

Pupil Premium Strategy Statement
2018-2019

1. Summary information for Marsden Community Primary school

Academic Year	2018/19	Total PP budget	£139,180	Date of most recent PP Review	November 2018
Total number of pupils	423	Number of pupils eligible for PP	70	Date of next internal review of this strategy	January 2019

2. Current Attainment UPDATE

Key stage 2 reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	63	63	64	5	10
Male	31	48	61	3	8
Female	32	78	68	6	11
Disadvantaged	21	57	70	0	12
Other	42	67	70	7	12
Ever 6 FSM	21	57	70	0	12
Children looked after	0	N/A	65	N/A	10
SEN with statement or EHC plan	1	0	64	0	10
SEN support	9	11	64	0	10
No SEN	53	74	73	6	12
Non-mobile	61	66	66	5	10
English first language	13	69	64	0	10
English additional language	50	62	64	6	10
Prior attainment					
Low overall	15	20	7	0	0
Middle overall	39	79	58	0	2
High overall	6	100	95	50	28
Reading low	18	28	9	0	0
Reading middle	37	81	60	0	2
Reading high	5	100	95	60	29
Writing low	26	35	13	0	0
Writing middle	31	90	68	3	5
Writing high	3	100	97	67	40
Maths low	11	9	6	0	0
Maths middle	44	77	61	0	3
Maths high	5	100	96	60	33

Reading Attainment-Whole School	%Pupils eligible of PP			%Pupils not eligible for PP		
	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Year 1	12% eligible 7/59	12% eligible 7/59	12% eligible 7/59	88% 52/59	88% 52/59	88% 52/59
Pupils achieving at expected	57%	71%	71%	70%	78%	73%
Pupils achieving below expected	43%	29%	29%	30%	25%	27%
Year 2	22% eligible (13/60)	22% eligible (13/60)	22% eligible (13/60)	78% 47/60	78% 47/60	78% 47/60
Pupils achieving at expected	69%	77%	69%	70%	72%	77%
Pupils achieving below expected	31%	23%	31%	30%	28%	23%
Year 3	16% (10/61)	16% (10/61)	16% (10/61)	84% (51/61)	84% (51/61)	84% (51/61)
Pupils achieving at expected	50%	36%	45%	86%	80%	82%
Pupils achieving below expected	50%	64%	55%	14%	20%	18%
Year 4	25% (16/63)	25% (16/63)	25% (16/63)	75% (47/63)	75% (47/63)	75% (47/63)
Pupils achieving at expected	69%	75%	75%	66%	68%	71%
Pupils achieving below expected	31%	25%	25%	34%	32%	29%
Year 5	22% (14/63)	22% (14/63)	22% (14/63)	78% (49/63)	78% (49/63)	78% (49/63)
Pupils achieving at expected	64%	62%	69%	71%	76%	65%
Pupils achieving below expected	36%	38%	31%	29%	24%	25%
Year 6	41% (26/64)	41% (26/64)	41% (26/64)	59% (38/64)	59% (38/64)	59% (38/64)
Pupils achieving at expected	62%	65%	73%	44%	57%	73%
Pupils achieving below expected	38%	35%	28%	56%	43%	27%
EYFS	12% (7/59)	10% (6/59)	14% (8/59)	88% (52/59)	90% (53/59)	86% (51/59)
Pupils achieving at expected	28%	50%	75%	37%	70%	75%
Pupils achieving below expected	72%	50%	25%	67%	30%	25%

