



## Montpelier Primary Pupil Premium Review 2018

### 1. Summary information

|  |                           |   |                |                     |                          |   |                   |
|--|---------------------------|---|----------------|---------------------|--------------------------|---|-------------------|
| <b>School</b>  | Montpelier Primary School |   |                |                     |                          |   |                   |
| <b>Academic Year</b>                                       | 2018 - 19                 | <b>Total PP budget</b>                  | FSM/<br>Ever 6 | Service<br>Families | Pupil<br>Premium<br>Plus | <b>Date of most recent PP Review</b>                  | September<br>2018 |
| <b>Total number of pupils</b>                              | 663                       | <b>Number of pupils eligible for PP</b> | 103            | 41                  | 8                        | <b>Date for next internal review of this strategy</b> | September<br>2019 |
| <b>Total number of pupils eligible for PP in EYFS 2018</b> |                           |   | 7              | 7                   | 0                        | <b>Total Pupil Premium Budget</b>                     | £144,825          |

### 1. Achievement Profile 2018

|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average in 2017)<br/>i.e. other pupils</i> |
|---|---|--|
| Year 1 - Phonics Screening Check:                         | 69% (9/13 )                                 | 84%  |
| Year 2 – Phonics Re-check:                                | 100% (13/13)                                | N/A  |
| <b>Key Stage 1: Attainment</b>                            |   |  |
| % achieving 'expected' in reading                         | 56% (5/9)                                   | 76%  |
| % achieving 'expected' in writing                         | 56% (5/9)                                   | 72%  |
| % achieving 'expected' in maths                           | 67% (6/9)                                   | 79%  |
| % achieving 'greater depth' in reading                    | 22% (2/9)                                   | 28%  |
| % achieving 'greater depth' in writing                    | 0% (0/9 )                                   | 18%  |
| % achieving 'greater depth' in maths                      | 33% ( 3/9)                                  | 23%  |
| % achieving 'greater depth' in reading, writing and maths | 0% ( 0/9)                                   | N/A  |
| <b>Key Stage 2: Attainment</b>                            |   |  |
| % achieving 'expected' in reading                         | 71% (10/14)                                 | 77%  |

|   |   |      |
|---|---|------|
| % achieving 'expected' in writing                         | 71% ( 10/14)  | 81%  |
| % achieving 'expected' in maths                           | 64% ( 9/14)   | 80%  |
| % achieving in reading, writing and maths                 | 50% (7/14)  | 67%  |
| % achieving in SPAG                                       | 57%(8/14)   | 82%  |
| % achieving 'greater depth' in reading                    | 29% ( 4/14)   | 29%  |
| % achieving 'greater depth' in writing                    | 7% ( 1/14)  | 21%  |
| % achieving 'greater depth' in maths                      | 14% ( 2/14)   | 27%  |
| % achieving 'greater depth' in reading, writing and maths | 7% ( 1/14)  | 11%  |
| % achieving 'greater depth' in SPAG                       | 21% (3/14)  | 36%  |
| <b>Key Stage 2: Progress</b>                              | National average Progress Scores 2017 Of Pupil Premium Pupils |      |
| % making progress in reading                              | -0.3  | 0.31 |
| % making progress in writing                              | 0.3   | 0.24 |
| % making progress in maths                                | -2.14   | 0.31 |

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

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

|           |  |
|-----------|--|
| <b>A.</b> | Oral language and literacy skills are a barrier for some pupil premium pupils  |
| <b>B.</b> | Some KS2 pupil premium pupils make slower progress compared to non - pupil premium due to a lack of opportunities to further their learning outside the school environment |
| <b>C.</b> | A number of pupil premium pupils and families have social, emotional and mental health issues due to instabilities at home and within the core family unit                 |

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

|          |  |
|----------|--|
| <b>D</b> | Some pupil premium families consistently arrive at school after registration is closed and miss teacher input or have persistent absenteeism       |
| <b>E</b> | Some pupil premium pupils have limited experiences beyond their home life and immediate community leading to a lack of aspiration for their future |
| <b>F</b> | Some pupil premium pupils have low levels of attainment on entry to school: 22% of pupil premium pupils are on the SEN register                    |

