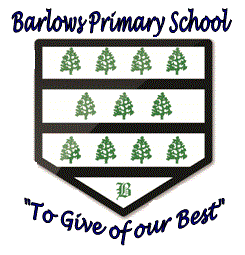
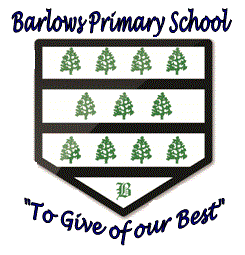
**Barlows Primary School Pupil Premium Strategy (Impact Evaluation – July 2019)**

**2018-2019**

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| **1. Summary Information** | | | | | | | |
| **Academic Year:** | 2018-2019 | | **Total PP budget:** | £91,600  (updated Dec 2018) | **Date of most recent external PP Review:** | December 2017 | |
| **Date for next internal review of this strategy:** | April 2019 (mid-point review) | |
| **Total number of pupils** | | 472  (December 2018) | | | **Number of pupils eligible for PP:**  **Number of pupils eligible for PP with SEND:**  **Number of pupils eligible for PP with EAL:** | 74  22  1 | 15.7% of school are PP  4.7% of school are PP with SEND  29.7% of PP are SEND  0.2% of school are PP with EAL |

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| **2. Whole School Development Priorities for 2018-2019** |
| 1. Establishing an agreed narrative and direction for curriculum intent, implementation and impact by establishing a curriculum where intent, implementation and impact underpin a cycle of improvement. |
| 1. Developing guided reading and reading for pleasure across the school by improving the quality of guided reading across the school. |
| 1. Developing the English Curriculum by improving the quality of the English Curriculum across the school. |
| 1. Developing a conceptual approach to teaching and learning in Mathematics by embedding a conceptual approach to T&L in Mathematics. |
| 1. Developing broader leading opportunities through the Children’s University. |

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| **3. Attainment (End of Key Stage)** | ***Pupils eligible for PP (at Barlows)*** | | | ***Pupils not eligible for PP (national other)*** | | |
| **EYFS** | *2017* | *2018* | *2019* | *2017* | *2018* | *2019* |
| **% achieving Good Level of Development** | *50%*  *(2/4)* | *29%*  *(2/7)* | *43%*  *(3/7)* | *65%* | *70%* | *-* |
| **% achieving at least expected in all 17 ELGs** | *50%*  *(2/4)* | *29%*  *(2/7)* | *43%*  *(3/7)* | *-* | *-* | *-* |
| **Phonics** | *2017* | *2018* |  | *2017* | *2018* | *2019* |
| **% achieving Year 1 Phonics pass rate or above** | *50%*  *(5/10)* | *75%*  *(3/4)* | *64%*  *(7/11)* | *84%* | *85%* | *-* |
| **% achieving cumulative Year 2 Phonics pass rate** | *100%*  *(11/11)* | *70%*  *(7/10)* | *100%*  *(5/5)* | *93%* | *94%* | *-* |
| **End of Key Stage 1** |  |  |  |  |  | *2019* |
| **% achieving expected standard+ in Reading** | *18%*  *(2/11)* | *27%*  *(3/11)* | *60%*  *(3/5)* | *79%* | *79%* | *-* |
| **% achieving expected standard+ in Writing** | *27%*  *(3/11)* | *18%*  *(2/11)* | *60%*  *(3/5)* | *72%* | *74%* | *-* |
| **% achieving expected standard+ in Mathematics** | *45%*  *(5/11)* | *36%*  *(4/11)* | *60%*  *(3/5)* | *79%* | *80%* | *-* |
| **% achieving expected standard+ in RWM Combined** | *18%*  *(2/11)* | *9%*  *(1/11)* | *60%*  *(3/5)* | *-* | *-* | *-* |
| **% achieving greater depth in Reading** | *0%*  *(0/11)* | *9%*  *(1/11)* | *20%*  *(1/5)* | *28%* | *29%* | *-* |
| **% achieving greater depth in Writing** | *0%*  *(0/11)* | *9%*  *(1/11)* | *0%*  *(0/5)* | *18%* | *18%* | *-* |
| **% achieving greater depth in Mathematics** | *0%*  *(0/11)* | *9%*  *(1/11)* | *20%*  *(1/5)* | *23%* | *25%* | *-* |
| **% achieving greater depth in RWM Combined** | *0%*  *(0/11)* | *9%*  *(1/11)* | *0%*  *(0/5)* | *-* | *-* | *-* |