Writing Attainment– whole school						
	%Pupils eligible of PP			%Pupils not eligible for PP		
	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Year 1	12% eligible 7/59	12% eligible 7/59	12% eligible 7/59	88% 52/59	88% 52/59	88% 52/59
Pupils achieving at expected	43%	57%	57%	68%	75%	61%
Pupils achieving below expected	57%	29%	29%	32%	25%	39%
Year 2	22% eligible (13/60)	22% eligible (13/60)	22% eligible (13/60)	78% 47/60	78% 47/60	78% 47/60
Pupils achieving at expected	62%	69%	69%	66%	66%	74%
Pupils achieving below expected	38%	31%	31%	34%	34%	26%
Year 3	16% (10/61)	16% (10/61)	16% (10/61)	84% (51/61)	84% (51/61)	84% (51/61)
Pupils achieving at expected	40%	36%	36%	76%	76%	80%
Pupils achieving below expected	60%	64%	64%	24%	24%	20%
Year 4	25% (16/63)	25% (16/63)	25% (16/63)	75% (47/63)	75% (47/63)	75% (47/63)
Pupils achieving at expected	56%	63%	69%	60%	60%	63%
Pupils achieving below expected	44%	37%	31%	40%	40%	37%
Year 5	22% (14/63)	22% (14/63)	22% (14/63)	78% (49/63)	78% (49/63)	78% (49/63)
Pupils achieving at expected	36%	54%	46%	63%	69%	58%
Pupils achieving below expected	64%	45%	54%	37%	31%	42%
Year 6	41% (26/64)	41% (26/64)	41% (26/64)	59% (38/64)	59% (38/64)	59% (38/64)
Pupils achieving at expected	39%	46%	69%	38%	43%	78%
Pupils achieving below expected	61%	54%	31%	62%	57%	22%
EYFS	12% (7/59)	10% (6/59)	14% (8/59)	88% (52/59)	88% (53/59)	86% (51/59)
Pupils achieving at expected	28%	50%	75%	29%	70%	73%
Pupils achieving below expected	72%	50%	25%	71%	30%	27%

Maths Attainment– whole school						
	%Pupils eligible of PP			%Pupils not eligible for PP		
	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Year 1	12% eligible 7/59	12% eligible 7/59	12% eligible 7/59	88% 52/59	88% 52/59	88% 52/59
Pupils achieving at expected	57%	86%	71%	68%	73%	69%
Pupils achieving below expected	43%	14%	19%	32%	27%	31%
Year 2	22% eligible (13/60)	22% eligible (13/60)	22% eligible (13/60)	78% 47/60	78% 47/60	78% 47/60
Pupils achieving at expected	77%	77%	69%	81%	72%	81%
Pupils achieving below expected	23%	23%	31%	19%	28%	19%
Year 3	16% (10/61)	16% (10/61)	16% (10/61)	84% (51/61)	84% (51/61)	84% (51/61)
Pupils achieving at expected	70%	36%	55%	84%	82%	84%
Pupils achieving below expected	30%	64%	45%	16%	18%	16%
Year 4	25% (16/63)	25% (16/63)	25% (16/63)	75% (47/63)	75% (47/63)	75% (47/63)
Pupils achieving at expected	69%	69%	69%	66%	70%	69%
Pupils achieving below expected	31%	31%	31%	34%	30%	31%
Year 5	22% (14/63)	22% (14/63)	22% (14/63)	78% (49/63)	78% (49/63)	78% (49/63)
Pupils achieving at expected	57%	62%	62%	59%	67%	59%
Pupils achieving below expected	43%	38%	38%	41%	33%	41%
Year 6	41% (26/64)	41% (26/64)	41% (26/64)	59% (38/64)	59% (38/64)	59% (38/64)
Pupils achieving at expected	58%	77%	81%	55%	76%	76%
Pupils achieving below expected	42%	23%	19%	45%	24%	24%
EYFS	12% (7/59)	10% (6/59)	14% (8/59)	88% (52/59)	88% (53/59)	86% (53/59)
Pupils achieving at expected	28%	50%	88%	48%	70%	75%
Pupils achieving below expected	72%	50%	12%	52%	30%	25%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Barriers Identified from data and linked to SIP

- KS2 SAT results- DAPS children did not achieve as well as non DAPS in reading and writing. Ever 6 children achieved more in line with non-DAPS than FSM. More DAPS children need to achieve greater depth in Maths.
- KS1 results- Children who have low starting points do not always make the expected progress as they may also have a SEND need/EAL/vulnerable
- Greater Depth DAPS KS2 -Some children at GD in KS1 (reading and Maths) did not achieve but other children not at GD in KS1 did achieve.
- The number of children in all year groups achieving greater depth needs to increase.
- Transition documentation and data from Nurseries indicate a high number of children with speech and language difficulties.