## 3. Desired outcomes *PP = Pupil Premium      NPP = Non-Pupil premium*

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
|-----------|---|---|
| <b>A.</b> | To improve oral language and literacy skills for PP pupils, particularly in Foundation and KS 1   | <ul style="list-style-type: none"> <li>• Pupils eligible for PP in Foundation make better than expected progress and outcomes are in line with national expectation for disadvantaged pupils</li> <li>• The majority of PP pupils achieve their phonic screening</li> <li>• Key Stage 1 outcomes for PP are in line with national expectations for disadvantaged pupils ( phonics, reading, writing and mathematics)</li> </ul>   |
| <b>B.</b> | For PP pupils to maintain at least the same standard of attainment at the end of the previous year and the previous key stage and for those that have 'fallen behind' to make accelerated progress and 'catch up' or exceed prior attainment standards        | <ul style="list-style-type: none"> <li>• Key Stage 2 progress outcomes for PP pupils improve from 2017 particularly in reading and mathematics.</li> <li>• The gap in the % of pupils achieving ARE compared to Non PP is narrowed so that outcomes are in line with the national expectation for PP</li> <li>• Pupils eligible for PP who are below ARE maintain the standard of attainment as the previous key stage</li> </ul> |
| <b>C.</b> | For pupils and families with identified social, emotional or mental health needs to be supported by school staff so that the needs are reduced or alleviated. This may involve a quick and rapid support from external agencies                               | <ul style="list-style-type: none"> <li>• Early identification of children's needs</li> <li>• ELSA teaching assistant monitoring shows improvements in emotional literacy</li> <li>• Behaviour and exclusion rates improve to show impact of pastoral care</li> <li>• Fewer crisis fuelled incidents recorded for those pupils on the school system</li> <li>• Gaps in ARE start to improve</li> </ul>                             |
| <b>D.</b> | For lateness and absenteeism to be at least in line with national averages  | <ul style="list-style-type: none"> <li>• Rates of attendance improves in line with national expectations</li> <li>• Lateness after registration is in line with national expectation</li> <li>• Rates of persistent attendance reduces</li> </ul>   |
| <b>E.</b> | For an Increased desire and motivation of PP pupils to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experience. They develop a positive mind set and positive attitudes towards learning | <ul style="list-style-type: none"> <li>• Attitudes towards learning improved</li> <li>• Pupils showing greater resilience</li> <li>• Pupil premium pupils are given a wider range of opportunities to discover personal successes</li> <li>• Improved attitudes to home learning</li> </ul>   |

#### 4. Planned expenditure

##### Academic year

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?<br><i>Evidence taken from the Educational Endowment Fund toolkit</i>  | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?  |
|--|---|---|---|---|---|
| To ensure pupil premium funding is spent effectively to improve the achievement of all PP pupils | Commission a review by an external provider of our pupil premium funding<br><br>Research lead thinking and attend suitable conferences describing best practice   | A pupil premium review looks at how your school is spending its pupil premium funding. The purpose of the review is to improve your school's pupil premium strategy, so that you spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils.<br><br>Despite many strategies and resources, closing the gap between pupil premium and non- pupil premium, continues to be a challenge for all schools  | <ul style="list-style-type: none"> <li>By undertaking a PP review , we will be able to consider the value of new approaches or how to improve current provision for PP pupils</li> <li>By continuing to read and reflect current thinking and ideas; we will have a better understanding of the barriers to achievement and how we break these down to help PP children to succeed.</li> </ul>  | SH<br>TS<br><br>TS  | December 2018<br>Cost £2000<br><br>March 2019<br>Cost £500  |
| Improve oral language/ literacy skills for pupils in Foundation and KS1                          | Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.<br><br>Develop, agree and establish a consistent, progressive daily phonics programme, in line with KS1 expectations, with the support of the Literacy Leader<br><br>Implementation of the oracy research project in Year 1/2 | There has been a two year trend on improving outcomes for FSM achieving GLD. These outcomes need to be sustained.<br><br><i>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</i><br><br><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i><br><br><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i> | <ul style="list-style-type: none"> <li>Detailed analysis of the Foundation baseline.</li> <li>Termly tracking ensures that the % of pupil premium children are making good progress towards understanding</li> <li>GLD outcomes for Pupil Premium Pupils will be in line with national expectations and the performance of all other groups</li> <li>Outcomes at the end of the year show that disadvantaged pupils in Year 1 achieve the phonic standard is in line with national expectation and have made better than expected progress</li> <li>English Co-ordinator and Yr 1/2 unit leaders to monitor implementation and impact. English co-ordinator to lead appropriate training for all</li> </ul> | FS, and Teaching and Learning Leads<br><br>Deputy Head<br>Year 1 unit lead<br><br>Foundation lead and Deputy Head<br><br>Year 1 unit lead<br><br>English Co-ordinator | November 2018<br>£150<br><br>Termly analysis<br>£450<br><br>Termly analysis<br>£450<br><br>£500 ongoing |

