

Whitley Memorial Church of England First School 2018-2020 Pupil Premium Strategy and Self-evaluation: September 2019

1. Summary information for 2019-2020					
Total number of pupils	283	Number of pupils eligible for pupil premium funding	78 (31% of total on roll) FSM & Ever 6=61 Service children=5 Pupil Premium Plus=4		
Number of pupil premium children in each year group: Nursery=6 of 29 (21%) Reception= 11 of 46 (24%) Yr1=22 of 53 (43%) Yr2=13 of 51 (25%) Yr3=20 of 52 (38%) Yr4= 16 of 52 (31%)					
Total pupil premium budget:	£115,000	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300			
Date of external pupil premium review: October 2017	Dates of internal half termly reviews: November 2019, January 2020, March 2020 and July 2020 Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below				
2. Key indicators summer 2019: Early Years and Phonics (Unvalidated results) PPF = Pupil premium funding NA = National average GD = Greater depth					
When the 2019 national benchmarks are published they will be inserted and the 2018 national averages removed.	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 53 in cohort 20 PP 33 non-PP NA=72% Cohort =73.6%	80%	55%	-25%	74%	-19% Gap has closed by 9%
% achieving expected standard in the 2018 Year 1 Phonics Check 54 in cohort 14 PP 40 non-PP NA =83% Cohort = 72%	80%	50%	-30%	84%	-34% Gap has increased by 13% (6 of PP are complex SEND)
<u>End of Key Stage 1 (Year 2) attainment and progress data</u> 52 in cohort 19 PP 33 non-PP					
% reaching expected standard in reading NA =75% Cohort= 81%	71%	59%	-12%	79%	-20%
% reaching a high score/working at GD in reading NA=26% Cohort = 37%	31%	12%	-29%	29%	-17%
% making expected progress in reading (as measured in the school)	74%	63%	-11%		

% reaching expected standard in writing NA 2018=70% Cohort= 65%	65%	59%	-6%	74%	-15%
% reaching a high score/working at GD in writing NA16% Cohort =27%	12%	0%	-12%	18%	-18%
% making expected progress in writing (as measured in the school)	79%	68%	-11%		-18%
% reaching expected standard in maths NA 2018 = 76% Cohort= 69%	67%	65%	-2%	80%	-25%
% reaching a high score/working at GD in maths NA=22% Cohort = 37%	24%	12%	-12%	25%	-13%
% making expected progress in maths (as measured in the school)	61%	58%	-3%		
End of Year 4 attainment, progress and attendance data					
54 in cohort 15 PP 39 non-PP	Not PP	PP	Within school gap		
% reaching expected standard in reading (as measured in the school)	89%	87%	-2%	No national data	
% reaching a high score/working at greater depth in reading (as measured in the school)	35%	20%	-15%		
% making expected progress in reading (as measured in the school)	87%	85%	-2%		
% reaching expected standard in writing (as measured in the school)	80%	80%	No gap	No national data	
% reaching a high score/working at greater depth in writing (as measured in the school)	28%	7%	-21%		
% making expected progress in writing (as measured in the school)	82%	80%	-2%		
% reaching expected standard in maths (as measured in the school)	85%	73%	-12%	No national data	
% reaching a high score/working at greater depth in maths(as measured in the school)	26%	7%	-19%		
% making expected progress in maths (as measured in the school)	90%	60%	-30%		
Attendance % Reception to Year 4 The DFE have not published PP and non-PP attendance statistics this year, so the 2018 national figures for pupils not eligible for free school meals have been inserted.	95.7%	92.4%	-3.3%	96.2%	
Persistently absent % Reception to Year 4 (Pupils with an attendance rate of 90% or below)	6.11%	22.1%	-15	7.6%	

Our key priority for 2019-2020 continues to be closing the attainment gaps between our pupil premium children and national others in Early Years, the Year 1 phonics check and the end of KS1 SATs/teacher assessment results.

It is also of vital importance that we help all of our more able pupils convert from expected standard to mastery /greater depth; very few pupil premium children achieved greater depth in reading, writing and maths in 2018.

The persistent absence rates of our pupil premium children must be significantly reduced to help them make rapid progress.