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

A.	High standards of attainment are maintained ensuring that combined percentage of reading, writing and maths continues to be in line with national expectations. 100% of learners make at least expected progress. Ensure that through Pupil Progress Meetings teachers are continuously being held to account through robust PP meetings. Ensure that interventions are well planned, timely and measurable in terms of impacting positively on pupil progress. Ensure that vocabulary is taught discreetly focussing on age related expectations.
B.	Leaders at every level to ensure that pupils especially disadvantaged are making accelerated progress and that greater depth learners are challenged. Children attaining Greater depth at KS1 must achieve greater depth at KS2. All leaders to produce action plans which provide precise detail on how standards will be raised in their subjects to ensure a broad and balanced curriculum
C.	Securely revisit and embed the culture of positive mind set. Ensuring that teachers consistently have high expectations of all learners' attitudes to learning, behaviour and presentation.
D.	Ensure Pupil Premium and Sports Funding is ring fenced. Ensure skilful deployment of staff and resources to ensure good or improving outcomes for pupils Embed key skills through ensuring that a broad and balanced curriculum is taught
E.	Communication and Language skills, particularly in EYFS, are lower for pupils eligible for PP than other groups. This slows progress in subsequent years.
F.	Pupils who are vulnerable and Pupil premium have access to Behaviour Mentors or where necessary the School Counsellor. This can affect attitude to learning, slows progress and affects behaviour for learning. Emotional and mental well being is promoted at all opportunities.

External barriers

G.	Attendance rates for pupils eligible for PP must be in-line with all children at 96%. Extended leave reduces their school hours and causes them to fall behind on average. Persistent absentees (Attendance is below 90%) 15 PP children took extended leave. 9 children below 90% - 7 are extended leave.
H.	Lack of parental support due to a lack of understanding or a language barrier inhibits PP children's progress as parents are unable to support home learning. Continue to involve Parents in their child's progress by developing knowledge of the curriculum as well as providing clear and timely information on their child's progress and targets in relation to achieving the expected standard.

4. Outcomes		Success Criteria
A.	High standards of attainment are maintained ensuring that combined percentage of reading, writing and maths continues to be in line with national expectations. 100% of learners make at least expected progress. Ensure that through Pupil Progress Meetings teachers are continuously being held to account through robust PP meetings. Ensure that interventions are well planned, timely and measurable in terms of impacting positively on pupil progress. Ensure that vocabulary is taught discreetly focussing on age related expectations.	-PP pupils make good or accelerated progress, where required the gap is narrowed to meet age related expectations The gap for DAPS children, particularly FSM children, in reading and writing is closed.
B.	Leaders at every level to ensure that pupils especially disadvantaged are making accelerated progress and that greater depth learners are challenged. Children attaining Greater depth at KS1 must achieve greater depth at KS2. All leaders to produce action plans which provide precise detail on how standards will be raised in their subjects to ensure a broad and balanced curriculum.	-Pupils eligible for PP make as much progress as other identified higher ability pupils across KS2 in Maths, Reading and Writing. More Able learners feel, and are, consistently challenged and make good progress from their starting points Children attaining Greater depth at KS1 achieve greater depth at KS2.
C.	Securely revisit and embed the culture of positive mind set. Ensuring that teachers consistently have high expectations of all learners' attitudes to learning, behaviour and presentation. Pupils are constantly encouraged to have high expectations.	Learners who are less resilient and have a fixed mindset are identified, supported and tracked to ensure that progress is made; particularly important for DAPs children. Children have high aspirations.
D.	Ensure Pupil Premium and Sports Funding is ring fenced. Ensure skilful deployment of staff and resources to ensure good or improving outcomes for pupils Embed key skills through ensuring that a broad and balanced curriculum is taught	-Pupil identified as DAPS make rapid progress and achieve age related expectations in all areas.
E.	Improve communication skills for pupils eligible for PP- early identification in EYFS. Staff delivering interventions are highly trained and progress monitored by the speech therapist.	-Pupils make rapid progress so that by the end of the year they meet age related expectations.
F.	Develop positive attitudes to learning and self through a visible learning culture and support from Behaviour Mentors and councillors. Emotional and mental well being is promoted at all opportunities.	-Pupils develop a learning language, Growth Mindset and self-belief so are more resilient and positive about learning. As a result a higher percentage of pupils reach the expected level.
G.	Attendance rates for pupils eligible for PP improve to above 96%. Persistent absentees (Attendance is below 90%) are reduced.	-Reduce the number of persistent absentees to 6% or below. Overall attendance for PP pupils to improve to 96%
H.	Improvement in parents' knowledge of the curriculum and greater awareness of age related expectations. Improved parental engagement in	-Parents have increased confidence and knowledge of ways to effectively support their children at home.