|  |   |   |   |                                      |  |
|--|---|---|---|--------------------------------------|--|
|  |   |   | <ul style="list-style-type: none"> <li>Ensure that pupil premium children in Year 2 achieve in line with national expectation for disadvantaged pupils in reading and writing</li> </ul>  | Year 2 unit lead                     | Termly analysis<br>£450  |
| Disadvantaged pupils maintain at least the standard of attainment at end of the previous year and previous key stage.; those that have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards | <p>Identify all pupil premium pupils who are currently not on track to make expected progress at Key Stage 2</p> <p>Ensure that these Pupil Premium Pupils receive quality first teaching and detailed feedback in every lesson</p> | <p>By prioritizing pupil premium pupils during lessons through detailed questioning, teacher support and feedback, gaps in learning should be prevented</p> <p><i>Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups.</i></p> | <ul style="list-style-type: none"> <li>Lesson Observations indicate that Pupil Premium pupils are the first point of contact for teachers</li> <li>Book scrutinies indicate that Pupil Premium pupils have detailed and clear feedback</li> </ul> | Senior Leadership Team<br>Unit Leads | On- going through lesson observations and book scrutiny<br>Cost £500 |
|  | <p>Develop assessment processes to ensure gaps in learning are identified in all subjects</p> <p>Same day interventions – led by the teacher, ensure pupil premium are target pupils for support</p>                                | <p>The use of same day intervention can provide the necessary support to secure learning before the next lesson.</p> <p><i>Intensive tuition in small groups led by a teacher is often provided to support those pupils falling behind. Small group tuition has an average impact of five additional months progress</i></p>  | <ul style="list-style-type: none"> <li>The majority of pupil premium pupils make better than expected progress and gaps in learning are narrowed,</li> <li>Termly tracking ensures pupils are on track</li> </ul>                                 | Senior Leadership Team               | Termly review by Senior Leadership Team<br><br>Cost £1000            |
|  | Implement new agreed internal consistencies for pupil premium pupils including ensuring home learning packs in place  | <i>Evidence that schools whose pupils do homework tend to be more successful. By engaging parents in a child's learning better outcomes can be achieved</i>   | <ul style="list-style-type: none"> <li>During pupil profiling meetings teachers evidence adherence to internal consistency</li> <li>Lesson observation demonstrate pupil premium are key target pupils</li> </ul>                                 | Senior Leadership team               | Six times per year Senior Leadership Teams<br><br>Cost £1000         |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| Pupils and families with identified social, emotional or mental health needs are supported by school staff so that the needs are reduced or alleviated – families are supported. Quick and rapid support from external agencies           | ACE training to be delivered to all staff to help improve their understanding of Adverse Child Experiences and how this will enable them to support families in a more proactive manner | <p><i>When children are exposed to adverse and stressful experiences, it can have a long lasting impact on their ability to think, interact with others and on their ability to learn.</i></p> <p><i>By improving staff's understanding of the impact on adverse and stressful experiences, more can be done to improve and build children's resilience</i></p> | <ul style="list-style-type: none"> <li>All staff to attend ISP training on this by Professor Larkin</li> <li>Action plan to be developed from this on next steps towards building resilient children</li> </ul>           | ISP training   | <p>January 2019<br/>£2000</p> <p>February 2019</p>                |
| Increased desire and motivation to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experiences They develop a positive mind-set and positive attitudes towards learning | Embedding of Golden Learning Behaviours attitudes (Perseverance, Self-help, Love Learning, Teamwork, Love a Challenge, Believe in Yourself, Focus)                                      | <p>Pupils will develop a language of learning, set goals, build resilience, know how to challenge themselves and build a love of learning</p> <p><i>Meta Cognition and self-regulation approaches ( learning to learn approaches ) aims to help learners think. Research indicates an eight month gain.</i></p>   | <ul style="list-style-type: none"> <li>Inset training on Golden Learning Behaviours</li> <li>Lesson observation and pupil interviews demonstrate a language of learning is consistently used across the school</li> </ul> | <p>Senior Leadership Team</p> <p>Spring and Summer review by Senior Leaders2</p>           | <p>Spring 2019</p> <p>Monitoring costs<br/>2x £150 per Term</p>   |
|   | Growth mind-set training to all staff and implementation in classes   | Teachers will be more confident in developing pupils self- regulation strategies and be more able to change pre- determined mind-set developing more resilient learners   | <ul style="list-style-type: none"> <li>Inset training Spring 2018</li> <li>Lesson observation and pupil interviews demonstrate a language of learning is consistently used across the school</li> </ul>                   | Teaching and Learning Lead to develop training Spring and Summer review by Senior Leaders2 | Monitoring costs<br>2x £150 per Term                              |
|   | Teachers to hold a number of workshops to support parents understanding of phonics and early reading support  | <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i>                                      | <ul style="list-style-type: none"> <li>Ensure that pupil premium children in Year 1 and Year 2 achieve in line with national expectation in reading</li> </ul>  | Nil Cost   | <p>Ongoing throughout the year</p> <p>Cost for resources £500</p> |
| <b>Total budgeted cost</b>  |   |   |   |  | <b>£10, 100</b>   |

