

Redhill Primary School Pupil Premium Strategy Statement

Pupil Premium Provision Strategy and expenditure:

The Pupil Premium is additional funding allocated to schools to help support disadvantaged students, diminishing the difference between them and their peers. At Redhill Primary School Pupil Premium is funding allocated to pupils who are currently children looked after (CLA), eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates 17% of our school population. The funding has contributed to a wide range of resources designed to maximise pupil potential in every possible way.

Principles:

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need.

Background:

The Pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these students to reach their potential. The DFE use pupils entitled to free school meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for FSM. At Redhill Primary School, we will be using the indicator of those eligible for FSM as our target children to diminish the difference in attainment and progress.

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support these pupils to increase their attainment.

Provision:

In order to meet the above requirements, the Governing Body of Redhill will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed. At Redhill Primary school we have looked at the evidence regarding approaches that have been effective. We base all our approaches on identifying individual barriers. We use pupil premium to fund whole-school approaches, professional development for teachers and well as creating our own interventions which enable the school to design an approach tailored to own pupils' needs, whilst mindful of staff's areas of expertise.

Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted 2013 and 2014, NFER Report – Supporting the attainment of disadvantaged pupils

1. Summary information					
School	Redhill Primary Academy				
Academic Year	2018-19	Total PP budget	FSM = £66,000 Service = £7200 LAC = £6900 Total for 18/19 = £80,100	Date of most recent PP Review	Sept18
Total no. of pupils	417	No. of pupils eligible	47	Date for internal review of strategy	Nov18

2.	3. Current attainment					
% achieving ARE in:	<i>Pupils eligible for PP School 2018/2017/2016 No. of pupils 41/52/42/39</i>	<i>Pupils eligible for PP Yr 6 only 2018/2017/2016 No. of pupils 11/10/7</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (school/nat other) Yr 6 only 2018/ 2017/ 2016</i>		
Reading	73%, 77%, 82%	73%, 67%, 83%	59%	80%/ 80%	76%/ 77%	71%/ 71%
Writing	71%, 79%, 72%,	91%, 78%, 100%	65%	88%/ 83%	90%/ 81%	80%/ 79%
Maths	73%, 75%, 77%	82%, 44%, 67%	63%	88%/ 81%	76%/ 80%	59%/ 75%
SPaG	71%, 80%, 74%	82%, 55%, 83%	66%	76%/ 82%	94%/ 82%	80%/ 78%
% achieving ARE+ in:	<i>Pupils eligible for PP School 2018/2017/2016</i>	<i>Pupils eligible for PP Yr 6 only 2018/2017/2016</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (school/nat other) Yr 6 only 2018/ 2017/ 2016</i>		
Reading	25%,14%, 31%	36%,11%, 17%	14%	22%/ 33%	33%/ 29%	14%/ 23%
Writing	11%, 20%,14%	27%,11%, 17%	10%	30%/ 24%	53%/ 21%	29%/ 18%
Maths	14%,18%, 10%	10%, 22%, 33%	13%	26%/ 28%	36%/ 27%	16%/ 20%
SPaG	14%,16%, 7%	9%, 22%, 33%	20%	12%/ 39%	44%/ 35%	25%/ 27%
% exp progress/ more than exp progress in Reading	86%, 88%, 98% 31%, 25%, 26%	2018 1.06 2017 -2.22,0.81 womo	-0.8	2018 -0.78/ 0.31 nat 2017 -0.99, -0.38 womo / 0.3 nat		
% exp progress/ more than exp progress in Writing	92%, 90%, 92% 16%, 40%, 31%	2018 3.26 2017 -0.40, 2.05 womo	-0.5	2018 1.91 / 0.24 nat 2017 2.75, 3.30 womo / 0.1 nat		

% exp progress/ more than exp progress in Maths	88%, 88%, 98% 12%, 25%, 31%	2018 0.44 2017 -3.79, -0.77 womo	-0.7	2018 -0.04 / 0.31 nat 2017 -1.10, -0.51 womo / 0.2 nat
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4. Barriers to future attainment (for pupils eligible for PP)

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

A.	Poor language skills due to EAL or Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress and phonic development in subsequent years.
B.	PP lower attainment on entry.
C.	Poor mental arithmetic skills.