3. Current attainment and progress: December 2019		PPF = Pupil premium funding			
	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
Reception class % on track to achieve a Good Level of Development (GLD) XX in cohort XX PP XX non-PP					
% on track to pass the 2019 <u>Year 1</u> Phonics Check XX in cohort XX PP XX non-PP					
<u>Year 1</u> XX in cohort XX PP XX non-PP % on track to achieve expected standard or above in reading. % on track to achieve a high score/working at greater depth in reading. % on track to achieve expected standard or above in writing. % achieve a high score/working at greater depth in writing. % achieve expected standard or above in maths. % achieve a high score/working at greater depth in maths.					

<p>Year 2 XX in cohort XX PP XX non-PP % on track to achieve expected standard or above in reading. % on track to achieve a high score/working at greater depth in reading.</p> <p>% on track to achieve expected standard or above in writing. % achieve a high score/working at greater depth in writing.</p> <p>% achieve expected standard or above in maths. % achieve a high score/working at greater depth in maths.</p>					
<p>Year 3 XX in cohort XX PP XX non-PP % on track to achieve expected standard or above in reading. % on track to achieve a high score/working at greater depth in reading.</p> <p>% on track to achieve expected standard or above in writing. % achieve a high score/working at greater depth in writing.</p> <p>% achieve expected standard or above in maths. % achieve a high score/working at greater depth in maths.</p>					
<p>Year 4 XX in cohort XX PP XX non-PP % on track to achieve expected standard or above in reading. % on track to achieve a high score/working at greater depth in reading.</p> <p>% on track to achieve expected standard or above in writing. % achieve a high score/working at greater depth in writing.</p> <p>% achieve expected standard or above in maths. % achieve a high score/working at greater depth in maths.</p>					

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2019-2020	
A.	High absence rates of some pupil premium children.
B.	Some parents do not support home learning well eg do not hear their children read. Some are reluctant to engage with the school.
D.	An increasing number of children requiring additional speech and language support.
E.	Low self-esteem and low aspirations of some pupil premium families.

5. Intended outcomes and success criteria for summer 2020	
A.	Early Years: 70% of the cohort to achieve a GLD (Good Level of Development) and 67% (4 of 6) of pupil premium children to achieve GLD.
B.	Year 1 phonics screening: 75% of cohort to pass the phonics test and 60% (13 of 22) pupil premium children.
C.	KS1 % of pupil premium pupils to achieve expected standard: Year 1 Reading 65% (15 of 23) Writing 57% (13 of 23) Maths 61% (14 of 23) Year 2 Reading 58% (7 of 12) Writing 50% (6 of 12) Maths 58% (7 of 12)
D.	KS2 % of pupil premium children to achieve expected standard: Year 3 Reading 55% (11 of 20) Writing 55% (11 of 20) Maths 55% (11 of 20) Year 4 Reading 70%(11 xx of 16) Writing 70% (11 of 16) Maths 70% (11 of 16)
E.	To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth. <u>End of KS1 (Year 2): % of PP children achieving at greater depth</u> <u>End of Year 4: % of PP children achieving at greater depth</u> Reading 16% (2 of 12) Writing 8% (1 of 12) Maths 8% (1 of 12) Reading 12% (2 of 16) Writing 6% (1 of 16) Maths 6% (1 of 16)
F.	The attendance rate of pupil premium children to improve from 93% to 97%. (Aspirational target) The persistent absence rate of pupil premium pupils to reduce from 21% to 15% by July 2020. (Aspirational target).