5. Planned expenditure					
Academic year		2018/19			
I. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Attainment data and on-going gap analysis drives planning so that next step learning needs are identified and addressed to ensure progress over time and this is accelerated where needed.</p>	<ul style="list-style-type: none"> -Pupil Progress Meetings half termly – rigorous records kept -Wave 2 / 3 Interventions A / B. (27,718.56 per term-included in costings for targeted support below) -Core Team weekly 'Book Looks' -SLT weekly Planning Scrutiny -SLT monitor how higher ability maths children are stretched and monitor progress from KS1. (ASP data) -Training in school linked to monitoring and appraisal -Planning support from SLT -Parent workshops are linked to reading, phonics and maths. -Targeted pupils receive intervention either 1-1 reading, IDL programme, extra Guided Reads and 	<ul style="list-style-type: none"> -Through half termly Pupil Progress meetings teachers are responsible for presenting the data and identifying next steps for those on track, closing the gap for pupils who are not at ARE or providing additional challenge for those working at greater depth. This then informs planning, differentiation and intervention. -Weekly 'Book Looks' and planning scrutiny provides high quality feedback to improve T&L -Moderation in school and between schools ensures accurate teacher judgements and therefore starting points are secure. - Staff to work alongside parents modelling discussion and questioning. 	<ul style="list-style-type: none"> -Uniform tracking documents used and updated as appropriate. -Pupil Progress Meetings clear format and facilitated by DHT / HT -Whole school Provision Map and Impact Assessment sheets completed so impact of Intervention is analysed. -Regular coordinated time to carry out Book and Planning scrutiny – records kept detailing strengths / areas for development and next steps. These updated as next steps acted upon. -English Lead to feedback on STAR assessments and pupils engagement with reading. -Appraisal targets link to SIP and are differentiated for teachers at different stages in their career. Reviews are built into the cycle and underperformance addressed. -The profile and importance of reading is raised through AR books and quizzes, displays, reading incentives and reading choice. A librarian has been 	DHT / HT	Half Termly

	<p>boys read with male role models.</p> <ul style="list-style-type: none"> -Before school 'Reading breakfast' offered to support parents and children reading together. <p>Lower ability children to look at academic reading list words and HFW with LSA to develop vocabulary and reading for meaning. Develop fluency for reading.</p>		<p>employed to facilitate this.</p> <ul style="list-style-type: none"> -Pupils access a range of reading material through home reading, library book and class novel - Parents to have a greater understanding of the importance of discussion and questioning. 		
<p>B. Higher ability PP children achieve greater depth. Learning needs to be challenging, with enough opportunities to deepen their understanding so that high achievement is sustained. Children develop a wider skill base from the variety of opportunities offered. All learners, with a focus on more able, are exposed to more reasoning, problem solving and using and</p>	<p>More Able register identified and shared with staff / children identified on planning</p> <ul style="list-style-type: none"> -Maths / English Lead monitor more able and ensure challenge - 'More Able' readers targeted for additional weekly teacher support. - Drama group input from Burnley youth theatre -(£900)- <p>Higher ability children for reading (Classic text and poetry eg Jabberwocky)</p> <ul style="list-style-type: none"> - More able at sport are given opportunities to develop skills through 	<ul style="list-style-type: none"> -More able PP pupils achieve high attainment as well as meeting expected standards through monitoring and tracking. -Additional teacher (Y6) reading input provides challenge and encouragement for these pupils. - Opportunity for more able pupils to apply their skills in English into a collective drama production and deepen their understanding of challenging texts. 	<ul style="list-style-type: none"> - 'More able' register maintained and progress tracked. Intervention put in place where necessary. -Teachers timetabled to support 'more able' readers. - More able children to achieve greater breadth and depth in reading and writing. -More able DAPS will be regularly monitored at pupil progress reviews to ensure children achieving greater depth at KS1 achieve at KS2. 	<p>English / Maths Lead</p>	<p>Half Termly</p>

