

# Pupil premium strategy statement (primary)

1. Summary information					
School	Stoke Heath				
Academic Year	2019-2020	Total PP budget	£156,060	Date of most recent PP Review	October 2019
Total number of pupils	500 (including 2YO)	Number of pupils eligible for PP	113 (+ 2 LAC)	Date for next internal review of this strategy	December 2019

2. Current attainment										
	Pupils eligible for PP (your school) %					Pupils not eligible for PP (national average) %				
% achieving in reading, writing and maths (Year 6 attainment 2018-19 cohort)	R	W	M	G	RWM	R	W	M	G	RWM
	70	80	80	85	68	73	78	79	78	65

## Pupil Premium vs Non-Pupil Premium and National

	National Expd +	School Expd+	PP Expd+	Other Expd+	National GD	School GD	PP GD	Other GD
Reading	73%	68%	70%	67%	27%	25%	25%	26%
Writing	78%	80%	80%	80%	20%	14%	5%	18%
Maths	79%	83%	80%	85%	27%	36%	35%	36%
GPaS	78%	85%	85%	85%	36%	44%	35%	48%
RWM	65%	68%	68%	70%	11%	10%	0%	15%

Writing at GD is an area for development – PP children were 15% below National. The difference between PP and non-PP achieving GD in SPAG is also a noticeable difference. However, all PP GD have improved compared with 2017-2018 results.

## Attainment

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP (19)	Other	PP (10)	Other	PP (21)	Other	PP (19)	Other	PP (20)	Other	PP (20)	Other
Reading	52%	52%	60%	59%	57%	70%	58%	76%	65%	78%	70%	67%
Writing	32%	50%	30%	61%	48%	65%	58%	63%	65%	80%	80%	80%
Maths	39%	53%	60%	75%	48%	75%	74%	81%	75%	88%	80%	85%
GPaS	37%	50%	60%	59%	48%	75%	63%	76%	60%	80%	85%	85%
Combined	32%	47%	30%	55%	38%	68%	42%	61%	65%	78%	68%	70%

While results at the end of KS2 put PP children broadly in-line with non-PP, there are significant differences in other areas of the school, particularly in the current Year 4 in Maths and SPAG, and the current Year 3 in Writing. Priority goes towards identifying who those children off-track are, and what is being done to help them catch up.

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
	Poor Communication and Language skills and lack of 'school readiness'. Only 30% of our children begin school on track to achieve GLD. This slows progress in subsequent years.	
	English as an Additional Language. More than 50% of our pupils have English as an additional language. Many children converse in their home language outside school and as a result, their access to English at home, including books, is limited.	
	Access to role models who provide aspirational goals and support of education. Low aspirations and limited knowledge or resources to support with learning at home.	
	Social Deprivation. Local area Guidance ■ The school location deprivation indicator was in quintile 5 (most deprived) of all schools. ■ The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.	
	Transience. 41 new children joined our school last year and 37 left. This level of transience is a possible barrier to future attainment.	
	Attendance. Our overall attendance for the last academic year was below 95%, with PP children	
	Vulnerability i.e. Parental separation, alcohol and drug misuse.	
	Social, emotional and mental health needs including low confidence and self esteem	
	Poor resilience and fixed growth mind set	
	Almost one quarter of our PP children have additional SEND needs. Accessing a curriculum matched to their needs when they are working significantly below age related expectations.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For data in RWM at the end of KS2 to be improved and sustained over time.	<ul style="list-style-type: none"> <li>All PP children in KS2 to make expected, or better, progress.</li> <li>Pupil Premium data remains at or above National, and in-line with non-PP data, for children achieving the Expected standard at the end of Key Stage 2.</li> <li>The gap between the percentage of PP and non-PP achieving Greater Depth in Writing closes.</li> <li>The gap between the percentage of PP and non-PP achieving Greater Depth in RWM combined closes.</li> </ul>
<b>B.</b>	For data in RWM at the end of KS1 to be improved and sustained over time.	<ul style="list-style-type: none"> <li>All PP children in KS1 to make expected, or better, progress.</li> <li>The percentage of PP children achieving the Expected standard in RWM increases and is in-line with National (over a three year trend).</li> <li>The gap between the percentage of PP and non-PP achieving the Expected standard in Writing closes.</li> <li>The gap between the percentage of PP and non-PP achieving the Expected in RWM standard closes.</li> </ul>
<b>C.</b>	For the number of children achieving GLD at the end of the Reception year to improve and be sustained over time.	<ul style="list-style-type: none"> <li>The percentage of children achieving GLD is in-line with National data (over a three year trend).</li> <li>The percentage of PP children achieving GLD is in-line with non-PP children.</li> </ul>
<b>D.</b>	To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.	<ul style="list-style-type: none"> <li>The percentage of PP children achieving ARE increases in all year groups, across subjects.</li> </ul>

