

Summary information					
School	Staincliffe CE Junior School				
Academic Year	2017-2018	Total PP budget	£138,600 <i>Financial year</i>		
Total number of pupils	342	Number of pupils eligible for PP	112		

1. Planned expenditure 2017-2018 Reviewed and evaluated July 2018							
Quality of teaching for all- Overall monitoring of data by Head and Deputy Termly							
Desired outcome	Chosen action / approach	Evidence and rationale ?	Staff lead	How will you ensure it is implemented well?	Milestones Review	Review Jan 2018	Review July 2018
Improved progress in reading by the end of the year so that the gap is narrowed.	<ol style="list-style-type: none"> Staff training on developing vocabulary and comprehension skills Embed recent Guided Reading changes to increase effectiveness of teaching of guided reading Staff Training on Power of Reading 	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF suggest vocabulary is a difficulty to be addressed for EAL learners. SATs analysis show vocabulary is an area of weakness Training 25/9/17 Training 17/11/17 PoR lead training Aut 17	Head EH Dep JB Head- JB 3.Lit Lead JP 4.Reading Lead BJ	Use quality trainers Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning. Embed changes in Reading policy. Support staff with time in INSET/ staff meetings to discuss and plan changes. Encourage collaborative / peer work	Monitor progress 1.Learning walks Spring & Summer Book scrutiny 2. Year leaders monitor 1/2 termly <ul style="list-style-type: none"> DH/ Lit Leads Planing scrut Lesson obs Autumn EH/ DH Drop in Dec 17, Mar 18, Staff evaluation Feb 18/ July 18 Learning walk Lit consultant PL & HT 6.10. 17 3.Drop ins/ Planning/ book scrutiny Summer term'18	Writing book scrutiny completed 24 th Jan – notes in mod file Moderation of y6 – MLT written next steps for children. Impact of 'read alouds' noted and development of reading commented on in L.O.s in November Changes in y6 and y5 GR. More Sats style questions and more cold tasks which are then discussed – how to improve the answers. Vocabulary is developed through text- Changes to chosen texts or previous POR texts used but staff encouraged to look back at POR planning and add back in the oracy development. BJ - Staff refresher on drama/ oracy etc in staff meeting	Significant improvement in both Progress and attainment of PP pupils SATS 2017-18 PP = -1.56 Y6 Progress 2017=-3.4 Y6 progress 2018= -1.5 In year 3 – 3% more pupils met EYE than we expected. In year 4 – there has been a 41% increase in the number of children meeting personal targets compared to 26% non- PP children. Same gap between groups meeting their EYE targets whereas there was a gap previously. In year 5 4% more PP children met EYE and 8% more met their personal target than non PP. Impact increased by developing vocabulary in all lessons, especially guided reading lessons. Training highlighted 'think alouds' – these have developed vocabulary and strategy as teachers have modelled how they work out what is happening in a text, visualise it, work out new vocabulary meaning. More engagement in the PoR text used.

Improved progress in writing by the end of the year so that the gap is narrowed.	<ol style="list-style-type: none"> 1. Improve engagement Staff Training on Power of reading 2. Ensure good assessment knowledge-Writing monitoring & moderation to be embedded. 3. Writing will be a focus on Performance management 	Power of Reading has been acknowledged to support engagement in reading and promote high quality writing.	<ol style="list-style-type: none"> 1. Reading Lead BJ 2. Literacy Leads JP/BJ 	Use INSET days to deliver training. Peer observation of attendees', to embed learning. Support staff with time in INSET/ staff meetings to discuss and plan changes. Encourage collaborative / peer work Timetable whole school and year group moderation to be supported by writing moderators BJ & OT Monitor progress <ol style="list-style-type: none"> 1. Drop ins/ Planning/ book scrutiny by JB/ BJ/ JP 2. Termly moderation meetings 	<ol style="list-style-type: none"> 1. Feb 18 July 18 3. Feb 18 July 18 	As above OT and BJ moderators JP attended ks1 moderator session Y6 writing moderation sessions held in spring 1 Standards meetings – discussion of writing interventions with y3 and 4 as none happening. Y5 feeding back on dragon writing – intervention for 4 pupils.	<p>Progress 2017 SATs= -1.84 2018= -0.99</p> <p>2018 SATs Pupil Premium = -0.99</p> <p>PP and Non pp now broadly average</p> <p>Year 3 have a gap between the PP and non PP still. Year 4 – 6% more PP children met their personal target Year 5 – double the number of PP children met their Personal target than non PP, 9% more. 2 trained moderators in school developing staff's understanding of the development of writing. All staff supported year 6 moderation in staff meetings.</p>
Enrich pupils' cultural capital exposing to a wide range of social/cultural and sporting experiences.	Invite a range of visitors to school Enrichment days/ HA development	Educational visitors provide first hand experiences and increased engagement. Language, reading and writing will be enriched by greater life experience and a wide range of practical activities	Year Leaders Subject leads Maths Literacy Science	Review over all planning. Monitor spending Year leads to monitor value for money.	Review activities and learning outcomes from book scrutiny Pupil conversations See monitoring calendar		Successful Maths day and Science day. Many sporting activities Highway man visit, pirate visitor, circus. Children had a heightened understanding of the topic language and could use in their writing more confidently than if they hadn't had the experiences. The children produced more work than they did when they had the additional experiences. More PP children engaged in sports in school and attending extra-curricular activities.
Training / Monitoring- Management cover/ resources eg books					Total budgeted		
Targeted support-							
Desired outcome	Chosen action/approach	Evidence & rationale for this?	Staff lead	How will you ensure it is implemented well?	Review	Review Jan 2018	Data

