

## Disadvantaged Strategy Statement

1. Summary Information		
School: Broadfields Primary School	Total PP (all disadvantaged): £240,240	Date of most recent review: November 2018
Academic Year: 2018/19	Number of Pupils eligible for PP: 182	Date for internal review of this strategy: November 2019
Total Number of Pupils: 731		

2. Current Attainment and Progress (FFT Aspire)				
	Pupils eligible for PP (Broadfields)		All pupils - National Average of non disadvantaged	
	Progress	Attainment	Progress	Attainment
Achieving in Reading, Writing and Maths	+3.3	105.5 (74% making expected standard)	+0.3	105.5 (70% making expected standard)
Reading	+3.54	106.0	+1	105
Writing	+1.69	100.6	+0.2	102.8
Maths	+2.98	105.1	+0.3	105.4

Our disadvantaged pupils are performing in line with non-disadvantaged pupils nationally across the 3 subjects. This means we've closed the attainment gap on a national level. We are very proud of the amount of progress our disadvantaged children make v national average. Clearly the systems in place are working! However, we must target groups of children, who are not doing so well at Broadfields within this group.

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

In school barriers (issues to be addressed in school) WHOLE SCHOOL:

A.	<p><i>Trend - Supporting Middle Ability Writers to make expected progress (5 children did not) Tracking must be tighter according to previous Key Stage results.</i></p> <p><i>Percentage of disadvantaged pupils at Broadfields achieving the higher standard is 9% v 12% National average of non disadvantaged pupils with a particular issue with High prior attainment not making expected progress (-0.51)</i></p>
B.	<p>Decreasing numbers of disadvantaged pupils leading to decreasing funding. (esp lower years) In recent years, we have prided ourselves in the range of research based interventions we have ran for our disadvantaged pupils. However, decreased funding has challenged how many children can receive these Wave 3 interventions.</p>
C.	<p><i>Continue the Wave 1 strategies to support Disadvantaged Children in the Classroom - it works!</i></p>
D	<p><i>Low attainers in Maths not making similar or better progress than their peers (disadvantaged - 1.91 v ALL - 8.17) 1.91 progress is good progress but not as amazing as the rest of the children. Maths Interventions must be of top priority and support KS2 teachers with supporting the lower ability children. (2/5 children were form our ASC and although they were W at KS1 and couldn't access the KS2 papers (not access the curriculum either Key Stages), it counts as -4 progress. Average progress of Disadvantaged pupils (discounted the pupils of ASC) is +5.7. And would have been 8.8 if we discount a child (who we have a case study for - recent tragedy)</i></p> <p><i>Therefore, we feel confident this is not a specific thread for us to action plan but continue to monitor closely.</i></p>

External Barriers

D.	<p>Attendance: 95% for Ever FSM pupils in comparison to 96.5% for non- Ever FSM pupils. This is below the school target of 97%, which results in FSM children having less number of school hours. 2017-18. However we recognise our persistence absence rate is much better than National rate (2% Sch v 12% National - Disadvantaged Pupils)</p>
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E.	<p>66% of children from our ASC provision were also Disadvantaged . Both these children were not working within the KS2 framework and couldn't take the KS2 papers and although they got W at KS1, it still counts as -4% progress. (2 children)</p> <p>When comparing PP with non PP children (EHC) we also comparing against a mainstream child who made outstanding progress. Therefore although EHC PP v EHC non disadvantaged looks as though there is a gap across the three subjects, it is easily understood when we look at the sample size and the fact we have an ASC provision with high percentage of disadvantaged children in 2018.</p> <p>When scrutinizing lower attaining data, all disadvantaged children made positive progress apart from our pupils from the ASC provision who were unable to take the tests at the end of KS2.</p>
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Desired Outcomes		
Desired Outcomes and how they will be measured		
A	Middle and Higher attaining children at KS2 makes at least the same progress in Writing as their peers.	<p>Termly: their progress will be tracked and reported to SLT through pupil progress meetings and our Weekly Scrutiny process where vulnerable groups of children's books are targeted.</p> <p>The half termly writing spreadsheets will be tracked according to last assessment and MOST IMPORTANTLY last Key Stage data. SLT will analyse the data before Pupil Progress Meetings and will insist on an Action Plan for any children, who are not on target to meet expected progress. Those children not on the right path will be monitoring through their books in the subject scrutinies.</p> <p>Ensured all interventions are observed to ensuring high quality and each intervention is following the research based method.</p>
B	Decreasing numbers of disadvantaged pupils leading to decreasing funding.	We will measure progress of each intervention and keep the most effective interventions for each year group.