| <ul style="list-style-type: none"> <li>Targeted support</li> </ul>         |   |  |   |  |   |
|--|---|--|---|--|---|
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | <ul style="list-style-type: none"> <li>How will you ensure it is implemented well?</li> </ul>   | Staff lead   | When will you review implementation?          |
| Improve oral language and literacy skills for pupils in Foundation and KS1 | Using personalised plans to support targeted individual interventions has ensured a more successful approach to closing the gap for pupil premium pupils. Continued use of target sheets with small, specific individual targets will support closing the gap steps | <i>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</i>   | <ul style="list-style-type: none"> <li>Analyse of the Foundation baseline will direct learning and resources more efficient to reduce gaps in learning</li> <li>Ensure that the % of pupil premium achieving GLD is in line with national expectations</li> </ul>   | Foundation unit lead<br><br>SLT to monitor use of                          | Termly reviews by unit lead- cost above       |
|  | Additional teaching assistants to support a variety of interventions including; <ul style="list-style-type: none"> <li>Twice daily phonics lessons in Y1</li> <li>additional phonics support and daily reading in year 2,</li> </ul>                                | <p>Previous daily interventions in phonics and reading at both Key Stages have been effective in narrowing the attainment gap in reading. These interventions will continue this year.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p><i>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for by withdrawing the pupil for extra teaching. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p> | <ul style="list-style-type: none"> <li>Ensure that the % of pupil premium children in Year 1 who achieve the phonic standard is in line with national expectation</li> <li>Ensure that pupil premium children in Year 2 achieve in line with national expectation in reading</li> <li></li> </ul>                               | Y1 and Y2 unit leads<br><br>Y 3,4 and 5 unit leads<br><br>Year 6 unit lead | Termly review by Unit Leaders<br>Cost £40,871 |
|  | Establish a bank of volunteer readers for Year 2  | <p>Previous daily interventions in phonics and reading at both Key Stages have been effective in narrowing the attainment gap in reading. These interventions will continue this year</p> <p><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p>  | <ul style="list-style-type: none"> <li>Termly analysis of data shows that Pupil premium pupils are making expected or better than expected progress dependent on their outcomes from EYFS in reading</li> <li>Pupil premium pupils outcomes in reading is in line with national expectations and the gap is narrowed</li> </ul> | Yr 2 and English lead to implement   | November 2018<br><br>£200                     |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| Disadvantaged pupils maintain at least the standard of attainment at end of the previous year and previous key stage.; those that have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards | Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school.   | <p>Provision mapping and pupil progress meetings have been instrument this year to ensure children make good progress and barriers to learning are quickly identified</p> <p><i>Overall, the evidence from the Educational Endowment Fund indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</i></p>  | <ul style="list-style-type: none"> <li>Termly analyse of data shows that Pupil premium pupils who are on track maintain their attainment and expected or better progress</li> </ul>  | <p>Unit Leaders</p> <p>Assistant Headteacher</p>                                  | Termly review by Senior Leadership Team<br>Cost £ 20. 000                |
|  | The retention of an additional teacher in Year 6 to support pupils including those eligible for pupil premium and enhance the transition of pupil premium pupils into secondary school  | <p>By reducing the size of a class the teacher can reduce the number of pupils in a class.</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.</i></p>  | <ul style="list-style-type: none"> <li>Pupil premium children make better than expected progress in Year 6.</li> <li>The gap in attainment at the end of KS2 is narrowed so pupils achieve in line with national expectations</li> </ul> | Y6 leaders  | Termly by Year 6 unit leader and Senior Leadership Team<br>Cost £ 27 000 |
|  | <p>Additional teaching assistants to support a variety of interventions including;</p> <ul style="list-style-type: none"> <li>Year 3,4,5,6 individual in the key skills for reading, grammar. Punctuation and spelling and mathematics</li> </ul> | <p>Previous daily interventions in phonics and reading at both Key Stages have been effective in narrowing the attainment gap in reading. These interventions will continue this year.</p> <p><i>One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for by withdrawing the pupil for extra teaching. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p> | <ul style="list-style-type: none"> <li>Pupil premium children in Year 3, 4 and 5 make similar or better progress than non-pupil premium children.</li> <li>The gap between PP and NPP at the end of KS2 is narrowed</li> </ul>           | <p>Y1 and Y2 unit leads</p> <p>Y 3,4 and 5 unit leads</p> <p>Year 6 unit lead</p> | Termly review by Unit Leaders<br>Cost £ 30 654                           |