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

D.	Home learning environment – parental engagement and support from home.
E.	Mobility factors – children joining from other settings may have lower expectations than their peers.

5. Desired outcomes	Success criteria
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A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Increase the attainment of DA pupils across the school with a particular focus on writing and SPaG.	A higher percentage of DA pupil achieve ARE across the curriculum.
C.	Ensure health and well-being of disadvantaged pupils is positive.	Parent/child feedback in structured conversations. More DA children will take part in after school clubs and residential trips.
D.	Improve the percentage of DA achieving age related expectation at end of KS2 in Reading.	DA attainment in line with non DA children.
E.	Improved attainment the percentage of DA achieving greater depth standard at end of KS2 in Maths and SPaG.	DA attainment at GDS in line with non DA children.

6. Planned expenditure

Academic	2018-19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and pupils; TAs and other additional adults are used effectively to secure high rates of progress for pupils.</p> <p>To continue to improve attainment for DA pupils with a particular focus in writing, SPaG and mental maths.</p>	<p>All Teaching and Support Staff receive the same high quality CPD. See CPD plan. Staff training on new marking policy and high quality feedback. Lesson study work see RAP.</p> <p>INSET day – Jane Considine September 2018 Subject leader to deliver training around modelled writing. Lesson study work see RAP.</p> <p>Enhance mental arithmetic and fluency provision: staff will use misconceptions and errors from tests to address gaps in learning. Pupils will then address their barriers as part of their homework as well as learning in lessons. Staff will also ensure more systematic teaching of times tables. Weekly times tables test (Y2-Y4). Weekly Arithmetic Test (Y5-6). Homework to focus on mental maths in all year groups.</p>	<p>We want to continue to ensure that all pupils, including the DA are receiving quality first teaching.</p> <p><i>‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.’</i></p> <p><i>‘Good teaching for all pupils has a particular benefit for disadvantaged pupils’</i></p> <p>https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years/</p>	<p>Staff and TA meeting agendas will outline CPD opportunities. Lesson observations and book scrutinies completed. Lesson study monitoring and analysis.</p> <p>Planned opportunities for CPD through PD day and staff meetings. Lesson observations and book scrutinies completed. Lesson study monitoring and analysis. Maths Hub involvement Collaboration with maths consultant Parental support – subject leader to hold Maths Parents’ Meeting October 2018; teachers to ensure parents aware of children’s progress in weekly tests through parent consultation meetings.</p>	<p>SLT</p>	<p>October 2018 Sally Noble visit.</p> <p>December 2018</p>

<p>Improved oral language skills in Reception.</p>	<p>Staff to implement training around developing oracy through quality first teaching and small group activities.</p>	<p>We want to ensure that children have the experiences which prepare them for academic success. We will do this through employing communication and language approaches.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p>	<p>Coaching will be needed to ensure all staff aware of the training covered in the last academic year.</p> <p>Resources like books to develop oracy may need to be purchased.</p>	<p>Foundation stage leader</p>	<p>December 2018</p>
<p>To continue to improve attainment in reading comprehension and stamina.</p> <p>The percentage of DA pupils attaining age related expectations at the end of key stage 2 in reading is in line with attainment of their peers by July 2019.</p>	<p>Continue to ensure the explicit and consistent teaching of reading comprehension skills and reading stamina through daily whole class reciprocal reading across Key Stage 2.</p> <p>Purchase subscription to Literacy Shed+ website. Use of questioning which caters to all seven strands which are tested at the end of key stage two. In UKS2, children should be able to create questions of their own which focus on one of the comprehension strands of reading. Subject leader to complete CPD. Teachers to use different media and genres of texts and a wide range of content topics to engage children in their reading sessions.</p> <p>Review of texts used across the curriculum so that they are providing sufficient challenge.</p> <p>Effective diagnosis of children's reading difficulties and intervention to be put in place through EMA.</p>	<p>We want to continue to ensure that teachers focus on the children's understanding of a text as well as their reading fluency.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-one#recommendation-4</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-two#recommendation-3</p>	<p>SLT to continue to monitor all aspects of literacy.</p> <p>Book scrutiny by SLT to identify strengths and areas for development.</p>	<p>SLT</p> <p>Literacy subject leader</p> <p>AHT/ DHT</p>	<p>December 2018</p>