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| **End of Key Stage 2** | *2017* | *2018* | *2019* | *2017* | *2018* | *2019* |
| **% achieving expected standard+ in Reading** | *40%*  *(4/10)* | *58%*  *(7/12)* | *56%*  *(5/9)* | *77%* | *-* |  |
| **% achieving expected standard+ in Writing** | *40%*  *(4/10)* | *66%*  *(8/12)* | *78%*  *(7/9)* | *81%* | *-* |  |
| **% achieving expected standard+ in Mathematics** | *60%*  *(6/10)* | *66%*  *(8/12)* | *56%*  *(5/9)* | *80%* | *-* |  |
| **% achieving expected standard+ in EGPS** | *40%*  *(4/10)* | *66%*  *(8/12)* | *67%*  *(6/9)* | *82%* | *-* |  |
| **% achieving expected standard+ in RWM combined** | *40%*  *(4/10)* | *50%*  *(6/12)* | *44%*  *(4/9)* | *67%* | *-* |  |
| **% achieving greater depth in Reading** | *20%*  *(2/10)* | *17%*  *(2/12)* | *11%*  *(1/9)* | *29%* | *-* |  |
| **% achieving greater depth in Writing** | *0%*  *(0/10)* | *17%*  *(2/12)* | *0%*  *(0/9)* | *21%* | *-* |  |
| **% achieving greater depth in Mathematics** | *10%*  *(1/10)* | *8%*  *(1/12)* | *11%*  *(1/9)* | *27%* | *-* |  |
| **% achieving greater depth in EGPS** | *20%*  *(2/10)* | *17%*  *(2/12)* | *22%*  *(2/9)* | *36%* | *-* |  |
| **% achieving greater depth in RWM combined** | *0%*  *(0/10)* | *8%*  *(1/12)* | *0%*  *(0/9)* | *11%* | *-* |  |

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| **4. Progress** | ***Pupils eligible for PP (at Barlows)*** | | | ***Pupils not eligible for PP (national other)*** | | |
| **KS1-KS2** | *2017* | *2018* | *2019* | *2017* | *2018* | *2019* |
| **KS1 - KS2 Progress Score in Reading** | *-3.6* | *-4.2* | *-1.2* | *0.3* | *0.3* | *-* |
| **KS1 - KS2 Progress Score in Writing** | *-5.5* | *-0.7* | *-0.8* | *0.17* | *0.2* | *-* |
| **KS1 - KS2 Progress Score in Maths** | *-2.2* | *-3.1* | *-3.3* | *0.3* | *0.3* | *-* |

**In school assessment data – Pupil Progress**

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| --- | --- | --- | --- |
| **Average Progress in Maths**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | |
| **Year Group** | **No. in group** | **PP** | **Non PP** |
| **Year 1** | 11 | 5.6 N/a as baselined in Y1 Autumn 4 | N/a as baselined in Y1 Autumn |
| **Year 2** | 5 | 6.60 | 6.35 |
| **Year 3** | 18 | 2.94 | 5.26 |
| **Year 4** | 16 | 6.06 | 6.41 |
| **Year 5** | 11 | 7.20 | 6.52 |
| **Year 6** | 9 | 6.89 | 7.14 |

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| **Average Progress in Reading**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | |
| **Year Group** | **No. in group** | **PP** | **Non PP** |
| **Year 1** | 11 | N/a as baselined in Y1 Autumn | N/a as baselined in Y1 Autumn |
| **Year 2** | 5 | 6.00 | 5.87 |
| **Year 3** | 18 | 5.25 | 5.93 |
| **Year 4** | 16 | 5.94 | 6.39 |
| **Year 5** | 11 | 6.30 | 6.07 |
| **Year 6** | 9 | 7.67 | 7.49 |

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| **Average Progress in RWM combined**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | |
| **Year Group** | **No. in group** | **PP** | **Non PP** |
| **Year 1** | 11 | N/a as baselined in Y1 Autumn - | - N/a as baselined in Y1 Autumn |
| **Year 2** | 5 | 6.20 | 6.08 |
| **Year 3** | 18 | 4.21 | 5.45 |
| **Year 4** | 16 | 5.90 | 6.06 |
| **Year 5** | 11 | 6.80 | 6.23 |
| **Year 6** | 9 | 7.78 | 7.66 |