6. Planned expenditure 2019-2020

i. Strengthen the quality of teaching and learning Total budgeted cost = £15,000

Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>1)Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p> <p>2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</p> <p>Staff lead =SLT</p>	<ol style="list-style-type: none"> 1. Identify your PP and HA PP children on seating plans and make sure all staff build strong relationships with them and provide strong in-class support every lesson. 4 days 'off timetable' at start of Autumn term used for staff to bond with class. 2. Closely track PP their progress and do gap analysis on a regular basis to identify and address gaps in their learning. 3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience. 4. It is important to model what great performance looks like and even more important that you model the process (META-COGNITION) of how to approach problems/tasks. 5. Target disadvantaged students with at least one probing question each lesson. Do not allow them to say "I don't know". Give them wait time before attempting to answer. Circle back to them to ensure they have understood. Use question matrix to deepen understanding. 6. Use 'Live Marking' where possible with verbal feedback during lesson. Ensure they respond to marking and understand.(Purple polishing pens) 7. Make regular contact with disadvantaged pupils, parents and guardians to praise and challenge. 8. Ensure there is a consistent approach to literacy and numeracy across the curriculum and through a strong emphasis on the core skills of reading and spelling. 	<p>Pupil premium outcomes in all core subjects need to be improved, so we move closer to the national benchmark marks.</p>	<p>QA planning records, book scrutinies and learning walks.</p> <p>Closely monitor progress—half termly pupil progress meetings.</p> <p>Staff to have one Performance management target linked to PP/SEND outcomes.</p>	<p><u>November 2019</u></p>

ii. Targeted support for pupil premium children.			Total budgeted cost = £70,000	
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>EARLY YEARS 67% of pupil premium children to achieve GLD. Gap between our pupil premium children and others nationally to reduce to 10% or less.</p> <p>Staff lead =EYFS Leader (VLD)</p>	<ol style="list-style-type: none"> 1. We will continue to use Early Talk Boost (Nursery), Talk for Thinking (Nursery), Speech Therapy, Read Write Inc, helicopter stories to widen vocabulary, Number Blocks and NCETM resources to improve number skills and Tapestry. 2. We will introduce 'Big Ideas in Early Years' for maths. 3. There will be daily phonological awareness teaching in Nursery 4. Continue "Movement for Learning" to improve fine motor skill and writing skills. 5. We will organise parent workshops on number, reading, phonics and writing/fine motor skills, so parents learn how to support their children's learning at home. There will be personalised invitations and phone calls to encourage hard to reach parents to attend. Free resource packs (Busy Bags) provided to enhance the home learning. 6. Forest School to continue and outdoor learning to engage pupils 7. Reading club to provide extra support for PP children who do not read at home – personal invites (include toddlers) 8. Independent writing to be encouraged through writing challenge boxes. 9. Daily focused independent reading will continue. 10. Number Day—parents invited to play games with children 11. Launchpad to Literacy introduced to diagnose missing gaps/skills 12. Tips by texts to help parents support home learning well. 	<p>PP Some have poor speech and language skills when they start nursery.</p> <p>Disadvantaged need more targeted support to achieve GLD.</p>	<p>Learning walks, lesson observations and book scrutinies.</p>	<p><u>November 2019</u></p>

<p>PHONICS 60% of Year 1 pupil premium children to pass the phonics test in 2018. (54% of the PP are on the SEND register)</p> <p>All of Year 2 to pass the re-check test. Staff Lead=MD</p>	<ol style="list-style-type: none"> 1. Intensive daily phonics (Read Write Inc) delivered by Year 1 teacher and TAs. Year 2 pupils who failed the Y1 phonics test targeted for intensive interventions. 2. Continue to assess very half term, re-group after assessments and closely track progress of PP children. 3. From January provide additional small group phonics sessions for 15mins every afternoon for those that need extra support. 4. Phonics workshop for parents held in October so they feel confident to help their children with their phonics homework. Parents provided with free resources (phonics chart and guidance notes) they can use at home. Re-introduce in January 2020. 	<p>There is still an attainment gap (-34%) between the schools' disadvantaged and national others, so more support for PP children is essential. 6 of these pupils had complex SEND and reduced timetables</p>	<p>Phonics leader to model and QA phonics teaching.</p> <p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	<p><u>November 2019</u></p>
<p>MATHS End of KS1 46% of pupil premium children to achieve expected standard. End of Year 4 70% of pupil premium children to achieve expected standard.</p> <p>Staff lead = Maths Leader (DR)</p>	<ol style="list-style-type: none"> 1. Further training by maths specialist lead on mastery, pre-teaching and developing maths vocabulary. Maths Hub training for teaching assistants; they will also be invited to all maths INSET sessions. 2. Maths No Problem scheme structure use – workbooks only in KS1 and more practical maths activities/resources for SEND PP. Pre/post tests used to demonstrate progress over time. 3. Continue 'Timetable Rockstars' for Years 2 to 4 with certificates in WOW. 4. Targeted support for PP children in afternoon to ensure they "catch up and stay up" and pre-lesson sessions if needed. 5. Challenge more of our PP children so they achieve at greater depth - pre-teaching and re-teaching to boost confidence and fluency. 6. Parents invited into classrooms to observe teaching methods to help them better support maths learning at home. 7. 'Number Day' in February- parents invited to play games with children. 8. Year 2 maths packs tailored to address gaps in learning sent home to improve maths fluency and recall. 9. Focus on fluency gaps from the end of the previous year in September 	<p>There are still large gaps between our disadvantaged children's attainment and others nationally.</p> <p>Regular CPD for staff to improve their subject knowledge.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p>	<p><u>December 19 PP data</u></p>

