

Pupil premium strategy statement (primary)

1. Summary information					
School	CRAMLINGTON VILLAGE PRIMARY SCHOOL				
Academic Year	2019-2020	Total PP budget	£76,560 (£89,260)	Date of most recent PP Review	n/a
Total number of pupils	183	Number of pupils eligible for PP	58 (65)	Date for next internal review of this strategy	Sep 2020

Deprivation (FSM6) £1320	Services (£300)	Adopted from Care £2300	LAC £2300 (only get £1600)	Special Guardianship
58 (£76,560)	1 (£300)	4 (£9,200)	2 (£3200)	0

2. Current attainment	Pupils eligible for PP (your overall school %)	Pupils not eligible for PP (national average for all)
EYFS - 18 children, 5 pupil premium 28% (7 are SEND 39%) (80% of PP are also SEND)		
% achieving at least the expected level in all 8 Prime Areas	40% (72%)	85% (72%)
% achieving at least the expected level in all 8 Prime areas plus Literacy & Maths (12 ELG)	40% (72%)	85% (??%)
% achieving at least expected level in Reading	40% (78%)	85% (77%)
% achieving at least expected level in Writing	40% (72%)	85% (73%)
% achieving at least expected level in Number	60% (78%)	85% (79%)
KEY STAGE 1 - 31 children, 10 pupil premium 32% (9 are SEND 29%) (50% of PP are SEND)		
% achieving in reading, writing and maths in Y2	40% (55%)	62% (66%)
% achieving ARE in reading in Y2	60% (65%)	67% (75%)
% achieving ARE in writing in Y2	40% (61%)	71% (69%)
% achieving ARE in maths in Y2	50% (68%)	76% (76%)
KEY STAGE 2 - 16 children, 9 pupil premium 56% (10 are SEND 62.5% - 12.5% are EHCP) (56% of PP are SEND)		
% achieving in reading, writing and maths in Y6	44% (44%)	43% (65%)
% achieving ARE in reading in Y6	44% (44%)	43% (73%)
% achieving ARE in writing in Y6	67% (69%)	71% (78%)
% achieving ARE in maths in Y6	56% (75%)	100% (79%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Deprivation - IMD - 71% of our children living in the bottom 40% of deprived areas, 59% in the bottom 30%, 42% in the bottom 20% and 4% in the bottom 10%. IDACI - we have 70% of our children living in the bottom 40% of income distributions, 54% in the bottom 30% and 13% in the bottom 20%, and 6% in the bottom 10% of the country. We have 4 Pupil Premium children involved with Children's Service on CP / Care Plans. We have 3 Pupil Premium children involved in active EHAs. (Being in the lower deciles leads to: negative impact on educational attainment, poorly developed work habits, poor diet, increased chance of smoking, lower engagement with society, increased likelihood of criminal activity, reduced employment options, reduced earnings, reduced life expectancy, lower self esteem)
B.	Higher levels of children below ARE on entry, Higher percentage of PP children below ARE in Sep 2019 (percentage of PP children below ARE: new Y6 R50%, W58%, M50%, Y5 R25%, W42%, M25%, Y4R75%, W36%, M36%, Y3R50%, W60%, M50%, Y2R64%, W73%, M64%, Y1R60%, W60%, M40%).
C.	Oral language skills in Reception on entry continue to be lower than expected, especially for pupils eligible for PP than for other pupils. (End R 2019 4chn below ARE reading, 3 are PP (75%), End Y1 13chn below ARE, 7 are PP 54%) This slows reading progress in subsequent years, especially Year 1.
D.	Reading, Writing and Maths attainment and progress in KS2 was generally lower for pupils eligible for PP, especially those who are identified as having SEND than for pupils eligible for PP who are not identified as having SEND. Last year had a positive impact and showed improvement in attainment and progress but this needs maintained and enhanced.
E.	High ability pupils who are eligible for PP in KS2 are making less progress than other high ability pupils in school across KS2 in reading, writing and maths. Many PP also have SEND. Last year's positive outcomes need maintained and enhanced.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	<p>Attendance: Whole school attendance 97% (LA 95.49%, NA 94.9%)</p> <p>Attendance for FSM6 increased slightly to 95.33%. It continues to be above LA average (93.48%) Attendance for disadvantaged increased slightly to 95.63%. It continues to be above LA average (93.79%) These are both significantly better than LA and show an improvement on the previous year (for the second year running). This needs to be maintained.</p> <p>Overall whole school persistent absence worsened slightly from 8.81% to 9.19%. (16 children) It remained below LA average of 9.88%. This needs to be maintained and improved..</p> <p>Persistent absence for FSM6 worsened from 12.83% to 17.39% (12 children) but remained below LA average (18.63%) This is significant as 2 new pupils were included in the percent who were part of CP and have since changed schools. It also includes 2 pupils with significant challenges due to SEND who have now moved to special schools. Of the other children 4 are for the same family who are involved with children's services and have had a very challenging year. Two other children had significant surgery (one due to SEND). One child, new to the school but with attendance issues previously, was referred to the EWO and has seen significant improvements. Persistent absence needs to improve but as 7 of the 16 children have left school this only leaves 9 to monitor closely. . This needs to be maintained and new pupils monitored. Persistent absence for disadvantaged increased to 17.39% (same children as FSM6) but this does remain below LA average (18.28%) See reasons given under FSM6. These need to be maintained and the trend of reducing absence and persistent absence needs to continue as FSM and school deprivation indicator are both in the 60th - 80th percentile. Many of these pupils identify as having low self esteem and poorly developed working habits especially at home e.g in terms of homework and attitudes to learning. Resilience can be low with pupils having a give up quick attitude.</p> <p>Punctuality of all children has improved significantly. A group of 9 children (6 families) who are PP children still needs to improve, especially in new admits. We no longer have any children with over 40 lates and only 2 children have 30 lates (both PP, one has an active EHA and have improved attendance now working on punctuality.). Parents have a better understanding of the curriculum, how children learn and feel better equipped to support their child with their learning.</p>

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The outcomes are long term, life goals. CVPS ethos is about educating pupils as lifelong learners for their place in society and so this can not be measured in the usual way.</p> <ul style="list-style-type: none"> Facilitate children to realise and achieve their fullest potential through individualised planning which is based upon children's interests and prior achievements Ensure that every child can be successful Enable children to learn through first hand predominantly practical experiences Promote life skills Provide inspirational teaching and learning experiences Make a positive difference to all children Instil a sense of respect and kindness between all children and adults so that they can work cooperatively Support children to look for the best in themselves and others Build upon the experiences and knowledge children already have by providing a carefully structured curriculum Ensure that all children's needs are met through a diverse and inclusive curriculum regardless of their gender, ability or cultural background Work together with parents to create a strong partnership, acknowledging the important role that parents/carers have as the child's first and most enduring educators Create a safe and stimulating environment which promotes the confidence of children to become independent learners 	<p>CVPS pupils will over their lives:</p> <ul style="list-style-type: none"> go on to lead happy, successful and fulfilled lives as a result of their time at CVPS think big about what possibilities lie ahead for them increase their chances of educational attainment understand what constitutes a healthy diet, improve their diet, be less likely to smoke develop social skills that show mutual respect and engage positively in society be less likely to participate in criminal activity gain meaningful employment with increased earnings improve their life expectancy increase resilience levels have improved levels of self confidence, high self esteem and strong independence
B.	An increase in the percentage of children achieving age related expectations across all year groups in Reading, Writing and Maths.	Percentage of children at ARE in Reading, Writing and Maths increase in all year groups. Percentage of PP children at ARE in Reading, Writing and Maths increases or children get closer to ARE. (narrow the gap)
C.	Improve oracy for all pupils but particularly those with PP grant.	See Oracy action plan for specific details. All pupils eligible for PP in Reception class make rapid progress by the end of the year. 100% of PP children achieve at least ARE in Communication & Language. They achieve the same or better as the none PP. RWI groups regularly analysed each half term and necessary changes made, hence pupils are precisely matched to work at their ability level. Accelerated progress through the RWI programme could be achieved by PP in particular.
D.	Improve attainment and progress in KS2 Reading, Writing and Maths for those pupils who have PP and particularly PP & SEND hence narrowing the gap.	Pupils with PP, PP & SEND will improve on progress made last year, will make at least expected progress and some may make accelerated progress. The gap between attainment of PP and others and PP&SEND and others is reduced. A higher % of PP make ARE.
E.	High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.	High ability PP will all make at least expected progress with some making accelerated progress. High ability PP pupils will make the same progress as high ability non PP. The gap between attainment of HA PP and HA non PP will reduce.
F.	<p>Attendance for the school overall will increase or be maintained.</p> <p>Attendance for FSM6 and disadvantaged will remain the same or improve. FSM6 will continue to be better than LA average.</p> <p>Whole school persistent absence will remain the same or improve and continue to be above LA average.</p> <p>Persistent absence for FSM6 and disadvantaged will remain or improve on current percentages, and will remain better than the LA averages.</p> <p>Ensure attendance rates for PP improve.</p> <p>Punctuality for PP children will improve.</p> <p>Increase parental engagement and understanding of how they can help and support their child.</p>	<p>Overall whole school attendance will remain above the LA and NA average and will hopefully remain or improve above the current 97% (LA 95.49%, NA 94.9%). Attendance for FSM6 will remain at 95.33% or improve. It will continue to be above LA average (93.48%) Attendance for disadvantaged will remain at 95.63% or improve. It will aim to be above LA average (93.79%) Overall whole school persistent absence will remain at 9.19% or improve. It will remain below LA average of 9.88%. Persistent absence for FSM6 will remain at 17.39% or reduce and remain below LA average (18.63%) Persistent absence for disadvantaged will remain at 17.39% or reduce and remain below LA average (18.28%) Attendance rates for PP improve so that they show a reduction in absences and are getting closer to or achieving LA and NA. The number of lates for PP children decrease, especially for new admits. Parents have a better understanding of the curriculum, how children learn and feel better equipped to support their child with their learning.</p>

