



Pupil Premium Strategy Statement

Finedon Infant School and Finedon Mulso CE Junior School (EYFS, KS1 and KS2)



1. Summary information					
School	Finedon Infant School (FIS) and Finedon Mulso C of E Junior School (FMJS)				
Academic Year	2018/19	Total PP budget for FIS	£24,310	Date of most recent PP Review both schools	Feb 18
		Total PP budget for FMJS	£72,710		
Total number of pupils FIS	132	Number of pupils eligible for PP FIS	12	Date for next PP Strategy Review	Feb 19
Total number of pupils FMJS	171	Number of pupils eligible for PP FMJS	51		
2. Current attainment (summer 2018)					
EYFS		<i>Pupils eligible for PP FIS 2017/18</i>	<i>Pupils eligible for PP (national average) 2016/17</i>	<i>Pupils not eligible for PP FIS 2017/18</i>	
% reaching at least expected standard in reading		100%	80%	76%	
% reaching at least expected standard in writing		100%	76%	71%	
% reaching at least expected standard in number		100%	81%	79%	
% reaching at least expected standard in speaking		100%	87%	79%	
% reaching GLD		100%	67%	69%	
KS1		<i>Pupils eligible for PP FIS 2017/18</i>	<i>Pupils eligible for PP (national average) 2016/17</i>	<i>Pupils not eligible for PP FIS 2017/18</i>	
% reaching at least expected standard in reading		67%	76%	83%	
% reaching at least expected standard in writing		58%	68%	66%	

% reaching at least expected standard in maths	50%	75%	83%
KS2	<i>Pupils eligible for PP FMJS 2017/18</i>	<i>Pupils eligible for PP (national average) 2016/17</i>	<i>Pupils not eligible for PP FMJS 2017/18</i>
% reaching the expected standard or above in reading, writing & maths	45%	67%	75%
% reaching the expected standard in EGPS	69%	82%	88%
% making at least expected standard in reading	59%	77%	83%
% making at least expected standard in writing	77%	81%	
% making at least expected standard in maths	59%	80%	79%

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

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

A.	Poor oral language skills, leading to limited ability to comprehend, express, describe, explain and reason. This impacts on reading, writing and maths potential.
B.	Lack of opportunities to read at home impacts on reading fluency and comprehension skills which in turn limits vocabulary choices when responding to written comprehension questions for reading and writing.
C.	Children demonstrate an underdeveloped ability to apply a persistent and determined learning attitude leading to fewer PP children making accelerated progress. Not enough children assessed as or targeted to exceed year group expectations.
D.	Lack of ability to transfer phonic and morphologic knowledge to spelling.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Low aspirations and exposure to life experiences. Limited parental engagement due to own school experiences, leading to low attendance at clubs because parents don't understand the value.
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F.	Parents view and value of the importance of school is poor, leading to low attendance of PP pupils across the schools.
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4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	An improvement in oral language skills will lead to an improvement in PP children's reading, writing and maths results therefore rapidly closing the gap with their peers (across all year groups).	The % children working at expected in reading, writing and maths will increase compared to the previous year and be in line or better than national. The % of children exceeding expectation in reading, writing and maths will increase and be in line or better than national.
B.	In KS1 PP children's reading results will rapidly close the gap with their peers. In KS2 PP children's reading outcomes will rapidly improve so that they close the gap with their peers.	100% of Year 1 PP children will pass the phonics screening. 100% of year 2 PP children in 2017/18 retaking phonics test will pass. The gap in achievement in reading and phonics (Year 1) is significantly narrowed. In KS2 % of PP children meeting end of year expectations in reading will be in line with or better than their peers across all year groups. The number of PP children reading at home on a regular basis will improve across both schools.
C.	PP make at least good progress from their starting points in reading, writing and maths.	The % of PP pupils in FS, KS and KS2 meeting the expected standard at least matches the prior attainment percentage in all year groups.
D.	Successful strategies in early identification of children who demonstrate potential for work at a greater depth. Greater opportunities for challenge provided. Successful strategies employed to develop persistent learning attitudes that support pupils to meet the requirement of greater depth.	The number of PP pupils exceeding expectations will increase in all year groups in all subjects. The number of PP meeting expected expectation will increase in all year groups in all subjects.
E.	Provide opportunities for a range of extra-curricular experiences. Provide parents with opportunity and support to engage in children's learning.	Wellbeing scores equal to peers. Uptake of clubs and experiences equal to peers. A greater number of PP parents will attend learning and information sessions within school compared to the previous year.
F.	Improved attendance of PP pupils across the school. Individual pupils and families are targeted. Improved communication between school and parents. Clear and consistent monitoring systems for authorising absence.	Attendance of PP children will be in line with or better than peers in all year groups. Attendance for PP children will improve from the previous year. Attendance of PP will be in line with national average.

