

# Pupil premium strategy statement 2018-2019

1. Summary information					
School	Irthlingborough Junior School				
Academic Year	18 to 19	Total PP budget	£160,000	Date of most recent PP Review	May 2017
Total number of pupils	447	Number of pupils eligible for PP	122 (27%)	Date for next internal review of this strategy	November 2018

2. Current attainment		
Children reaching age related expectations. (ARE)	Pupils eligible for PP 2018 (2017)	All Pupils 2018 (2017)
<b>Year 6 SATs 2018</b>		
Reading	52% (40%)	66% (61%)
Writing	52% (57%)	71% (76%)
Maths	48% (37%)	68% (59%)
GPAS	52% (37%)	62% (62%)
Combined R W M	32% (20%)	53% (46%)
<b>Children reaching greater depth</b>	<b>Pupils eligible for PP 2018(2017)</b>	<b>All Pupils 2018 (2017)</b>
Reading	12% (7%)	20% (14%)
Writing	4% (0%)	9% (10%)
Maths	8% (0%)	17% (11%)
GPAS	8% (3%)	16% (14%)
Combined R W M	4% (0%)	5% (4%)

3. Barriers to future attainment (for pupils eligible for PP)									
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )									
<b>A.</b>	Quality of teaching								
<b>B.</b>	Teacher and staff expectations								
<b>C.</b>	Pupil's resilience and test technique								
<b>D.</b>	Pupil's with gaps in their learning particularly for writing and in the basic skills of maths, reading and extension of vocabulary.								
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )									
<b>E.</b>	Parents valuing education and aspirations for their children.								
<b>F.</b>	Attendance and punctuality rates are low.								
<b>G.</b>	High proportion of safeguarding and welfare issues contribute to social and emotional issues.								
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )				Success criteria					
• <b>A</b>	PP children attend school at rates that are in line with non PP children. Children arrive on time and are ready to learn.			PP attendance rate at <b>96%</b> and persistent absence is in line with the National Average. (10.1)					
				Late arrivals are reduced and children arrive at the start of the day fit to learn.					
				PP children attend breakfast club where needed.					
				% of PP lates/absences diminishes compared to last year.					
				% of PP lates/persistent absences diminishes compared to last year (2017/18 All, 6.8%, PP, 18.2%)					
				2015-2016		2016-2017		2017-2018	
					All	Pupil Premium	All	Pupil Premium	All
Overall Attendance	95.7%	94.0%	95.5%	92.4%	96.2%	94.5%			
Unauthorised Attendance	0.9%	1.5%	1.3%	2.7%	1.1%	2.0%			
Persistent Absence	37/448 (8.3%)	23/126 (18.3%)	43/460 (9.3%)	29/125 (23.2%)	31/455 (6.8%)	22/121 (18.2%)			

<p><b>•B</b></p>	<p>PP children are engaged with homework and read regularly at home.</p> <p>PP children are engaged with the wider school life.</p> <p>Attainment in Reading, writing and maths are in-line with none pupil premium children.</p>	<p>Vast majority of PP children are completing homework.</p> <p>Quality of PP HW is in line with non-PP homework.</p> <p>PP children are attending extra-curricular clubs and accessing homework clubs.</p> <p>Gaps in attainment in Reading, writing and maths show diminishing differences.</p>
<p><b>•C</b></p>	<p>Staff have high expectations for pupil premium children leading to an aspirational culture for all children. Attainment in Reading, writing and maths are in-line with none pupil premium children.</p>	<p>Each PP pupil has an identified member of staff who acts as their key worker.</p> <p>Pupil progress meetings across the year show interventions are closing gaps in learning for PP children.</p> <p>Lesson Observations show that teachers and support staff are targeting PP children's misconceptions through pre and post teaching.</p>
<p><b>•D</b></p>	<p>Mental health and well-being improves. Children are confident, resilient and talking some responsibility for their attendance and learning.</p>	<p>Less PP children needing emotional support during lessons/out of class as year progresses.</p> <p>Pupil questionnaires and pupil feedback to specific interventions and support received.</p> <p>Referral forms for interventions reduce in number for PP pupils as year progresses.</p> <p>The specific intervention/s provided for PP pupils have a positive impact and individuals are equipped to manage their own emotional well being.</p>