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| --- | --- | --- | --- |
| **Average Progress in Writing**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | |
| **Year Group** | **No. in group** | **PP** | **Non PP** |
| **Year 1** | 11 | N/a as baselined in Y1 Autumn | N/a as baselined in Y1 Autumn |
| **Year 2** | 5 | 6.00 | 5.87 |
| **Year 3** | 18 | 4.44 | 5.17 |
| **Year 4** | 16 | 5.69 | 5.80 |
| **Year 5** | 11 | 6.90 | 6.11 |
| **Year 6** | 9 | 8.78 | 8.35 |

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| **5. Key Priorities for PP for 2018-2019** | | | |
| **Key Priorities** | | **Desired outcomes** | |
| a. | Increase the number of pupils eligible for PP making good or better progress in Reading, Writing, Maths and Phonics. | a. | A higher % of pupils eligible for PP achieve the expected standard in Reading, Writing, Maths, Phonics and GLD.  A higher % of pupils eligible for PP achieve the higher standard in Reading, Writing, Maths, Phonics and GLD. |
| b. | Increase parental engagement in how to support their child in core subjects (RWM). | b. | Parents and carers receive targeted support to assist them in understanding their child’s curriculum and age related expectations. Parental engagement with learning is improved through access to timetables school library sessions, homework and curriculum support sessions. |
| c. | Raise educational aspirations of pupils in receipt of PP. | c. | Through targeted visits, visitors and focussed educational activities (through Children’s University), pupils gain a deeper insight into career pathways and further education. the number of pupils who aspire to continue their education through higher education is increased. |
| d. | Provide targeted support for English and Maths to PP pupils. | d. | Targeted evidence based intervention programmes (Catch up Literacy, Success at Arithmetic) support pupils development in Reading, Writing, Maths and Phonics resulting in a higher % of pupils in receipt of PP achieving expected or the higher standard in Reading, Writing, Maths and Phonics |
| e. | Improve the quality and frequency of verbal feedback for PP pupils. | e. | Pupils in receipt of PP receive regular targeted verbal feedback on a one to one and small group basis from the class teacher to further support them in their development and enable greater progress. |
| f. | Improve the quality of teaching for PP pupils (Quality first teaching). | f. | Pupils in receipt of PP receive higher quality teaching and learning experiences, enabling them to make better progress through more carefully targeted teaching and learning activities. |
| g. | Provide additional targeted support and differentiated teaching for PP pupils who also have SEND. | g. | PP pupils who are also identified as SEND are provided with additional targeted support and provision through daily access to the ARP (Additional Resource Provision) for English and Maths. This additional targeted support provides pupils with a smaller class size, a personalised and targeted POS curriculum. |