	(esp lower years) In recent years, we have prided ourselves in the range of research based interventions we have ran for our disadvantaged pupils. However, decreased funding has challenged how many children can receive these Wave 3 interventions.	
C	<i>Continue the Wave 1 strategies to support Disadvantaged Children in the Classroom - it works!</i>	<p><i>On Learning Walks, SLT will ask all members of staff where the disadvantaged children are in the room and why are they located as they are.</i></p> <p><i>Year group teams together (teachers and TAs) must scrutinise Disadvantaged data, and plan their interventions with Wave 1 Action Plan together. Table placement, planning of the children in lesson plans, differentiation, targeted and timely interventions</i></p>
D	Improve attendance of FSM pupils	<p>FSM attendance will be at least 96%. 100% Attendance Breakfast/ certificates, Attendance Cup, Reporting class by class attendance on the Readabout, Learning mentor contacting absentees, Educational Welfare Officer to work with families where children have lower attendance. Enrichment opportunities paid by the school will encourage children to attend school more. Attendance weekly raffle for a prize and the Weekly attendance display.</p> <p>Absenteeism will be tackled swiftly by the Learning Mentor and Headteacher before involving the Educational Welfare Officer.</p> <p>Absence figures to be included in the termly progress spreadsheets.</p>
E.	EHC/Disadvantaged rates from the ASC Provision	The trend continues this year. (100%)

## 5. Planned Expenditure

Academic Year 2018/19

The three Headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support whole school strategies.

I. Quality of teaching for all:

Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice	How we ensure it is well implemented	Staff lead	When we will review implementation.
Middle and higher ability children make at least expected progress in KS2	Children's progress in writing will be reviewed on a half termly basis against last assessment and Last End of KS assessment	In recent years, we've only just progress from previous half term, but that did not include the big picture. Every teacher needs to commit to every child making at least expected progress across the whole key stage, as well as short term.	<p>Half termly Writing Assessment Staff meetings where moderation takes place.</p> <p>Pupil Progress Meetings measuring progress from last Key Stage. SLT pre preparing the focus children where an action plan must take place for them.</p> <p>Subject leaders (not just literacy) scrutinise the provision for these vulnerable groups of</p>	DHT (PP lead) HT Core Subject leaders	On a termly basis where we track progress against long term progress measures (previous Key Stage data)

	Give children verbal and written feedback within the lesson on a daily basis.	Research shows good feedback can add 8 months progress.	children through looking at the planning and books.  Lesson observations/ learning walks and through the scrutinies the Literacy subject leader should see vulnerable children responding to feedback in the lesson.	Lit Leader	Termly scrutiny process, weekly learning walks/ termly observations.
B. Decreasing numbers of disadvantaged pupils leading to decreasing funding. (esp lower years) In recent years, we have prided ourselves in the range of research based interventions we have ran for our disadvantaged pupils. However, decreased funding has challenged how many children can receive these Wave 3 interventions.	Keeping on the most effective interventions according to the year groups.  Refresher training for all TAs in the most successful interventions. BRP - PP lead becoming a trainer with Inclusion Manager  BRP - one of our most	Using progress data to analyse the success of the different interventions will ensure the best possible value for money.  The refresher training will invigorate the already successful training and tool TAs with any new subject knowledge/ pedagogy with the intervention.  Increasing the amount of trainers for interventions	Observations of interventions ongoing,  Maths subject Leader gives weekly training for the TAs to lead on different strands.  Termly standardised scores.  YARC scores ( English based	Inclusion Manager / DHT/ MATHs Subject Leader    Yearheads with SLT to select correct	End of programme - YARC results,  Pupil Progress Meetings, Year groups teams with SLT.