<p><b>5. Planned expenditure</b></p>					
<p><b>• Academic year</b></p>		<p><b>2018-2019</b></p>			
<p>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</p>					
<p><b>i. Quality of teaching for all</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>Improvements in the quality of teaching and learning leading to improved progress for all children.</p> <p>Progress in basic maths, reading and writing skills will be accelerated so that more PP children are reaching the expected levels for their age.</p>	<p>Improve the quality of teaching for all by specific input for staff on:</p> <ul style="list-style-type: none"> <li>• Increased focus on arithmetic and fluency</li> <li>• Planning support for Mastery Maths</li> <li>• Input on targeted questioning</li> <li>• More structured teaching of writing and moderation both at school and Trust level</li> <li>• Targeted questioning</li> </ul> <p>Additional Year 6 and Year 5 maths and literacy CT each morning for focussed teaching and learning with identified pupils</p> <p>Ensure through monitoring that improvements made last year in the teaching of reading writing and maths are embedded and support is given to staff where necessary.</p> <p>Training and support for teachers and LSAs on interventions within a lesson to close gaps for individuals.</p>	<p>Progress in reading, writing and maths is improving.</p> <ul style="list-style-type: none"> <li>• Evidence that not enough children in Year 6 made accelerated progress from a low starting point at the end of year 5 to impact on the number of pupils achieving the expected standard and the higher standard at the end of KS 2 (this also impacts on the number of PP children making expected progress across KS 2).</li> <li>• New initiatives have contributed to an increase in the number of both PP and Non-PP children achieving age related expectations across all year groups in maths and writing.</li> <li>• There has been a significant increase in children's reading ages This is not, however, as evident in their written test scores.</li> </ul> <p>Sutton Trust research shows that the impact of good teaching is significant for disadvantaged children: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers."</p>	<p>Learning walks and book scrutiny–</p> <p>Is the impact of training impacting on children, particularly PP children.</p> <p>Is there evidence that teachers are setting high expectations for PP children and closing the gaps – in planning, learning walk, books and intervention folder evidence?</p> <p>Teachers and LSAs have aspirational targets to address the needs of PP children in their class as part of their performance management. These are therefore reviewed termly and a focus for Pupil Progress meetings.</p>	<p><b>NG, JM, AJ, ED</b></p>	<p>Term 2 – Nov 2018</p> <p>Term 3 – Jan 2019</p> <p>Term 4 – Mar 2019</p> <p>Term 5 – May 2019</p> <p>Term 6 – Jun 2019</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>Salaries – PP teachers £46,157</p> <p><b>TOTAL = £46157</b></p>