<p>READING End of KS1 46% of pupil premium children to achieve expected standard. End of Year 4 70% of pupil premium children to achieve expected standard.</p> <p>Staff Lead = VLD</p>	<ol style="list-style-type: none"> 1. Continue with Read Write Inc programme and use Launchpad to Literacy to diagnose missing gaps/skills 2. Read Write Inc assessment tests every 6 weeks to identify to gaps in knowledge. 3. Read everyday sessions: teachers, TAs and reading mentors to support PP children who need extra help, particularly those that do not read at home. Ask for parent/community volunteers and provide training for them. 4. Continue to update Library with Y4 librarians trained to keep in order. 5. Reading incentives and wow celebrations to improve reading skills and reading frequency. Linked to reading reward scheme; pupils select appropriate reading books as their prizes. 6. Use of ipads and kindles for SEND/PP readers. 7. Continue to use Core Books (concentrate on limited number of quality texts), Reading Eggs, "Secret Readers", World Book Day, Book Week and guest author events to promote reading. 8. Year 4 Reading Buddies support Year 2. 9. Plug the 'Vocabulary gap'. Pre and post teaching of specific words at home and school eg. common exception words or topic words. 10. 'Reading Rocks' event 11. Send 'Book Bundles' home for families who have no reading material 12. Trial a whole school assembly book – chapter/ part read daily to foster love of reading 	<p>PP outcomes are too low.</p> <p>There are still large gaps between our disadvantaged children's attainment and others nationally.</p>	<p>Lesson observations and learning walks.</p>	<p><u>December 19 PP data</u></p>
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<p><u>WRITING</u> End of KS1 39% of pupil premium children to achieve expected standard. End of Year 4 70% of pupil premium children to achieve expected standard.</p> <p>Staff Lead = CG</p>	<ol style="list-style-type: none"> 1. Track and increase extended writing opportunities across the curriculum and in English to build writing stamina. 2. Attractive displays in every classroom to celebrate improved writing standards – dated work for all pupils to show progress over time. 3. Use T4W fiction and non-fiction structures to write in different genres eg. letters, instructions, poems, persuasion. 4. Continue to further improve and celebrate their writing and presentation skills. Show pride in their work! 5. Theatre company – ‘Railway Children’ as focus. Extended writing task to be linked to this experience. 6. SPAG tests for KS2 pupils. 7. To progress writing standards teachers will be asked to give explicit next steps comments that provide stretch/challenge and tell pupils exactly how they must improve their work. 8. Purple polishing pens to improve work 9. ‘Bringing Words Alive’ – staff have high expectations of the vocabulary modelled and used by the children 	<p>The % of Year 2 PP students achieving age related standards improved last year. We will continue to build on last years’ successes and strive to ensure our PP children achieve as well as their classmates.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	<p><u>December 19 PP data</u></p>
<p><u>HIGH ATTAINING PP CHILDREN</u> To diminish the differences in attainment in the core subjects between our most able pupil premium children and high attaining national others.</p> <p>Staff Lead= HT & teachers</p>	<ol style="list-style-type: none"> 1. Update the most able register, adding potential high attaining PP children. 2. Challenge the HA children in lessons. 3. Establish worship leaders to improve confidence and speaking skills. 4. Booster classes for PP pupils who are border line to achieve greater depth in reading, writing and maths from January 2020. <p>ADD PRECISE TARGETS ie number of PP children you will target to achieve GD in reading, writing and maths.</p>	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>Book scrutinies, learning walks and lesson observations.</p> <p>Termly HT reports to governors.</p>	<p><u>December 2019</u></p> <p>% of PP learners on track to achieve the higher threshold/greater depth:- Reading Writing Maths</p> <p>Year 1 Year 2 Year 3 Year 4</p>