5. Planned expenditure

Academic year **2019-2020 (£89,260)**

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>An increase in the percentage of children achieving age related expectations across all year groups.</p> <p>An increase in percentage of pupils making expected progress.</p> <p>An increase in percentage of pupils making accelerated progress which means the gap between PP and ARE decreases.</p>	<p>Providing low ratio of pupil to staff members, including at least one assistant teacher to every year group Nursery - 1 teacher 1 shared assistant teacher (ratio 1:8) Reception – 1 teacher (ratio 1:20) Year 1 – 1 teacher (ratio 1:20) additional targeted AT support (ratio 1-10 pm) Year 2 – 1 teacher, 1 assistant teacher (ratio 1:15) EYFS/KS1 manager released for targeted support 3 d/ wk Year 3 - 1 teacher, 1 assistant teachers am (ratio 1:14) Year 4 - 1 teacher, 1 assistant teachers (ratio 1:13) Year 5 - 1 teacher, 1 assistant teacher (ratio 1:14) Year 6 - 1 teacher, 1 assistant teacher, 0.5 additional teacher (ratio 1:10 or 1:7) across year base. Additional senior staff released to support strong progress across Y2, Y6, supporting RQT and SATs readiness. Lead teacher to be released to team teach across KS2 to inspire T's and foster accelerated progress and enjoyment. SENCo / Thrive practitioner to support as necessary. Additional support for NQTs and RQTs to improve practise.</p>	<p>Our pupils who are PP (and their families) often have SEMH needs which can arise at any time, are unpredictable and so therefore support can not be timetabled in but needs to be immediate when the need arises.</p> <p>Our PP children also need to have strong positive working relationships with staff and so having them always in the base area allows this to be enhanced and encouraged.</p> <p>Our PP children are often the first to give up and tend to have a can't do attitude so need to improve resilience and be encouraged to have a growth mindset and increased aspirations..</p> <p>If pupils enjoy learning they achieve more.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. (EEF June 2019)</p>	<p>SLT monitor impact of AT's in terms of:</p> <ul style="list-style-type: none"> • pupil attainment • number of children at ARE • number of children making expected progress • number of children making accelerated progress • impact on SEMH (Thrive class, group and individual sessions • AT's addressing and supporting PP children and their families as required • ATs and T's encouraging growth mindset / resilience at all times and proactively targeting individual pupils <p>SLT to provide support to NQTs and RQTs in terms of planning, assessment, teaching, understanding the whole child and the positive impact of relationships.</p>	<p>SLT (DW, SK, MC, LB, AG, ALM)</p> <p>NW, MM, LJ, BF, RS,</p> <p>DM, TM, AMo, GM, GS, DT, LT, JB, CS</p>	<p>Regularly through lesson observations, barrier / pupil progress meetings,</p> <p>Feb mid year review, July data review.</p> <p>(Approx £45,000)</p>

<p>Improve oracy for the whole school community but especially for pupils eligible for PP.</p>	<p>Principal and Oracy lead attend Voice 21 Oracy conference.</p> <p>Voice 21 Partnership school - audit, action planning and review</p> <p>Whole school training day from Voice 21.</p> <p>Additional oracy training in staff meetings, peer coaching, team teaching</p> <p>Half termly RWI review with modified groupings based on teacher support and progress - devoted RWI manager</p> <p>Talk for Writing training for whole school - how to retell a story from memory with actions and symbols.</p> <p>Specific Talk for Writing training for Literacy lead and new staff</p> <p>SALT referrals, assessment and implementation of strategies. 1:1 support, small group support.</p> <p>Thrive sessions on communication, confidence, turn taking.</p> <p>ATs trained in speech and language strategies provided by SALT and LIST team to support PP and SEND.</p>	<p>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing. (EEF toolkit)</p> <p>Voice 21 / School 21 provide professional and leadership development, school improvement and curriculum resources to enable schools to support children and young people to find their voice for success in education and in life. They also lead a campaign to influence educators, policymakers and influencers to take speaking seriously in schools. By the age of three, children from socioeconomically disadvantaged backgrounds have heard approximately 30 million fewer words than their more advantaged peers. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps in language development grow, rather than diminish, as pupils move through school hampering both their educational success and future career prospects. Voice 21 believes that oracy has been undervalued and overlooked within our schools for too long denying the majority of children and young people opportunities consistently afforded to an advantaged few. It is time for change.</p> <p>Speaking and listening has been identified as an area of weakness on entry in the Reception class across the past few years and across school a gap is noticed between potential and performance for PP children..</p> <p>Evidence suggests that interventions such as RWI and SALT programmes and Talk Boost are successful in terms of narrowing the gap.</p> <p>Initial research into Talk for Writing found that children in Reception at the start of the year, only 2% of the sample was able to retell a whole story. By the end of the year, 76% retold a whole tale in fluent standard English.</p>	<p>Regular visits and online check in from Voice 21 coordinator.</p> <p>Oracy audit, action plan monitored, oracy toolkit, repeat audit.</p> <p>Lesson observations, feedback from staff, pupils and parents. Pupil voice.</p> <p>DW and Oracy lead (ALM) have already attended conference. WHole school training day provided by Voice 21 partner.</p> <p>AT's have had training from SALT and LIST and implemented necessary strategies last year with excellent results.</p> <p>RWI manager has had RWI training and is confident in the process of assessing and re grouping. A high ratio of trained staff ensures effective delivery. Observations by SLT and by peers to support with improving strategies to ensure accelerated progress.</p> <p>Use of INSET/staff training days / staff meetings to deliver and refresh training.</p> <p>Quick referrals to SALT.</p> <p>Weekly 1:1 SALT interventions led by trained AT</p> <p>1:1 SALT interventions led by specialist speech and language therapist for half term block.</p> <p>Data tracking and analysis of speaking / communication and language aspects of EYFS.</p>	<p>Schools 21 / Voice 21 coordinator</p> <p>DW</p> <p>Oracy lead ALM</p> <p>EYFS/KS1 lead LB / RWI manager</p> <p>DM, TM,, AMo</p> <p>Inclusion lead ALM</p> <p>SEND HLTA GS</p> <p>Thrive practitioner JB</p> <p>All teachers and AT's</p>	<p>Oracy audit, review of oracy action plan</p> <p>Regular termly pupil progress check meeting.</p> <p>Feb 2020 mid year review</p> <p>July 2020 end of year data review</p> <p>(Approx £6200)</p>
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<p>Improve progress in KS2 reading, writing and maths for those pupils who have PP & SEND hence narrowing the gap.</p>	<p>Continue with new spelling programme devised by Literacy lead across school with targeted homework, weekly tests and spelling clinics.</p> <p>Talk for writing training for all staff and then to be used regularly in class.</p> <p>Dyslexia friendly strategies continue to be used across school as recommended by Literacy support team. Strategies shared with staff again in briefing and Assistant Teacher meetings.</p> <p>Maths Mastery programme adapted by school. CPD for lead teachers and several members of staff. Training cascaded through staff meetings / TT days.</p> <p>Continued use of Times Tables Rock Stars.</p> <p>IDL Literacy has spelling programme for all to be investigated as a possible resource for all chn. IDL training for SENCo and ATs.</p> <p>IDL lead assistant teacher to coordinate across school</p> <p>Accelerated Reader programme adapted across the whole school (see below)</p>	<p>Issues hindering progress in PP SEND pupils relate to spelling, punctuation and grammar as well as composition skills. (Also identified by OFSTED Sep 18)</p> <p>New spelling programme was effective in previous school and increased spelling attainment.</p> <p>Talk for Writing research found 100% of the primary age pupils tracked made average progress in writing and 80% made 3 or more sublevels of progress in one year. A similar cohort of children made on average 2 years progress in one year, this time focusing on the impact of 'talk for writing' on non-fiction writing.</p> <p>On average, Mathematics Mastery pupils make <u>more progress</u> than non-Mathematics Mastery pupils. The positive impact is estimated as equivalent to one month's additional progress. The programme had more impact on pupils in Year 1, who made approximately two additional months' progress on average. Given the low per-pupil cost, Mathematics Mastery represented a cost-effective programme for schools.</p> <p>EEF found Maths Mastery increases enjoyment, resilience, understanding and attainment in maths. Children can make an additional 5 months progress.</p> <p>26 hours on IDL Literacy improves Reading age by 11 months.</p> <p>EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	<p>Literacy lead to monitor implementation and impact of new spelling programme. Monitor homework completion, improved test scores, Also monitored through lesson observation, book scrutiny.</p> <p>Evidence of Talk for writing seen in lesson observations, book scrutiny, display. Monitoring and analysis of data.</p> <p>Investment in training and resources. School is part of the Great North Maths Hub. Use of Whiterose materials. Creation of maths slides following set template to include warm, warmer, boiling and maths specific vocabulary.</p> <p>Lesson observations, learning walks, book scrutiny, data analysis, pupil voice.</p> <p>All purchased electronic resources can be monitored on line to show impact</p>	<p>Lead practitioner SK</p> <p>Numeracy & Literacy leads AG, MC</p> <p>Class teachers MM, SK, NW, MC, AG</p> <p>SENCO ALM</p> <p>SEND HLTA GS</p> <p>Thrive practitioner JB</p> <p>IDL Lead</p>	<p>SLT informal reviews</p> <p>Regular termly pupil progress check meetings.</p> <p>Feb 2020 mid year review</p> <p>July 2020 end of year data review</p> <p>(Approx £7,000)</p>
<p>High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.</p>	<p>Staff have previously had training on providing stretch for high attaining pupils.</p> <p>Pupils to be identified in lessons, always check initial understanding, support when needed, encourage maximum effort, additional support</p>	<p>Last year in FS and Y2 we had no PP children who were HA. Middle ability children however were comparable to non PP middle ability in FS and exceeded the performance of MA non PP children in Y2 in terms of attainment and progress.</p> <p>All high ability PP made at least expected progress with some making accelerated progress, apart from PP KS1 writing and one Y6 maths PP.</p>	<p>Targeted groups of children identified through data analysis, Pupil Progress Meetings and barriers to learning identified. Small group and individual support put in place.</p> <p>Lesson observations, learning walks, book scrutiny, moderation, data analysis, pupil voice.</p>	<p>Lead practitioner SK</p> <p>Numeracy & Literacy leads AG, MC</p> <p>Class teachers MM, SK, NW,, MC, AG</p> <p>SENCO ALM</p>	<p>Regular termly pupil progress check meeting.</p> <p>Feb 2020 mid year review</p> <p>July 2020 end of year data review</p> <p>(Approx £2,500)</p>