|   |  |  |  |                           |   |
|---|--|--|--|---------------------------|---|
| Increased desire and motivation to achieve personal academic goals; disadvantage pupils have aspiration and better opportunities to widen their life experience<br>They develop a positive mind set and positive attitudes towards learning | All pupils have access to educational visits which provide memorable and enjoyable experience which enrich the curriculum. This includes outdoor/ residential education trips in Year 6. | Previous educational visits have enriched pupil's learning through curriculum based visited which puts learning into context. No child should miss out on an educational experience due to financial concerns. These trips develop resilience, self-esteem and social skills<br><br><i>Research indicates that Outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months progress</i> | <ul style="list-style-type: none"> <li>All PP children take part in all trips</li> <li>Financial funding is not a reason why PP children do not take part in residential trips</li> <li>Database of participation in activities beyond the classroom eg competitive sports, choir musical opportunity shows PP are at least equal to</li> <li>Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress.</li> </ul> | Unit Leaders              | Reviewed July 2018 by unit leaders<br>Cost £2000  |
|   | To promote wider learning opportunities and experiences through financial support of PP children to receive music tuition  | No child should miss out learning to play a musical instrument due to financial concerns.<br><br><i>There is some evidence to suggest that overall, the impact of arts participation on academic learning Improved outcomes have been identified in English, mathematics and science learning.</i>   | <ul style="list-style-type: none"> <li>Opportunities to be involved, increase confidence and therefore learn more effectively. Therefore making suitable progress.</li> </ul>  | Music co-ordinator        | Reviewed July 2018 by music leader<br>Cost £ 1000 |
| Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised   | Jam Band to support the emotional and social welfare of service families. This is a club for Service families. The group meets after school activities and crafts.                       | Through a variety of clubs and one to one support the emotional and social well-being of pupils can be improved<br><br><i>Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.</i>  | <ul style="list-style-type: none"> <li>Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning</li> </ul>  | Inclusion team            | Cost £1000  |
|   | Pupil premium children received support from our Learning Mentor, School Counsellor and access to external agencies. (MAST)  | The SENCO supported teachers with specific individual education plans and made referrals to other outside agencies, including the School Counsellor. Our learning mentor has supported some pupil premium pupils<br><br><i>Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average</i><br>.   | <ul style="list-style-type: none"> <li>Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning.</li> </ul>   | Learning mentor and SENCO | Termly by Senior Leaders<br>Cost £ 8,500          |

| Total budgeted cost   |   |  |  |                       | £95 625                                 |
|---|---|--|--|-----------------------|---|
| ii. 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?    |
| Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised                           | Mini-bus provision ensures targeted Pupil Premium individuals arrive at school for Breakfast Club and receive learning support.   | A small group of pupils with poor attendance are collected from their home to school.  | <ul style="list-style-type: none"> <li>Monthly tracking by CS to ensure no PP pupil attendance or lateness is a concern</li> <li>Termly attendance reports reported to SLT and governors</li> </ul>  | Assistant Headteacher | Termly review July 2018<br>Cost £12,000 |
|   | By using our Parent Support Officer to support Pupil Premium families who would benefit from additional support and nurture   | <p>The active engagement of parents in supporting their children's learning at school is critical to children's progress. Having high inspirational support is also important for children to thrive</p> <p><i>Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</i></p> | <ul style="list-style-type: none"> <li>Increased support from parents will lead to improvements in progress</li> </ul>   | Assistant Headteacher | Ongoing<br>Cost £2,000                  |
| Low level of attainment for some pupil premium pupils on entry to school: 22% of pupil premium pupils are on the SEN register | Provision of SENCO in school to address the specific needs for pupils with low current attainment, including liaison with outside agencies. Delivery of specific programmes | <i>Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average</i>  | <ul style="list-style-type: none"> <li>Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning.</li> </ul>   | SLT<br>SENCO          | Ongoing<br>Cost £10,000                 |
|   | Appointment of an additional TA to support pupils with emotional and social barriers in Year 6  | <i>Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average</i>  | <ul style="list-style-type: none"> <li>Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning</li> <li>The gap is narrowed in Year 5 for pupil premium pupils</li> <li>The gap is narrowed for PP and NPP pupils in Yr 6</li> </ul> | Year 6 unit leader    | Annual Cost<br>£15,000                  |
| Total budgeted cost   |   |  |  |                       | £39,000                                 |