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| **6. Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school)* | |
|  | Low vocabulary and comprehension skills early on impacts on access and progress across the curriculum.  This includes the development in oral language skills on entry to Early years. This impacts on reading in subsequent years. |
|  | PP are making less progress or achieving lower than non PP pupils nationally at EYFS and KS1. This prevents sustained high achievement in Key Stage 2. |
| **C.** | Early knowledge and application of basic skills in maths (including calculation strategies, number bonds and rapid recall of times tables) provides barriers to learning and progress in other aspects of maths. |
| **D** | Few PP pupils achieve greater than expected progress or higher levels of attainment in Reading, Writing and Maths. |
| **E.** | Just under a third of PP pupils also have SEND. Gaps in learning result in gaps widening as the curriculum progresses. |
| **F.** | Underachieving (as opposed to under attaining) are pupils not always identified quickly or accurately enough to allow for targeted timely interventions to be made. |
| **External barriers** *(issues which also require action outside school)* | |
| **F.** | Poor attendance and punctuality of some PP pupils reduces their school hours and causes them to fall behind on average or make less progress. |
| **G.** | Low pupil engagement with homework, learning outside school and home school reading impacts on learning behaviour and aspiration. |
| **H** | Low aspirations through lack of access to additional learning outside of the curriculum. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Reading and Phonics. (Measured through otrack attainment and progress data and end of key stage data). | The difference between PP and other pupils educational achievement and attainment is reduced. This is demonstarted in tecaher assesment data analyisis and key stage outcomes.  Targeted pupils’ word reading fluencey improves enabling targeted approch to comprehension. |
|  | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Maths.(measured through otrack attainment and progress data and end of key stage data). | Targeted pupils’ basic maths skills and gaps in knowledge , skills and understaindg are diminished enabling greater progress and access to the relevant programme of study. |
|  | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Writing (measured through otrack attainment and progress data and end of key stage data). | Targeted pupils’ writing skills and gaps in knowledge , skills and understaindg are diminished enabling greater progress and access to the relevant programme of study. |
|  | Improved oral language and communication skills unlock learning in other areas. (OTrack data, EYFS observations) | Improved oral language and communication skills supports pupils development and access to the curriculum, particularly in reading and writing. |
|  | Increased attendance and punctuality enables greater access to curriculum learning opportunities. (SIMS attendance data and OTrack attainment and progress data) | The difference between attendnace and punctuality dtaa for PP and non pp pupils continues to diminish obver time. |
|  | Raised aspirations provides a platform for raising pupil engagement and improving learning behaviours. (observed through learning walks, lesson observations, Children’s University pupil surveys) | Pupils’ raised aspirations and developed interest in learning outside the curriculum, gives them a ‘thirst for education and learning’ embeding a self motivated learning approch. |

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| 1. **Planned expenditure** | |
| **Academic year** | **2018- 2019** |

| 1. **Quality of teaching for all** | | | | |
| --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Impact, lessons learned and next steps** | |
| High quality teaching in reading provides targeted support using vocabulary and comprehension rich texts. | Whole school CPD from Pearson (Wordsmith) – Use and implementation of Quality Texts in the English Curriculum | Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed and that reading affords more opportunities for learning new vocabulary.  A consistent approach to teaching Reading comprehension, vocabulary and writing based on quality texts will help to improve the quality of teaching in English. This, supported by accurate , moderated teacher assessment will help identify gaps in learning which can then be targeted through responsive intervention. | The Wordsmith staff training has been successful in providing a consistent approach to teaching reading comprehension, vocabulary and writing using quality texts. this has been observed in lesson observations and book looks.  Lesson observations and book looks indicate that there has been an improvement in the quality of pupils’ work.  Guided Reading sessions now take place daily as part of a non-negotiable aspect of the timetable. The new reading scheme provides a consistent approach to reading with home school links in the EYFS and Key Stage 1.  Vocabulary CPD for the English Lead has led to the development of vocabulary displays in classrooms and as a focus across the curriculum. This has been further developed in Science as part of the wider curriculum development.  Pupil feedback sessions have proven effective in developing pupils understating of what they need to do next in order to improve further.  **Impact on data**  End of KS2 PP reading progress improved from -4.2 (2018) to -1.2 (2019).  End of KS2 PP writing progress remained broadly the same, -0.7 (2018) to -0.8 (2019).  In school assessment progress data:   |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Reading**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 1** | 11 | N/a as baselined in Y1 Autumn | N/a as baselined in Y1 Autumn | | **Year 2** | 5 | 6.00 | 5.87 | | **Year 3** | 18 | 5.25 | 5.93 | | **Year 4** | 16 | 5.94 | 6.39 | | **Year 5** | 11 | 6.30 | 6.07 | | **Year 6** | 9 | 7.67 | 7.49 |  |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Writing**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 1** | 11 | N/a as baselined in Y1 Autumn | N/a as baselined in Y1 Autumn | | **Year 2** | 5 | 6.00 | 5.87 | | **Year 3** | 18 | 4.44 | 5.17 | | **Year 4** | 16 | 5.69 | 5.80 | | **Year 5** | 11 | 6.90 | 6.11 | | **Year 6** | 9 | 8.78 | 8.35 |   **Next steps:**  Subject Leader to develop reading assessment videos to sharpen staff’s assessment of pupils reading.  Feedback sessions to become more frequent at the end of each unit.  Introduction of iPads and Showbie to enhance feedback and provide pupils with access to live learning videos, feedback and examples which they can revisit through quick access  Introduction of Read Every Day and Beanstalk Reading training to ensure Pupil Premium pupils access one to one reading sessions daily from Year 1.  Maths lead to source effective Maths intervention and CPD to support the improvement of attainment and progress in mathematics through improved quality of teaching.  Investment in further CPD to support the delivery of Phonics and Guided Reading, including effective and quality questioning techniques. | |
| Quality Guided Reading Sessions through access to a quality Guided Reading Scheme. | Purchase and implementation of Rigby Star Guided Reading Scheme | PP pupils will have access to a progressive and consistent approach to guided reading from EYFS to Year and additional reading opportunities with adult support.  Previous approaches did not have the same consistent and progressive approach. |
| High quality teaching of vocabulary development reduces the word gap between PP and non PP pupils. | English Lead CPD Session  Whole Staff Vocabulary CPD delivered by English Lead  Vocabulary intervention training | Stahl and Nagy (2006) identify the importance of vocabulary development at the early stages of child’s development, highlighting that ‘children with weak vocabularies in the early grades will not be able to take advantage of richer texts due to their lack of word knowledge.’ (Stahl and Nagy, 2006:6)  We want to invest some PP funding in high quality CPD to develop the teaching of vocabulary across the whole school. |
| Quality personalised feedback for children which enables pupils to know precisely what to do next to achieve their targets. | One to one feedback sessions with the class teacher, following writing.  Class teachers released to provide teacher pupil learning conferences. | The Education Endowment Foundation identifies that high quality feedback can have an additional 8 months progress impact on pupils’ learning (Education Endowment Foundation 2016).  We want to use some of the PP funding to release teachers form classes to provide one to one teacher pupil learning conferences. Using formative assessment, these opportunities will provide PP pupils with targeted support to improve attainment and progress in writing. |
| **Total Budget:** | | | | £24,423 |