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 and 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 will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The % children working at age related expectations in reading, writing and maths will increase compared to the previous year and be in line or better than national (FS,yr2, yr6) The % of children exceeding expectation in reading, writing and maths will increase and be in line or better than national (FS,yr2, yr6).	Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning. In KS2, children in years 5 and 6 will be taught in single year groups.	Attainment and progress data in 2 (2017/18) suggests that this is a successful strategy. Monitoring (learning walks, book trawls) demonstrated good impact. Two PP children moved from emerging to expected in reading and writing year 2 from FS result. One child moved from emerging to expected in maths. Test scores (e.g. SATS) in year 2 showed that children with low prior attainment made good progress (differences are diminishing). The tests demonstrated that although some children with low prior attainment had not met the expected standard, their calculation skills and understanding of place value are significantly improved. One of eight PP children did not pass the Year 1 phonics screen test. These results show that with further targeting 100% of PP children can pass the year 1 phonics screening test.	Regular, robust and ongoing assessment. Children should be meeting the next steps. This should be evident in books and test scores through the year. Post lesson assessment grids will be introduced to identify gaps. There will be a focus on monitoring PP groups.	FP/LS	Termly
B. 100% of Year 1 PP children will pass the phonics screening. 100% of year 2 PP children in 2018/19 retaking phonics test will pass.	Year 1 and 2 classes split into morning groups. KS2 Years 5 and 6 taught in single year groups.	An internal investigation into the amount of reading at home identified that the majority of PP children are not reading regularly at home. Research based evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	Parent and pupil voice surveys based around understanding of strategies, value and attitude will identify a positive change in reading attitudes. Rewards monitoring will show an increase in the number of rewards PP children are achieving.	FP/LS/CB	Termly

<p>100% of Year 2 PP pupils will meet the expected standard in reading.</p> <p>In KS2 the number of PP children meeting end of year expectations in reading will be in line with or better than their peers across all year groups.</p> <p>The number of PP children reading at home on a regular basis will increase across both schools.</p>	<p>Develop a clear strategy for reading based on reading skills.</p> <p>Develop an enjoyment/pleasure for reading culture where children demonstrate an enthusiasm and positive attitude towards reading.</p> <p>Promote reading activities through competitions and events e.g. author of the month and reading books stickers and rewards.</p> <p>Further improve opportunities for parents to engage in reading within school.</p> <p>Targeted Interventions Switch On Beanstalk</p>	<p>In 2017/18, a reward system was trialled in KS1 and KS2. This identified that children's home reading frequency had improved. A pupil voice survey suggested that children are motivated by the element of competition. Moss (2000)</p> <p>The Guardian outlines teacher's top tips for encouraging pupils to read more. Some strategies from this article will be implemented to encourage a reading for pleasure culture.</p> <p>https://www.theguardian.com/teacher-network/teacher-blog/2014/jun/03/how-to-encourage-students-read-for-pleasure-teacher-top-tips</p> <p>The book club also suggest that competitions and promotion of reading increases pleasure and frequency of reading.</p> <p>https://www.booktrust.org.uk/news-and-features/features/2017/october/teacher-top-tips-how-to-get-every-child-reading-for-pleasure/</p> <p>Previous year demonstrated success of these interventions (see review below in previous year review section)</p>	<p>Reading record monitoring will show that PP pupils are reading as much as non PP pupils over a weekly average. PP children should be expected to read at least 3x weekly.</p> <p>Reading progress monitoring (tests) will improve over the year.</p> <p>Surveys will show that PP children will be able to articulate the importance of reading upon their own personal success.</p> <p>There will be an increase in the value that parents place on reading.</p> <p>Improved communication with parents identified through parent survey.</p> <p>Interventions will be monitored for their success using pupil attitude (and reading behaviours) surveys as well using quantitative measures such as the number of steps achieved.</p>		
<p>C.The % of PP pupils in FS, KS1 and KS2 meeting the expected standard at least matches the</p>	<p>Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p>	<p>Data in KS1 where children have been spilt into single year groups for reading, writing and maths, shows that more children with low prior attainment are meeting the expected standard (see above A).</p>	<p>Learning conversations between teachers and PP leads.</p>	<p>FP/LS All teachers</p>	<p>Termly</p>