## 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?
Interventions are closely matched to pupils' needs in order that they address gaps in learning and improve progress.	20 Day challenges	20 day challenges are being introduced in order that all PP pupils are constantly challenged to achieve their full potential and make accelerated progress.	Year leaders and PP lead will oversee the programme and evaluate the impact every 4 weeks.	Year leaders and AJ	Term 2 – Nov 2018 Term 3 – Jan 2019 Term 4 – Mar 2019 Term 5 – May 2019 Term 6 – Jun 2019
	Class teacher interventions to focus on individual specific barriers to learning. Monitored by year leaders and PP lead.	20 day challenges – Class teachers are best placed to deliver teacher interventions as they know the children best / are able to reinforce previous learning / are able to refer to intervention support / targets in other lessons.	Monitoring and learning walks by PP lead.		
	'A sneaky peek at next week' - Pre teaching of vocabulary	Pre teaching of vocabulary to ensure that gaps in pupil's knowledge and understanding are addressed prior to the lesson and pupils are ready and well equipped for the lessons.	PP lead to speak to PP pupils to discuss and look at evidence of progress towards targets.  All teachers have targets for PP children in their Performance Management statements that are reviewed as part of termly Pupil Progress Meetings. These are aspirational to ensure that staff have high aspirations for all PP children.		
	LSA timed interventions focussing on barriers to learning including: <ul style="list-style-type: none"> <li>Switched on Reading</li> <li>Catch Up maths</li> <li>Phonics</li> <li>Write Away</li> <li>3<sup>rd</sup> Space Learning</li> </ul>	EEF toolkit shows Catch Up Maths, Switched On Reading, phonics and reading comp show moderate impact, feedback shows high impact).	Termly review of Provision Map or IEPs and impact.  Weekly meetings for LSAs with PP Lead – focus on impact for individuals, support and training needed.		
	Year 5 and 6 1:1 tuition for maths and reading.	Last year all PP children in booster group made accelerated progress from Y5 and achieved SS of 101 or more in KS 2 SATs.  All PP children in SEN group made at least expected progress and improved basic skills.  Impact on PP and non PP across the cohort by being taught in smaller more targeted groups  Impact of 1:1 tuition from last year 5/6 pupils achieved 'Expected.' EEF Toolkit shows 1:1 tuition as moderate impact.	Careful selection by class teachers and SLT of appropriate children and staff to work 1:1.  Regular dialogue between CT and 1:1 teacher to ensure that gaps are being addressed and progress is made.		

B. All children complete homework to a good standard regularly at home and take part in extra-curricular activities.	£100 subsidy for parents to spend on extra-curricular activities / trips / residential visits. Parents invited into school to discuss what they want to spend this on in order to improve parental engagement.	<p>Although last year we had increased the number of PP children attending clubs and residential trips there were still some individual cases where we need to improve this and it needs to remain a focus for this year. Eg if support is initially declined further exploration necessary.</p> <p>EEF Toolkit shows parental involvement has moderate impact.</p> <p>Involvement in residential visits, trips and extra-curricular activities boosts self-esteem, motivation and well-being.</p>	<p>Personal invites to parents for meetings, follow up of parents not able to attend initial meeting.</p> <p>Audit of children taking part in extra-curricular activities.</p> <p>LSAs meet with PP lead termly to discuss impact, share ideas on removing barriers for individual pupils and celebrate successes.</p> <p>Analyse impact of PASS assessments for impact on self-esteem and attitudes to school.</p>	AJ	Term 2 – Nov 2018
					Term 3 – Jan 2019
					Term 4 – Mar 2019
	All PP children to have a link learning adult who monitors their home reading, learning of spellings and use of Numergym / Accelerated Reader and homework. Link to gather information on pupils' interests and address barriers to home learning / engagement in extra-curricular activities. (Eg motivation, transport, IT access).	<p>Monitoring of reading and homework last year highlighted that despite interventions some pupils were not completing work at home.</p> <p>Although evidence shows that homework has low impact at Primary level (limited research) the EEF toolkit shows feedback has high impact. Focus of this intervention is to encourage independence for next stages of schooling in terms of home learning and ensure that PP pupils are not disadvantaged by lack of support with the basic skills of reading, maths and spelling.</p> <p>Last year link TAs were able to feed successes and areas for development into parents' evening conversations via teachers to improve engagement</p>			Term 5 – May 2019
	Purchase of revision guides for all Year 6 pupils and Home School books for all pupils.	Equality of access to high quality resources for home learning – evidence from last year shows that the use of these for PP children needs carefully monitoring.			Term 6 – Jun 2019
<b>Total budgeted cost</b>					<p>Salaries = £11000 (PP lead)</p> <p>1:1 tuition = £6000</p> <p>Third space learning - £2400</p> <p><b>TOTAL = £19400</b></p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children attend school at rates that are in line with non PP children.</p> <p>Children arrive on time and are ready to learn.</p>	<p>Attendance Officer follows up attendance daily with target families.</p> <p>Attendance surgeries for families where concerns are raised with TEAM EWS consultant (works 1 day per week).</p> <p>Attendance work is linked with MyConcern in order that family workers and DSL are able to support parents and address concerns.</p> <p>Incentives in place for good attendance.</p> <p>1:1 rewards negotiated with parents and children for target families.</p> <p>Individual targeted approach for all pupils with persistent absence from previous year.</p> <p>Class termly prizes, attendance certificates for improved attendance and good attendance.</p> <p>Attendance display in main entrance highlighting individual attendance and link to learning.</p>	<p>Attendance rates have improved for all pupils and pupil premium pupils as a group.</p> <p>Pupil Premium attendance last academic year was below that of all pupils and persistent absence rate for PP was higher than all pupils.</p> <p>Although persistent absence has dropped for all pupils and PP there are still a number of families where this needs to be a focus</p> <p>There is a well-established link between attendance and academic attainment. DfE Research report March 2016 found that "...In general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS 2."</p> <p>Actions taken this year at to concentrate on individual cases rather than average percentages as good attendance by the majority can mask the poor attendance of individuals.</p>	<p>Recording attendance concerns on MyConcern will ensure a joined-up approach by Attendance Officer, FSWs, SLT and class teachers.</p> <p>In addition to meetings / conversations about individual cases regular attendance meetings are scheduled once per term between SLT and Attendance Officer to review all 'causes for concern', strategies implemented and impact.</p> <p>Priority for HT and governor monitoring.</p>	NG/JM/AJ	<p>Term 1 Oct 2018</p> <p>Term 2 Dec 2018</p> <p>Term 3 Feb 2019</p> <p>Term 4 March 2019</p> <p>Term 5 May 2019</p> <p>Term 6 July 2019</p>