| 1. **Targeted intervention and support (English and Maths)** | | | | |
| --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **Impact, lessons learned and next steps** | |
| Quality evidence based reading intervention targets gaps in word reading and comprehension. | Evidenced Based Reading Intervention: Catch Up Literacy | We want to invest some PP funding in a proven reading based intervention to help diminish the difference in attainment for PP pupils.  Catch up Literacy is a one to one reading intervention that addresses word recognition and language comprehension difficulties for pupils in Year 3-6.  The Education Endowment Foundation (EEF) research indicates that 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.  In the EEF document ‘Making best use of teaching assistants’, Catch Up Literacy is identified as a low cost high security padlock rating intervention. | Catch up Literacy proved effective for pupils reading at least 6 months below their age. The greatest impact upon progress was in Upper Key Stage 2, where sessions were delivered more frequently by consistent members of staff during and before school.  **Impact on data**  End of KS2 PP reading progress improved from -4.2 (2018) to -1.2 (2019).  In school assessment progress data:   |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Reading**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 3** | 18 | 5.25 | 5.93 | | **Year 4** | 16 | 5.94 | 6.39 | | **Year 5** | 11 | 6.30 | 6.07 | | **Year 6** | 9 | 7.67 | 7.49 |   **Next steps:**  Increase the intensity in terms of number of Breakfast Club Interventions before school for Pupil Premium Pupils with a focus on curriculum knowledge, skills and understanding in Maths and early reading intervention.  Introduce Phonics tracking software to enable quick identification and data analysis of early phonics. this will support staff in targeting interventions at specific aspects not grasped. | |
| Improve pupils oral language in Early Years to impact on Reading, Writing ad Maths development. | Time to Talk  Talk Boost | Data analysis indicates that pupils enter EYFS with lower Reading and Writing and Maths scores than other areas.  The EEF research (Educationendowmentfoundation.org.uk, 2016) identifies Oral Language Interventions as having a positive impact of 5 months additional progress within a year. In addition the EEF Early years Toolkit (2018) identifies Communication and language approaches as having a relatively high impact for low cost (additional 6 months progress).    Oxford School Improvement highlight the importance if targeting interventions as early as possible focussing on misconceptions, gaps or weaknesses through regular and accurate assessment.  Department for Education (2017) highlights the ‘word gap’ in early language and literacy, and that, “children behind in language development at age five and six are six times less likely to reach the expected level in maths.”  Time to Talk intervention improves speech and language through structured approaches.  Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers.  Save the Children (2005) highlight the importance of developing children’s early language skills in order to provide them with the start they need to develop effective literacy skills and read well by the end of Key Stage 2.  We want to invest some PP funding in dedicated sessions to develop Early Oral Language through this intervention . This will support pupils in gathering and developing their writing ideas verbally in order to process these into written form. | Within Communication and Language, pupils working at ARE for Listening and Attention increased from 83% (Reception baseline) to 97% (end of Reception).  The % of pupils at ARE in Understanding rose form 81% (Reception baseline) to 97% (End of Reception), whilst Speaking increased from 78% (Reception baseline) to 97% (End of Reception)  Talk Boost, Time to Talk and Later the introduction of elements of ‘Chatty Bats’ supported the development of oral language in Early Years.  **Next steps**  Intervention to be developed further based on the Chatty Bats model as this has proven more effective in developing oral language in Early Years.  Success at arithmetic has proven effective for some pupils who respond well to one to one teaching strategies.   |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Maths**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 1** | 11 | 5.6 N/a as baselined in Y1 Autumn 4 | N/a as baselined in Y1 Autumn | | **Year 2** | 5 | 6.60 | 6.35 | | **Year 3** | 18 | 2.94 | 5.26 | | **Year 4** | 16 | 6.06 | 6.41 | | **Year 5** | 11 | 7.20 | 6.52 | | **Year 6** | 9 | 6.89 | 7.14 |   **Next steps**  Increase the impact of this intervention through reducing the number of pupils attending so that the intervention is targeted specifically at pupils who respond well to small group targeted maths intervention.  Consider using the same LSAs to deliver this across KS2.  