	<p>KS2 support / team teaching for lead teacher to address achievement / attainment / stretch of HA PP chn.</p> <p>Higher level vocabulary and communication encouraged through oracy program.</p> <p>Targeted pupils for pre and post teach.</p>	<p>Accelerated progress has been made by each HA PP child in KS2 in Reading and writing and by 67% in maths.</p> <p>Our work appears to be having an impact and so should continue</p> <p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.</p>			
<p>To develop a lifelong love of reading for pleasure and improve reading age across the school.</p>	<p>Increase the number and range of fiction and nonfiction books in school for children to take home.</p> <p>Purchase and set up of Accelerated Reader and additional books.</p> <p>Whole school training on Accelerate reader and use of data. All children assessed for their RA, ZPD.</p> <p>Encourage PP children to read more widely, in the ZPD range, to read more frequently (at least 5 times a week) and to pass quizzes.</p> <p>Purchase an additional range of child friendly reading materials e.g. comics, First News</p> <p>Literacy lead given time to source appropriate books, shelving etc</p>	<p>Young people who receive free school meals (FSM) are less likely to read fiction outside of the classroom (Clark 2011) so we need to encourage this by providing a wider range of appropriate and interesting books.</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>A number of studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark and Douglas 2011).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>If we want our Y6 reading test scores to improve we need to be more proactive with increasing frequency and enjoyment.</p>	<p>Experienced Literacy lead to choose appropriate books and manage organisation Accelerated reader.</p> <p>Literacy lead to monitor the increase in number of books read using Accelerated Reader, increase in reading test scores across school.</p> <p>Accelerated reader monitors to ensure stock is correctly returned and well looked after.</p> <p>Literacy lead to analyses Accelerated reader data and identify children needing further support and assessing the impact of program on reading age.</p>	<p>Literacy lead MC All staff</p>	<p>Feb 2020 mid year review</p> <p>July 2020 end of year data review</p> <p>(Approx £13,000)</p>
Total budgeted cost					<p>Approx £73,700</p>

ii. Targeted support					
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>Improve oral language skills for pupils eligible for PP in Reception class and those now in Y1 who did not meet ARE. (3chn).</p>	<p>AT trained in developing oracy for pupils in Reception and Y1 continues to work in Reception and support PP group.</p> <p>RWI small group daily interventions and targeted 1:1 additional sessions as necessary.</p> <p>SALT referrals, assessment and implementation of strategies. 1:1 support.</p>	<p>Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools and in our school in previous years.</p> <p>SALT are professionals involved in assessing and developing children's speech. They provide personalised learning targets and strategies to help narrow the gap and address an individual child's needs.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms and to Collaborative learning approaches which promote pupils' talk and interaction in groups.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). EEF</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Observations by RWI manager / SLT to share best practice and ensure a consistent approach.</p> <p>SEN Co / SEND HLTA SALT referrals and management time</p>	<p>Reception class teacher RS, DM, CS</p> <p>EYFS/KS1 lead LB</p> <p>Principal DW</p> <p>Inclusion lead ALM</p> <p>SEND HLTA GS</p>	<p>RWI groups reviewed each term.</p> <p>End of Year July 2020</p> <p>(Approx £2,000)</p>
<p>Improve progress in KS2 reading, writing and maths for those pupils who have PP & SEND hence narrowing the gap.</p>	<p>Non teaching SENCo. SENCo to use dyslexia toolkit with individuals as necessary to identify need and possible areas of consolidation needed.</p>	<p>Talk for Writing research has proven children who were making less than average progress can in fact make expected and 80% made accelerated progress.</p>	<p>Targeted groups of children identified through Pupil Progress Meetings and barriers to learning identified. Small group support put in place.</p>	<p>Lead practitioner SK</p> <p>Numeracy & Literacy leads AG, MC</p>	<p>Regular termly pupil progress check meeting.</p> <p>Feb 2020 mid year review</p>

	<p>SENCO to use visual stress assessments to identify children's needs and resources accordingly - viewers, coloured overlays, coloured glasses SENCO supported by SEND HLTA</p> <p>Targeted additional support in Y6 for PP children, AT's, SENCo, (experienced Y6 teachers) additional Senior teacher 0.5) AT's and teachers to focus on PP children in teaching and interventions to maximise chance of accelerated learning. Small group ratio.</p> <p>Additional groups targeted by KS2 lead as and when identified.</p> <p>Use of pre and post teach maths sessions with PP</p> <p>Structured conversation- key children from KS2 targeted, PP and SEND.</p>	<p>Dyslexia toolkit proved to be a good identifier of possible dyslexia / literacy difficulties and can pinpoint need.</p> <p>Visual stress assessment identifies correct coloured overlay which then increases reading rate and accuracy instantly.</p> <p>Small groups mean that learning can be more focused to child's needs and misconceptions identified quicker.</p> <p>Structured conversations have a proven track record aim to improve the lives of disadvantaged, vulnerable and underachieving young people in England and to make social mobility a reality.</p>	<p>Lesson observations, learning walks, book scrutiny, moderation, data analysis, pupil voice.</p> <p>Vulnerable individuals identified to participate in structured conversations.</p>	<p>Class teachers MM, SK, NW, MC, AG</p> <p>SENCO ALM</p> <p>SEND HLTA GS</p> <p>Structured conversation lead LB</p>	<p>July 2020 end of year data review</p> <p>(Approx £5,000)</p>
<p>High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.</p>	<p>Targeted additional small group or 1:1 support in Y6 for PP children, AT's, SLT, SENCo, (experienced Y6 teachers.)</p> <p>AT's and teachers to focus on HA PP children in teaching and interventions to maximise chance of accelerated learning. Small group ratio.</p> <p>Additional groups targeted by KS2 lead teacher / Literacy lead as necessary when identified throughout the year.</p> <p>Continued use of pre and post teach maths sessions with PP</p>	<p>HA PP children may not experience high expectations from home, lack of aspirations and so they need extra encouragement in school to ensure they achieve potential.</p> <p>Structured conversations have a proven track record aim to improve the lives of disadvantaged, vulnerable and underachieving young people in England and to make social mobility a reality. Parental engagement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p> <p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low</p>	<p>Targeted groups of children identified through data analysis, Pupil Progress Meetings and barriers to learning identified. Small group and individual support put in place.</p> <p>Lesson observations, learning walks, book scrutiny, moderation, data analysis, pupil voice.</p>	<p>KS lead SK</p> <p>Numeracy & Literacy leads AG, MC</p> <p>Class teachers MM, SK, NW, MC, AG</p> <p>AT's - DT, GS, LT, AMo, TM</p> <p>SENCO ALM SEND HLTA GS</p> <p>Structured conversation lead LB</p>	<p>Regular termly pupil progress check meeting.</p> <p>Feb 2020 mid year review</p> <p>July 2020 end of year data review</p> <p>(Approx £3000)</p>

	<p>Structured conversation - key vulnerable children from KS2 targeted.</p> <p>Precision teaching used to work with individuals with spelling need / tables / number bonds.</p>	<p>attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.</p> <p>Precision Teaching - Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components: cognition - the mental process involved in knowing, understanding, and learning; metacognition - often defined as 'learning to learn'; motivation - willingness to engage our metacognitive and cognitive skills.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>			
<p>To provide exciting opportunities for children to use a range of technology throughout the curriculum to support and enhance learning</p>	<p>School devices including subscription to apps and additional programmes provided for targeted pupil premium children (use of iPad) e.g. Times Tables Rock Stars, IDL online interventions. Immersive room use KS2 use of seesaw</p>	<p>Children enjoy learning online and are motivated by this. Some do not have access to internet at home and so they are given extra time to access this learning in school so are not disadvantaged.</p> <p>LAC children identified for laptop scheme</p>	<p>Teachers and ATs are aware of PP children within in the class and ensure that PP children have regular access to technology and apps.</p> <p>Analysis of programmes using their own online tools e.g. show uptake for PP children. Reported by subject leads / IT coordinator.</p>	<p>Lead practitioner SK, Teacher LB,, AG, MC.</p> <p>IT coordinator / Literacy / Maths coordinator</p>	<p>End of each term, Feb mid year review July 2020 (Approx £2000)</p>
Total budgeted cost					<p>Approx £15,000</p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attendance for the school overall will increase.</p> <p>Attendance for FSM6 and disadvantaged will remain the same or improve.</p> <p>FSM6 will continue to be better than LA average.</p> <p>Whole school persistent absence will remain the same or improve and continue to be above LA average.</p> <p>Persistent absence for FSM6 and disadvantaged will remain or improve on current percentages, and will remain better than the LA averages.</p> <p>Ensure attendance rates for PP improve.</p> <p>Punctuality for PP children will improve.</p>	<p>School to continue to subscribe to CPOMS and use as a way of monitoring attendance and punctuality.</p> <p>School to continue reporting punctuality and attendance on weekly newsletter for each year group.</p> <p>School to continue awarding certificates for 100% punctuality and attendance.</p> <p>First day response - office staff / Thrive practitioner to contact parents asap to find out reason for lateness / absence and to encourage parents to bring the child into school asap. To provide a face to face contact who can offer parents advice and support regarding punctuality and attendance.</p> <p>Half termly letters from office manager to those whose punctuality and attendance is causing a concern, below 93%</p> <p>Continue to work alongside EWO. Refer specific families as necessary.</p> <p>Previous Parent workshop from Educational Psychologist on resilience in children and families.</p> <p>Inclusion leader to monitor attendance of PP children and contact any families causing concern and provide appropriate support.</p> <p>Continued EHA / TAF for family with PP children whose</p>	<p>CPOMS is an excellent tool to monitor patterns and reasons for absence and punctuality which can then be used to challenge parents.</p> <p>To support and encourage parents to bring their children into school. Increased parental engagement directly links to increased pupil attendance and progress.</p> <p>Schools can't improve attainment for children if they aren't actually attending school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>To continue first day response which has shown to have an impact in improving attendance from 2015-2016 to 2017-2018 and now 2018-2019.</p> <p>To clarify with parents through phone calls and face to face contact that it is only extreme circumstances that they need to keep their child off school e.g. chn can come to school with coughs / colds and once infectious periods are over. If uniform is in the wash we can provide a spare jumper for the day rather than the child not attend.</p> <p>The letters help alert parents to slips in punctuality and attendance and they can be tackled before becoming a serious concern.</p> <p>EWO involvement helps parents to see the seriousness of poor punctuality and attendance and the negative impact on a child's performance in school.. EWO can provide strategies and support at home to those families who are struggling.</p> <p>Resilience workshop will provide families with strategies to help encourage their child to come to school when they may not want to or it would be easier to stay at home.</p> <p>EHA/TAF can create action plans specifically linked to punctuality and attendance. Families can</p>	<p>Office manager will check each day that CPOMS has been completed in terms of attendance and punctuality asap and absences responded to by 9.30am.</p> <p>Make attendance and punctuality a high priority in school - report weekly on newsletter and share with the children and praise during assembly.</p> <p>Parents understand that lateness and poor attendance can add up to a significant chunk of missed learning time. Parents also understand that poor punctuality means children can miss the same subject at the beginning of the day and that will greatly affect their knowledge development in a specific area of the curriculum. (Assemblies held first thing each morning to reduce the impact of poor punctuality.)</p> <p>Regular and thorough analyses of attendance and punctuality with children causing concern highlighted and targeted for parent discussions / letters.</p> <p>EWO (Dawn Westerby) has appropriate time to engage with parents and support their needs. Dawn is visible on targeted mornings and will approach all families who are late.</p> <p>SLT (DW/ALM so manage EHAs)</p>	<p>Principal DW</p> <p>Office staff - , GS, AH,</p> <p>Thrive practitioner JB</p> <p>Inclusion lead ALM</p> <p>EWO Dawn W</p> <p>Structured conversation lead LB</p>	<p>Weekly check of punctuality and attendance to add to newsletter.</p> <p>Half termly review of attendance and punctuality.</p> <p>Office staff complete CPOMS reporting asap each day to SLT / Inclusion lead about pupils who are late, absent and result of attempts to contact families.</p> <p>Reasons for lateness reported and logged on CPOMS so as to identify patterns and support needs.</p> <p>Analyses of PP data termly unless significant cause for concern.</p> <p>Review parent perception of resilience workshop.</p> <p>If family with EHA causing concern in attendance then TAFs held every 4-5 weeks to review attendance and ensure quick response.</p> <p>Feedback from reports in summer term.</p> <p>Structured conversations termly reviews</p>