	<p>successful interventions, our trainers have been re-trained and ran new training sessions for all TAs, existing and new. Maths subject leader will work closely with the TAs of the various Maths interventions we have kept. Therefore our most successful interventions, have had a boost in subject knowledge for our staff that run them.</p> <p>Also observations are carried out while they are running to ensure the correct child is on an intervention that works for them. If a child is not responding to an intervention, it is now vital we act immediately, as each intervention space is so important.</p>	<p>increase the expertise within the school and a bigger team can help to evaluate the programmes and their impact during the term.</p>	<p>interventions) Benchmarking levels</p>	<p>chn for the interventions.</p>	
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<p><i>C. Continue the Wave 1 strategies to support Disadvantaged Children in the Classroom - it works!</i></p>	<p>Children are strategically placed in the classroom, learning is differentiated carefully to suit the children's needs, extra support is given in Wave 1 lessons specifically for the children not making expected progress and in class bidirectional feedback given to these children throughout the task</p>	<p>As seen in the above table, the children are making excellent progress! The year groups where progress of disadvantaged pupils was most impressive was where these children were carefully planned for and placed in the classroom carefully so adults can make interventions swiftly if needed.</p> <p>We want to ensure every year group does the same.</p>	<p>Learning walks checking all staff chn and explain how they support them.</p> <p>Planning scrutinies for differentiation</p> <p>Book scrutinies looking for progress and bidirectional feedback</p>	<p>SLT Subject leaders</p>	<p>Termly scrutinies, weekly learning walks.</p>
<p>D.. Improve attendance of FSM pupils.</p>	<p>Learning mentor tracks attendance and provides a first day</p>	<p>Attainment can't be improved if the children are not attending. NfER briefing for</p>	<p>Children with poor attendance is highlighted at PPMs</p>	<p>LM DHT</p>	<p>End of each term.</p>

	<p>response provision.</p> <p>Publish the attendance figures in the Readabout (winning class wins the Attendance cup, extra play and banner for their class)</p> <p>100% attendees get certificates and a special breakfast reward at the end of the year.</p> <p>Weekly 100% attendance raffle, attendance competition displays</p>	<p>school leaders identifies addressing attendance as a key step. (Although our difference isn't a lot - there are key negative trends in the borough and nationally - linking poor attendance to poor attainment.)</p>	<p>termly. LM/HT call in families to discuss the importance of regular attendance. Refer to EWO if problems continues.</p>		
E.	<p>Number of Disadvantaged pupils who have an EHCP</p>	<p>Tracking closer these children (all from the ASC.) Sky Class teacher working closely with Year 6 team to plan, so the provision is in line with mainstream teaching when realistic.</p> <p>Other ASC staff planning with mainstream on a weekly basis</p>	<p>Termly PPMs,</p> <p>Termly scrutiny on planning and books of children who are disadvantaged and have an EHCP (specifically)</p>	<p>ASC lead</p> <p>HT/ DHT</p>	

II. Targeted Support					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice	How we ensure it is well implemented	Staff lead	When we will review implementation.
Middle/Higher ability children make at least expected progress in KS2 (in Writing)	<p>Giving children an opportunity to write for a real purpose.</p> <p>ICT training to staff on publishing writing in order to email their finished product for a real purpose.</p> <p>Best pieces of work in the Readabout and on Class Dojo to parents.</p> <p>Writer of the Week Certificates.</p> <p>Feedback systems unique to each year group - stamping system- Year 1, DIRT feedback sheets in Year 2/3 ( a jewel in our crown!) Coding successes and areas to work on for children to celebrate and improve in specific feedback session Yr</p>	<p>Looking at chn from last year, the most successful pieces of writing had a real purpose and sending it to someone. Children loved having their writing celebrated and motivated them to improve further. Codes/ certificates/ sharing on Readabouts/ class dojo.</p> <p>Top quality feedback, is key to accelerated progress. Our unique DIRT approach ensures children respond to teacher's feedback and works on their next steps.</p>	<p>Led by PP lead/ DHT, track results/ Class dojo Student stories.</p> <p>Lit leader monitor the level of feedback in the DIRT sessions.</p> <p>Check how quickly targets are met.</p>	DHT/ Lit leader and ICT leader training 1.5 hrs	<p>Termly book scrutiny.</p> <p>Feedback monthly at yearhead meeting on examples of celebrations of writing.</p>