Improved progress in all areas of learning	The employment of teaching assistants so every maths, writing and guided reading session. Teaching assistants have been trained externally and internally to deliver proven interventions such as 'Project X Code' and 'Better Reading' with disadvantaged children having been prioritised to receive these interventions.	Additional TA will enable greater focus on different starting points of different groups of learners, including those who are disadvantaged • Research demonstrates TAs well trained & used in a structured setting can make a positive impact on learning (EEF Making the best use of teaching assistants Spring 2015)	Class T	External training for key TAs Planning and preparation time TAs will receive Year Leader support to implement SENCO will ensure TA staff are completing relevant records to show progress. JP(LIT) & SL (Maths) will monitor intervention to ensure effective delivery Interventions will be monitored by SENCO & Lit Co	<ol style="list-style-type: none"> 1. October 2017 all interventions to be in place- AH/DH 2. Dec Monitor progress –CT/ SL/ JP 3. March Monitor progress –HT 4. Monitor progress July –CT/ SL/ JP 	Review meetings held with TAs to evaluate interventions and iron out any problems. Additional training given to TAs in their specific area of support – ie maths, reading or writing. Attended the whole school inset on reading development and sats style questions. Volunteers have attended the reading friends programme to support children in school. Meetings scheduled to support the TA in planning their interventions – what is expected and what progress is going to be made.	Meetings held with TAs to identify their development needs. Specific TAs trained in Project X – begun to feed their good practice to other staff. Average improvement of PP children attending project X code intervention is 1year 8 months improvement in reading in a term. Home school reading – 1:1 programme for parents to develop their skills in listening to families read – predominantly 1 child but hoping they will be able to develop others in the family too. Children made 4-9 months months prog over 9 weeks. Regular TA meetings developing their pre read skills, grammar development and maths basic skills.
Improved progress in reading by the end of the year so that the gap is narrowed.	Staff to be trained in effective small group interventions. Interventions delivered in school <ul style="list-style-type: none"> • Project X code- Y3 • 'Dragon Hunters' small group intervention Y4&5 	Focussed high quality interventions have been proved to facilitate accelerated learning. EEF. Project X code is an intervention recognised to achieve engagement and progress in reluctant readers.	DHT Lit Lead JP	CSAs attend high quality training in the intervention 'experts' created. Time to share& evaluate practice with yr leaders. Year leaders will ensure data is used to identify appropriate children. Progress monitored by- SENCo & Lit co half termly DHT termly Ensure relevant resources to aid delivery	Year leaders monitor 1/2 termly <ul style="list-style-type: none"> • October 2017 all interventions to be in place- AH/DH • Dec Monitor progress –CT/ SL/ JP • March Monitor progress –HT • Monitor progress July –CT/ SL/ JP 3.Drop ins/ Planning/ book scrutiny Summer term'18	Much training offered and dialogue between TA and teacher – weekly planning time is given to this now.	See no 1. Key TA identified to develop either maths or reading in year group.. Planning time given to TA with the teacher to identify the objectives to ensure secure knowledge & the correct pupil were being identified and supported. Monitoring & Provision maps showed good progress made in PX but comparatively little progress made in DH group- decision not to do D. Hunters next year