	<p>punctuality and attendance regressed in 2018-2019. (Two key families)</p> <p>New attendance method of recording to be included on school reports using traffic light system to highlight concerns to parents and provide them with a target to aim for.</p> <p>1:1 Thrive sessions to support most vulnerable.</p> <p>Assessment For All - structured conversations with those whose attendance is causing concern.</p> <p>Children with persistent absence (9 chn) highlighted to teachers, AT's, SLT and admin so proactive approach.</p>	<p>be given targeted advice and support from professionals involved.</p> <p>If parents are aware of national / government expectations for attendance this will hopefully encourage them to improve their child's attendance.</p> <p>New traffic light reporting of attendance on reports alerts parents to when their child's attendance is slipping down out of the positive green towards the warning red.</p> <p>Direct face to face communication with parents can have the most impact on improving attendance.</p>	<p>Thrive lead to work with children regularly in specific areas. Check improvements in %.</p> <p>Lead teacher to plan and coordinate structured conversations. LB</p>		<p>Overall review at the end of the academic year July 2018.</p> <p>(Approx £9,000)</p>
<p>Parents are better informed of how their child learns and are willing to engage with school to support their child's learning.</p> <p>Parents provide better role model to their children regarding the importance of lifelong learning.</p>	<p>Structured conversations targeted to most vulnerable pupils PP & SEND</p> <p>Resilience parent workshop, staff meeting, encourage growth mindset through newsletter reminders</p> <p>SEN CO available at parents evening to give parents opportunity of more time and to ask questions / raise concerns as necessary</p>	<p>Parents evening attendance surveys</p> <p>Structured conversations, surveys / parental feedback</p> <p>Maternal level of education impacts on a child's educational achievement so some of our mothers may need additional support which will also help encourage a positive attitude to school, homework, attendance and need for resilience</p> <p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.</p> <p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>Questionnaires and parental feedback produced by LB (structured conversation school lead).</p> <p>Impact of structured conversations</p> <p>Turn out at events</p>	<p>Principal DW</p> <p>AFA lead LB</p> <p>SENCo ALB</p> <p>Class teachers and ATs</p>	<p>AFA mid year review and end of year analysis</p> <p>SLT review meetings</p> <p>(Approx £2,000)</p>
<p>PP pupils not at a disadvantage due to lack of financial capabilities and so children can access all opportunities e.g. school trips, residential, music tuition, learning expeditions,</p>	<p>DW, AH, ALM and JB communicate with parents when trips / residential are organised to discuss payment plan.</p>	<p>When necessary trips can be financed by the school.</p> <p>PP children often have less access to activities outside of school so need to be supported to attend in school activities.</p>	<p>DW, AH, ALM and JB communicate with parents when trips / residential are organised to discuss payment plan. PParents notified of trips asap.</p>	<p>Principal DW</p> <p>Vice Principal / SENCO ALM</p> <p>Office manager AH</p>	<p>Sep 2019 - on going</p> <p>(Approx £2,000)</p>

<p>transport costs of swimming, school dinner debts wiped out etc. Continue to support parents who lack financial capacity.</p>	<p>DW / AH discuss outstanding debt from school dinners and actions with parents as necessary.</p> <p>ALM organise laptop and trips funded for LAC children.</p>		<p>Discussions on school dinner outstanding debts made on an individual basis and as and when relevant.</p>	<p>Thrive lead JB</p>	
Total budgeted cost					<p>Approx £13,000</p>

6. Review of expenditure				
Previous Academic Year		2018-2019 (£88,700)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>An increase in the percentage of children achieving age related expectations across all year groups.</p> <p>An increase in percentage of pupils making expected progress.</p> <p>An increase in percentage of pupils making accelerated progress which means the gap between PP and ARE decreases.</p>	<p>Providing low ratio of pupil to staff members, including at least one assistant teacher to every year group Nursery - 1 additional teacher shared (ratio 1:6) Reception – 1 assistant teacher, 1 additional teacher (ratio 1:6) Year 1 – 2 assistant teacher (ratio 1:9) additional targeted AT support Year 2 – 1 assistant teacher (ratio 1:15) KS manager released for targeted support Year 3 - 2 assistant teachers (ratio 1:10) Year 4 - 2 assistant teachers (ratio 1:10) Year 5 - 1 assistant teacher (ratio 1:9) Year 6 - 1 assistant teacher, 0.5 additional teacher (ratio 1:8 or 1:5) across year base. Additional senior staff released to support strong progress across Y2, Y6, supporting NQT and SATs readiness. Lead teacher to be released to team teach across KS2 to inspire T's and foster accelerated progress and enjoyment.</p>	<p>Reception - Percentage making ARE All - Reading 78%, Writing 72%, Maths 78% PP- Reading 40%, Writing 40%, Maths 60% Non PP - Reading 92%, Writing 85%, Maths 85% PP children significantly below ARE in Literacy compared to non PP.</p> <p>Year 2 - Percentage making ARE (compared to FS) and expected or accelerated progress. READING All -88% in FS to 65%. 68% expected+ / 0% accel prog. PP-70% in FS to 60%. 90% expected+ / 0% accel prog. Non-95% in FS to 67%. 57% expected+ / 0% accel prog. WRITING All-87% in FS to 61%. 61% expected+ / 3% accel prog. PP-70% in FS to 40%. 70% expected+ / 10% accel prog. Non-95% in FS to 71%. 57% expected+ / 0% accel prog MATHS All-87% in FS to 68%. 71% expected+ / 6% accel prog. PP-70% in FS to 50%. 80% expected+ / 0% accel prog. Non-96% in FS to 76%. 67% expected+ /10% accel prog</p> <p>The percentage of children at ARE decreased in Year 2. Percentage of PP children at ARE decreased in Year 2. PP made more progress than non pp in all areas. Success Criteria partially met.</p> <p>Year 6- Percentage making ARE (compared to KS1 and FS)) and expected or accelerated progress. READING All - 44% in FS, 69% in KS1, 44% KS2. 50% expected+ / 6% accelerated progress since KS1 87.5% expected+ / 25% accelerated progress since FS PP - 44% in FS, 66% in KS1, 44% KS2. 55% expected+ / 11% accelerated progress since KS1 89% expected+ / 33% accelerated progress since FS Non - 29% in FS, 57% in KS1, 43% KS2 43% expected+ / 0% accelerated progress since KS1 100% expected+ / 14% accelerated progress since FS WRITING All - 44% in FS, 50% in KS1, 69% in KS2 81% expected+ / 25% accelerated progress since KS1</p>	<p>Having additional support in every class has a positive impact on our children. Our pupils who are PP often have SEMH needs which can arise at any time, are unpredictable and so therefore support can not be timetabled in but needs to be immediate when the need arises. We will continue with this level of support.</p> <p>Additional support will be given to new Y1 to help catch up on ARE which were not met at end EYFS. (All made expected progress but now need accelerated progress to narrow the gap.)</p> <p>Our PP children also need to have strong positive working relationships with staff and so having them always in the base area allows this to be enhanced and encouraged. Our PP children frequently have SEND and so need extra support with their learning due to barriers.</p> <p>SLT continue to monitor the impact of AT's in terms of attainment, number of children at ARE, number of children making expected progress and accelerated progress, impact on SEMH, AT's addressing and supporting PP children and their families.</p> <p>Everyone provided with a list of key children to target in the coming year who were below ARE last year and by how much, so the amount of accelerated progress needed is obvious. Children highlighted on tracker sheets for easy monitoring.</p> <p>Everyone provided with a list of key children to target in the coming year who did not make expected progress last year or since the end of last key stage so those who need to make accelerated progress are easily identifiable and highlighted in school tracker sheets.</p> <p>From FS to KS1 no increase in % ARE so need to carefully consider accuracy of FS data - moderation to check how thorough / accurate assessments are. Then add in additional support in KS1 to boost and enhance chances of accelerate progress. .</p>	£45,000