prior attainment percentage in all year groups in reading, writing and maths.	Year 5 and 6 are taught in single year groups. Twenty day challenge	The 'Twenty Day Challenge' will enable teachers to become conscious of their interactions, behaviours and management of a small number of PP pupils. These pupils will be a focus for teachers for 20 days (4 weeks). Clear understanding of barriers will be identified. Appropriate small steps and actions will be identified. Teachers will understand pupils better and therefore have a greater impact on their attainment.	Monitoring of impact on key skills after 20 days. Have targets been achieved? What has changed?		
Total budgeted cost					FIS £15,820 FMJS £42,192

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?
D. The number of PP pupils exceeding expectations will increase in all year groups in all subjects.	To investigate assessments that will identify potential for high achievement – such as Laevers Welbeing Scales. Target pupils who are identified as able to exceed. Targeted support through teacher planned intervention. After/before school reading interventions identified through Pupil Premium meetings to be implemented and evaluated termly.	To use a screening measure that does not score children on current attainment levels, but instead measures potential ability. https://www.newschoolsnetwork.org/sites/default/files/The%20impact%20of%20small%20class%20sizes.pdf Impact from previous year demonstrated that pupil's progress is accelerating. https://suerobinson2.wordpress.com/pupil-premium-research-report/ Research suggests that LSAs that are skilled and deployed effectively do impact on learning (Russell, Webster and Blatchford, 2010)	Assessment will be robust and monitoring will take place termly through PP meetings. Provision maps will identify children needing additional support/intervention. Intervention will continue to be RAG rated. The strategy will be disseminated and embedded across school. Teachers planning and TA feedback. Greater opportunities will be provided for pupils who have exceeded or have the potential to exceed for example taking exceeding pupils into the community. An example would be to take them to the Puffin Book warehouse in Rushden, using reading champions and mentoring.	FP/LS	Termly

	<p>Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p> <p>Targeted Interventions Switch On Beanstalk</p>	<p>Previous year demonstrated success of these interventions (see review)</p>	<p>A programme will be developed after completing a pupil survey.</p> <p>Interventions will be monitored for their success using pupil attitude (and reading behaviours) surveys as well using quantitative measures such as the number of steps achieved.</p>		
Total budgeted cost					<p>FIS £3919 FMJS £5400</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>E. Attendance of PP children will be in line with or better than peers in all year groups. Attendance for PP children will improve from the previous year. Attendance of PP will be in line with national average.</p>	<p>Use of PSA to target vulnerable children and families.</p>	<p>Previous years have demonstrated the significant impact of PSA involvement, particularly in attendance.</p>	<p>Frequency of monitoring of attendance and PSA's involvement with families will take place.</p> <p>Monthly reports on interaction and progress with families should be submitted by PSA.</p> <p>Attendance to be questioned at 95% (a proactive approach) before it drops further.</p> <p>Clarity of authorisation of absence – patterns should be spotted for</p>	<p>FP/LS</p>	<p>FIS £10,370 FMJS £13800</p>

