outcomes*	

Milestone: Y2 provision in place. Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Y6 provision in place. Assessment evidences majority of pupils making at least expected progress from individual starting points.	Milestone: Assessment evidences vast majority of pupils making at least expected progress from individual starting points. Disadv. vs. non-disadv. attainment gap closed or closing.