applying opportunities.	access to extra-curricular activities and a greater variety of opportunities eg orienteering				
Total budgeted cost					£85855.68
II. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. Learners who are less resilient and have a fixed mindset are identified, supported and tracked to ensure that progress is made; particularly important for DAPs children. Children have high aspirations.</p> <p>D. Children to access a range of life experiences which develops a wider knowledge of the world around them. Curricular enrichment for DAPs through subsidised trips, visitors to school and opportunities to enhance learning. The children develop an extended vocabulary which enriches writing and develops higher order skills.</p>	<p>-Learning Powers and Growth Mindsets are promoted in every classroom following staff training (priced within intervention cost)</p> <p>-Subsidise Forest schools for every year group. (£2000)</p> <p>-Improved access to clubs targeting vulnerable groups.</p> <p>-Access to Drama workshops</p> <p>-Access to Music Tuition (£1,100)</p> <p>-Dan Worsley children's author (£450) Target boys who are underachieving Y4 and Y5-Reading lower ability and writing attainment</p> <p>-Learning Environment</p>	<p>-Positive attitudes and a Growth Mindset need to be taught.</p> <p>-Working walls and displays are referred to throughout lessons so that vocabulary develops over time and is relevant to the unit.</p> <p>-Vocabulary needs to be taught specifically in order to improve comprehension skills in reading and to improve the quality of writing.</p> <p>-Specialist teacher SEND reports are regularly highlighting poor vocabulary skills</p> <p>-Low aspirations and a lack of awareness of job opportunities available has been highlighted in discussions with children.</p> <p>Children struggle to engage in the plot or make inferences in</p>	<p>-Focus on Growth Mindset and learning language in assemblies, classes and Learner of the Week.</p> <p>-On-going training for staff</p> <p>-Learning Environment non-negotiable.</p> <p>-Learning Environment Walk Throughs</p> <p>-Vocabulary training for staff</p> <p>-Lesson observations</p> <p>-Learning Environment and vocabulary non-negotiables agreed.</p> <p>-Learning Environment Walk Throughs</p> <p>-Planning scrutinies to check vocabulary is being planned for and is a focussed priority.</p> <p>Monitoring of progress of children with SEND reports.</p> <p>-Performances by the music and drama groups for parents</p> <p>Monitoring of 'Wish lists'.</p>	<p>DHT / HT English & Maths Lead / Inclusion Lead</p> <p>DHT / HT English Lead Inclusion Lead</p>	<p>Half Termly</p> <p>Half Termly</p>

	<p>ensures vocabulary is displayed on boards, working walls support learning over a unit and informs a quality outcome</p> <p>Purchase of resources to support vocabulary eg Word aware</p> <p>Year groups have identified a 'wish list' of experiences they want children to have within that year group. This is at home and at school. Training for teachers on 'Closing the word gap' to improve lower and higher ability reading progress.</p>	<p>reading due to limited life experiences.</p> <p>-Parents need to be made aware of appropriate experiences that would benefit their child.</p>			
<p>E. Improve communication skills for pupils eligible for PP- early identification in EYFS. Staff delivering interventions are highly trained</p>	<p>-Raising profile of S&L across school through assembly, poetry recital, use of speaking and listening stems in class</p> <p>-1-1 and small group provision of Welcomm Intervention for pupils in EYFS.</p> <p>-Employ Speech and Language therapist to assess children, provide programmes and training for staff.</p> <p>(£12,250 -priced within intervention</p>	<p>-More opportunities in class groups and whole school to engage in speaking and listening to ensure pupils' confidence increases.</p> <p>-Pupils needing targeted support to develop effective communication skills are taking part in an established programme which has shown to be effective.</p> <p>-Children are accessing support where parents have DNA appointments or have been discharged</p>	<p>-Opportunities for speaking and listening planned throughout school e.g. learning language, presentations, poetry recital, Friday's Learner Assembly.</p> <p>-EYFS intervention plan Intervention monitoring</p> <p>-Speech and language therapy progress reports.</p>	<p>DHT/ HT/ Subject Leads</p> <p>EYFS teachers</p>	<p>Half Termly</p>

	cost)) -L3 early years practitioner to help address low baseline on entry data. training (priced within intervention cost)	despite outstanding issues which are impacting on progress. -Early identification of areas of need in EYFS and programmes to support this implemented at pupil progress meetings.			
F. Develop positive attitudes to learning and self through a visible learning culture and support from Behaviour Mentors and councillors.	-Behaviour Mentors £11,340) and School Counsellor (£10,718) pick up referrals and develop positive learning behaviours	-Pupils who have emotional needs, low self-esteem or do not recognise themselves as learners with a fixed mindset cannot perform to the best of their ability academically	- Early identification by class teacher - Planned time to meet with school counsellor -Pupil Questionnaires	Inclusion Lead DHT	Half termly
Total budgeted cost					£ 25,608
III. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
G. Attendance rates for pupils eligible for PP improve to above 96%. Persistent absentees (Attendance is below 90%) are reduced.	Attendance officer employed to monitor pupils and follow up quickly on absences. First day response provision Breakfast club provision £6431.70	Early identification and involvement of parents in the importance of attending school will improve attainment for pupils. Parents encouraged to send their children to a free breakfast club to improve attendance, punctuality, well-being and a readiness to learn	HT/ Inclusion Team and Attendance Officer collaborate to ensure that action to address attendance is consistent and effective. Attendance policy is followed	HT/ Inclusion Lead/ Attendance Officer	Ongoing
H. Improvement in parents' knowledge of the	A clear timetable of parent workshops linked to the SIP.	Parents know of the workshops in advance to facilitate attendance.	Attendance at workshops is recorded.	Parental Liaison Officer	Review success after each workshop.