	Provide TA staff training on effective questioning in Reading to develop excellent comprehension and inference skills.				
Total budgeted cost					£15,923
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review
Accelerated progress to ensure difference diminished for reading, writing and maths	To run a targeted intervention plans in each year group through assembly times. See pupil progress meeting reports, RAP and intervention plans.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	SLT monitoring of planning and delivery of interventions	CL/LC/CF	December 2018
Improved oral language skills in reception	1:1 and small group provision of Nuffield Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers	June 2019

		early-language-intervention/			
Good or better academic progress, diminishing any difference between our disadvantaged pupils and national. SATS as measured. More able pupils reach their full potential.	<p>Small group Tuition in Reading is provided for all pupils in receipt of PPG in Year 6 who are not on track to attain expected ARE based on starting points. Booster Groups: targeted children at risk of not meeting ARE or making expected progress.</p> <p>Small group Tuition in Maths and SPaG is provided for all pupils in receipt of PPG in Year 6 who are not on track to attain expected GDS based on starting points.</p>	<p>EEF toolkit evidence indicates that small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Moderate impact for moderate costs.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	SLT monitoring of planning and delivery of interventions.	SLT	February 2019 April 2019 May 2019

Total budgeted cost **£123,375**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review
Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students	Identification, Tracking and Accountability Through pupil progress meetings, Explicit focus in monitoring systems	That whole school accountability for the progress of PP is far more effective than a role designated to an individual	HT/ DHT/Data Lead track performance of year groups in different key stages. Linked to performance management.	CL/LC/CF	December 2018

Pupils are in school on time each day and ready to learn. Attendance is above national average and above 95% for all FSM children.	Breakfast Club is subsidised for pupils in receipt of PPG. A trained HLTA level supervisor runs this support so that pupils receive high quality support from the beginning of the day.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Monitor the attendance of PP. Discussions with class teacher readiness for learning.	LC/CL/ZB	December 2018
Pupils able to manage the demands of the school curriculum and be in an emotional state which allows them to learn and reduce anxiety.	Actively engage pupils in outdoor learning opportunities with experienced instructors. To support pupils with emotional needs, bereavement, trauma and relationship needs. Pupils are identified as needing additional support for managing anger, managing feelings and developing relationships.	Research shows that pupils dealing with emotional and social issues, make less progress, not ready to learn and don't fully engage in lessons.	Pupil questionnaire. Take up of clubs and residential.	DR/DS	December 2018
Total budgeted cost					£5,826

1. Review of expenditure – end of 2017-18 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,	Lessons learned (and whether you will continue with this approach)	Cost
Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and pupils TAs and other additional adults are used effectively	All Teaching and Support Staff receive the same high quality See CPD plan Lesson Study work see RAP	TA training: Precision teaching training allowed for improved rates of retention for CTG with phonics and mental maths. Staff training considered suitable for TA was also delivered to TAs so that same approach was taken in class and ensures consistency.	Maths <u>Teaching Observations</u> (10 classes), 90% Good, 50% Outstanding <u>Book Scrutinies</u> 100% Good, 36% Outstanding Book scrutinies and teaching observations indicate that the teaching	£15,923