			example repeated illness. Measures will be put in place where patterns are identified.		
F. Wellbeing scores equal to peers. Uptake of clubs and experiences equal to peers. A greater number of PP parents will attend learning and information sessions within school compared to the previous year.	School £100 voucher Offer a wider range of clubs and target PP children Revision books	Last year, parents and children were targeted directly by the PP lead. Children were asked which club that they would like to join. Letters were handed to parents and signed immediately. This increased the number of pupils attending sports clubs. Specific clubs that targeted PP children were a success. Fewer PP parents attend learning sessions. Parents will be targeted by teachers directly on the playground and asked to sign up. Letters for sessions will be sent to parents with additional information.	Registers will be taken of uptake. Uptake of clubs will be equal to or greater than peers. All teachers will target PP children in their class. Good communication with premier Sport regarding signing up pupils. Working alongside Premier to organise the signing up of pupils.	FP/LS	Termly FIS Vouchers £2400 FMJS Vouchers £6000 Cool Milk £150 Revision Books £600
Total budgeted cost					FIS£2400 FMJS £6750

Review of expenditure				
Previous Academic Year 2017/18				
i. 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

<p>A. The % children working at expected in reading, writing and maths will increase compared to the previous year and be in line or better than national.</p>	<p>Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p>	<p>School: School data for number of PP children achieving or exceeding the expected standard from their starting points.</p> <table border="1" data-bbox="672 295 1288 526"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>EYFS (3)</td> <td>-</td> <td>100%</td> <td>-</td> <td>100%</td> <td>-</td> <td>100%</td> </tr> <tr> <td>Year 2 (12)</td> <td>50%</td> <td>67%</td> <td>42%</td> <td>58%</td> <td>50%</td> <td>50%</td> </tr> <tr> <th></th> <th>KS1</th> <th>17/18</th> <th>KS1</th> <th>17/18</th> <th>KS1</th> <th>17/18</th> </tr> <tr> <td>Year 6 (22)</td> <td>82%</td> <td>70%</td> <td>59%</td> <td>60%</td> <td>59%</td> <td>40%</td> </tr> </tbody> </table> <p>** Based on Exp being 2b+ at the end of KS1 for Year 6 data.</p> <p>National: National data for PP pupils for year 18/19 achieving or exceeding the expected standard from starting points. To be added when released</p> <table border="1" data-bbox="672 742 1326 970"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>KS1</th> <th></th> <th>KS1</th> <th></th> <th>KS1</th> <th></th> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Reading		Writing		Maths		FS	17/18	FS	17/18	FS	17/18	EYFS (3)	-	100%	-	100%	-	100%	Year 2 (12)	50%	67%	42%	58%	50%	50%		KS1	17/18	KS1	17/18	KS1	17/18	Year 6 (22)	82%	70%	59%	60%	59%	40%		Reading		Writing		Maths		FS	17/18	FS	17/18	FS	17/18	EYFS							Year 2								KS1		KS1		KS1		Year 6							<p>Finedon Infant School</p> <p>This approach demonstrates success for FIS (17% of pupil converting from emerging to expected in reading and 16% in writing). Teaching practice and interventions when targeting PP children needs to continue to be refined and embedded so that more pupils with low starting points (achieving emerging in FS) can convert to expected by the end of year 2. In addition, the number of PP children exceeding the expected standard, must be increased.</p> <p>Children with multiple vulnerabilities must be carefully targeted to ensure that accelerated progress in made.</p> <p>FMJS</p> <p>This approach was not used in KS2. Therefore, in year 18/19, Year 5 and 6 will adopt this approach and be taught in single year groups.</p> <p>Whole School: Specific and concise monitoring should take place regarding vocabulary development. Consistent and affective ways to introduce and apply new vocabulary should be developed.</p>	<p>Infant:21,093 Junior:44,698</p>