	<p>SENCo release to support as necessary. Thrive practitioner to support as necessary.</p>	<p>100% expected+ / 44% accelerated progress since FS PP - 44% in FS, 55% in KS1, 66% in KS2 78% expected+ / 11% accelerated progress since KS1 100% expected+ / 44% accelerated progress since FS Non - 29% in FS, 29% in KS1, 71% in KS2 86% expected+ / 43% accelerated progress since KS1 100% expected+ / 43% accelerated progress since FS MATHS All - 44% in FS, 75% in KS1, 75% in KS2. 69% expected+ / 25% accelerated progress since KS1 94% expected+ / 56% accelerated progress since FS PP - 44% in FS, 77% in KS1, 55% in KS2. 55% expected+ / 11% accelerated progress in KS1 88% expected+ / 44% accelerated progress since FS Non - 29% in FS, 57% in KS1, 100% in KS2 86% expected+ / 43% accelerated progress since KS1 100% expected+ / 71% accelerated progress since FS</p> <p>% ARE has increased or stayed the same for all groups in all areas apart from PP Maths. PP made more progress in reading than non PP. Progress in writing from FS was comparable between PP and non PP. Progress for PP was below non PP in maths. Success Criteria partially Met</p>		
<p>Improve oral language skills for pupils eligible for PP in Reception class.</p>	<p>AT trained in developing oracy for pupils in Reception and Y1 - lead by Northumberland LIST team (7th December 2016) continues to work in Reception and support PP.</p> <p>Half termly RWI review with modified groupings based on teacher support and progress - devoted RWI manager</p> <p>Talk for Writing training for whole school - how to retell a story from memory with actions and symbols.</p> <p>Specific Talk for Writing training for Literacy lead and new staff</p> <p>SALT referral, assessment and</p>	<p>All pupils eligible for PP in Reception class made at least expected progress by the end of the year in R, W & M. This was the same as for non PP. Success Criteria Met.</p> <p>In Reading all, and in Writing pupils eligible for PP made expected progress (75%) or accelerated progress (25%). In Maths all pupils eligible for PP made expected progress (50%) or accelerated progress (50%).</p> <p>Only 50% of original PP children achieved at least ARE in Communication & Language. 40% 2/5 pupils achieved ARE in C&L. One child that didn't was a mid year admit and SEN. The other two are SEND and have HI concerns this year and SALT. 92% of non PP achieved ARE. Success Criteria Not Met.</p> <p>SALT programme is still our most effective provision.</p> <p>RWI groups have been analysed each half term and necessary changes made accordingly, hence pupils were precisely matched to work at their ability level. This meant that coasting was avoided and accelerated progress through the RWI programme could be achieved by PP in particular.</p>	<p>Continue same strategies which have worked well to enhance and target oral language skills, particularly in Reception. Confident, trained, experienced TA in place who achieves excellent results.</p> <p>Continue to refer to NHS speech and language support asap where necessary. Continue with 1:1 SALT interventions led by specialist speech and language therapist for half term blocks where need identified..</p> <p>Continue prioritising school support oracy through 1:1 and small group speech therapy sessions</p> <p>TA's to continue to provide 1:1 targeted support as necessary.</p> <p>Continue to provide small, targeted RWI groups to address individual needs.</p> <p>Continue to have a designated experienced RWI manager to observe groups, oversee assessments and groupings. RWI groups regularly analysed each half term and necessary changes made, hence pupils are precisely matched to work at their ability level. Continue with high ratio of trained staff to ensure effective delivery.</p> <p>Three children who are PP (now in Y1) who did not achieve ARE in communication to be carefully monitored this year.</p>	<p>£3,000</p>

	<p>implementation of strategies. 1:1 support.</p>	<p>40% PP achieved at least the expected level in all 8 Prime Areas. 40% achieved at least the expected level in all 8 Prime areas plus Literacy & Maths (12 ELG)</p> <p>50% of original PP children achieved at least expected level in Reading (one is SEN). Two children who didn't are SEND and one is a new admit.</p>	<p>In Reading and Writing 2 PP pupils (plus new PP admit) are below ARE at the end of FS so will need targeted support in Y1. Two of these children have issues with HI, all 3 are involved with SALT. In maths one PP (plus new PP admit) are below ARE at the end of FS so need targeted support in Y1.</p>	
<p>Improve progress in KS2 reading, writing and maths for those pupils who have PP & SEND hence narrowing the gap.</p>	<p>New spelling programme devised by Literacy lead across school with targeted homework, weekly tests.</p> <p>Talk for writing training for all staff and then to be used regularly in class</p> <p>Dyslexia friendly strategies continue to be used across school as recommended by Literacy support team. Shared with staff again.</p> <p>Maths Mastery programme adapted by school. CPD for lead teachers and several members of staff. Training cascaded through staff meetings / TT days.</p> <p>Continued use of Mathletics and Times Tables Rock Stars</p> <p>IDL Literacy has spelling programme for all to be investigated as a possible resource for all chn. IDL training for SENCo and ATs</p>	<p>Year 6 Percentage making ARE (compared to KS1 and FS)) and expected or accelerated progress.</p> <p>READING All - 44% in FS, 69% in KS1, 44% KS2. 50% expected+ / 6% accelerated progress since FS 87.5% expected+ / 25% accelerated progress since FS SEN&PP - 20% in FS, 40% in KS1, 0% KS2. 20% expected+ / 0% accelerated progress since KS1 80% expected+ / 0% accelerated progress since FS Non SEN&PP - 45% in FS, 73% in KS1, 63% KS2. 64% expected+ / 9% accelerated progress since KS1 100% expected+ / 36% accelerated progress since FS</p> <p>WRITING All - 44% in FS, 50% in KS1, 69% in KS2 81% expected+ / 25% accelerated progress since KS1 100% expected+ / 44% accelerated progress since FS SEN&PP - 20% in FS, 20% in KS1, 40% in KS2 60% expected+ / 20% accelerated progress since KS1 100% expected+ / 20% accelerated progress since FS Non SEN&PP - 45% in FS, 55% in KS1, 82% in KS2 91% expected+ / 27% accelerated progress since KS1 100% expected+ / 55% accelerated progress since FS</p> <p>MATHS All - 44% in FS, 75% in KS1, 75% in KS2. 69% expected+ / 25% accelerated progress since KS1 94% expected+ / 56% accelerated progress since FS SEN&PP - 20% in FS, 60% in KS1, 20% in KS2. 40% expected+ / 0% accelerated progress in KS1 80% expected+ / 20% accelerated progress since FS Non SEN&PP - 45% in FS, 73% in KS1, 100% in KS2 81% expected+ / 36% accelerated progress since KS1 100% expected+ / 73% accelerated progress since FS</p> <p>In Reading SEN&PP not making expected progress and regressed with 0 making ARE in Y6 (2EHCP, 2 dyslexic, 1 other) In Writing SEN&PP greater % at ARE and some have made some accelerated progress but this needs to increase. In Maths SEN&PP have maintained % ARE from FS but not KS1. Only a small percentage have made accelerated progress (2 EHCP)</p>	<p>Continue improving new spelling strategies and system across school, including homework. The impact of this on improved spelling scores in weekly test, National tests and during free writing in books needs monitored and analysed to ensure effectiveness of provision on PP, SEND and cohorts overall. Lunch time spelling club will continue for those children who have not completed their homework.</p> <p>Continue with Talk for Writing. Literacy lead to have training first then other staff training to refresh those with existing knowledge and to train up new staff. SLT continue focus on evidencing Talk for Writing in classroom displays, observations and in book scrutiny.</p> <p>Continue with dyslexia friendly strategies across school. Continue with IDL Literacy and Numeracy intervention for children with Literacy difficulties / dyslexia after successful pilot.</p> <p>Continue with precision teaching to targeted individuals.</p> <p>Continue with small class ratios - e.g. each class to have an AT above those needed for EHCP where possible. This means that support can be targeted to specific PP and SEND pupils.</p> <p>Continue with careful monitoring of data / pupil progress meetings to identify children at risk of not making ARE / expected progress / gaps and plan appropriate support / interventions.</p> <p>Start / reinstate KS2 interventions on IDL Literacy and Maths, Catch up Literacy (TAs returned from maternity leave) for pupils identified as most in need.</p> <p>SENCo and SEND working group to ensure new SEN paperwork in place and plans identify needs, address barriers and provide effective interventions which are regularly reviewed and monitored.</p> <p>There are still issues hindering progress in PP SEND pupils relate to spelling, punctuation and grammar as well as composition skills. This needs investigated by Literacy lead and actions taken. (possibly clearer SEN plans, IDL interventions, experienced additional teacher in Y6) Continue investing in training and resources. School is part of the Great North Maths Hub.</p>	<p>£7,000</p>