<p><u>PUPIL PREMIUM PLUS CHILDREN</u> Ensure all PP+ children make good progress from their starting points. Staff lead = SENCO (PT)</p>	<ol style="list-style-type: none"> 1. LAC children to have half termly LAC/PEP reviews and 2 key workers (the SENDCO and their class teacher). 2. Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. 3. Thrive programme 4. HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors and trustees. 	<p>Research and data shows that PP+ children need additional support to help them do as well as their peers.</p>	<p>Progress and attainment to be closely tracked</p>	<p><u>LAC Dec 19</u></p> <p><u>Post LAC Dec 19</u></p>
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i. Other approaches to raise the attainment and progress of pupil premium children.		Total budgeted cost = £30,000		
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>ATTENDANCE The attendance rate of pupil premium children to improve from 92 % to 96%.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 22% to 10% by July 2020.</p> <p>(Aspirational targets).</p> <p>Staff lead =HT</p>	<ol style="list-style-type: none"> 1. In September we will meet with all the families whose children were PA in 2018/19. HT and EWO to identify and remove barriers to good attendance and implement attendance contracts identifying key strategies and incentives. We will also emphasise the impact of poor attendance on progress in RWM. Further attendance meetings/phone calls in November for key families to reduce PP PA rate. 2. EWO, HT and VS meet every 3 weeks to monitor attendance and send out letters/meet with parents. 3. Meet and welcome school phobics each morning. 4. Headteacher to operate a weekly late gate 5. Improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term. 6. Family prize for most improved family attendance eg 'Kirkley Hall Farm' family ticket, as an incentive. 7. Introduce new attendance incentives for EYFS children eg. Attendance race 8. 97% and above and 100% certificates awarded every half term. Weekly attendance celebrated via our WOW board. Best class awarded the super hero's cup/treats. 9. Holidays taken in term time not authorised. Penalty fines continue. 10. Newsletter, website and "Attendance Matters" leaflet to emphasise the importance of good attendance and how it impacts on progress/attainment. 11. Phone all parents of pupils who are persistently late. 12. Continue to raise attendance concerns with social workers and family workers - support from outside agencies to help us to meet with a small number of hard to reach parents who will not engage with school. 13. For hard to reach parents the school will give out small weekly prizes for children who are both in school and on time every day. 	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p><u>December 2019</u> PP attendance rate = Non-PP attendance rate = In school gap= PP persistent absence rate = Non-PP PA rate = In school gap =</p> <p><u>March 2020</u> PP attendance rate = Non-PP attendance rate = In school gap= PP persistent absence rate = Non-PP PA rate = In school gap =</p>

<p><u>ENGAGING PARENTS</u></p> <p>Staff lead = HT</p>	<ol style="list-style-type: none"> 1. Reception hold Read/Share events for parents and provide “Busy bags” and book bags to support home learning. Phonics packs sent out in Y1 parents. 2. Maths activities sent to targeted children in Y2 to improve fluency. 3. Invited parents/carers to wow celebrations and provide news/updates via our website, Facebook. Consider using Twitter. 4. Pupil premium parents of children at risk of not achieving their targets discussed at parents evenings – chased up if do not attend. Ask parents what support they need from us. 5. Hard to reach parents reminded about parents evening in person or via phone. 6. Special parents’ assemblies for Years 1 to 4. 7. Challenge events to encourage parents in to school – Knex, Tower building, Mouse House, Lego, Escape Rooms 8. Craft events – Christmas crafts, Bugs and Butterflies in Y1 9. ‘Poverty Proofing’ strategies so parents do not feel left out 	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Frequency that parents/carers hear their children read evidenced in homework diaries. Monitor attendance at parents’ workshops, parents’ evenings etc.</p>	<p><u>December 2019</u></p>
<p><u>ENRICHMENT, RAISING ASPIRATIONS AND BUILDING LEARNING RESILIENCE</u></p> <p>Staff Lead=HT</p>	<ol style="list-style-type: none"> 1. Continue to remove financial barriers to learning by paying for or subsidising residential, educational visits, the Brass Project and music lessons. 2. Introduce a Breakfast club to provide a healthy start to the school day; reduced rates for PP children. 3. Inspirational guest authors, athletes, artists and dancers to provide exciting learning experiences to encourage our children to aim high. 4. Star pupils awarded in WOWs every week -teachers refer to CEL or Core Values 5. Sporting opportunities eg.Y4 Bikes, Hoopstarz, Orienteering. 6. ‘Commando Joe’ programme to raise inspirations and build character – all staff trained 	<p>Some pupils have low aspirations and are not yet independent, resilient learners.</p>	<p>Learning walks to observe learning resilience.</p>	<p><u>December 2019</u></p>