	<p>PP Breakfast club offered to support families where lateness has been identified as an issue or support is needed for children to be ready to learn (having a nutritious breakfast and an organised start).</p>	<p>Provision to continue as last year case studies showed it:</p> <ul style="list-style-type: none"> <li>• improved attendance and punctuality for targeted children.</li> <li>• provided a safe environment for some children who turned up to school far too early.</li> <li>• had a positive impact on children's readiness to learn – having eaten breakfast they were then more able to engage in DIRT time with their classteacher or LSA.</li> </ul> <p>Link between a nutritious breakfast and success in school. Cardiff University Study (June 2016) of 5000 Y5 and 6 pupils found a correlation between a healthy breakfast and academic results.  <a href="https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4">https://www.cambridge.org/core/journals/public-health-nutrition/article/association-between-breakfast-consumption-and-educational-outcomes-in-911yearold-children/8174B87D235C67D22C0913F66E1ED6B4</a></p>			
<p>Support for families and children where barriers to learning include safeguarding and welfare issues impacting on social emotional and cognitive development.</p>	<p>Family support workers target specific families where needs have been identified to offer support.</p> <p>Learning Mentors and teacher mentor work with children on barriers to learning including:</p> <ul style="list-style-type: none"> <li>• Behaviour issues</li> <li>• Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• FSWs have worked with over 40 families on a range of issues.</li> <li>• Positive relationships mean that they are able to support parents to ensure that children are ready to learn / supported at home.</li> <li>• Case studies show a range of PP pupils who have been</li> </ul>	<p>Monthly safeguarding meetings (1<sup>st</sup> Monday of every month) to discuss individual cases and the impact of interventions.</p> <p>Weekly meetings between the learning mentors and PP lead to evaluate the impact of interventions and priorities for new interventions.</p> <p>Learning mentors to train LSAs in Drawing and Talking.</p> <p>6 week reviews of Play Therapy and SLT to evaluate impact and whether to continue for each case.</p>	<p>AJ</p>	<p>Term 2 – Nov 2018</p> <p>Term 3 – Jan 2019</p> <p>Term 4 – Mar 2019</p> <p>Term 5 – May 2019</p> <p>Term 6 – Jun 2019</p>