		<p>The gap between attainment of PP and others and PP&SEND and others is reducing but only slightly as more non SEN&PP are making accelerated progress.</p> <p>Maths Mastery has been found to increase enjoyment, resilience, understanding and attainment in maths. This year all pupils have made most progress in Maths.</p> <p>Success Criteria Partially Met.</p>	<p>Mathletics no longer purchased. Continue with Times Tables Rock Stars, IDL, AR and give a bigger push / encouragement participation through praise and reward.</p>	
<p>High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.</p>	<p>Staff have previously had training on providing stretch for high attaining pupils.</p> <p>Pupils to be identified in lessons, always check initial understanding, support when needed, encourage maximum effort, additional support</p> <p>KS2 support / team teaching for lead teacher to address achievement / attainment / stretch of HA PP chn.</p>	<p>All high ability PP made at least expected progress with some making accelerated progress, apart from PP KS1 writing and one Y6 maths PP..</p> <p>Success Criteria Partially Met</p> <p>Reception - No HA pupils are PP in R. Only 1 child with PP is not SEND.</p> <p>Reading - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 57% made expected progress and 43% made accelerated progress.</p> <p>Writing - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 67% made expected progress and 33% made accelerated progress.</p> <p>Maths - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 83% made expected progress and 17% made accelerated progress. Success Criteria Met in all subjects.</p> <p>KS1</p> <p>No HA pupils are PP in Y2 so comparing middle ability</p> <p>Reading-</p> <p>4 PP are SEN leaving 6 middle ability PP.</p> <p>83% of MA PP are ARE was 100% in FS</p> <p>83% expected+ / 0% accelerated progress from FS.</p> <p>Middle Ability non PP are 13 pupils.</p> <p>54% of non PP are ARE was 100% in FS</p> <p>54% expected+ / 0% accelerated progress.</p> <p>PP MA out performing non PP in attainment and progress. Success Criteria Met.</p> <p>Writing -</p> <p>7 middle ability PP</p> <p>57% of MA PP are ARE was 100% in FS</p> <p>57% expected+ / 14% accelerated progress from FS.</p> <p>13 middle ability non PP</p> <p>62% of MA non PP are ARE was 100% in FS</p> <p>62% expected+ / 0% accelerated progress from FS.</p> <p>Non PP are slightly out performing PP in attainment and progress. Success Criteria Not Met.</p> <p>Maths -</p> <p>7 middle ability PP</p> <p>71% of MA PP are ARE was 100% in FS</p> <p>71% expected+ / 0% accelerated progress from FS.</p>	<p>Continue with small class ratios so PP can be identified and support targeted, including the HA PP.</p> <p>Consider middle ability PP children targeted to make accelerated progress to hopefully have some more PP that are achieving in HA range.</p> <p>HA PP pupils have all made great progress so we need to continue with the same strategies.</p> <p>Need to continue with strategies for PP/HA making further accelerated progress in new Year 6, identifying KS1 results and if they were HA then and still on track for HA KS2. Possible Inference training led by Thinkwell. Inference group for Y6 reading.</p> <p>Continue with targeted CPD for new staff and those in need of support on providing stretch for HA pupils.</p> <p>Continue targeted groups of children identified through data analysis, Pupil Progress Meetings and barriers to learning identified. Small group and individual support put in place.</p> <p>Three children who were GD in reading at end of FS are only ARE at the end of KS1. Six children who were ARE at end of EYFS are now below at the end of kS1. They will need targeted support in KS2 to make accelerated progress back to GD/ ARE.</p>	<p>£2500</p>

		<p>14 middle ability non PP 71% of MA non PP are ARE was 100% in FS 71% expected+ / 14% accelerated progress from FS. PP and non PP are in line. Success Criteria Met. KS2 - 2 higher ability PP pupils in Y6 from KS1 (3 in maths) (none were considered HA in FS) <u>Reading -</u> 100% of HA PP are GD (greater depth) 100% HA PP expected progress since KS1 100% HA PP accelerated progress since FS 75% of HA non PP are ARE,0% GD, 100% were GD in KS1, 50% were below ARE and 50% ARE in FS. 0% expected progress since KS1 100% expected+ / 25% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met. <u>Writing -</u> 100% of HA PP are GD (greater depth) 100% HA PP expected progress since KS1 100% HA PP accelerated progress since FS Only 1 child HA non PP 100% of HA non PP are ARE,0% GD, 100% were GD in KS1, 100 were ARE in FS. 0% expected progress since KS1 100% expected+ / 0% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met. <u>Maths -</u> 67% of HA PP are GD (greater depth) 67% HA PP expected progress since KS1 67% HA PP accelerated progress since FS Only 1 child HA non PP 100% of HA non PP are ARE,0% GD, 100% were GD in KS1, 100% were ARE in FS. 0% expected progress since KS1 100% expected+ / 0% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met. Accelerated progress has been made by each HA PP child in KS2 in Reading and writing and by 67% in maths.</p>		
<p>To develop a lifelong love of reading for pleasure</p>	<p>Create a lending library in school with a range of fiction and nonfiction</p> <p>Encourage PP children to read more widely, at least an age</p>	<p>Accelerated Reader has been purchased for the school and all staff trained in its use and set up. (£5000 over 3 years) In addition to this, the number and range of books has been increased. The school council were given £1000 to chosen their selection of new books, staff had £3000 and the Literacy lead had £1000 to specifically purchased books for higher ability UKS2.</p>	<p>Results at the end of 2018 -2019 show an increase above expected in all but one class. The results are from March 2019 compared with July 2019 a difference of 4 months. In Y2 the average increase was 6 months.In Y3,Y4 and Y6 there was an average increase in reading age of 5 months and in Y5 the reading age did not increase.</p> <p>Looking in further detail in Y5, it should be noted that many children progressed better than expected but some special needs children</p>	<p>£10,000</p>

	<p>appropriate level and to read more frequently</p> <p>Purchase an additional range of child friendly reading materials e.g. comics, First News</p> <p>Literacy lead given time to source appropriate books, shelving etc</p>	<p>All children from Y2-Y6 have been assessed using AR assessment and now have a Reading Age and Zone of proximal development (ZPD). This is then used to help the children select reading books which are more appropriate for their ability.</p> <p>In classes teacher and AT's target PP children daily to discuss the frequency with which they are reading, how they are doing on quizzes and to set targets.</p> <p>More visual books and graphic books have been purchased.</p>	<p>regressed on the reading test. There is some random element to the reading test and we need a full year of data to make any final conclusions about the effectiveness of the programme across the spectrum of abilities.</p> <p>At the end of 2018 to 2019 children were scoring an average of 74.14% on their book quizzes. Our target is 85% so we still have some way to go. It should be noted that the younger classes achieved better e.g. Y2 an average of 81% as compared with Y6 at an average of 67%. this may be due to the length and number of books read.</p> <p>Children have had a very positive reaction to the introduction of Accelerated Reading and are keen to choose new books to read.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve oral language skills for pupils eligible for PP in Reception class.</p>	<p>AT trained in developing oracy for pupils in Reception and Y1 continues to work in Reception and support PP group.</p> <p>RWI small group daily interventions and targeted 1:1 additional sessions as necessary.</p> <p>SALT referrals, assessment and implementation of strategies. 1:1 support.</p>	<p>All pupils eligible for PP in Reception class made at least expected progress by the end of the year in R, W & M. This was the same as for non PP. Success Criteria Met.</p> <p>In Reading all, and Writing pupils eligible for PP, made expected progress (75%) or accelerated progress (25%). In Maths all pupils eligible for PP made expected progress (50%) or accelerated progress (50%).</p> <p>Only 50% of original PP children achieved at least ARE in Communication & Language. 40% 2/5 pupils achieved ARE in C&L. One child that didn't was a mid year admit and SEN. The other two are SEND and have HI concerns this year and SALT. 92% of non PP achieved ARE. Success Criteria Not Met.</p> <p>SALT programme is still our most effective provision.</p> <p>RWI groups have been analysed each half term and necessary changes made accordingly, hence pupils were precisely matched to work at their ability level. This meant that coasting was avoided and accelerated progress through the RWI programme could be achieved by PP in particular.</p> <p>40% PP achieved at least the expected level in all 8 Prime Areas. 40% achieved at least the expected level in all 8 Prime areas plus Literacy & Maths (12 ELG)</p>	<p>Continue same strategies which have worked well to enhance and target oral language skills, particularly in Reception. Confident, trained, experienced TAs in place who achieves excellent results.</p> <p>Continue to refer to NHS speech and language support asap where necessary. SALT are professionals involved in assessing and developing children's speech. They provide personalised learning targets and strategies to help narrow the gap and address an individual child's needs. Continue with 1:1 SALT interventions led by specialist speech and language therapist for half term blocks where need identified. (SEN Co time needs included in costs)</p> <p>Continue prioritising school support oracy through 1:1 and small group speech therapy sessions</p> <p>TA's to continue to provide 1:1 targeted support as necessary.</p> <p>Continue to provide small, targeted RWI groups to address individual needs. Some of the pupils need 1:1 targeted support to catch up / over learn. RWI is a programme which has been independently evaluated and shown to be effective in other schools and in our school in previous years so we will continue with this. Observations by RWI manager / SLT to share best practice and ensure a consistent approach.</p> <p>Continue to have a designated experienced RWI manager to observe groups, oversee assessments and groupings. RWI groups regularly analysed each half term and necessary changes made, hence pupils are precisely matched to work at their ability level. Continue with high ratio of trained staff to ensure effective delivery. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>£2,000</p>

		50% of original PP children achieved at least expected level in Reading (one is SEN). Two children who didn't are SEND and one is a new admit.	Introduce new whole school Oracy Programme as part of Voice 21.	
<p>Improve progress in KS2 reading, writing and maths for those pupils who have PP & SEND hence narrowing the gap.</p>	<p>Non teaching SENCo. SENCo to use dyslexia toolkit with individuals as necessary to identify need and possible areas of consolidation needed.</p> <p>SENCO to use visual stress assessments to identify children's needs and resources accordingly - viewers, coloured overlays, coloured glasses</p> <p>Targeted additional support in Y6 for PP children, AT's, SENCo, (experienced Y6 teachers) additional Senior teacher 0.5) AT's and teachers to focus on PP children in teaching and interventions to maximise chance of accelerated learning. Small group ratio.</p> <p>Additional groups targeted by KS2 lead as and when identified..</p> <p>Use of pre and post teach maths sessions with PP</p> <p>Achievement for All programme - key children from KS2 targeted, PP and SEND.</p>	<p>Year 6 Percentage making ARE (compared to KS1 and FS) and expected or accelerated progress.</p> <p>READING All - 44% in FS, 69% in KS1, 44% KS2. 50% expected+ / 6% accelerated progress since KS1 87.5% expected+ / 25% accelerated progress since FS SEN&PP - 20% in FS, 40% in KS1, 0% KS2. 20% expected+ / 0% accelerated progress since KS1 80% expected+ / 0% accelerated progress since FS Non SEN&PP - 45% in FS, 73% in KS1, 63% KS2. 64% expected+ / 9% accelerated progress since KS1 100% expected+ / 36% accelerated progress since FS SUCCESS CRITERIA NOT MET</p> <p>WRITING All - 44% in FS, 50% in KS1, 69% in KS2 81% expected+ / 25% accelerated progress since KS1 100% expected+ / 44% accelerated progress since FS SEN&PP - 20% in FS, 20% in KS1, 40% in KS2 60% expected+ / 20% accelerated progress since KS1 100% expected+ / 20% accelerated progress since FS Non SEN&PP - 45% in FS, 55% in KS1, 82% in KS2 91% expected+ / 27% accelerated progress since KS1 100% expected+ / 55% accelerated progress since FS SUCCESS CRITERIA PARTIALLY MET</p> <p>MATHS All - 44% in FS, 75% in KS1, 75% in KS2. 69% expected+ / 25% accelerated progress since KS1 94% expected+ / 56% accelerated progress since FS SEN&PP - 20% in FS, 60% in KS1, 20% in KS2. 40% expected+ / 0% accelerated progress in KS1 80% expected+ / 20% accelerated progress since FS Non SEN&PP - 45% in FS, 73% in KS1, 100% in KS2 81% expected+ / 36% accelerated progress since KS1 100% expected+ / 73% accelerated progress since FS SUCCESS CRITERIA PARTIALLY MET</p> <p>In Reading SEN&PP not making expected progress and regressed with 0 making ARE in Y6 (2EHCP, 2 dyslexic, 1 other)</p> <p>In Writing SEN&PP greater % at ARE and some have made some accelerated progress but this needs to increase.</p> <p>In Maths SEN&PP have maintained % ARE from FS but not KS1. Only a small percentage have made accelerated progress (2 EHCP)</p> <p>The gap between attainment of PP and others and PP&SEND and others is reducing but only slightly as more non SEN&PP are making accelerated progress.</p>	<p>Continue with non teaching SENCo who can assess, monitor, target support for SEND pupils.</p> <p>Continue with Dyslexia toolkit as proved to be a good identifier of possible dyslexia / literacy difficulties and can pinpoint need. Teachers need to alert SENCo sooner to the possible need for assessment.</p> <p>Visual stress assessment identifies correct coloured overlay which then increases reading rate and accuracy instantly. Specific resources can then be bought for individuals. Again early identification to SENCo is essential.</p> <p>Continuing with small groups means that learning can be more focused to child's needs, barriers identified and misconceptions identified quicker.</p>	£5,000