## 5. Review of expenditure 17-18

### Previous Academic Year

#### 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                  |
|---|--|--|--|-----------------------|
| <b>Improve oral language skills for pupils eligible to PP in Foundation</b>                 | <i>Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.</i>   | 60% of Pupil premium pupils achieved a Good Level of Development. This is in line with school's achievements last year and is 4% above the 2017 national average for Pupil Premium Pupils.   | Using personalised plans to support targeted individual interventions has ensured a more successful approach to closing the gap for pupil premium pupils for the past two years. Continued use of target sheets with small, specific individual targets will support closing the gap steps.  | Cost £ 1000           |
| <b>Raise reading and writing attainment by pupils eligible for PP at the end of KS1 and</b> | <i>Ensure that Pupil Premium Pupils receive quality first teaching and detailed feedback in every lesson</i><br><br><i>Through careful monitoring ensure that the teaching of reading skills continues to be embedded</i><br><br><i>Introduction of a visible learning</i><br><br><i>Introduction of same day interventions – led by the teacher</i><br><br><i>Additional teaching assistants to support a variety of interventions including; Twice daily phonics lessons in Y1 , additional phonics support and daily reading in year 2, and mathematics</i> | <b>Reading outcomes at Key Stage 1</b><br>56% of pupil premium pupils achieved ARE in reading in Year 2. Whilst this 5% lower than the national average for pupil premium pupils (2017), all pupils apart from 1 made expected progress and 66%, (6/9) made accelerated progress in Year 2.<br><br><b>Writing outcomes at Key Stage 1</b><br>56% of pupil premium pupils in Year 2 achieved ARE in writing. This is higher than outcomes for pupil premium pupils in 2016-17. 100% of pupil premium pupils made expected progress in writing in Year 2, 7% better than non-pupil premium pupils.<br>43% of pupil premium pupils made better than expected progress , 6% higher than non -pupil premium pupils<br><br><b>Phonics Outcomes Year 1</b><br>69% of pupil premium pupils passed the phonic screening. Although results are 6% lower than last year, progress in phonics has been good. | Whilst progress in reading for pupil premium pupils is good, other additional support strategies will be considered to support pupil premium in Year 2 including looking to engage further help with parent readers. Close monitoring of reading outcomes by the unit leader will be undertaken  | Monitoring cost £4000 |
|   |  |  | Good progress data in writing indicates that strategies used' including same day interventions and the development of learning attributes, are helping to improve progress of pupil premium pupils.<br><br>Progress evidence indicates that the twice daily phonic sessions in Year 1 have been successful and will continue next year | Cost £ 57,765         |