	<ul style="list-style-type: none"> <li>• Protective behaviours</li> <li>• Emotional / anxiety support</li> <li>• Resilience</li> </ul> <p>LSAs are training in Drawing and Talking and Protective behaviours in order to support children that they work for.</p> <p>Play therapists are commissioned to work with some children with additional needs.</p>	<p>supported by the learning mentor, LSAs and play therapist accessing transferable skills to improve their learning behaviour in class.</p> <ul style="list-style-type: none"> <li>• Academic / learning outcomes and attendance are now part of all EHA, C in N and CP plans,</li> </ul>			
<b>Total budgeted cost</b>					<p>PP teachers - £46157</p> <p>PP lead - £1100</p> <p>1:1 tuition - £6000</p> <p>Third space Learning - £2400</p> <p>Attendance monitoring - £18656</p> <p>Learning mentors/lunch club - £17800</p> <p>Homework clubs - £1500</p> <p>FSW £26340 and TAs (£24150)</p> <p>Breakfast club £3000</p> <p>Parent vouchers - £1180</p> <p>Planners - £1400</p>
					<b>TOTAL = £159683</b>

1. Review of expenditure																																															
Previous Academic Year			2017 - 2018																																												
i. Quality of teaching for all																																															
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<p>Improvements in the quality of teaching and learning leading to improved progress for all children.</p> <p>Progress in basic maths and writing skills will be accelerated so that more PP children are reaching the expected levels for their age.</p>	<p>Improve the quality of teaching for all by specific input for staff on:</p> <ul style="list-style-type: none"> <li>Planning support for Mastery Maths</li> <li>Questioning</li> <li>Writing</li> <li>Use of data (including GL assessment data) and AfL to ensure that all children make progress.</li> </ul> <p>Ensure through monitoring that improvements made last year in the teaching of reading are embedded and support is given to staff where necessary.</p> <p>Training and support for teachers and LSAs on interventions to close gaps for individuals.</p>	<ul style="list-style-type: none"> <li>Progress in reading, writing and maths is improving. Evidence (see below) that not enough children in Year 6 made accelerated progress from a low starting point at the end of year 5 to impact on the number of pupils achieving the expected standard and the higher standard at the end of KS 2 (this also impacts on the number of PP children making expected progress across KS 2).</li> <li>New initiatives: <ul style="list-style-type: none"> <li>The increased focus on arithmetic and fluency</li> <li>Input on targeted questioning</li> <li>More structured teaching of writing and moderation both at school and Trust level</li> </ul> </li> <li>have contributed to an increase in the number of both PP and Non-PP children achieving age related expectations across all year groups in maths and writing.</li> <li>There has been a significant increase in children's reading ages (see evaluation of part ii. below). This is not, however, as evident in their written test scores.</li> <li>The use of data has been inconsistent and GL Assessment is no longer used.</li> <li>In the most successful classes Teachers' and LSAs' targeting of PP children has impacted on progress.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of successful approach to Teacher and LSA intervention in lessons needs to take place to maximise impact across all classes.</li> <li>20 day challenges are being introduced in order that all PP children are constantly challenged to achieve their full potential and make accelerated progress.</li> <li>We need to ensure that our data system (Arbor) from Sept 2018 is understood by all staff and used to support all children to make progress.</li> </ul>	<p>£12580</p>																																											
							<p style="text-align: center;"><b>Pupil Premium Progress (2017-18)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Expected</th> <th>Accelerated</th> <th>Expected</th> <th>Accelerated</th> <th>Expected</th> <th>Accelerated</th> </tr> </thead> <tbody> <tr> <td>Year 3 (26 pupils)</td> <td>57.7%</td> <td>7.7%</td> <td>84.6%</td> <td>23.1%</td> <td>92.3%</td> <td>34.6%</td> </tr> <tr> <td>Year 4 (28 pupils)</td> <td>78.6%</td> <td>17.9%</td> <td>96.4%</td> <td>25%</td> <td>89.3%</td> <td>25%</td> </tr> <tr> <td>Year 5 (40 pupils)</td> <td>67.5%</td> <td>15%</td> <td>82.5%</td> <td>20%</td> <td>90%</td> <td>22.5%</td> </tr> <tr> <td>Year 6</td> <td>95.8%</td> <td>20.8%</td> <td>87.5%</td> <td>20.8%</td> <td>87.5%</td> <td>8.3%</td> </tr> </tbody> </table>								Reading		Writing		Maths		Expected	Accelerated	Expected	Accelerated	Expected	Accelerated	Year 3 (26 pupils)	57.7%	7.7%	84.6%	23.1%	92.3%	34.6%	Year 4 (28 pupils)	78.6%	17.9%	96.4%	25%	89.3%	25%	Year 5 (40 pupils)	67.5%	15%	82.5%	20%	90%	22.5%
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		(24 pupils)						
		Pupil Premium Progress (from KS 1 to summer 2018)						
		Reading		Writing		Maths		
		Expected	Accelerated	Expected	Accelerated	Expected	Accelerated	
	Year 3 (26 pupils)	57.7%	7.7%	84.6%	23.1%	92.3%	34.6%	
	Year 4 (29 pupils)	82.8%	20.7%	100%	13.8%	93.1%	51.7%	
	Year 5 (37 pupils)	64.9%	10.8%	59.5%	8.1%	54%	13.5%	
	Year 6 (24 pupils)	62.5%	4.2%	62.5%	8.3%	50%	4.2%	