curriculum and greater awareness of age related expectations. Improved parental engagement in workshops and Stay and Play sessions.	Parents to be informed via newsletters, flyers, text and personal communication for targeted parents. Parent champions for each class to share key messages.	Use of text messaging as this proves most effective. Parents are targeted following pupil progress meetings.	Workshops are re-run throughout the year so that the majority of parents have the opportunity to attend. Parental Liaison Officer contacts targeted parents following pupil progress meetings and data analysis. Pupil champions will inform other parents of school workshops and support available. Parents are made aware that bilingual support is available from the school so that they can access the workshops.	(Inclusion Team) EYFS Lead	
Total budgeted cost					£6431.70
Final budgeted cost					£117,895.38

6. Review of expenditure-					
Previous Academic year 2017/18					
IV. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned? (and whether you will continue with this approach)	Cost	
A. Attainment data and on-going gap analysis drives planning so that next step learning needs	-Pupil Progress Meetings half termly – rigorous records kept -Wave 2 / 3 Interventions A / B. (£33,891 per	PP pupils made good or accelerated progress, where required the gap has been narrowed to meet age related expectations.	Teachers analysing their own data half termly, especially for vulnerable groups, and presenting it at Progress Meetings has really focussed teachers planning. This will	Cost interventions for the Autumn term £23,151.16 Spring Term	

<p>are identified and addressed to ensure progress over time and this is accelerated where needed.</p> <p>B. Improvement of standards of attainment in Key Stage 1 and 2 in Reading. Boys and pupils in receipt of PP engage in books and develop a love of reading and ensure the gap is narrowed to meet age related expectations.</p>	<p>term-included in costings for targeted support below)</p> <ul style="list-style-type: none"> -Core Team weekly 'Book Looks' -SLT weekly Planning Scrutiny -Training in school linked to monitoring and appraisal -Planning support from SLT - Use of new Rising Stars books and the need to extend the quantity of Fast Forward books to allow greater access to reading recovery materials. (£1000) -Daily TRIC for all classes with identified book or novel (£400) -Revamp and promotion of school library. (£3,550) -Parent workshops are linked to reading, phonics and maths. -Targeted pupils receive intervention either 1-1 reading, IDL programme, extra Guided Reads and boys read with male role models. -Before school 'Reading breakfast' offered to support 	<p>The data reflects more PP children meeting ARE over time which illustrates the gap is narrowing. (See attainment data)</p> <p>The governor audit highlights both the increased number of children achieving ARE and the increase in progress for PP. The half termly scrutiny by the PP lead and the governor also compares PP to non pupil premium.</p> <p>KS2 Y6 data indicates that FSM children do not perform as well as ever 6 children particularly in reading and writing and this needs to be monitored next year. Greater depth children that were identified from KS1 data must achieve at KS2. Closer monitoring of these children is needed.</p> <p>There has been the introduction of Accelerated reader books in the Summer term followed by online quizzes related to the books in order to</p>	<p>continue.</p> <p>Half termly meetings with the governor will continue as challenges and questions can be answered on a regular basis and the governor remains informed.</p> <p><u>Impact of PP money-</u> 75% of interventions showed pupils made accelerated progress. Successful interventions will continue.</p> <p>Attendance of parents at literacy based workshops were well supported. Reminders for parents by classteachers at hometime the day before had a positive impact. Teachers shared ways they had engaged parents at a staff meeting.</p> <p>Reading breakfast was most successful during the Autumn and first half of the Spring term.</p> <p>Dan Worsley targeted PP boys. Pupil interviews on reading had positive feedback and book looks have shown impact during follow up work. Parents benefitted from working alongside their child during phonics workshops.</p> <p>Accelerated reader to be more easily available and this will be facilitated by the use of a</p>	<p>£22,045.27</p> <p>Summer Term</p> <p>16,178.19</p> <p>Total</p> <p>£61,374.62</p> <p>Middle leadership professional development</p> <p>£640</p> <p>Reading recovery materials. (£1000)</p>	
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	parents and children reading together.	<p>monitor children's understanding. The children are engaging well with the quizzes.</p> <p>The attendance of parents and children at Reading breakfast fell when SAT boosters started. This may be due to start times not correlating, a change of staffing, Ramadan and other parental commitments/ health issues.</p>	librarian.		
C. Higher ability PP children achieve greater depth. Learning needs to be challenging, with enough opportunities to deepen their understanding so that high achievement is sustained. Children develop a wider skill base from the variety of opportunities offered. All learners, with a focus on more able, are exposed to more reasoning,	<p>More Able register identified and shared with staff / children identified on planning</p> <ul style="list-style-type: none"> -Maths / English Lead monitor more able and ensure challenge -‘More Able’ readers targeted for additional weekly teacher support. -Implementation of adapted Maths No Problem - Drama group input from Burnley youth theatre -(£900) - More able at sport are given opportunities to 	<p>Teacher professional development has ensured that more able children are planned for on a daily basis. More able challenges have been introduced to stretch higher attaining pupils. This is ongoing and needs to be embedded further. The more able register has been extended to include children who are talented in other areas of the curriculum. This highlights to staff that they should be planning for these children during those lessons.</p>	<p>Drama group provided a different experience for more able PP children in the Spring term. Some children engaged enthusiastically with this provision whereas others would have preferred sporting activities. This needs to be a consideration for next year. Drama group did however improve children's confidence and presentation skills. It strongly developed co-operation skills and leadership skills. During the summer term the children in Drama group focussed on 'Aspirations' as internal monitoring had highlighted low aspirations. The children developed their understanding of aiming high</p>	<p>Visiting artist- £700</p> <p>Drama £900</p>	