<p><u>IMPROVE CONFIDENCE AND EMOTIONAL WELL BEING</u></p> <p>Staff lead = PT</p>	<ol style="list-style-type: none"> 1. Thrive programme to continue to provide one to one support, small group sessions, parental support and staff CPD. 2. Whole school assessment to provide class profiles so we have activities based on need. Thrive groups 4x afternoons. 3. Create 'Safe Places' for children to go to. 4. Work towards the Mental Health Mark. 5. Mental Health governor continues to work with PT – support and challenge. 6. Investigate benefits/costs of BU resources and training by Children North East for 2 teaching assistants. 	<p>Some pupils have emotional/social issues and need extra support.</p>	<p>HT to QA support provided.</p>	
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7. Review of expenditure for previous academic year 2018-2019	Total budget = £101,700
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i. Strengthen the quality of teaching.	Total cost = £1,700
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Intended outcome	Actions	Estimated impact: Did you meet the success	Lessons learned and whether you will continue with this approach.
<p>Raise teacher expectations and pupil premium progress and attainment outcomes.</p> <p>Improve the quality of marking so it impacts well on the progress of pupil premium children.</p>	<p>An external pupil premium reviewer made two visits to the school to help senior leaders measure the impact of pupil premium strategies. Teachers gave PP children more support in lessons, asked probing questions and marked their work in greater detail. Performance management targets linked to pupil premium and SEND outcomes.</p>	<p>PP adviser helped greatly with forward planning – PPSS.</p> <p>Staff know PP better and have acted on interventions from pupil progress meetings.</p>	<p>Additional professional development has been scheduled for 2019/20 to further improve teaching and interventions for disadvantaged learners.</p> <p>Continue but involve TAs more in action plan and focus on strengthening relationships with PP</p>

ii Targeted support for pupil premium children. Total cost =£70,000			
<p><u>EARLY YEARS</u> 67% of our pupil premium children to achieve a good level of development (GLD).</p>	<p>Early years interventions; Early Talk Boost, Speech Therapy, Basic Number Skills, Read Write Inc, Movement for Learning, Core Books and Boogie Mites.</p> <p>Daily independent reading and independent writing challenges introduced. Helicopter stories and 'talk for thinking' introduced to widen vocabulary. Number Blocks introduced and Number Day—parents invited to attend.</p> <p>Parent workshops on number, reading, phonics, fine motor skills and writing and free resource packs to help them better support their children with home learning.</p> <p>Forest school and outdoor learning to engage pupils.</p>	<p>The % of PP children achieving GLD improved from 46% in 2018 to 55% in 2019.</p> <p>Writing box encouraged independent writing – put in books, so record of progress.</p> <p>Parents appreciate Busy bags and book bags.</p>	<p>Only a small number of parents attended reading share but worth it as continuing to read – involve toddlers so enjoy books from younger age.</p>
<p><u>PHONICS</u> 69% of our pupil premium children to pass the Year 1 phonics test in 2019.</p> <p>All Year 2 who need to take the phonics re-check to pass.</p>	<p>RWI training for staff. Intensive daily phonics (Read Write Inc), assess very half term and re-group after assessments.</p> <p>Phonics workshop for parents held in October so they feel confident to help their children with their phonics homework. Parents will also be provided with free resources (phonics chart and guidance notes) they can use at home.</p> <p>From January we provided additional small group phonics sessions for 15 mins every afternoon for pupils needing extra support.</p>	<p>The % of PP children that passed the Year 1 phonics test fell from 63% in 2018 to 50% in 2019 – due to 6 SEND boys who had significant needs and reduced timetables.</p>	<p>We need to further improve phonics results and get closer to national benchmarks.</p> <p>We will continue with these strategies, monitor progress more closely and strive to engage the hard to reach PP parents.</p>
<p><u>MATHS</u> End of KS1 75%% of pupil premium children to achieve expected standard. End of Year 4 77% of pupil premium children to achieve expected standard.</p>	<p>INSET by maths leader on mastery, pre-lessons and developing maths vocabulary. Maths Hub training for teachers and teaching assistants.</p> <p>“Maths No Problem” scheme continued in KS1 and extended to KS2 with pre/post tests used to demonstrate progress over time. Rockstars timetables introduced for Years 2 to 4. Targeted support for PP children in afternoon to ensure they “catch up and stay up” and pre-lesson sessions if needed.</p> <p>Parents invited into classrooms to observe teaching methods to help them support home learning.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard rose from 65% in 2018 to 68% in 2019. The attainment gap between our PP pupils and national others is 12% - closed by 2%.</p> <p>The percentage of Year 4 PP children reaching the expected standard was 73% in 2018 and 2019.</p>	<p>We will continue to improve the subject knowledge and expertise of our teachers and teaching assistants by using the mastery approach and having regular support from our maths specialist.</p>