		<p>Maths Mastery has been found to increase enjoyment, resilience, understanding and attainment in maths. This year all pupils have made most progress in Maths.</p> <p>SUCCESS CRITERIA PARTIALLY MET</p>		
<p>High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.</p>	<p>Targeted additional small group or 1:1 support in Y6 for PP children, AT's, SLT, SENCo, (experienced Y6 teachers.)</p> <p>AT's and teachers to focus on HA PP children in teaching and interventions to maximise chance of accelerated learning. Small group ratio.</p> <p>Additional groups targeted by KS2 lead teacher / Literacy lead as necessary when identified throughout the year.</p> <p>Continued use of pre and post teach maths sessions with PP</p> <p>Achievement for All programme - key vulnerable children from KS2 targeted.</p>	<p>All high ability PP made at least expected progress with some making accelerated progress, apart from PP KS1 writing and one Y6 maths PP.</p> <p>Success Criteria Partially Met</p> <p>Reception - No HA pupils are PP in R. Only 1 child with PP is not SEND.</p> <p>Reading - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 57% made expected progress and 43% made accelerated progress.</p> <p>Writing - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 67% made expected progress and 33% made accelerated progress.</p> <p>Maths - They were ARE at baseline and at the end of FS. They made expected progress. Of pupils not PP, 83% made expected progress and 17% made accelerated progress. Success Criteria Met in all subjects.</p> <p>KS1 No HA pupils are PP in Y2 so comparing middle ability</p> <p>Reading - 4 PP are SEN leaving 6 middle ability PP. 83% of MA PP are ARE was 100% in FS 83% expected+ / 0% accelerated progress from FS. Middle Ability non PP are 13 pupils. 54% of non PP are ARE was 100% in FS 54% expected+ / 0% accelerated progress. PP MA out performing non PP in attainment and progress. Success Criteria Met.</p> <p>Writing - 7 middle ability PP 57% of MA PP are ARE was 100% in FS 57% expected+ / 14% accelerated progress from FS. 13 middle ability non PP 62% of MA non PP are ARE was 100% in FS 62% expected+ / 0% accelerated progress from FS. Non PP are slightly out performing PP in attainment and progress. Success Criteria Not Met.</p> <p>Maths - 7 middle ability PP 71% of MA PP are ARE was 100% in FS 71% expected+ / 0% accelerated progress from FS. 14 middle ability non PP 71% of MA non PP are ARE was 100% in FS 71% expected+ / 14% accelerated progress from FS. PP and non PP are in line. Success Criteria Met.</p>	<p>Continuing targeted groups of children identified through data analysis, Pupil Progress Meetings and barriers to learning identified. Small group and individual support put in place.</p> <p>Observations show T and AT's target PP children first to ensure understanding.</p> <p>Additional interventions / support if needed to be added throughout the year to identified need.</p> <p>Structured conversations to continue with greater focus on PP pupils and SEND pupils. More of a school focus than AFA.</p> <p>Continue with pre and post teach across KS2.</p>	<p>£3000</p>

		<p>KS2 - 2 higher ability PP pupils in Y6 from KS1 (3 in maths) (none were considered HA in FS)</p> <p>Reading - 100% of HA PP are GD (greater depth) 100% HA PP expected progress since KS1 100% HA PP accelerated progress since FS 75% of HA non PP are ARE,0% GD, 100% were GD in KS1, 50% were below ARE and 50% ARE in FS. 0% expected progress since KS1 100% expected+ / 25% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met.</p> <p>Writing - 100% of HA PP are GD (greater depth) 100% HA PP expected progress since KS1 100% HA PP accelerated progress since FS Only 1 child HA non PP 100% of HA non PP are ARE,0% GD, 100% were GD in KS1, 100 were ARE in FS. 0% expected progress since KS1 100% expected+ / 0% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met.</p> <p>Maths - 67% of HA PP are GD (greater depth) 67% HA PP expected progress since KS1 67% HA PP accelerated progress since FS Only 1 child HA non PP 100% of HA non PP are ARE,0% GD, 100% were GD in KS1, 100% were ARE in FS. 0% expected progress since KS1 100% expected+ / 0% accelerated progress since FS HA PP pupils outperforming non PP HA. Success Criteria Met. Accelerated progress has been made by each HA PP child in KS2 in Reading and writing and by 67% in maths</p>		
<p>To provide exciting opportunities for children to use a range of technology throughout the curriculum to support and enhance learning</p>	<p>School devices including subscription to apps and additional programmes provided for targeted pupil premium children (use of iPad) e.g. Mathletics, Times Tables Rock Stars, IDL online interventions. Immersive room use KS2 use of seesaw</p>	<p>Children are enthused and motivated by the online learning tools and the competitive style.</p> <p>Impact of Mathletics has been limited so no longer continuing next year.</p> <p>IDL impact was reduced as focus was on Accelerated Reader and the lead AT left school. Now a AThas IDL lead and is taking it forward with training staff, working with groups of children and monitoring impact.</p>	<p>Children enjoy learning online and are motivated by this so we will continue. Some do not have access to internet at home and so they are given extra time to access this learning in school, although this is not ideal solution.</p> <p>Ensure teachers and ATs are aware of PP children within in the class and ensure that PP children have regular access to technology and apps. Maths coordinator to monitor and analyse of programmes using their own online tools e.g. show uptake for PP children and impact. There is still an issue with children's rapid recall of tables and associated division facts. Further work is needed in this area, especially in the light of Y4 tables tests.</p>	<p>£2000</p>

			Mathletics was found to be used by only a few pupils so not cost effective or having desired impact so this will stop. Accelerated reader to hopefully have a positive impact on children checking books and doing quizzes online.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Attendance for the school overall will increase.</p> <p>Attendance for FSM6 and disadvantaged will remain the same or improve.</p> <p>FSM6 will continue to be better than LA average.</p> <p>Whole school persistent absence will remain the same or improve and continue to be above LA average.</p> <p>Persistent absence for FSM6 and disadvantaged will remain or improve on current percentages, and will remain better than the LA averages.</p> <p>Ensure attendance rates for PP improve.</p> <p>Punctuality for PP children will improve.</p>	<p>School to subscribe to CPOMS and use as a way of monitoring attendance and punctuality.</p> <p>School to continue reporting punctuality and attendance on weekly newsletter for each year group.</p> <p>School to continue awarding certificates for 100% punctuality and attendance.</p> <p>First day response - office staff / Thrive practitioner to contact parents asap to find out reason for lateness / absence and to encourage parents to bring the child into school asap.</p> <p>To provide a face to face contact who can offer parents advice and support regarding punctuality and attendance.</p> <p>Half termly letters from office manager to those whose punctuality and attendance is causing a concern, below 90%</p>	<p>Overall whole school attendance remained above the LA and NA average and improved above the 95.83% 2016-2017, 96% 2017-2018 to 97% 2018-2019. (LA 95.49%, NA 94.9%) Success criteria met.</p> <p>Attendance for FSM6 increased slightly from 95.15% in 2017-2018 to 95.33% in 2018-2019. It continues to be above LA average (93.48%) Success criteria met.</p> <p>Attendance for disadvantaged increased slightly from 95.43% in 2017-2018 to 95.63% in 2018-2019. It continues to be above LA average (93.79%) Success criteria met.</p> <p>Overall whole school persistent absence worsened from 8.81% in 2017-2018 to 9.19% in 2018-2019. It remained below LA average of 9.88%. Success criteria partially met.</p> <p>Persistent absence for FSM6 worsened from 12.83% in 2017-2018 to 17.39% 2018-2019 but still remained below LA average (18.63%) This is significant as 2 new pupils were included in the percent who were part of CP and have since changed schools. It also includes 2 pupils with significant challenges due to SEND who have now moved to special schools. Of the other children 4 are for the same family who are involved with children's services and have had a very challenging year. Two other children had significant surgery (one due to SEND). One child, new to the school but with attendance issues previously, was referred to the EWO and has seen significant improvements. Persistent absence needs to improve but as 7 of the 16 children have left school this only leaves 9 to monitor closely. . This needs to be maintained and new pupils monitored. Success criteria partially met.</p> <p>Persistent absence for disadvantaged increased to 17.39% (same children as FSM6) but this does remain below LA average (18.28%) See reasons given under</p>	<p>Continue to make attendance and punctuality a high priority in school - report weekly on newsletter and share with the children and praise during assembly. Continue with awards only for 100% punctual and 100% attendance.</p> <p>Parents understand that lateness and poor attendance can add up to a significant chunk of missed learning time. Parents also understand that poor punctuality means children can miss the same subject at the beginning of the day and that will greatly affect their knowledge development in a specific area of the curriculum.</p> <p>Continue with first day response - (aim to contact before 9.30am) Office staff informally report daily to Inclusion lead about pupils who are late, absent and result of attempts to contact families. Inclusion leader also makes contact and if necessary makes home visit to see why a child isn't in school and if family need support to improve attendance. Continue to clarify with parents through phone calls and face to face contact that it is only extreme circumstances that they need to keep their child off school e.g. chn can come to school with coughs / colds and once infectious periods are over. If uniform is in the wash we can provide a spare jumper for the day rather than the child not attend.</p> <p>CPOMS system means reasons for lateness / absence are reported and logged so as to identify patterns and support needs. Patterns are more easily identified and acted on as proof of reasons to parents. Continue to use.</p> <p>Continue half termly review and thorough analyses of attendance and punctuality with children causing concern highlighted and targeted for parent discussions / letters. Continue sending out half termly letters to parents of children whose attendance is less than 93% and for those for whom punctuality is becoming a concern. This has impact (negative at first) but then improvements are seen. PP children to be given priority.</p> <p>Continue working with EWO (Dawn Westerby) e.g. through EHA's, referrals; and informally with her being visible on mornings to engage with parents and support their needs. Dawn is visible on targeted mornings and will approach all families who are late.</p>	£9000