problem solving and using and applying opportunities.	develop skills through access to extra-curricular activities and a greater variety of opportunities eg orienteering Science club to be subsidised to encourage PP children. (£5000)	Visiting artist-£700. Development of artistic and creative skills and vocabulary- including the children in providing an enriched surrounding.	and the path to achieve a goal. The science club did not go ahead as it proved too expensive and so there would not have been enough children to make it viable.		
				£64,614.62	
Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned? (and whether you will continue with this approach)	Cost	
D. Children to access a range of life experiences which develops a wider knowledge of the world around them. Curricular enrichment for DAPs through subsidised trips, visitors to school and opportunities to enhance learning. The children develop an extended vocabulary which	-Subsidise Forest schools for every year group. (£2000) -Improved access to clubs targeting vulnerable groups. -Access to Drama workshops -Access to Music Tuition (£1,100) -Dan Worsley children's author (£450) -Learning Environment ensures vocabulary is displayed on boards, working walls support learning over a unit and informs a quality	Drama workshops took place at lunchtime to maximise attendance of PP children who were being targeted. One child in particular who would not have attended and lacked confidence to speak in class, has found the experience very beneficial. Many of the children who were chosen do not attend after school activities due to Mosque commitments. Music tuition- Progress	KS2 results suggest that reading and writing continues to remain an area for development and so author work with Dan Worsley and drama opportunities must continue. The school development plan has identified that improvements in vocabulary are essential and this is particularly relevant to DAPS children. Resources such as 'Word aware' and training for staff as to how this can be support in a cross curricular way will extend current provision.	£5,000 clubs -Dan Worsley children's author (£450)	

<p>enriches writing and develops higher order skills.</p>	<p>outcome. Reading displays, reading corners and incentive boards promote a love of reading. <u>All Targetted intervention cost- (£33,891 per term)</u> -Targeted pupils receive maths intervention or are part of a target focus groups in class. Basic Core numbers skills and Maths intervention accessed in year groups as appropriate. -Tailored English and Maths support for PP children with significant SEND. -Homework Clubs and fitness clubs were prioritised due to identified need.</p>	<p>of the group is variable but all children continue to attend. Children have performed in assembly and good parental feedback in homework diaries.</p> <p>New Reading corners were developed in each classroom. A reading ladder on display in each classroom showing how many books each child has read has promoted competition to read more books.</p> <p>The uptake of PP children attending holiday club has increased due to new monitoring measures.</p>			
<p>E. Improve communication skills for pupils eligible for PP- early identification in EYFS.</p>	<p>-Raising profile of S&L across school through assembly, poetry recital, use of speaking and listening stems in class -1-1 and small group provision of Welcomm Intervention for pupils in EYFS. -Employ Speech and Language therapist to assess children,</p>	<p>EYFS data indicates 6/8 children achieved GLD for reading and writing and 7/8 achieved for Maths.</p> <p>Speech and language intervention shows 75% made accelerated progress and 25%expected. Phonics intervention show 100%</p>	<p>Extra LSA support to improve communication skills has worked this year and so it will continue next year.</p>	<p>LSA L3 cost £16,872</p> <p>ITS speech therapy- £7000</p>	