The additional Level 3 LSA provided both individual and group support to pupils in both English and Maths. Utilising the same staff member to deliver some of the breakfast interventions for these pupils, provided a positive building block for success. Smaller group work enabled targeted teaching to focus on gaps in knowledge, skills and understanding across both English and Maths.  **Impact on data**  In school assessment progress data:   |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Reading**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 3** | 18 | 5.25 | 5.93 | | **Year 4** | 16 | 5.94 | 6.39 |  |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Writing**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 3** | 18 | 4.44 | 5.17 | | **Year 4** | 16 | 5.69 | 5.80 |  |  |  |  |  | | --- | --- | --- | --- | | **Average Progress in Maths**  **(Summer End 2018-Summer End 2019)**  **(6 steps = expected progress)** | | | | | **Year Group** | **No. in group** | **PP** | **Non PP** | | **Year 3** | 18 | 2.94 | 5.26 | | **Year 4** | 16 | 6.06 | 6.41 |   An additional adult to support learning in the ARP Provision has provided opportunities for small group targeted work in a quieter setting (room).  Pupils have also been able to benefit form a familiar adult who supports them both academically and through pastoral care.  Pupil engagement in lessons has increased.  **Next steps:**  Introduction of Pastoral Lead who can support the wellbeing and individual needs of individual pupils, including early response to low attendance. | |
| Increase the proportion of PP pupils working at Age Related Expectation and making better than expected progress in mathematics through addressing gaps in basic skills. | Success at Arithmetic Mathematics Intervention (Number Sense and Calculation) | We want to invest some of the PP in an effective intervention strategy to boost gaps in basic mathematics skills, to enable pupils to deepen their understanding within a mastery curriculum.  Success at Arithmetic is a targeted approach which promotes mathematical thinking and understanding, develops secure and fluent calculation methods through carefully staged progression while providing detailed impact and progress. Sessions incorporate bar modelling and written methods to build a complete mathematical picture.  Success at Arithmetic is a research and evidenced based strategy with an average number age gain of 17.5 months in 4.5 months.  EEF recognises small group tuition as having +4 months impact with moderate impact for moderate cost. (Educationendowmentfoundation.org.uk, 2016)  The EEF identifies that small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.  (Educationendowmentfoundation.org.uk, 2016)  Success at Arithmetic uses diagnostic assessments to target support on a one to one or small group approach as appropriate. |
| Targeted support during English and Maths lessons supports pupils in reducing and eliminating gaps in prior learning. | Small group work during English and Maths  Additional Level 3 LSA deployed to Year 3/4 to support Teaching and Learning in English and Mathematics during morning sessions.  Additional Level 3 LSA deployed to support gap teaching in Year 6 during the Autumn term | The EEF identifies small group targeted tuition as an effective method with moderate cost for moderate impact.  In their report on supporting the attainment of disadvantaged pupils, MacLeod et al. (2015) identify effective deployment of support staff who know the pupils well as a building block for success.  We want to use some PP to deploy and additional Level 3 LSA to work in the year groups with the highest proportion of PP, supporting small group focussed work in English and Maths. |
| Targeted support for PP pupils with SEND alongside a differentiated and personalised curriculum in English and Maths, supports pupils in closing gaps in learning from previous programs of study. | Additional adult to support learning in the Additional Resource Provision | Sharp et al (2015) highlight the importance of using an individualised approach to addressing barriers to learnings early.  The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.  Behaviour modification strategies, emotional and social support can support pupils’ mental wellbeing.  Pupils who can manage their behaviours and understand their ‘triggers’ can learn to approach tasks with focus, attention and a positive growth mindset.  We want to use some of the PP funding to provide additional support to pupils who are significantly behind their peers and age related expectation who are PP with SEND.  The additional support will enable targeted teaching and adapted curriculums to narrow gaps in the programme of study. |
| Targeted comprehension support based on assessment for learning closes gaps in learning. | Targeted Comprehension and word reading one to one and small group strategies including:  Additional phonics  Additional one to one readers  Reading wise | Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed.  We want to use some PP funding to deliver additional targeted one to one reading and comprehension focussed interventions which are based on careful teacher assessment and data analysis, across KS1 and KS2. |
| **Total budgeted cost** | | | | £50,943 |