<b>E.</b>	Ensure higher rates of progress across the school for high-attaining pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP identified as high ability make at least as much progress as non-PP pupils identified as high ability.</li> <li>• The percentage of PP children achieving Greater Depth increases across the school.</li> </ul>
<b>F.</b>	Children and families feel empowered to achieve their future aspirations, for themselves and their families.	<ul style="list-style-type: none"> <li>• Survey data shows an increased confidence from pupils and families.</li> <li>• Levels of engagement with school increase through parents' events, use of the family centre etc.</li> <li>• Children can articulate their future aspirations and speak about how they will achieve their goals.</li> <li>• Learning behaviours are evident throughout the school.</li> <li>• Meetings and support provided contribute to parental ability to support their children to progress in their learning.</li> <li>• Parents have access to support and information when they face personal challenge.</li> <li>• School staff and families work together effectively to support children and help them make the best progress possible.</li> </ul>
<b>G.</b>	Pupils' cultural capital is improved by exposure to a wide range of social/cultural and learning experiences, and Pupil Premium children are fully included in school life.	<ul style="list-style-type: none"> <li>• Pupils attend events/visit places/take part in activities they would not ordinarily experience, thereby increasing their educational engagement, improving their language, and increasing levels of aspiration.</li> <li>• A wide variety of enrichment experiences and well-developed curriculum will thus improve cultural capital and knowledge.</li> <li>• All children access an extra-curricular club each academic year.</li> </ul>
<b>H.</b>	Children's attendance is 96% or above. Their punctuality is good.	<ul style="list-style-type: none"> <li>• Overall, Pupil Premium children are in school for at least 96% of the academic year.</li> <li>• The attendance of Pupil Premium children is in-line with non-Pupil Premium children.</li> <li>• Attendance is monitored closely by the SLT and Families Team.</li> <li>• Families feel supported by the school with regard to attendance.</li> <li>• Actions taken have a positive impact over time.</li> </ul>
<b>I.</b>	Children are emotionally literate and display high standards of self-regulation.	<ul style="list-style-type: none"> <li>• Children have clear pathways when they need to speak to someone, and they follow these pathways.</li> <li>• Pupils are ready to learn in class and are able to manage school and home-life effectively, thereby reducing the need for additional support.</li> </ul>

## 5. Planned expenditure

**Academic year**

**2019-2020**

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>For data in RWM at the end of KS2 to be improved and sustained over time.</p>	<p>Year 6 children to receive targeted support to improve progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups).</p> <p>Use of SLT to provide additional support – DHT to support with GD writing</p> <p>Deployment of additional qualified teacher time to ensure targeted children in Year 6 have high-quality teaching in small groups.</p> <p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest.</p> <p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&amp;L consultant with a focus on quality-first teaching (planning and questioning).</p> <p>Tightening of assessment practices to ensure groups of children are identified and staff are aware of gaps to be filled to accelerate progress.</p>	<p>To provide extra support to sustain the closing of the attainment gap between school and National at the end of Key Stage 2. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional academic support with utilising our local community and former students to raise aspirations for the children - they can see the success of people in our local community.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&amp;L consultant is designed to further promote that mindset with staff.</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&amp;L consultant.</p>	<p>AHT &amp; SLT</p>	<p>Jan 2020</p>

<p>For data in RWM at the end of KS1 to be improved and sustained over time.</p>	<p>Reactive interventions to address misconceptions at the point of learning, with a focus on the PP children in year groups where difference is greatest.</p> <p>School-to-school support to ensure highest expectations for our learners and to share best practice.</p> <p>Teacher/TA CPD and in-class support from Teaching and Learning lead/External T&amp;L consultant with a focus on quality-first teaching (planning and questioning).</p> <p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons.</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>John Hattie states that Collective Teacher Efficacy is the greatest influence related to student achievement – work with the T&amp;L consultant is designed to further promote that mindset with staff.</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice. Feedback from T&amp;L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2020</p>
<p>For the number of children achieving GLD at the end of the Reception year to improve and be sustained over time.</p>	<p>All children eligible for PP to be identified at the earliest opportunity so they can be tracked.</p> <p>Identify barriers to children achieving GLD and respond to these.</p> <p>Establish links with parents, and engage with them at every opportunity, to promote learning at home.</p> <p>Quality first teaching for all with clear identification and addressing of children’s individual gaps in learning.</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress.</p> <p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next steps for PPP are more clearly identified.</p>	<p>The EEF states that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p>Early education approaches typically include:</p> <p>communication and language activities, play-based learning, interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home</p>	<p>Pupil Progress Meetings. Learning walks. Pupil, Parent and Teacher voice.</p>	<p>SLT, DHT (Assessment), Foundation Stage Leader</p>	<p>Jan 2020</p>
<p>To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.</p>	<p>Quality first teaching for all with clear identification and addressing of children’s individual gaps in learning.</p> <p>To provide CPD opportunities for all staff to develop further skills that will enable QFT and PP pupils to make the most possible progress.</p>	<p>We recognise that by making use of school knowledge alongside robust research evidence (the importance of investing in staff CPD (including for early career teachers) there will be a positive impact of the PP Strategy on non-eligible as</p>	<p>Pupil Progress Meetings. Learning walks. TA and Teacher voice. Feedback from T&amp;L consultant.</p>	<p>AHT and SLT</p>	<p>Jan 2020</p>