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<p>A.The % of children exceeding expectation in reading, writing and maths will increase and be in line or better than national.</p>	<p>Use of targeted support through clear and concise provision mapping, planning and assessment.</p> <p>Pupils in Y1 and Y2 are taught Maths and English in single year group</p>	<p>School: School data for number of PP children exceeding the expected standard the end of each Key Stage compared to their FS result.</p> <table border="1" data-bbox="672 1157 1326 1396"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>FS (3)</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Year 2 (12)</td> <td>8%</td> <td>0%</td> <td>8%</td> <td>0%</td> <td>8%</td> <td>8%</td> </tr> <tr> <th></th> <th>Ks1</th> <th>17/18</th> <th>KS1</th> <th>17/18</th> <th>KS1</th> <th>17/18</th> </tr> <tr> <td>Year 6 (22)</td> <td>18%</td> <td>9%</td> <td>5%</td> <td>0%</td> <td>23%</td> <td>0%</td> </tr> </tbody> </table>		Reading		Writing		Maths		FS	17/18	FS	17/18	FS	17/18	FS (3)	0%	33%	0%	33%	0%	33%	Year 2 (12)	8%	0%	8%	0%	8%	8%		Ks1	17/18	KS1	17/18	KS1	17/18	Year 6 (22)	18%	9%	5%	0%	23%	0%	<p>Interventions taking place to ensure that PP pupils continue to exceed was not effective enough. The focus on intervention was for pupils who needed to meet the expected standard. As a school, we need to ensure that higher achieving pupils and pupils with the potential to exceed are targeted.</p> <p>Teaching arrangements in KS2 were not effective enough in accelerating progress for pupils because</p>	<p>SEE above for A.</p>																																									
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	<p>classes, every morning.</p> <p>Additional teachers employed in KS2 to target learning needs of PP.</p>	<p>National: National data for PP pupils for year 18/19 achieving or exceeding the expected standard from starting points. To be added when released</p> <table border="1" data-bbox="667 316 1328 547"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Reading		Writing		Maths			FS	17/18	FS	17/18	FS	17/18	EYFS							Year 2							Year 6	KS1	17/18	KS1	17/18	KS1	17/18								<p>teaching was not sufficiently well targeted to their needs. The multiple teacher arrangements meant that teachers were not held to account.</p> <p>Next year, greater opportunities will be provided for pupils who have exceeded or who have the potential to exceed for example taking them into the community. A specific example may be to take the children to the Puffin Book warehouse in Rushden, using reading champions and mentoring. A programme will be developed after completing a pupil survey.</p>	
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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>B.100% of year 2 PP children retaking phonics test will pass. 100 % of Year 1 PP children that pass will increase.</p> <p>The gap in achievement in reading and phonics (Year 1 and 2) is significantly narrowed.</p>	<p>Targeted support through more effective teacher planned intervention and after school reading.</p> <p>Interventions identified in Pupil Premium meetings to be implemented and evaluated termly. Discussions with parents take place regularly.</p> <p>Beanstalk</p>	<p>Four Year 2 pupils did not pass the Year 1 phonics test when it was taken in June 17. Three of these pupils were PP. 2 of 3 PP pupils passed by the end of Year 2. The one pupil that did not pass, has additional SEND needs. The non PP child also passed.</p> <p>Year 1</p> <table border="1"> <thead> <tr> <th></th> <th>PP % pass</th> </tr> </thead> <tbody> <tr> <td>Year 1 16/17</td> <td>100%</td> </tr> <tr> <td>Year 1 17/18</td> <td>83%</td> </tr> </tbody> </table> <p>The one pupil that did not pass the Year 1 phonic screening test has been identified as having epilepsy.</p> <p>Beanstalk: 2X Year 2 pupils 1x year 1 (all boys) Three children completed Beanstalk in the year 17/18. Analysis of home school reading diaries showed that children were able to read twice each. None of the children were reading at home with their family throughout the year. Therefore, this provided a key opportunity for the children to engage in extended reading. The child in year 1 achieved exp at the end of year R and exp at the end of year 1 therefore maintaining his attainment. One year 2 pupil</p>		PP % pass	Year 1 16/17	100%	Year 1 17/18	83%	<p>Children with multiple vulnerabilities must be carefully targeted to ensure that accelerated progress in made.</p> <p>Beanstalk: School have decided to continue with this reading intervention in the year 18/19. We will ensure that pupils without multiple vulnerabilities are chosen for this intervention. To measure the success of this intervention next year, we will complete an enjoyment, attitudes and reading frequency scale before and after the intervention.</p>	<p>Infant: 3,100 Junior:14,200</p>
	PP % pass									
Year 1 16/17	100%									
Year 1 17/18	83%									