<p><u>READING</u> End of KS1 65% of pupil premium children to achieve expected standard. End of Year 4 85% of pupil premium children to achieve expected standard.</p>	<p>Read Write Inc programme taught with assessment tests happened every 6 weeks to identify to gaps in knowledge. Rising Stars reading on-line introduced.</p> <p>There were “Read every day” sessions when teachers, teaching assistants and reading mentors helped our pupil premium children, particularly those that do not read at home, to improve their reading skills. Library improved and new reading books purchased.</p> <p>Reading incentives and wow celebrations to celebrate improved reading skills. Continue with Core Books, Reading Eggs, World Book Day, Book Week and guest authors to promote reading.</p> <p>Use of ipads and kindles for SEND/PP readers.</p> <p>Year 2 and 3 reading buddies to help younger readers.</p> <p>Pre and post teaching of specific words at home and school eg common exception words and topic words.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard fell from 65% in 2018 to 63% in 2019. The attainment gap between our PP pupils and national others is 16% - increased by 3%. This cohort only had a GLD of 56%, so they have made progress.</p> <p>The percentage of Year 4 PP children reaching the expected standard improved from 73% in 2018 to 87% in 2019 and the within school gap was reduced to 3%.</p>	<p>We recognise that we need to do more to close the attainment gaps between our pupil premium children and others nationally and have identified several new strategies for 2019-2020.</p>
<p><u>WRITING</u> End of KS1 65% of pupil premium children to achieve expected standard. End of Year 4 77% of pupil premium children to achieve expected standard.</p>	<p>Extended writing opportunities across the curriculum and in English increased to build writing stamina. Attractive displays in every classroom to celebrate improved writing standards – dated work for all pupils to show progress over time.</p> <p>We used T4W fiction and non-fiction structures to write in different genres eg.letters, instructions, poems, persuasion. There were whole school writing themes, 1 per term, to boost creative writing skills that were linked to guest author visits, Book Fayre and Book Week. eg The Secret Garden play. We implemented Talk for Writing approach across all year groups and introduced SPAG tests for KS2 pupils.</p> <p>To progress writing standards teachers wrote explicit next steps comments that provided stretch/challenge and explained exactly how pupils needed to improve their work.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard fell from 71% in 2018 to 63% in 2020. The attainment gap between our PP pupils and national others is 11% -increased by 9%. The percentage of Year 4 PP children reaching the expected standard improved from 60% in 2018 to 80% in 2019 and the within school gap closed completely.</p>	<p>We will continue to fine tune the teaching of writing, so outcomes continue to improve and match national benchmarks.</p> <p>We will address the vocabulary gap so they have a better chance to write creatively.</p>