	<p>Continue to work alongside EWO. Refer specific families as necessary.</p> <p>Parent workshop from Educational Psychologist on resilience in children and families.</p> <p>Inclusion leader to monitor attendance of PP children and contact any families causing concern and provide appropriate support.</p> <p>Continued EHA / TAF for family with PP children whose punctuality and attendance regressed in 2017-2018.</p> <p>New attendance method of recording to be included on school reports using traffic light system to highlight concerns to parents and provide them with a target to aim for.</p> <p>1:1 Thrive sessions to support most vulnerable.</p> <p>Assessment For All - structured conversations with those whose attendance is causing concern.</p> <p>Persistently late children are given alarm clocks and shown how they work</p>	<p>FSM6. These need to be maintained and the trend of reducing absence and persistent absence needs to continue as FSM and school deprivation indicator are both in the 60th - 80th percentile. Many of these pupils identify as having low self esteem and poorly developed working habits especially at home e.g in terms of homework and attitudes to learning. Resilience can be low with pupils having a give up quick attitude. Success criteria partially met.</p> <p>The number of lates has reduced for all children including PP children. . Success criteria met.</p> <p>Previously, we had PP pupils with over 40 lates now we have none over 30 lates. Our 8 pupils (7 PP) PP pupils with the highest number of lates (over 25 in 2017-2018) all managed to improve in 2018-2019. 4 of these pupils have since left. In 2018-2019 there were 9 children (8 PP) with 20 lates, these covered 6 families. 4 of the families were new to CVPS and improvements have been seen already in punctuality. Parents have a better understanding of the curriculum, how children learn and feel better equipped to support their child with their learning.</p> <p>In 2017-2018 there were 10 families (13chn) with lateness over 5% and 4 families with over 10%. In 2018-2019 there was only 1 family (2chn) with lateness over 10% and 7 families with over 5% (12chn). This is a significant reduction. The family with over 10% have now left but were PP/SEND and had a CP plan. Of the 7 families at 5% one is new and 1 had left. One child was referred to the EWO and has seen significant improvements. One PP/SEND has an active EHA which has shown improvements in attendance to in line with NA and punctuality improved significantly but is still the focus.</p> <p>One new families this year are causing concern in terms of punctuality and attendance and an EHA is due to be reestablished as they have joined from another school.</p> <p>Alarm clocks continue to be given out to KS2 children as necessary so they can be independent in getting themselves up and ready for school.</p>	<p>As parent perception of resilience workshop was positive but the most vulnerable families did not attend we continued to develop growth mindset with pupils about the importance of attendance and I can attitude rather than giving up and provide parents with strategies to help encourage their child to come to school when they may not want to or it would be easier to stay at home. This was through whole school assemblies, class assemblies and PHSE sessions.</p> <p>Continue strategy that if family with EHA causing concern in attendance then TAFs held every 4-5 weeks to review attendance and ensure quick response. EWO invited to attend and support families.</p> <p>Continued with new report structure went down well and colour code makes it obvious for parents to see if their child's attendance is a concern / below expected %.</p> <p>Continue to release Thrive practitioner who has a good relationship with families to support in monitoring absences and punctuality as this has been found to have a positive impact on attendance percentages.</p> <p>Continue with giving out of alarm clocks to children who are persistently late as helps encourage independence. .</p> <p>Two new families involved with CP and care plans have significant issues with attendance and punctuality. One family has left but we also have a new family who have similar issues and are taking up the offer of an EHA again (previous school) We need to focus support on these families.</p>	
<p>Parents are better informed of how their child learns and are willing to engage with school to support their child's learning.</p>	<p>AFA - Structured conversations targeted to most vulnerable pupils PP & SEND</p>	<p>Parents evening attendance surveys showed ... Structured conversations questionnaires. There were 33 forms returned (1 child had 2 forms returned by different parents) - 73% returns overall. Nursery: 4/4 (100%) Reception: 5/6 (83%)</p>	<p>The AFA programme is not continuing but structured conversation will still be an important part of the school year. SLT will decide the families to participate in structured conversation rather than the class teacher. This will include all PP children and SEND children.</p> <p>Parents questionnaires suggested the following improvements:</p>	<p>£2,000</p>

<p>Parents provide better role model to their children regarding the importance of lifelong learning.</p>	<p>Resilience parent workshop, staff meeting, encourage growth mindset through newsletter reminders</p> <p>SEN CO available at parents evening to give parents opportunity of more time and to ask questions / raise concerns</p>	<p>Year 1: 7/8 (88%) Year 2: 5/5 (100%) Year 3: 3/5 (60%) Year 4: 0/5 (0%) Year 5: 7/6 (1 child had 2 forms) (100%) Year 6: 2/5 (40%)</p> <p>Parental feedback showed a very positive response verbally and from 7 questionnaires returned (1 - 5 rating with 1 being the lowest):</p> <p>I was able to share my views about my child. (Rating 33-100%) My views were listened to. (33 - 100%) I was involved in deciding which targets to set for my child. (33 - 100%) I was happy with the support that was planned to help my child (33 - 100%) I understood what I could do at home to help my child. (33 - 100%) I am happy to attend future termly structured conversations to review how things are going and to set new targets (33 - 100%). Parents gave additional comments regarding the new format of structured conversations including: There was plenty of time to discuss everything and everything was explained clearly as there was time to do this. That I was informed in detail about how my child is doing and ways to help her at home. I found it really helpful to find out what areas need to be improved. Very easy and comfortable to talk to and made to understand exactly how my child is taught. It gives a better chance of working together to improve learning. Getting more detailed targets suitable for my child. I like that I have a set of targets for my child at home for myself to see what I need to be doing at home. That I got to have an input into my child's learning. Easy to talk about concerns with my child and discuss ways to improve both at home and in school. There is a chance to discuss problems in more depth, with discussions to formulate an action plan. Opportunity to discuss how we can help our child to progress by being involved with decision making.</p>	<p>How could we improve these meetings?</p> <ul style="list-style-type: none"> • Adult size chairs (said by 2 different parents). • There is nothing that needs to be improved as the teacher addressed my child's needs to help him to progress further. • I think they work well as they are. • Shorten them a little. • Time for my child to suggest her own weaknesses and ideas. <p>Is there anything else you would like to comment on?</p> <ul style="list-style-type: none"> • I would have liked to have known prior if my child had struggled at school. I'd like to be kept informed more frequently. • I just think that there is a lot of homework set. • It was very private with an open atmosphere. 	
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<p>PP pupils not at a disadvantage due to lack of financial capabilities and so children can access all opportunities e.g. school trips, residential, music tuition, learning expeditions, transport costs of swimming, school dinner debts wiped out etc. Continue to support parents who lack financial capacity to support children's learning and development.</p>	<p>DW, AH, ALM and JB communicate with parents when trips / residential are organised to discuss payment plan.</p> <p>DW / AH discuss outstanding debt from school dinners and actions with parents as necessary.</p>	<p>Several families were considering moving their children e.g where they could have packed lunches. Wiping debts meant that the children stayed at CVPS.</p> <p>Children are given the same experiences as others, e.g. they can learn a musical instrument which wouldn't have been possible; they attended learning expeditions which they would have otherwise missed.</p> <p>Every child / family who wanted to participate in an off site learning expedition whether for a day or a residential was able to participate with school support.</p>	<p>Some families are still reluctant to share if they are having financial difficulties. Need to continue developing close working relationships / routes of communication so that school are fully aware of the impact lack of financial capacity may be having.</p> <p>Plans to continue to do this by using structured conversations as a means of connecting more closely with parents. All PP families will participate in structured conversations.</p> <p>DW, AH, ALM and JB communicate with parents when trips / residential are first organised to discuss payment plan.</p>	<p>£2,000</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

As a school we have 37% PP, NA 32% PP. There must be at least 6 disadvantaged pupils in the relevant cohorts being tested to be statistically significant. CVPS in had 9 PP pupils in Y6 last year who had KS1 results. 10 of the year group were SEND so **62.5%**. 56% of PP Y6 pupils also have SEND.

Reading test scores in Y6 were below floor targets. Reading was also highlighted as an area for improvement by OFSTED and so will be added to our PP strategy.

National average progress for disadvantaged pupils: is 87% in reading, 90% in writing and 85% in maths making expected levels of progress at key stage 2 (2015 3-year rolling average). At CVPS we were 55% in reading, 78% in writing and 55% in maths making expected levels of progress at Key Stage 2 2019. This means we were below in Reading, Writing and Maths and need to address this next by making accelerated progress an essential criteria throughout KS2 for our PP children. (We do however have a significant % of PP who have SEND. 80% of PP in FS have SEND. 50% of PP in Y2 have SEND. 56% of PP in Y6 have SEND,)

Above average attainment for disadvantaged pupils: 67% achieving level 4+ in reading, writing and maths at key stage 2 (2015 3-year rolling average). **44%** of CVPS met expected standard or above in combined reading, writing and maths KS2 2019 and 44% of PP met expected standard or above in combined so in line with school but still significantly below NA.

This reported was completed by Amanda Milligan (Vice Principal / SENCo September 2019) in consultation with Debbie Wylie (Principal). It can be found online at: www.villageprimary.org