	<p>Continue professional conversations, dialogue at PPMs, and feedback from a range of monitoring, to ensure next steps for PPP are more clearly identified.</p> <p>Purchase appropriate additional ICT equipment to equip children for life in the twenty-first century and enhance learning.</p>	<p>well as those in receipt of funding. Therefore, we want to invest some of the PP funding in longer term change which will help all pupils, such as the coaching and training with an external consultant. This will involve teachers and teaching assistants.</p>			
<p>Ensure higher rates of progress across the school for high-attaining pupils eligible for PP.</p>	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning.</p> <p>Targeted SMART interventions to accelerate progress towards GDS (assembly groups, Use of SLT to provide additional support</p> <p>Coaching – skilled teachers to work alongside others in school to raise standards in Maths and English lessons.</p> <p>CPD on providing mastery for high attaining pupils</p>	<p>NFER 2015: 'whole-school ethos of attainment, which meant the avoidance of stereotyping disadvantaged pupils as having less potential to succeed or as having similar barriers in the way of learning.'</p> <p>High ability pupils eligible for PP are achieving less well than other higher attaining pupils across Key Stage 2. This was most noticeable in the KS2 writing attainment data last academic year. We want to ensure that PP pupils with the greatest potential are enabled to achieve beyond the expected standard.</p> <p>We want to train teachers in practices to provide challenge and encouragement for these pupils particularly, but all pupils generally.</p>	<p>Pupil progress meetings identifying individual children making insufficient progress as well as celebrating success.</p> <p>Whole school teaching and learning review.</p> <p>Internal CPD to deliver training. Course content selected using evidence of effectiveness.</p> <p>Feedback from coaching sessions/learning walks shows evidence of appropriate challenge.</p> <p>Pupil voice for identified PP pupils indicates a culture of challenge.</p>	<p>AHT, SLT, external T&amp;L consultant, Maths and English Leads</p>	<p>Jan 2020</p>
<b>Total budgeted cost</b>				£55,323	
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
<p>For data in RWM at the end of KS2 to be improved and sustained over time.</p>	<p>Year 6 Pupil Premium children targeted to accelerate progress and ensure parity in attainment between PP and non-PP children (interventions, teaching groups, booster groups) – no PP child will miss out on any of these interventions.</p>	<p>Some PP pupils need targeted support to catch up or have better access to the curriculum.</p>	<p>PPMs, Learning walks, QA, Pupil, Parent and Teacher voice.</p>	<p>AHT, SLT, SENCo,</p>	<p>March 2020</p>