	<p>4/5/6.</p> <p>COntinuing writing books from last year.</p>	<p>The continuation of writing books means the new teacher can see what the children were capable of at the end of the previous year and expect the same level in September - reducing the fall back that occurs over the Summer Holidays.</p> <p>Start a debating club (PP only - Yr 6) If they can't say it, they can't write it. Develop formal language</p> <p>Yr 5 target middle ability writers to complete the ESB exam</p>			
<p><b>C. Continue the Wave 1 strategies to support Disadvantaged Children in the Classroom - it works!</b></p>	<p>Less experienced teachers to observe teachers who have had great success with support PP children. Watching how they are specifically supported and stretched on a daily basis.</p> <p>Share successful strategies in Year head meetings for supporting PP children to make accelerated progress.</p> <p>Share stand out examples of</p>	<p>Share the great practice already in the school, and expect it to be adopted in their classrooms. The progress figures speak for themselves.</p> <p>Continue to share amongst year heads what they do in order to support PP children make accelerated progress.</p>	<p>Set Staff meetings for Standards.</p> <p>DHT set up peer observations at least one a week -ensuring the open door policy continues.</p>	<p>DHT</p> <p>HT to lead standards meetings.</p>	<p>Feedback from teachers following peer observations</p> <p>Feedback forms from the Standards meetings- at least two a term.</p>

	<p>how children are learning from different year groups.</p> <p>Have standards meetings with all teaching staff.</p>	<p>All staff get to scrutinise the different year groups. They can see when working with staff from their year groups the best practice across the school, and bring it back to their teams. They also can see what doesn't work well for these children.</p> <p>These meetings will develop subject and pedagogical knowledge as they discuss and debate the learning journey that occurs throughout the school.</p>			
<p>D. Improve attendance of FSM pupils.</p>	<p>Starting a free Sports session before school for PP children.</p> <p>A rock climbing club for PP children (on Monday afternoons - Burnt Oak Leisure Centre)</p> <p>When tracking disadvantaged children, track attendance figures</p>	<p>It turns out the healthy benefits that come from physical activity aren't the only reason children should walk or bike to school. According to a recent Danish study, exercise before school improves concentration as well.</p> <p>We hope this will encourage our PP children to come to school more regularly and early.</p>	<p>Monitor the children's attendance that attend this morning provision (does it make a difference?)</p>	<p>PE lead Learning mentor</p>	<p>End of each term.</p>

	individually - call in parents to devise a plan to improve attendance (below 95%)				
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III. Other Approaches:					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice	How we ensure it is well implemented	Staff lead	When we will review implementation.
A/C	Training on the Power of Feedback - tailored for the three groups: EYFS, KS1 + Yr3 and Yr 4,5 and 6.	<p>There is sound evidence in the Sutton trust findings on the power of high quality feedback and marking. A big push to ensure Verbal Feedback/ Bidirectional Feedback is happening in lessons</p> <p>Precise questioning during lessons ensures that students develop fluent technical proficiency and think deeply about the underpinning concepts.</p>	This will be measured within the year group scrutinies (a specific objective to be looked for), learning walks - looking at books, observations and Standards Meetings.	Training led by HT/ DHT and whole staff involved with Standards Meetings/ Subject leaders - Termly scrutinies	Every term in the year group's specific monitoring week.
D. Improve attendance of FSM pupils.	Launch the House System with themed days and a Dojo competition/ Feeling Good Week / Black History Carnival	If children love school, they will want to be there!	Whole staff body must be involved to boost excitement levels around these termly themed days. Staff meet to plan	Enrichment Lead	July 2019