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Interventions are closely matched to pupils' needs in order that they address gaps in learning and improve progress.	<p>Classteacher interventions (average for each class of 1 hour per week plus year team groups for more able / specific interventions)</p> <p>Focus on children's gaps:</p> <ul style="list-style-type: none"> <li>-GL maths gaps</li> <li>-Writing feedback improvements</li> <li>-Misconceptions from the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on progress for PP children (see above).</li> <li>• This was more successful in maths and writing than reading.</li> <li>• Staffing issues affected the consistency of this.</li> <li>• Despite support and monitoring there was still a variation in the quality of interventions and therefore the impact.</li> </ul>	<ul style="list-style-type: none"> <li>• On evaluation it was felt that PP children and class teachers were missing too many non-core lessons so this provision was reduced in the Summer Term and will be replaced next year with smaller teaching groups for maths and English and 20 day challenges.</li> </ul>	£51950
	<p>LSA interventions on provision map including:</p> <ul style="list-style-type: none"> <li>-Switched on Reading</li> <li>-Catch Up maths</li> <li>-Homework / reading / welfare checks</li> <li>-Short GPAS, Reading focus sessions for Y6</li> </ul> <p>Investment in training for Catch-up Maths Autumn 2017.</p>	<ul style="list-style-type: none"> <li>• Impact on progress for PP children (see above).</li> <li>• Switched-on Reading and other reading interventions were particularly successfully in year 3 and 4. 92% of non-SEN PP children closed the gap between their reading age and their chronological age, 45% made accelerated progress eg 16 to 29 months progress in a 10 month period.</li> <li>• Catch-up maths contributed to all of the small group targeted improving their maths age in year 3 and 4.</li> <li>• Homework and reading checks led to an improved number of pupils engaging in homework.</li> <li>• 10 week program of reading / GPAS saw improvements in scores for PP and non PP Y6 pupils from January Mocks to KS 2 SATs.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocating specific LSAs to specific groups of children worked well this year – this and everyone's involvement in the provision map meant that time was maximised for interventions and all children had a link TA – unfortunately staffing cuts at Easter impacted on the effectiveness of this for the summer term.</li> <li>• Switched-on Reading to continue and follow on for children who are now reading at the expected standard for their age.</li> <li>• Catch-up maths was not appropriate for year 5 and 6 pupils so we will be using Third Space Learning 1:1 tuition for 2018 – 2019 academic year.</li> </ul>	<p>£44090</p> <p>£2490</p>