| <b>Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 2 through targeted interventions in and outside the classroom</b> | <i>Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school</i>   | <b>Reading outcomes at Key Stage 2</b><br>71% of pupil premium pupils achieved ARE at the end of Key Stage 2 in reading; an 15% increase from the previous year and 11% above the 2016- 2017 national. The gap between outcomes for Pupil Premium and Non – Pupil premium is 6%, whilst last year it was 19%.<br>29% of pupil premium achieved GDS in reading which is similar to outcomes of non -pupil premium pupils. There is no gap in attainment outcomes  | <p>Improvements in outcomes for pupil premium pupils in Year 6 in reading and writing and mathematics has shown that booster support for reading, grammar and mathematics has been successful and should be considered as a useful strategy for next yeas</p> <p>We will continue due to enrichment opportunities provided for pupil premium children. A variety of rich opportunities widen children's knowledge and understanding of the wider world</p> <p>Following our pupil premium review, Academic booster groups will</p> <ul style="list-style-type: none"><li>• be small be target driven</li><li>• run for a limited period of time</li><li>• pupils will attend all three sessions</li></ul> |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|--|---|--|---|------------------|-------|------|------|----------------|--|--|--|-------------------|-------|-------|-------|-------------------------------|------|------|------|----------------|--|--|--|-------------------|-------|-------|-------|-------------------------------|------|------|------|--------------------|--|--|--|-------------------|-------|-------|-------|-------------------------------|------|------|------|
|  | <i>Additional booster support for Year 6 in the key skills for reading, grammar. Punctuation and spelling</i>   | <b>Writing outcomes at Key Stage2</b><br>71% of pupil premium pupils achieved ARE in writing in Year 6 which is 7% above the national standard for disadvantaged pupils (2016-17). There is an 18% gap between pupil premium and non- pupil premium. This has closed from the previous year by 20%<br>7% of pupil premium pupils achieved GDS in writing in Year 6. In 2016-17 no pupil premium pupils achieved GDS in writing   |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | <i>All pupils have access to educational visits which provide memorable and enjoyable experience which enrich the curriculum. This includes outdoor/ residential education trips in Year 6.</i> | <b>GPS outcomes at Key Stage 2</b><br>57% of Pupil premium pupils achieved ARE in GPS, this was lower than the previous year<br>21% of pupil premium achieved GDS  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | <i>To promote wider learning opportunities and experiences through financial support of PP children to receive music tuition</i>  | <b>Mathematics outcomes at Key Stage 2</b><br>64% of our pupil premium achieved ARE in mathematics is in line with the national average for pupil premium pupils in 2016- 2017 and an increase of 7% from the previous year. The gap between pupil premium and non- pupil premium is 15% which has closed by 8% from the previous year   |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | <i>Introduction of individualised personalised plans for pupil premium pupils</i>   | <b>Expected progress across Yr3 -5</b><br>Progress for Pupil premium pupils has been strong in writing in most year groups with some acceleration of progress in writing and mathematics. In Year 4 pupil premium pupils have made better than expected compared to non – pupil premium.   |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | <i>Teaching Assistants to support key skills in reading writing and mathematics through targeted intervention groups after school</i>   | <table><tr><th>Number of pupils</th><th>Yr 3</th><th>Yr 4</th><th>Yr 5</th></tr><tr><td><b>Reading</b></td><td></td><td></td><td></td></tr><tr><td>Expected progress</td><td>11/15</td><td>15/19</td><td>19/27</td></tr><tr><td>Better than expected progress</td><td>1/15</td><td>2/19</td><td>7/27</td></tr><tr><td><b>Writing</b></td><td></td><td></td><td></td></tr><tr><td>Expected progress</td><td>10/15</td><td>15/19</td><td>20/27</td></tr><tr><td>Better than expected progress</td><td>4/15</td><td>6/19</td><td>7/27</td></tr><tr><td><b>Mathematics</b></td><td></td><td></td><td></td></tr><tr><td>Expected progress</td><td>11/15</td><td>17/19</td><td>19/27</td></tr><tr><td>Better than expected progress</td><td>1/15</td><td>8/19</td><td>9/27</td></tr></table> |   | Number of pupils | Yr 3  | Yr 4 | Yr 5 | <b>Reading</b> |  |  |  | Expected progress | 11/15 | 15/19 | 19/27 | Better than expected progress | 1/15 | 2/19 | 7/27 | <b>Writing</b> |  |  |  | Expected progress | 10/15 | 15/19 | 20/27 | Better than expected progress | 4/15 | 6/19 | 7/27 | <b>Mathematics</b> |  |  |  | Expected progress | 11/15 | 17/19 | 19/27 | Better than expected progress | 1/15 | 8/19 | 9/27 |
|  | Number of pupils  | Yr 3   |   | Yr 4             | Yr 5  |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | <b>Reading</b>  |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | Expected progress   | 11/15  |   | 15/19            | 19/27 |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  | Better than expected progress   | 1/15   |   | 2/19             | 7/27  |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| <b>Writing</b>   |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| Expected progress  | 10/15   | 15/19  | 20/27   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| Better than expected progress  | 4/15  | 6/19   | 7/27  |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| <b>Mathematics</b>   |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| Expected progress  | 11/15   | 17/19  | 19/27   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| Better than expected progress  | 1/15  | 8/19   | 9/27  |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
| <i>Year 3,4,5,6 individual precision teaching</i>  |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |
|  |   |  |   |                  |       |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                |  |  |  |                   |       |       |       |                               |      |      |      |                    |  |  |  |                   |       |       |       |                               |      |      |      |