	Switch On Reading	<p>moved from emerging to expected. One year Two pupil achieved emerging at the end of Year R and did not meet the expected standard by the end of year 2, however, this pupil is working towards having a place on the SEND register.</p> <p>Switch On Reading: Of the 12 PP pupils across KS1 that completed Switch on Reading, 8 pupils increased their Switch On reading level by 10 colours.</p>	<p>Switch On Reading - FIS: This intervention is deemed a success and will be continued.</p>																																																																
B.In KS2 the % of PP children meeting end of year expectations in reading will be in line with or better than their peers across all year groups.	<p>Targeted support through more effective use of teacher planned intervention and before school reading.</p> <p>Interventions identified in Pupil Progress meetings to be implemented and evaluated termly. Discussions with parents take place regularly.</p>	<p>School: School data for number of PP children achieving or exceeding the expected standard.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> </tr> </thead> <tbody> <tr> <td>FMJS</td> <td>PP (22)</td> <td>Non PP (23)</td> </tr> <tr> <td>Year 6</td> <td>59</td> <td>83</td> </tr> </tbody> </table>		Reading		FMJS	PP (22)	Non PP (23)	Year 6	59	83	<p>Teaching arrangements in KS2 were not effective enough in accelerating progress for pupils because teaching was not sufficiently well targeted to their needs. The multiple teacher arrangements meant that teachers were not held to account.</p> <p>Teachers need to ensure that they are tracking pupils progress where they are sending the child to an intervention. Teachers and support staff should understand the responsibility that they have to assess pupils before an intervention takes place and once it is complete so that impact of the intervention has been measured and success identified. Further support with take place regarding SMART and measurable targets. Teachers must enter into dialogue with parents on a regular basis to encourage parental support with targets at home.</p>	See above																																																						
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C.The number of PP pupils meeting and exceeding expectations will increase in all year groups and in all subjects.	To investigate assessments that will identify potential for high achievement – such as Laevers Welbeing Scales.	<p>School: Number of PP children meeting ARE</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td>FIS</td> <td>FS</td> <td>17/18</td> <td>FS</td> <td>17/18</td> <td>FS</td> <td>17/18</td> </tr> <tr> <td>FS</td> <td>-%</td> <td>100%</td> <td>-%</td> <td>100%</td> <td>-%</td> <td>100%</td> </tr> <tr> <td>Year 1</td> <td>73%</td> <td>75%</td> <td>65%</td> <td>50%</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>Year 2</td> <td>50%</td> <td>67%</td> <td>42%</td> <td>58%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>FMJS</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> </tr> <tr> <td>Year 3</td> <td>100</td> <td>86</td> <td>100</td> <td>71</td> <td>83</td> <td>57</td> </tr> <tr> <td>Year 4</td> <td>64</td> <td>50</td> <td>43</td> <td>38</td> <td>50</td> <td>44</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>57%</td> <td>57%</td> <td>50%</td> <td>64%</td> <td>50%</td> </tr> </tbody> </table>		Reading		Writing		Maths		FIS	FS	17/18	FS	17/18	FS	17/18	FS	-%	100%	-%	100%	-%	100%	Year 1	73%	75%	65%	50%	78%	75%	Year 2	50%	67%	42%	58%	50%	50%	FMJS	KS1	17/18	KS1	17/18	KS1	17/18	Year 3	100	86	100	71	83	57	Year 4	64	50	43	38	50	44	Year 5	71%	57%	57%	50%	64%	50%	<p>See above</p> <p>There has been a dip between the number of Year 1 pupils that achieved expected at the end of year 1, compared to the number that achieved the expected standard at FS, particularly in writing. It is essential that year 1 teachers target PP in class and provide the necessary intervention. Teachers do not always review progress with the TA regularly enough. Afternoon</p>	See B
	Reading		Writing		Maths																																																														
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	<p>Target pupils who are identified as able to exceed.</p> <p>Targeted support through teacher planned intervention.</p> <p>Early identification of need.</p> <p>After/before school reading interventions identified through Pupil Premium meetings to be implemented and evaluated termly.</p> <p>Pupils in Y1 and Y2 are taught Maths and English in single year group classes, every morning.</p> <p>LSA training support (Mary Tulley)</p>	<table border="1" data-bbox="674 172 1283 204"> <tr> <td>Year 6</td> <td>85</td> <td>59</td> <td>65</td> <td>77</td> <td>80</td> <td>59</td> </tr> </table> <p>*** KS2 results based on pupils achieving 2b+ at the end of KS1</p> <p>School: Number of PP exceeding ARE compared to</p> <table border="1" data-bbox="674 331 1283 719"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> <th>FS</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>EYFS (3)</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Year 1 (8)</td> <td>13%</td> <td>13%</td> <td>0%</td> <td>13%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 2 (12)</td> <td>8%</td> <td>0%</td> <td>8%</td> <td>0%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>FMJS</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> <td>KS1</td> <td>17/18</td> </tr> <tr> <td>Year 3</td> <td>43%</td> <td>28%</td> <td>14%</td> <td>14%</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>Year 4</td> <td></td> <td>6?</td> <td>?</td> <td>0</td> <td>?</td> <td>6</td> </tr> <tr> <td>Year 5</td> <td>29%</td> <td>0%</td> <td>14%</td> <td>0%</td> <td>29%</td> <td>7%</td> </tr> <tr> <td>Year 6</td> <td>18%</td> <td>9%</td> <td>5%</td> <td>0%</td> <td>23%</td> <td>0%</td> </tr> </tbody> </table> <p>their starting points.</p>	Year 6	85	59	65	77	80	59		Reading		Writing		Maths		FS	17/18	FS	17/18	FS	17/18	EYFS (3)	0%	33%	0%	33%	0%	33%	Year 1 (8)	13%	13%	0%	13%	0%	0%	Year 2 (12)	8%	0%	8%	0%	8%	8%	FMJS	KS1	17/18	KS1	17/18	KS1	17/18	Year 3	43%	28%	14%	14%	28%	28%	Year 4		6?	?	0	?	6	Year 5	29%	0%	14%	0%	29%	7%	Year 6	18%	9%	5%	0%	23%	0%	<p>teachers must ensure that dialogue occurs with morning teachers to ensure that the necessary intervention is in place.</p> <p>Before and after school interventions (led by TAs) must be monitored frequently by teachers to see how children are progressing.</p> <p>Exceeding or pupils that have the potential to exceed, must be provided greater opportunities to develop their motivation and drive to succeed. Examples include clubs (reading, chess, science, ICT, Minecraft), spelling competitions and mentoring.</p> <p>Teacher expectations of PP pupils that can succeed should be increased.</p>	
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<p>D. The % of PP children assessed as at least expected in writing and SPAG will be in line with national by the end of the year.</p>	<p>No nonsense Spelling Scheme for KS 2 to target spelling. Use of spelling assessments to identify gaps and target children.</p>	<p>SPAG PP 69% Na ... Writing PP 77% Na ...</p>		<p>See B</p>																																																																												