			their activities.		
Provide enrichment opportunities specifically for disadvantaged children	Trips to Central London offering unique experiences.	Inclusion lead and DHT leading a trip for Yr 4 5 6 disadvantaged families, to enrich their lives and deepen relationships with the families, so they feel involved in their children's schooling.	Class dojo - photo and comments/likes	DHT/ Inclusion Lead	December 18
E. Improve pedagogy of the ASC Provision	Training - February 19 on how children with ASC learn, in order to promote inclusion into the mainstream further. In turn, Autism friendly strategies will be used where possible.  ASC staff to attend PPA sessions so they can adapt the lessons to suit the children from the provision.	The training will equip teachers with a toolkit of ideas of draw upon when planning. Hopefully this will ensure more children from the ASC to access the mainstream and even the curriculum where appropriate (improve results.		ASC Head and ASC teaching team	February 19 and ongoing
A/C Improve subject knowledge and pedagogy of TAs	ICT training to ensure all TAs can access planning, assessment spreadsheets and other important information.  Each year group have timetabled the TAs to attend PPA sessions. So they are involved in professional	TAs will feel more empowered, know why lessons are planned in a certain way, understand the subject knowledge.  They will also be able to preempt misconceptions and intervene effectively and	Year heads have provided new timetables for TAs.  ICT training - Nov 18  In the Monitoring Process the Inclusion	Inclusion Manager Head of ASC  IT leader  Year	Ongoing throughout academic year of 2018/19

	<p>dialogue/thinking in order to plan lessons.</p> <p>MITA training - all staff are attending, this year, a series of training sessions on how to develop independence in the classroom. The school is also taking part in a MITA research project.</p>	correctly.	<p>lead and Head of the ASC, is observing TAs in their use of the MITA triangle and scrutinising books to check appropriate levels of support.</p> <p>Supervision Meeting Minutes</p>	heads					
Improve attainment	<p>Continue to run the interventions:</p> <table border="1" data-bbox="371 743 855 1347"> <tr> <td data-bbox="371 743 613 1134"> <p>Nursery: Little Group Nurture Group Speech and Language Toolkit.</p> </td> <td data-bbox="613 743 855 1134"> <p>Year 3 STAR Programme Talk 4 number Inference Tracks Spelling Tracks Reading Boost 1:1 reading Beanstalk</p> </td> </tr> <tr> <td data-bbox="371 1134 613 1347"> <p>Reception: Phonics skills Speech and Language Social Skills</p> </td> <td data-bbox="613 1134 855 1347"> <p>Year 4  Tracks Spelling Tracks Reading BRP</p> </td> </tr> </table>	<p>Nursery: Little Group Nurture Group Speech and Language Toolkit.</p>	<p>Year 3 STAR Programme Talk 4 number Inference Tracks Spelling Tracks Reading Boost 1:1 reading Beanstalk</p>	<p>Reception: Phonics skills Speech and Language Social Skills</p>	<p>Year 4  Tracks Spelling Tracks Reading BRP</p>	These interventions have proven to be successful when accelerating progress with PP children.	Termly observations and monitoring progress of different interventions at the end of each term.	Inclusion manager DHT Literacy lead Maths lead	End of each term, observations early in the interventions. Progress data - using standardised scores/ Sandwell and YARCing Data to assess progress
<p>Nursery: Little Group Nurture Group Speech and Language Toolkit.</p>	<p>Year 3 STAR Programme Talk 4 number Inference Tracks Spelling Tracks Reading Boost 1:1 reading Beanstalk</p>								
<p>Reception: Phonics skills Speech and Language Social Skills</p>	<p>Year 4  Tracks Spelling Tracks Reading BRP</p>								