| ii. Targeted support  |  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
|---|--|--|--|--------------|---------|--|-------------------|-------|-------------------------------|------|---------|--|-------------------|-------|-------------------------------|------|-------------|--|-------------------|-------|-------------------------------|------|--|---------------|
| Desired outcome   | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   | Cost         |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Raise attainment by pupils eligible for PP in Reading, Writing and Maths at Key Stage 1 and 2       | The retention of an additional teacher in Year 6 to support pupils including those eligible for pupil premium and enhance the transition of pupil premium pupils into secondary school | Key Stage 2 outcomes for Reading, Writing and Mathematics<br>57% of our Pupil premium pupils achieved ARE in RWM which is an improvement of 19% from the previous year.  | The pupil premium pupils in Year 6 will continue to have support from an intervention teacher as pupil premium pupils benefit from more individualised teacher                                   | Cost £26,268 |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Emotional issues of pupils are reduced and attainment in reading, writing and mathematics is raised | HMS Heroes to support the emotional and social welfare of service families. This is a club for Service families. The group meets after school activities and crafts                    | Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress.  | This approach will continue due to enrichment opportunities provided for pupil premium children. A variety of rich opportunities widen children’s knowledge and understanding of the wider world | Cost £500    |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
|   | Appointment of an additional TA to support pupils with emotional and social barriers in Year 5   | Good progress has been made by the majority of pupils<br><table><tr><th>Number of pupils</th><th>Yr 5</th></tr><tr><td>Reading</td><td></td></tr><tr><td>Expected progress</td><td>19/27</td></tr><tr><td>Better than expected progress</td><td>7/27</td></tr><tr><td>Writing</td><td></td></tr><tr><td>Expected progress</td><td>20/27</td></tr><tr><td>Better than expected progress</td><td>7/27</td></tr><tr><td>Mathematics</td><td></td></tr><tr><td>Expected progress</td><td>19/27</td></tr><tr><td>Better than expected progress</td><td>9/27</td></tr></table> | Number of pupils   | Yr 5         | Reading |  | Expected progress | 19/27 | Better than expected progress | 7/27 | Writing |  | Expected progress | 20/27 | Better than expected progress | 7/27 | Mathematics |  | Expected progress | 19/27 | Better than expected progress | 9/27 | Whilst, some pupil premium pupils have made good progress (25% closing the gap) there continues to be a number of external factors that have affected the social and emotional well - being of pupils. | Cost £ 14,953 |
| Number of pupils  | Yr 5   |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Reading   |  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Expected progress   | 19/27  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Better than expected progress   | 7/27   |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Writing   |  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Expected progress   | 20/27  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Better than expected progress   | 7/27   |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Mathematics   |  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Expected progress   | 19/27  |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |
| Better than expected progress   | 9/27   |  |  |              |         |  |                   |       |                               |      |         |  |                   |       |                               |      |             |  |                   |       |                               |      |  |               |

|  |   |   |                                  |              |
|--|---|---|----------------------------------|--------------|
|  | <i>Pupil premium children received support from our Learning Mentor, SENCO, School Counsellor and access to external agencies</i> | The SENCO supported teachers with specific individual education plans and made referrals to other outside agencies including the school counsellor. Our learning mentor has supported some pupil premium pupils | Increased confidence in learners | Cost £11,438 |
|--|---|---|----------------------------------|--------------|

### iii. Other approaches

| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.                             | <b>Lessons learned</b> (and whether you will continue with this approach)  | <b>Cost</b>   |
|---|---|---|--|---------------|
| <b>Some PP families and pupils would benefit greatly from additional support and nurture and thereby improve overall engagement with school</b> | <i>Mini-bus provision ensures targeted Pupil Premium individuals arrive at school for Breakfast Club and receive learning support</i> | Attendance and lateness of pupil premium pupils who are transported to school by mini-bus has improved significantly                                  | Improved attendance ensures that pupils are able to access the curriculum. We note that pupils who come to school on the school minibus feel more confident in their approach to learning. This intervention will continue | Cost £ 11,668 |
|   | <i>By using our Parent Engagement Officer to support Pupil Premium families who would benefit from additional support and nurture</i> | A parent engagement office was appointed until December 2017. Good relationships and support programmes have been developed with a number of families | The school will be investing in further training to support families by looking at   | Cost £ 6186   |

## 6. Additional detail

We have completed two internal reviews of which strategies have been most effective for pupil premium pupils