	Children given additional targeted spelling support.			
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
B. The number of PP children reading at home on a regular basis will increase.	<p>Promote reading activities through competition and promotion of reading e.g. author of the month and reading books stickers and rewards.</p> <p>Develop an enjoyment of reading and reading culture across both schools.</p> <p>Pupil voice will indicate interests and books will be purchased to meet demand.</p> <p>Improved communication with parents.</p> <p>Opportunities for parents to engage</p>	<p>A range of reading initiatives were introduced including KS2 pupils receiving snitches and rewards for the number of books read. Pupil voice completed with PP children shows that pupils in KS2 enjoyed reading. PP pupils interviewed explained that they enjoyed reading and were enthused by the new reward system. However, monitoring to identify the increase in PP reading was not robust enough across all classes.</p> <p>In KS1, the number of PP pupils changing their reading books increased, however this did not make a significant impact on reading attainment or progress. In addition, PP children who read to parents before the reading reward system was introduced, continued to read and increased the number of books they were reading. However, pupils that did not read regularly at home, continued to read fewer books than non-PP pupils.</p> <p>At both FIS and FMJS, morning and after school reading was provided for PP children to attend.</p>	<p>Improved monitoring of home reading by all staff so that a consistent approach is utilised.</p> <p>Implement a secure reading strategy that is understood by all staff. This strategy will impact different areas of school life and its stake holders (parents, staff, pupils). Clear systems will be embedded.</p> <p>Improved monitoring and accountability must take place to identify the impact of before and after school reading.</p>	See B above