<p>to secure high rates of progress for pupils</p>		<p>Induction of new staff: All staff receive a high-quality induction programme.</p> <p>NQT time – training timetable established to ensure CG and NK had the correct expectations and groups of learners were being considered.</p> <p>CPD training and book looks with Literacy/Numeracy consultants</p> <p>Regular moderation – accurate judgments are made and inform planning</p> <p>Marking training - marking has become more diagnostic and effective.</p> <p>Observation of other practitioners to develop classroom management skills - Lesson study:</p> <p>Guided reading in Y1 – targeted a group of year 1 readers who were below ARE –coaching process. Developed guided reading teaching to ensure effectiveness of teaching was leading to high rates of progress for Target children. This also had a positive impact on the phonics.</p> <p>Phonics and guided reading reception – Coaching with TAs and new staff ensured expectations were clear. Interventions to support those children with phonics as well as 1:1 reading for those who didn't read at home.</p> <p>Reading % PP ARE 83.6% ARE+23.6</p>	<p>and learning of mathematics is consistently good across school and outstanding in a proportion of classes. KB work and reviews over spring term indicate progression within blocks taught and improvements in planning/learning</p> <p><i>“Division has been taught with more opportunities for the pupils to record for themselves. This means that the pupils are learning to organise their work more effectively and complete more in the time. The lower attainers have been able to use Diennes apparatus to support understanding”. 16/1 (Y4)</i></p> <p><i>“Area is going well and the concepts are understood. Some pupils are recognising that using their tables is more effective. For deepening the learning, it is suggested that for the remaining lessons, area and perimeter investigations are used and possibly some creative contexts linked to the Winter Olympics. Square mileage to be included as a link to geography.”</i></p> <p><i>“Planning is now more detailed and offers more depth so that the higher attainers are challenged. Lower attainers are offered more models and images to support their learning. Some differentiation of number size occurs to ensure access for the SEN pupils.” 13/2 (Y4)</i></p>	
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		<p>Guided Reading – Coaching the whole staff including TAs through the new VIPERS scheme for guided reading ensuring that questions cover the seven national curriculum strands.</p> <p>Literacy - working alongside teachers in Year 3 and 4 to ensure appropriate pitch and expectation for all pupils.</p> <p>Maths Year 3 –targeting the whole class teaching; focus on meeting the needs of all students through the input and developing the opportunities for HA to do more problem solving.</p>	<p><i>“We discussed the outcomes from the teaching of place value and number concepts and used a sample of books from across the ability range to evidence progress to date.</i></p> <p><i>We identified the next steps for securing number sense and application of number structure as well as place value concepts of significant worth and partitioning/ recombining. The ITPs for modelling this visually were promoted.</i></p> <p><i>The concepts and skills of comparing and ordering were planned for using 100 bead strings, 100 squares and visualising strategies.</i></p> <p><i>For multiplication the class teacher will use peg boards and counters to build arrays so that pupils learn repeated addition and the commutative law. Division will use models of sharing and grouping both practically and visually. The context of a party shop was suggested so that pupils can apply their knowledge. 16/1 (Y1)</i></p> <p><i>“Measurement planning is extremely thorough and offers plenty of opportunities for practical application using both non-standard and standard units. The context of Jack and the</i></p>	
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			<p><i>Beanstalk is used well to promote engagement through play.</i></p> <p><i>The books seen show that the children are engaging in many different number sense tasks and number concept development such as one more than. The more able are working with model for TU and can do simple addition and subtraction.” 13/2 (FS)</i></p> <p>Lesson Study</p> <p>Autumn – fluid groups and not having all children on carpet for all parts of the lesson; WB observed LW maths lesson with calculations where this was in operation; Met together to look at WB maths lesson and discussed how the fluid groupings might work – LA to be out in mental starter for more appropriate activity, HA sent out after initial teaching for clear direction of their task (both with TA), most groups completing similar investigation with structured conclusion sheet for MA and support resources for LA; Evaluation of lesson completed afterwards, discussion of returning to activity in following session to complete investigation.</p> <p>Spring - developing signposting: how an investigation can be developed to allow children to create and follow their own questions. WB observed a maths</p>
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			<p>lesson, looking at how children were encouraged to formulate their own hypotheses and how this was extend for HA to include generating general rules using algebra. Identified where HA where asked to continue working during mini-plenaries and how TAs were deployed to support groups with initial organisation of work, and then moving round to other groups. Met together to look at planning an example for Y3. Again, discussed fluid groupings (linking to previous work) Is it appropriate for them all to be in all parts? Evaluation of lesson completed afterwards, thinking about how successful lesson was: Were fluid groupings used where needed? Where the children given opportunities to move in to greater depth by making their own choices?</p>	
<p>Improved oral language skills in Reception Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>Planning with a high emphasis on speaking and listening. In literacy lots of sharing books and discussion encouraging children to ask and answer questions. Role play, and small world to encourage children to retell stories. This continued within child initiated. Circle time activities planned to develop vocabulary for example music describing the sounds. Weekly show and tell to encourage children to talk aloud, ask an answer questions. All activities focused on developing speaking and listening skills, sentence structure and grammar through modelling and scaffolding. % of PP children Speaking and listening</p>	<p>Good impact on whole class teaching and challenging high attaining pupils. Look towards delivering high-quality intervention for those not yet ARE.</p>	