	Additional teachers for Year 6 Maths (HT and DHT for 1 hr 45 mins each morning)	<ul style="list-style-type: none"> <li>All PP children in booster group made accelerated progress from Y5 and achieved SS of 101 or more in KS 2 SATs.</li> <li>All PP children in SEN group made at least expected progress and improved basic skills.</li> <li>Impact on PP and non PP across the cohort by being taught in smaller more targeted groups.</li> </ul>	<ul style="list-style-type: none"> <li>Additional teachers employed morning in Y6 to add to this next year. HT teaching in Y5.</li> </ul>	Not in original budget
B. All children complete homework to a good standard regularly at home and take part in extra-curricular activities.	<p>£100 subsidy for parents to spend on extra-curricular activities / trips / residential visits. Parents invited into school to discuss what they want to spend this on in order to improve parental engagement.</p> <p>All PP children to have a link learning support assistant who monitors their home reading, learning of spellings and use of TT Rockstars / Accelerated Reader and homework. Link to gather information on pupils' interests and address barriers to home learning / engagement in extra-curricular activities. (Eg motivation, transport, IT access).</p>	<ul style="list-style-type: none"> <li>Low uptake for Parent meeting in September to discuss use of funding (14% of PP parents). Others were followed up in writing.</li> <li>Parental engagement of PP parents to workshops was good. 70% attended Y6 SATs evening.</li> <li>Increased engagement of PP children in all year groups in trips and clubs.</li> <li>All PP children received £100 to put towards residential visits, trips, clubs / music lessons.</li> <li>Staff ensured that any child in year 6 who had not previously attended a residential visit was offered full funding for the Year 6 residential (uptake = 2).</li> <li>Increased sense of belonging, self-esteem impacting on social and learning outcomes.</li> <li>Monitoring of reading and homework highlighted that despite interventions some pupils were not completing work at home. This led to the decision to start homework clubs from January – these were well attended and were particularly successful in year 4.</li> <li>Link TAs were able to feed successes and areas for development into parents' evening conversations via teachers to improve engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Link LSA meetings with PP Lead ensured that issues and improvements necessary were picked up quickly – eg need to homework club.</li> <li>Although we have increased the number of PP children attending clubs and residential trips there are still some individuals cases where we need to improve this – focus for this year. Eg if support is initially declined further exploration necessary.</li> </ul>	£13000
	Purchase of revision guides for all Year 6 pupils and Home School books for all pupils.	<ul style="list-style-type: none"> <li>PP attendance at SATs parents' evening ensured that the revision guides were used by the large majority of PP children.</li> <li>Link TAs checked PP Home School Books weekly – in some cases this improved parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Review of Revision Books has led to a change of suppliers.</li> </ul>	£2900