	<p>Fine motor skills EAL phonics recap</p>	<p>Inference 1:1 Reading Success @ Arithmetic STAR Programme</p>				
	<p>Year 1 15 mins a day 1 Speech and Language Tracks Reading Extra Phonics Becoming 1st Class @ Number 1st Class @ Number</p>	<p>Year 5 STAR Programme ESB Tracks Spelling Tracks Reading BRP Success at Arithmetic Inference</p>				
	<p>Year 2 15 mins 1 15 mins 2 Tracks Reading First Class in Number Part 1 First Class at Number Part 2</p>	<p>Year 6 After School 1: BRP Tracks Spelling Play Therapy EAL Support</p>				

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I. Quality of teaching for all:

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learnt	Cost
Middle attaining children at KS2 makes at least the same progress in Reading as their peers.	<p>Planned using the higher order thinking skills and according to the weaknesses found in the termly papers, specifically for the group.</p> <p>Specialist Reading Comprehension INSETs (Eleanor Martlew)</p> <p>Love of Reading focus across the school - a soft start approach, so all children read daily.</p>	<p>Reading progress for disadvantaged students was excellent across the ability range and met the attainment score of non disadvantaged nationally + 3.54</p> <p>Middle attaining children making +3.38 v +4.01 ALL ( so need to continue with the strategies + more)</p>	<p>Continue the strategies/ soft read/ Love of reading</p> <p>Additional BRP trainer at school now, new training for all BRP partners, earlier intervention observations/ differentiated Comprehension lessons further.</p>	<p>BPSI Training hrs inc £187</p> <p>£666.90</p>

<p>Lower attaining children at KS2 makes at least the same progress in Writing as their peers</p>	<p>Group teachers in Literacy for these groups will be supported in their planning and year head to teach that group of children.</p> <p>Leaders scrutinised the feedback given to PP children as vulnerable group. (looking for feedback in the lesson particularly.)</p> <p>Writing INSET: 6 hours delivered by Eleanor Martlew</p> <p>Assembly and circle time themes around metacognition, feedback and power of practice.</p> <p>Standards Meeting for all teachers, they learnt about the excellent practice across the school, and to identify next steps for each year group.</p>	<p>All children made 3.98 progress score but Lower attaining children made more progress making + 4.08 - Success!</p>	<p>All strategies to be continued!</p>	<p>£97,265</p> <p>Free</p> <p>Supply cover: £456</p>
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	<p>Year 2 and Year 6 teachers attended all Writing Courses ran by BPSI with Deputy Head</p> <p>Moderated and shared good practice with writing from Nursery to Year 6 across the LCT partnership.</p>			
<p>C.Lower attaining children at KS2 makes at least the same progress in Maths as their peers.</p>	<p>Yr 2 and KS2 lower ability groups supported in their planning by the Maths subject leader.</p> <p>Training on Variation Theory, Planning and work scrutiny w particularly focused on vulnerable groups of children within the year group on a termly basis.</p> <p>A yearly standards Meeting for teachers.</p> <p>Maths subject leader gave ongoing training for Teaching Assistants.</p>	<p>Low attainers in Maths not making similar or better progress than their peers (disadvantaged - 1.91 v ALL - 8.17)</p> <p>1.91 progress is good progress but not as amazing as the rest of the children. Maths Interventions must be of top priority and support KS2 teachers with supporting the lower ability children. (2/5 children were form our ASC and although they were W at KS1 and couldn't access the KS2 papers (not access the curriculum either Key Stages), it counts as -4 progress. Average progress of Disadvantaged pupils (discounted the pupils of ASC) is +5.7. And would have been 8.8 if we discount a child (who we have a case</p>	<p>Continue previous Action Plan and track Low attaining children particularly closely in Maths</p>	<p>£65</p>