	provide programmes and training for staff. -L3 early years practitioner to help address low baseline on entry data.	accelerated progress.			
F. Develop positive attitudes to learning and self through a visible learning culture and support from Behaviour Mentors and councillors.	-Behaviour Mentors and School Counsellor pick up referrals and develop positive learning behaviours -Learning Powers and Growth Mindsets are promoted in every classroom following staff training (priced within intervention cost)	Pupils have developed a learning language, Growth Mindset and self-belief so are more resilient and positive about learning. As a result a higher percentage of pupils reach the expected level. School Counsellor impact monitored via SDQ analysis and parental feedback (see inclusion file) Behaviour mentors have supervision to monitor progress and PASS data and Boxhall profiling illustrates progress. Homework clubs, phonics and fitness clubs were prioritised due to needs identified.	Freeflow counselling and Behaviour Mentors to continue. Work on learning powers and Growth Mindset is ongoing <u>Impact of Pupil Premium Money- 80% of children supported by the behaviour mentors or Counsellor were PP or vulnerable.</u> Boxhall profiling, Pass data and learning questionnaires indicate rapid improvement in pupil's attitude to learning.	Freeflow Counselling £11,000 Behaviour mentors £12,782.60 cost for PP.	
				£53,104.60	
V. Other approaches					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned? (and whether you will continue with this approach)	Cost	
G. Attendance rates for pupils eligible	Attendance officer employed to monitor	Breakfast club remains well supported. DAPS	Continue to meet parents who take children on extended	Breakfast club provision	

<p>for PP improve to above 96%. Persistent absentees (Attendance is below 90%) are reduced.</p>	<p>pupils and follow up quickly on absences.</p> <p>First day response provision</p> <p>Breakfast club provision</p>	<p>attendance is in line with Non DAPS. Extended leave has impacted on attendance but good attendance prior to, and after leave, has meant attendance percentages have improved.</p> <p>Eid celebrations linked to INSET days have helped improve attendance.</p>	<p>leave to stress the impact on the child's learning.</p> <p><u>Attendance of pupil premium children for 2017-18 was in-line with non-pupil premium.</u> <u>PP was 95.93%</u> <u>Non PP was 95.94%</u></p>	<p>£7,130</p> <p>£890 attendance at the end of the year</p>	
<p>H. Improvement in parents' knowledge of the curriculum and greater awareness of age related expectations. Improved parental engagement in workshops and Stay and Play sessions.</p>	<p>A clear timetable of parent workshops linked to the SIP.</p> <p>Parents to be informed via newsletters, flyers, text and personal communication for targeted parents.</p>	<p>Parents have increased confidence and knowledge of ways to effectively support their children at home. This has been evidenced in feedback and questionnaires.</p> <p>Adult Learning courses from Maths, Reading, Esafety, ESOL, and arts and craft have been run. An extra 6 curriculum workshops on reading, 1 on Esafety, 3 on SATs preparation.</p> <p>Text messaging parents has been found to have the greatest effect on improving engagement as has personal invitations for targeted pupils.</p> <p>13 CAF's were open over the year 6 of which were PP children.</p>	<p>Continue with text messaging and personal invites to targeted parents and children. Parents respond more when there is the opportunity to work alongside their child at workshops.</p> <p><u>Open day- 33% of all parents in years 1-5 attended</u></p> <p>Further promotion of Adult learning classes needs to take place. The approach to engaging parents has been changed to ensure greater engagement next year.</p>	<p>Cost of parental support worker and Family Education support worker £15,630 for PP families</p>	

		See positive parental feedback on the website.		Total £23,650	
			-TOTAL COSTING	£141,369.22	