	in reading within school.		Attendance registers should also take place. Teachers must follow up with parents when children do not attend.	
E.Uptake of clubs and experiences equal to or greater than peers.	School £100 voucher Offer a wider range of clubs and target PP children Revision books	FIS PP pupils were targeted to ensure that pupils engaged in extracurricular activities. Parents were given letters in advance and the PP lead approached children and parents directly and supported to get children signed up to the club as soon as possible. This strategy was effective. A cooking club was introduced (led by Ms Pickering after school), and every Pupil Premium child signed up and took part in this club over the year. 100% of PP pupils took part in after school gardening club for one term. In addition, the parents and children were targeted to enrol on one of the sports clubs (provided after school by Premier Sport) throughout the year. At the end of the year 16/17, 22% of PP children had taken part in a sports club delivered by Premier Sport over the year. At the end of the year 17/18, 100% of PP children had taken part in at least one sports club delivered by Premier Sport after school. FMJS Cooking club was led by Amelia Tollady and PP children were targeted.	Direct targeting of parents was an effective strategy to encourage PP pupils to complete clubs. We will continue to develop the variety of clubs we offer as well as target parents and pupils directly.	Infant: £12,070 Junior: £20,430
F. Attendance of PP children will be in line with or better than peers in all year groups. Attendance for PP children will not fall below 93%.	Use of PSA to target vulnerable children and families. Cool Milk Vodafone	Attendance data 17/18	There will be a much closer scrutiny and monitoring of the staff involvement with PP children to ensure that systems used are effective. In some year groups, there are specific PP pupils who are persistently absent that have had a significant impact on attendance figures.	See E

			PP	Non PP	All			
		Rec	92.50%	95.40%	95.20%			
		Yr1	95.00%	96.10%	95.70%			
		Yr2	92.30%	96.00%	95.40%			
		Yr3	87.30%	96.70%	95.30%			
		Yr4	92.80%	96.40%	95.10%			
		Yr5	95.20%	96.70%	96.20%			
		Yr 6	94.00%	97.60%	96.00%			
		Infants	93.90%	95.80%	95.40%			
		Juniors	93.30%	96.80%	95.70%			
		Attendance for PP FIS and FMJS remained just above 93%						

6. Additional detail