	1:1 reading- TA	1:1 reading although high cost is high impact is high - Sutton trust. Also chance to raise engagement and aspiration	Year Leaders	Clear SMART targets set. Data used to identify appropriate children. Year leader & class teacher to guide TA Record of progress through reading scheme kept	Monitored by Yr leader half termly Literacy Co Termly SLT October dropins SLT December / March/ July Standards meetings Spring		Progress data recorded shows accelerated progress through reading bands. Observed increased use of key vocabulary in dropins See reading data
	Phonics provision for early readers(particularly Y3/4- including staff training)	A good knowledge of phonics is a key skill to confident reading and spelling	Lit Lead JP	TA will be trained and confident in delivery. Liaison with infant feeder school if necessary.	Literacy coordinator will monitor progress and delivery half termly against smart targets/ expected progress. Clear record of progress will be kept of entry and exit data. Termly JP & CT(SENCO)		Phonics in year 3 – children were achieving on average 14% on a phonic phase text at the start of the intervention and 71% at the end of the interventions. A change in role for a TA meant that project X didn't always happen in year 4.
	Boosting groups for highly skilled teacher Y5/6 to accelerate progress	High quality teaching by highly trained staff has the greatest impact.	DHT –JB Y6 Lead- LP	Clear SMART targets set. Data used to identify appropriate children. Booster teacher planning will be targeted at appropriate skills and level to address need. Include on Performance ,management	Record of progress kept. Clear entry and exit data Groups will be cohesive and small no more than 8 1. Data / progress monitored by DHT half termly and Y6 leader Focus for Y6 standards meetings Half termly	Improvement in y6 writing and maths EXS and reading , writing and maths GDS Maths now GDS now 100% for PP children	UPS 3 teacher supporting the boosting in y6. Correct children targeted. Due to staff changes y5 had no boosting. Much improved performance in maths & literacy See sats data for PP chn Reading attaining national standard All pupils 66% PP 57 % NS
Improved confidence and self awareness	Assertive mentoring	'Learning to learn' approaches aim to help children think about their own learning more explicitly. This is usually by teaching children specific strategies to set goals, and monitor and evaluate their own academic development.	Y6 leader DH	CSAs attend training with SENCO & DH Time to share & evaluate practice with yr leaders. Year leaders will ensure data is used to identify appropriate children. Progress monitored by- SENCO & Year leader DHT termly Ensure relevant resources to aid delivery Appropriate time and place for meetings	Progress monitored by- SENCO & Year leader Reviews with class teacher / pupil / & data Half termly by Year lead or SENCO DH- Data		Staff in year 6 monitored progress. y6 support staff worked on developing their confidence and resilience during lessons. Not an intervention at an additional time. TAs worked 1:1 in class Mixed response further analysis will use again but with refined group- confidence

<p>Improve SATs attainment and progress for Y6 PP</p> <p>Children in Maths / reading & ...</p>	<p>Teacher to boost Maths /writing Y6 children – focus on progress of higher ability children</p>	<p>High quality teaching by highly trained staff has the greatest impact.</p>	<p>DHT –JB</p> <p>Y6 Lead-LP</p>	<p>Clear SMART targets set. Data used to identify appropriate children. Booster teacher planning will be targeted at appropriate skills and level to address need. Record of progress kept. Groups will be cohesive and small no more than 8</p>	<p>Record of progress kept. Clear entry and exit data Groups will be cohesive and small no more than 8</p> <p>Regular formal pupil tests</p> <p>1.Data / progress monitored by DHT half termly and Y6 leader</p>	<p>GDS reading 2017 pp 4.5% 2018 pp8.5%</p> <p>GDS writing 2016-17 – pupils 9% now 5.2%</p> <p>GDS maths 2017 4.5% now 7.8%</p>	<p>Sats HA in reading and maths both increase. GDS reading 2017 pp 4.5% 2018 pp 20%</p> <p>GDS Maths PP 2017 9% PP 2018 20%</p>
<p>Improved progress in writing for the end of the year so that the gap is narrowed.</p>	<p>1. 'Dragon Hunters' small group intervention</p>	<p>Focussed high quality interventions have been proved to facilitate accelerated learning. EEF. Dragon hunters is an intervention recognised to achieve engagement and progress in reluctant readers writers.</p>		<p>CSA Na Teachers attend high quality training in the intervention 'experts' created. Time to share& evaluate practice with yr leaders. Year leaders will ensure data is used to identify appropriate children.</p> <p>Ensure relevant resources to aid deliveryTracked by DH- no additional cost</p>	<p>Progress monitored by- DHT Dec/ March/ June</p>	<p>Didn't start until Jan 18. Dropped in – fed back and will continue to drop in. Purposeful writing and engagement is good. Will monitor the pupils development MG and MA</p>	<p>As the programme started at the end of January it is difficult to collect all evidence to suggest its success. High cost for a few children.</p> <p>This did not show accelerate progress in line with the cost of the programme- disappointing and will not be continued next year</p>
<p>Enrich pupils' cultural capital exposing to a wide range of social/cultural and sporting experiences.</p>	<p>1. Trips 2. CH support 3. PP children will receive greatly subsidised trips and extra curricular activities. 4.</p>	<p>Educational visits help contribute to children's learning and provide first hand experiences that enrich the school curriculum. Many of our disadvantaged children do not have the opportunity to visit museums/attra</p>		<p>Ensure correct information to parents.</p> <p>Office to ensure correct pupils targeted</p> <p>Ensure trips have appropriate educational outcomes</p>	<p>Progress monitored by- Work scrutiny and pupil / parent/ staff conversations as appropriate</p> <p>DHT Dec/ March/ June</p>	<p>All trips offered at reduced , if not free for PP Clubs offered to PP children first Breakfast club offered to PP children</p>	<p>Successful Maths day and Science day. Many sporting activities Highway man visit, pirate visitor, circus. Children had a heightened understanding of the topic language and could use in their writing more confidently than if the hadn't had the experiences. The children produced more work than they did when they had the additional experiences. More PP children engaged in sports in school and attending extra-curricular activities.</p>
Total budgeted cost					£90,910		