		<p>study for - recent tragedy)</p> <p>Therefore, we feel confident this is not a specific threat for us to action plan but continue to monitor closely.</p>		
D.. Improve attendance of FSM pupils.	<p>Learning mentor tracked attendance and provides a first day response provision.</p> <p>EWO attendance officer supports the school twice per term</p> <p>Published the attendance figures in the Read about (winning class won the Attendance cup, extra play and banner for their class)</p> <p>100% attendees get certificates and a special breakfast rewarded at the end of the year..</p> <p>Started the Attendance Raffle!</p>	<p>Attendance: Previous year - 95.5% and last year - 95% for Ever FSM pupils in comparison to 96.5% for non- Ever FSM pupils. This is below the school target of 97%, which results in FSM children having less number of school hours. 2017-18.</p> <p>Disappointing trend.</p> <p>However we recognise our persistence absence rate is much better than National rate (2% Sch v 12% National - Disadvantaged Pupils) Some success</p>	<p>LM and HT to be much tougher on families with attendance under 97%.</p> <p>See point D above</p>	£900
E.	<p>Number of disadvantaged pupils who have an EHCP. Tracked the children closer.</p>	<p>66% this year fall into this category. It is disappointing to see on FFT, they count their progress as -4 although they've never been able to access the</p>	<p>We will continue to have this issue next year, but hopefully 19/20 our progress figures will look more</p>	n/a

		curriculum at any key stage, yet made good small steps progress when tracking their progress closely (using pre key stage standards and SCERTs)	accurate as this cohort will have been assessed using the newer curriculum.	
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II. Targeted Support				
Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learnt	Cost
Middle attaining children at KS1 makes at least the same progress in Reading as their peers.	<p>DHT/PP lead will use soft reading as an opportunity to talk to PP children about their reading - love of their book. Ensure children are reading their library book throughout the week, and it is suitable for the child.</p> <p>Widen the Tracks Reading Programme across KS2.</p> <p>Continue BRP in Yr 4, 5, 6 for disadvantaged children.</p>	<p>Reading progress for disadvantaged students was excellent across the ability range and met the attainment score of non disadvantaged nationally + 3.54</p> <p>Middle attaining children making +3.38 v +4.01 ALL ( so need to continue with the strategies + more)</p>		<p>£2365</p> <p>£1944</p> <p>£1620</p>
<b>B. Lower</b>	Continue to develop the	All children made 3.98 progress score		£650

<p>attaining children at KS1 makes at least the same progress in Writing as their peers</p>	<p>DIRT strategy - and to continue check its effectiveness ( for this group of children in particular.)</p> <p>Continue Tracks Spelling (a very successful intervention ran by BPS)</p>	<p>but Lower attaining children made more progress making + 4.08 - Success!</p>		<p>£1944</p>
<p>C..Lower attaining children at KS1 makes at least the same progress in Maths as their peers.</p>	<p>Reasoning Intervention led by Maths Subject Leader - highly skilled professional with Yr 6 disadvantaged group.</p>	<p>Low attainers in Maths not making similar or better progress than their peers (disadvantaged - 1.91 v ALL - 8.17)</p> <p>1.91 progress is good progress but not as amazing as the rest of the children. Maths Interventions must be of top priority and support KS2 teachers with supporting the lower ability children. (2/5 children were form our ASC and although they were W at KS1 and couldn't access the KS2 papers (not access the curriculum either Key Stages), it counts as -4 progress. Average progress of Disadvantaged pupils (discounted the pupils of ASC) is +5.7. And would have been 8.8 if we discount a child (who we have a case study for - recent tragedy)</p>		<p>Teaching Assistants: £ 215,000</p> <p>4th Teacher/year group:£97,265</p> <p>1:1 tutor - £22,642</p>

		Therefore, we feel confident this is not a specific threat for us to action plan but continue to monitor closely.		
D. Improve attendance of FSM pupils.	Starting a free Sports session before school for PP children.  When tracking disadvantaged children, track attendance figures individually - call in parents to devise a plan to improve attendance (below 95%)	Attendance: Previous year - 95.5% and last year - 95% for Ever FSM pupils in comparison to 96.5% for non- Ever FSM pupils. This is below the school target of 97%, which results in FSM children having less number of school hours. 2017-18.  Disappointing trend.  However we recognise our persistence absence rate is much better than National rate (2% Sch v 12% National - Disadvantaged Pupils) Some success	Up the percentage to 97% - make it tougher, continue the before school sport.	