		83.6%ARE 3.6% ARE + Listening and attention 89.1% ARE 14.5% ARE + Understanding 87.3% ARE 16.7 % ARE +		
<p>Increase the attainment of DA Y6 pupils to ensure 85% of children meet ARE by the end of the year</p> <p>Continue to improve attainment and progress in mathematics. Children to have accurate and confident recall of basic number facts (appropriate for their age)</p> <p>Increased scores on weekly tests</p> <p>Increased scores on assessment papers (mental arithmetic – Y2 and Y6)</p>	<p>Change of curriculum focus</p> <p>Targeted additional intervention: mental arithmetic, including mental strategies, written calculation methods, basic calculations with fractions</p> <p>Additional calculation sessions (from October) – to revise mental and written calculation strategies; increase familiarity with mental arithmetic format; increase speed of recall and identify gaps for teaching</p> <p>Enhance mental arithmetic and fluency provision: staff will use misconceptions and errors from tests to address gaps in learning. Pupils will then address their barriers as part of their homework as well as learning in lessons. Staff will also ensure more systematic teaching of times tables (see below for more details)</p> <p>Revise booster provision in year 6 to target pupils attaining just below age related expectations for the first part of the autumn term. The mathematics subject leader and the assistant headteacher will support with this</p> <p>Review and develop the calculation policy to support staff with teaching of strategies: include sections on place value, all four operations and calculations with fraction</p> <p>Weekly times tables test (Y2-Y4)</p> <ul style="list-style-type: none"> • Scores to be kept 	<p>ARE – 90%, ARE+ - 10%</p> <p>ARE target met</p> <p>SN report - <i>Mathematics outcomes improved significantly in the summer of 2018. The percentage of pupils attaining age related expectations was 89%. This was a 19% increase of the 2017 outcomes.</i></p> <p>Attainment in maths strong this year, including attainment of DA children achieving at ARE.</p> <p>SN Report – <i>Progress on disadvantaged in Year 2 and 6 is a strength</i></p> <p>Mental arithmetic provision is much stronger, with 74% achieving at least 30/40 and 93% achieving at least half marks.</p> <p>Teaching of times tables and other mental arithmetic skills has been done more consistently and enhanced through CPD work for staff.</p>	Continued focus on Maths especially recall of basic number facts.	