iii. Other approaches																																						
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																		
<p>PP children attend school at rates that are in line with non PP children.</p> <p>Children arrive on time and are ready to learn.</p>	<p>Attendance Officer follows up attendance daily with target families.</p> <p>Attendance surgeries for families where concerns are raised with TEAM EWS consultant (works 1 day per week).</p> <p>Attendance work is linked with MyConcern in order that family workers and DSL are able to support parents and address concerns.</p> <p>Incentives in place for good attendance.</p> <p>1:1 rewards negotiated with parents and children for target families.</p> <p>Class termly prizes, attendance certificates for improved attendance and good attendance.</p>	<ul style="list-style-type: none"> <li>Attendance rates have improved for all pupils and pupil premium pupils as a group.</li> <li>Although persistent absence has dropped for all pupils and PP there are still a number of families where this needs to be a focus.</li> </ul>	<ul style="list-style-type: none"> <li>Early intervention work needs to take place with families where we know that there are persistent absence concerns.</li> <li>Class prizes / displays need reviewing as these were not particularly effective.</li> </ul>	£7600																																		
		<p><b>Pupil Premium Attendance Data</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2015-2016</th> <th colspan="2">2016-2017</th> <th colspan="2">2017-2018</th> </tr> <tr> <th></th> <th>All</th> <th>Pupil Premium</th> <th>All</th> <th>Pupil Premium</th> <th>All</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>95.7%</td> <td>94.0%</td> <td>95.5%</td> <td>92.4%</td> <td>96.2%</td> <td>94.5%</td> </tr> <tr> <td>Unauthorised Attendance</td> <td>0.9%</td> <td>1.5%</td> <td>1.3%</td> <td>2.7%</td> <td>1.1%</td> <td>2.0%</td> </tr> <tr> <td>Persistent Absence</td> <td>37/448 (8.3%)</td> <td>23/126 (18.3%)</td> <td>43/460 (9.3%)</td> <td>29/125 (23.2%)</td> <td>31/455 (6.8%)</td> <td>22/121 (18.2%)</td> </tr> </tbody> </table>				2015-2016		2016-2017		2017-2018			All	Pupil Premium	All	Pupil Premium	All	Pupil Premium	Overall Attendance	95.7%	94.0%	95.5%	92.4%	96.2%	94.5%	Unauthorised Attendance	0.9%	1.5%	1.3%	2.7%	1.1%	2.0%	Persistent Absence	37/448 (8.3%)	23/126 (18.3%)	43/460 (9.3%)	29/125 (23.2%)	31/455 (6.8%)
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	<p>PP Breakfast club offered to support families where lateness has been identified as an issue or support is needed for children to be ready to learn (having a nutritious breakfast and an organised start).</p>	<ul style="list-style-type: none"> <li>Case studies show improved attendance and punctuality for target children.</li> <li>It has also provided a safe environment for some children who turn up to school far too early.</li> <li>Impacts on children's readiness to learn – having eaten breakfast they are then able to engage in DIRT time with their classteacher or LSA.</li> </ul>	<ul style="list-style-type: none"> <li>Family workers are now able to sign post families to this resource.</li> </ul>	£3210																																		

<p>Support for families and children where barriers to learning include safeguarding and welfare issues impacting on social emotional and cognitive development.</p>	<p>Family support workers target specific families where needs have been identified to offer support.</p> <p>Learning Mentor and teacher mentor work with children on barriers to learning including:</p> <ul style="list-style-type: none"> <li>• Behaviour issues</li> <li>• Self-esteem</li> <li>• Protective behaviours</li> <li>• Emotional / anxiety support</li> <li>• Resilience</li> <li>• Theraplay and play therapy.</li> </ul> <p>LSAs are training in Drawing and Talking and Protective behaviours in order to support children that they work for.</p> <p>Play therapists are commissioned to work with some children with additional needs.</p>	<ul style="list-style-type: none"> <li>• FSWs have worked with over 40 families on a range of issues.</li> <li>• Positive relationships mean that they are able to support parents to ensure that children are ready to learn / supported at home.</li> <li>• Case studies show a range of PP pupils who have been supported by the learning mentor, LSAs and play therapist accessing transferable skills to improve their learning behaviour in class.</li> <li>• Academic / learning outcomes and attendance are now part of all EHA, C in N and CP plans,</li> </ul>	<ul style="list-style-type: none"> <li>• In 2018 we have decided that we will have two learning mentors both working afternoons rather than one working all day in order to maximise interventions at a time that works for PP Pupils and teachers.</li> <li>• The use of MyConcern has meant that issues of safeguarding, attendance and behaviour are all interlinked with FSWs / classteachers having a far wider view of the whole child and their potential barriers to learning.</li> </ul>	<p>FSWs £36160</p> <p>LM £14500</p> <p>LSAs Included in targeted support section</p> <p>PT £2400</p>
<p><b>Total Spend = £190 880</b></p>				