Other approaches-							
Desired outcome	Chosen action/approach	Evidence and rationale?	Staff lead	How will you ensure it is implemented well?	Reviewed		
Parents understand Year expectations and support child's reading & homework.	<ol style="list-style-type: none"> Regular meetings with parents HSLO employed to support literacy development of parents HSLO/ Learning mentor to work 1:1 with families to support reading 	<p>Parental involvement is consistently associated with pupils' success at school. EEF</p> <p>Changes in the curriculum mean expectations are high and homework/ reading needs to be effectively supported out of school.</p>	Yr Leads	<p>Discussion with support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure any extra provision and standard school processes work smoothly together. PP co will support targeting of families and work of learning mentor. Learning mentor will work to focussed outcomes</p>	<p>Autumn (Nov) Spring (March) Parents interviews</p> <p>Parent forum discussions</p> <p>Parent questionnaire Spring 2018</p>		<p>All parents invited to y4,5 and 6 meetings. Shared expectations of year groups – in terms of behaviour and learning. EYE shared and explained. Learning mentor started homework clubs for identified PP children. Identify PP families to complete HS liaison reading programme Pupils made average accelerated prog 6-9 months over 8- 10weeks</p> <p>Most parents attended parents evenings – more time given to discuss children's development needs.</p>
<p>Pupil wellbeing and readiness to learn improved, increase resilience.</p> <p>Attendance improved.</p>	<ol style="list-style-type: none"> Commissioned hours from nurse to support family health Wellbeing Lead appointed to develop mindfulness & resilience of all members and coordinate other staff involvement in school. Pupil voice A Breakfast club will be run- including homework club BIP Support for attendance & behaviour of key pupils 	<p>Our own evidence from previous years show up take is high. Supports attendance and parent confidence</p> <p>A strong lead to coordinate projects has a direct influence on success- last exercise focus year Silver Sports award achieved.</p>	Deputy JB & NS	<p>The views of stakeholder will be sought. Well being coordinator will ensure PP are over represented at any club receiving PP finance. Activities will be arranged and promoted by coordinator. Time will be given for Wellbeing coordinator to work with PHSE co to produce effective expectations and information to staff. Assertive mentoring course will be attended training. Meetings with SLT will be facilitated</p>	<p>Termly</p> <p>HT to meet with Nurses to review activities</p> <p>HT to ask for feedback from Parents and Staff</p> <p>Monitor data of those accessing</p> <p>Data from Nurses and Apso scrutinised February & March</p>		<p>Action –monitor PP children getting support from nurse. Attendance PP 95.08 and not PP 95.95 – above the national expectation (95%) Monitoring 34 PP cln 30% And 49 cln 21% of none PP (below 95%) BIP team supported children and worked with the PRU with certain individuals to maintain no exclusions. Silver mark sports award achieved again. Children feel healthier and have enjoyed the daily sessions using go noodle for their mental health, being active and developing calming strategies. Breakfast club was well attended with 89% consistently attending all year.</p>
Total budgeted cost					£41,300		