	<ul style="list-style-type: none"> • Tests to be put in homework books so parents are aware and can follow up • Homework set to be linked to times tables facts • Work through bronze, silver, gold scheme (times tables facts, division facts, applying in problem solving) <p>Weekly Arithmetic Test (Y5-6)</p> <ul style="list-style-type: none"> • Scores to be kept • Tests to be put in homework books so parents are aware and can follow up • Follow up of issues: mental starters, intervention groups, teaching sessions (as needed) <p>Homework</p> <ul style="list-style-type: none"> • focus on mental maths in all year groups • provide website links/activities for parents to use to practise skills • ensure parents are aware of expectations for each year group 			
<p>To continue to improve attainment in reading comprehension and stamina by revising whole class and guided reading offer. The percentage of pupils/DA pupils attaining age related expectations at the end of key stage 2 in reading is in line with attainment by July 2018.</p>	<p>Increase the frequency of teaching of reading comprehension skills and reading stamina with the introduction of daily whole class reciprocal reading across Key Stage 2.</p> <p>Use the coaching model to induct new members of staff in reception, year 1 and year 4 so that the quality of teaching, learning and assessment is securely good in these year groups by October half term. Provide staff training on guided reading and effective questioning to develop excellent comprehension and inference skills. Staff will then blend guided reading interventions with whole class text level teaching using high quality text.</p>	<p>Reading ARE for the whole school for PP children is low, at 73%, Year 6 ARE 83%, weak cohorts are current Year 3 and 5.</p>		
<p>ii. Targeted support</p>				

Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost
Accelerated progress to ensure difference diminished for reading, writing and maths.	To run a targeted intervention plans in each year group. See pupil premium assessment tracker, RAP, and intervention plans.	ARE R 73%, W 91%, M 90%, SPAG 71% - out of 44 PUPILS, 12 pupils mobile, 5 EAL, 8 SEN Progress R 82%, W 92%, M 88%, SPAG 88% Small proportion only made better than expected progress except 31% in Reading and 25% in SPAG	Needs to continue.	£123,375
Good or better academic progress, diminishing any difference between our disadvantaged pupils and national. SATS as measured More able pupils reach their full potential.	Small group Tuition in Maths is provided for all pupils in receipt of PPG in Year 6 who are not on track to attain expected ARE based on starting points. Booster Groups: targeted children at risk of not meeting ARE or making expected progress.	DA Children – Y6 90% ARE (1 child absent for test) 10% ARE+ Whole School ARE – 73% ARE+ - 14% Progress Expected – 88% More than – 12%	Needs to continue.	

iii. Other approaches

Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost
Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students.	Identification, Tracking and Accountability Through pupil progress meetings, Explicit focus in monitoring systems.	Attainment ARE R73, W71, M73 ARE+R29 W12 M13 Reading expected progress:86 31 Writing expected progress:92 16 Maths expected progress:88 12 Teacher held to account in Pupil Progress meeting. Interventions evaluated and sometimes monitored.	Needs to continue.	£5,826

<p>Pupils are in school on time each day and ready to learn. Attendance is above national average and above 95% for all FSM children. Pupils able to manage the demands of the school curriculum and be in an emotional state which allows them to learn and reduce anxiety</p>	<p>Breakfast Club is subsidised for pupils in receipt of PPG. A trained HLTA level supervisor runs this support so that pupils receive high quality support from the beginning of the day. Actively engage pupils in outdoor learning opportunities with experienced instructors To support pupils with emotional needs, bereavement, trauma and relationship needs Pupils are identified as needing additional support for managing anger, managing feelings and developing relationships.</p>	<p>Attendance: The average attendance for those who were in receipt of PPG was 98.13%.</p>	<p>Needs to continue.</p>	
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Overall Evaluation

Progress

Year 6

Overall progress measure has significantly improved in 2018 in all areas. Compared to school other 2018 and national other 2017 reading is above, writing is significantly above, maths is above. Compared to DA national, school PP pupils are well above in all subjects.

Whole School

The picture for the whole school progress shows the vast majority making expected progress with a significant proportion, ranging between 12-30% average range making more than expected progress. However 2018% are slightly lower in writing and reading than in 2017.

Attainment

Year 6

Attainment at ARE for PP children in writing, maths and SPAG, is above national other and school other, reading is just below both measures. For the proportions of pp children attaining the higher levels, all subjects are below national other and school other, except writing is in line. Schools PP results are above national DA 2017, in all subjects for ARE and ARE+ except for SPAG at ARE+.

Whole School

The picture for the whole school attainment is below with national other at ARE and ARE+, with the largest gap in Reading. At ARE+ Writing compares favourable but other subjects % is below national other but higher than DA nationally.

2. Additional detail

Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.