| 1. **Targeted support (Other)** | | | | |
| --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **Impact, lessons learned and next steps** | |
| Improved access to the curriculum through  increase attendance of PP pupils and decrease number of PP pupils on PA list. | Additional EWO support to target attendance of PP pupils. | Pupils need to attend school in order for school to provide the relevant support and strategies to improve attainment for pupils.  Attendance for PP pupils for the academic year 2016-2017 was 94.1% and in 2017-2018 it was 92.9%.  Sharp et al. (2015) identifies addressing attendance as a key step in pupil progress and attainment.  We want to use some PP to target PP attendance early, in order to reduce the number of PP pupils with poor attendance or persistently absent. This will enable pupils to access the learning opportunities provided for them on a daily basis. | Attendance for Pupil premium Pupils has increased from 91.7% in July 2018 to 92.7% in July 2019.   |  |  |  | | --- | --- | --- | | **Whole School & Key Groups** | **Sep 18 – July 19** | **Sep 17 – July 18** | | **Whole School (Nursery- Y6)** | **94.8%** | **94.4%** | | **Whole School (no Nursery)** | **95%** | **95%** | | **Years 1-6** | **95.1%** | **95.1%** | | **Nursery Attendance AM & PM Combined** | **92.6%** | **78.3%** | | **Pupil Premium** | **92.7%** | **91.71%** | | **No SEN** | **95.35%** | **94.58%** | | **SEN Support** | **92.32%** | **93.35%** | | **SEN with statement** | **0** | **0** | | **SEN with EHICP** | **91.38%** | **93.85%** | | **LAC** | **97.91%** | **99.48%** | | **EAL** | **97.89%** | **96.28** | | **Ethnicity: Indian** | **97.15%** | **95.75%** | | **Ethnicity: White and Chinese** | **95.57%** | **94.60%** |   **Next steps:**  To appoint a Pastoral, Attendance and Deputy DSL to work closely with the EWO and First Day response team to further improve attendance. | |
| Improved punctuality and attendance alongside access to additional learning provision and intervention, help diminish gaps in learning. | ‘Magic Breakfast’  PP Pupils will have access to breakfast club with additional learning activities provided | Crawford et. al (2016) concludes that there is evidence to suggest that, “attainment at the end of Key Stage 1 improved more than would otherwise be expected by chance, equivalent to around two months’ progress”  Pupil focus groups indicated that not all pupils receive or have time for a healthy breakfast before school.  We want to use some of the PP funding to provide breakfast provision to PP pupils who can then access targeted intervention support before school as a form of pre learning. |
| Increased parental understanding and home school support. | Parent workshops linked to Reading, Phonics, Writing strategies, Grammar, Punctuation and Spelling Strategies and calculation strategies | Oxford School Improvement report highlight that there is, ”good evidence that where schools run courses and workshops which help parents develop the home learning environment, such as Family Literacy and Numeracy…. this can have significant impact on children’s achievement.”  In their report on improving communication , language and literacy in the early years, the Education Endowment Fund (2018) identify supporting parents and carers to ensure they understand how to help their children learn as a key recommendation with a focus on shared reading.  We want to spend some PP funding on providing high quality parent workshops linked to Reading, Phonics, Writing strategies, Grammar, Punctuation and Spelling strategies and calculation strategies to enable a greater home school partnership and encourage family learning. | Subject Leaders ran a range of English and Maths themed workshops for parents and carers. Feedback from parent representatives indicated these had been well received. Workshops included: Phonics, Reading, Multiplication Tables and Mathematics.  **Next steps**  To encourage more Pupil Premium parents to attend through pupil / parent sessions and individual invites where applicable.  To provide cross curricular writing workshops in line with broader curriculum changes. This aims to encourage pupils and parents to gain an interest and understanding of broader curriculum subjects and how these link with basic skills in English and Maths.  Contact Family Learning to run English and Maths GCSE skills for parents. | |
| All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these. | Outdoor adventurous learning opportunities through attendance at residential visits (Year 4 and Year 6) | We want to use some PP to provide access to high quality outdoor adventurous provision for pupils in Year 4 and 6.  The EEF Teaching and Learning Toolkit identifies the opportunities such activities offer in terms of physical challenge, emotional challenge, practical problem solving, explicit reflection and discussion of thinking and emotion (metacognition and self-regulation). The EEF Teaching and Learning toolkit identifies that overall, studies of adventure learning interventions consistently show positive benefits on academic learning.  This ensures PP pupils are not disadvantaged by a lively and engaging curriculum which incorporates trips and visits to enhance first hand experiences.  PP pupils have equal access to outdoor adventurous activities including residential owing to funded places. Funding removes the financial barrier to accessing such experiences. | All Pupil Premium pupils in Y6 were offered a residential visit.  7 out of 9 (78%)  Pupils developed their physical challenge, emotional challenge, practical problem solving, explicit reflection and discussion of thinking and emotion (metacognition and self-regulation through structured outdoor adventurous activities.  There was a notable change in 4 of the pupils’ self-confidence, determination and resilience.  **Next steps**  Continue to the opportunity next year.  Aim to increase the uptake. | |
| **Total budgeted cost** | | | | £11,459 |