## II. Other Approaches

Desired Outcome	Chosen Action/ Approach	Estimated Impact	Lessons Learnt	Cost
A/B/C	Whole school Emotion Coaching training	99.4% said they had staff they could talk to. An excellent outcome!	Importance of children feeling that close but appropriate connection, staff being more aware of	Free

			attachment issues and how to help a child to regulate their feelings.																		
D. Improve attendance of FSM pupils.	Launch the House System with themed days and a Dojo competition/ Feeling Good Week - September 2017	99% of children saying they're happy at school (2017 - 97.9%) An upward trend.	To continue with the Feel Good days and weeks	Free																	
Provide enrichment opportunities specifically for disadvantaged children	Trips to Central London offering unique experiences.	99% of children saying they're happy at school (2017 - 97.9%) An upward trend.	To continue with the Feel Good days and weeks	£3,750																	
Improve attainment	<p>Continue to run the interventions:</p> <table border="1"> <tr> <td>Nursery: Phonics club Maths club Little Group Nurture Group Speech and Language Toolkit.</td> <td>Year 3 STAR Programme First Class at Number Behaviour Support Talk 4 number Inference 15 minutes Tracks Spelling</td> </tr> </table>	Nursery: Phonics club Maths club Little Group Nurture Group Speech and Language Toolkit.	Year 3 STAR Programme First Class at Number Behaviour Support Talk 4 number Inference 15 minutes Tracks Spelling	<p>Attainment was improved!</p> <p>See the pink line:</p> <table border="1"> <caption>KS2 attainment for disadvantaged pupils 2018</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>102</td> <td>104</td> <td>104</td> </tr> <tr> <td>2017</td> <td>104</td> <td>107</td> <td>105</td> </tr> <tr> <td>2018</td> <td>106</td> <td>109</td> <td>106</td> </tr> </tbody> </table>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2016	102	104	104	2017	104	107	105	2018	106	109	106	
Nursery: Phonics club Maths club Little Group Nurture Group Speech and Language Toolkit.	Year 3 STAR Programme First Class at Number Behaviour Support Talk 4 number Inference 15 minutes Tracks Spelling																				
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)																		
2016	102	104	104																		
2017	104	107	105																		
2018	106	109	106																		

	Tracks Reading Talk 4 Number, 1:1 reading
Reception: Phonics skills Speech and Language Listening and attention skills Social Skills Fine motor skills EAL phonics recap	Year 4  Tracks Spelling Tracks Reading BRP Inference 1:1 Reading Success @ Arithmetic STAR Programme
Year 1 Tracks Reading 15 mins a day 1 Speech and Language Sensory Circuit	Year 5 STAR Programme ESB Tracks Spelling BRP Success at Arithmetic Inference

### KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma) ▾



Lessons Learnt	Cost:
To continue the most successful Interventions, but due to decreasing numbers, therefore funding, not all Interventions can continue ( See B above)	£215,000

	<table border="1"> <tr> <td data-bbox="434 197 624 421">           Attention Group            Extra Phonics            EAL group         </td> <td data-bbox="631 197 813 421"></td> </tr> <tr> <td data-bbox="434 426 624 1061">           Year 2 Wave 3            15 mins 1            15 mins 2            EAL group            Starting tracks            Tracks            First Class in Number            PArt 1            First Class at Number            PArt 2            Speech and Language            Food group         </td> <td data-bbox="631 426 813 1061">           Year 6 After School            1:1            PP            Reasoning group -            Maths            BRP            Tracks            Spelling            Tracks            Reading         </td> </tr> </table>	Attention Group Extra Phonics EAL group		Year 2 Wave 3 15 mins 1 15 mins 2 EAL group Starting tracks Tracks First Class in Number PArt 1 First Class at Number PArt 2 Speech and Language Food group	Year 6 After School 1:1 PP Reasoning group - Maths BRP Tracks Spelling Tracks Reading			
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				£350,110				