<p><u>HIGH ATTAINING PP CHILDREN</u> To diminish the differences in attainment in the core subjects between our most able pupil premium children and high attaining national others.</p>	<p>We compiled a most able register, adding potential high attaining PP children and improved stretch/challenge for high ability children in lessons. We established worship leaders to improve confidence and speaking skills.</p> <p>We organised booster classes for PP pupils who are border line to achieve greater depth in reading, writing and maths from January 2019.</p>	<p><u>Year 2 PP GDS 2019</u> Reading 21%-- Up by 9% Writing 5% -- Down by 1% Maths 21% --Up by 15%</p> <p><u>Year 4 PP GDS 2019</u> Reading 20%-Down by 7% Writing 7%-- Down by13% Maths 7% --Down by 15%</p>	<p>We had very few high attaining PP children last year and will target those in the yellow expected band in 2019/20</p>
<p>ii. Other approaches to improve the attainment and progress of pupil premium children.</p>		<p>Total cost = £30,000</p>	
<p>The attendance rate of pupil premium children to improve from 93 % to 97%.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 21% to 10% by July 2019.</p>	<p>Attendance review meetings organised with parents of pupils at risk of becoming a persistent absentee. HT/EWO, emphasis on the lack of progress in RWM. Home visits.</p> <p>Improved attendance rewards (certificate & prize) for pupils who manage to improve their attendance by at least 4%. Awarded every half term.</p> <p>97% and above and 100% certificates awarded every half term. Weekly attendance noted in assemblies and celebrated via WOW board. Best class awarded the super heros cup.</p> <p>Holidays taken in term time not authorised. Penalty fines continue.</p> <p>Newsletter/website to emphasise the importance of good attendance and how it impacts on progress/attainment.</p>	<p>The attendance rate of PP learners was almost 1% lower this year, mainly due to several PP learners on the SEND register who had significant needs and reduced timetables.</p> <p>The persistent absence rate for PP children improved from 25% in 2018 to 22% in 2019, but remains well above the 2018 national benchmark for pupils not eligible for PP funding (7.6%).</p>	<p>We will take action well before pupils become PA and raise teacher, parent and pupil expectations that only an attendance rate of 97% or better is good enough</p> <p>We must target the late parents immediately to stop bad habits forming.</p>
<p>Engaging parents</p>	<p>Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Reception classes had a Read/Share event for parents and the school provided "Busy Bags" to target areas of learning where reception PP children need help at home.</p> <p>We engaged parents/carers by inviting them to wow celebrations and providing news/updates via our website.</p> <p>Pupil premium parents of children at risk of not achieving their targets met with HT/class teacher. Hard to reach parents were reminded about parents evening in person or via phone.</p>	<p>Increased parental support has helped some pupils to make better progress.</p>	<p>These strategies were successful and will continue in 2019/2020.</p> <p>We need to personally remind hard to reach PP parents of appointments and events.</p>

<p><u>ENRICHMENT, RAISING ASPIRATIONS AND BUILDING LEARNING RESILIENCE</u></p>	<p>We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits, the Brass Project and music lessons.</p> <p>Inspirational guest authors, athletes, artists and dancers to provide exciting learning experiences to encourage our children to aim high.</p> <p>Star pupils awarded in WOW assemblies every week for demonstrating our learning qualities well.</p> <p>Many sporting opportunities eg Y4 Bikes, Hoopstarz and Orienteering.</p>	<p>Impacted well. Many financial barriers removed.</p>	<p>This support will continue in 2019/2020.</p> <p>Looking to introduce more 'Poverty Proofing' strategies in 2019/20.</p>
<p><u>IMPROVE CONFIDENCE AND EMOTIONAL WELL BEING</u></p>	<p>Our Thrive programme continued to provide one to one support, small group sessions, parental support and staff CPD. The Thrive room improved.</p> <p>School leaders started to collect evidence to enable them to apply for the Mental Health Mark. The mental health governor advised the school on how to support pupils with mental health issues.</p>	<p>Confidence of PP and SEND children has improved this year; pupils are happy, settled and proud of their achievements.</p>	<p>This support will continue in 2019/2020.</p>

8. Additional detail

For **additional** information please see our 2019/20 School Development Plan.