| 1. **Approaches to raising aspirations** | | | | |
| --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **Impact, lessons learned and next steps** | |
| Raise pupils’ aspirations through access to Children’s University modules. | Children’s University delivered as part of an afterschool club, enabling pupils to achieve in a range of curriculum aspects including maths and English based activities e.g. Writing using iPads. | “Children can only aspire to what they know exists” (Children’s University)  Ofsted (2013) highlights the positive impact of action taken when a school recognises pupils not fulfilling their potential owing to lack of opportunity outside of school, of lack of family finances.  McCoy et al. (2012) and Wikeley et al. (2007) highlight the relationship between family characteristics and uptake of activities. Canfreau et al. (2016) highlight barriers to accessing activities including transport to venues and equipment. In their research they also found that disadvantaged pupils who participate in after school clubs at primary school have higher KS2 results  Through access to Children’s University modules, pupils will be afforded the opportunity to access high quality after school club provision which supports them in a number of curriculum themed areas. providing these for free locally, helps remove barriers to accessing the clubs.  We want to use some PP to provide high quality after school provision in which pupils can aspire to achieve well through well structured programmes which result in Children’s University credits. We believe this opportunity to achieve and be recognised will also support pupil self esteem and motivation to participate. | Of Year 1-6 pupils  79% of the Pupil Premium children attended clubs in 2018-2019 academic year.  15 Pupil Premium pupils gained enough credits (hours) to graduate with either bronze or silver.  **Next steps:**  Develop access and signposting to learning destinations outside school.  Further develop the range of clubs to incorporate links with industry, careers and broader curriculum subjects.  Focus on engaging pupils who didn’t attend clubs last year through pupil focus groups, contact with parents and taking on board pupils’ suggestions for CU clubs. | |
| **Total budgeted cost** | | | | £7000 |

Total budgeted = £93,825

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