<p>For data in RWM at the end of KS1 to be improved and sustained over time.</p> <p>To raise attainment of PP children in each year group so they can reach national ARE in RWM at the end of each key stage.</p>	<p>Identification and targeting of PP children with GD potential in RWM and tracking and ensuring their progress.</p> <p>Reactive interventions to address misconceptions at the point of learning, with a policy of 'PP-First'.</p> <p>Tightening of assessment practices to ensure any disparity between PP and non-PP children is identified and staff are aware of gaps to be filled to accelerate progress.</p> <p>Action is taken to close the gaps between PP and non-PP (see data) in all year groups through back-filling gaps in knowledge and quality-first teaching.</p> <ul style="list-style-type: none"> <li>- Target maths and SPAG in Y4 with support groups with TAs and SLT</li> <li>- Target Writing and Maths in Year 3 with support groups with TAs and SLT</li> <li>- CPD on providing Mastery opportunities for higher-attaining pupils</li> <li>- Coaching with SLT/Maths and English Leads</li> </ul> <p>PP Lead to work alongside the SENCO, to develop ways to support the SEND/PP pupils and close the gap for this group.</p> <p>Breakfast bagels to ensure children have access to a breakfast.</p> <p>Children can access work with Speech and Language Therapists and Educational Psychologists as appropriate.</p>	<p>Through quality first teaching, small group quality intervention and one to one support, we aim to improve wellbeing, progress and attainment.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We also want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils and inspirational visitors from the community.</p>	<p>Data will show the gaps beginning to close in all year groups.</p> <p>Robust monitoring between the SENCo and PP Lead to provide a more consistent approach to improving outcomes over time for this group.</p> <p>Emerging data of the SEN/PP group will show improvement Teachers and parents will feel well supported when addressing this barrier. Pupil and parent attitudes to learning will improve and pupils will make accelerated progress.</p>		
<p>Children are emotionally literate and display high standards of self-regulation.</p>	<p>As a school, we will continue to place a strong emphasis on the pastoral support and wellbeing of all children, not just those who are eligible for PP funding.</p> <p>Learning Mentors to continue to support behaviour, self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an ongoing support for families and pupils.</p> <p>High priority given to supporting children in unstructured times e.g. playtime.</p> <p>Develop and embed PSHE curriculum to support emotional wellbeing and self-regulation.</p> <p>Embed learning behaviours within class.</p> <p>Work with targeted students 1:1 or group (Dare to Dream, counselling, aspirations, management of emotions etc).</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The EEF states: 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of +8 months additional progress.'</p> <p>The EEF Toolkit shows that social and emotional learning programmes benefit disadvantaged and low attaining pupils more than other pupils.</p>	<p>Regular meetings with the Families team and SLT to discuss impact/high-priority children/ways forward.</p> <p>Use of CPOMs to share information efficiently and sensitively.</p> <p>CPD on PSHE curriculum and statutory requirements. Plan for implementation. Drop-ins to establish effectiveness of provision and any tweaks needed. Pupil and staff voice indicate a positive impact.</p> <p>Pupil voice shows that children understand themselves and their</p>	<p>AHT, SENCo, SLT, Families Team</p>	<p>Mar 2020</p>

			<p>emotions, and can articulate how they and others feel.</p> <p>Learning behaviours are evident within classrooms.</p> <p>Monitor and analyse the impact of Learning Mentor work in terms of children's readiness to learn and learning outcomes.</p> <p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor impact of work on behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>		
<p>Children's attendance is 96% or above. Their punctuality is good.</p>	<p>Raise the profile of attendance within classrooms by ensuring an attendance board in every classroom, which is interactive for the children to engage with.</p> <p>Teachers to continue to celebrate class attendance and punctuality on a daily basis.</p> <p>Families team to deal effectively and quickly with school absences first thing in the morning.</p> <p>Families Team to work closely with vulnerable families where persistent absence and frequent punctuality issues are a problem.</p> <p>Raise the profile of good attendance with awards and certificates.</p> <p>Priority on PP children.</p> <p>Breakfast bagels to ensure children have access to a breakfast.</p>	<p>Our attendance is lower than the National average.</p> <p>NFER 2015: "More successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school, such as calling home in the event of absence, funding or sending out transport, and working with families'.</p>	<p>Attendance figures show improvement and compare with National.</p> <p>Number of persistent absentees decreases.</p> <p>Parents feel supported with 'reluctant children'.</p> <p>Children feel motivated by attendance.</p> <p>Children are aware of their own class' attendance.</p>	<p>Families team, AHT, SLT</p>	<p>Jan 2020</p>
<b>Total budgeted cost</b>				£56,565	
<b>iii. Other approaches</b>					
<p>Children and families feel empowered to achieve their future aspirations,</p>	<p>Continue to develop events within school to share children's learning and engage with parents and the community.</p> <p>Parents receive support to enable them to support learning at home.</p>	<p>Parental involvement, +3 months, moderate impact for moderate costs.</p>	<p>Events in school are planned to support families based on the identified need/s.</p>	<p>AHT, SENCo, Families Team, DHT, SLT</p>	<p>Mar 2020</p>



<p>for themselves and their families.</p>	<p>Parents to be aware of where their children's attainment and next steps in learning.</p> <p>All parents are engaged with, in person, or through telephone conversations.</p> <p>Continue to develop the work of the Families team in their outreach work, to enable families to access appropriate support either in-school or externally.</p> <p>Continue to foster positive relationships with particularly vulnerable families.</p> <p>Parents meeting with additional needs teachers throughout the year to discuss pupil progress and strategies that can be implemented at home and at school.</p> <p>Maximise the potential of the Family Centre in engaging with the school, and wider, community.</p> <p>Promote the two-year old provision we offer to ensure we are meeting the needs of our community. Develop understanding of early development and attainment within the EYFS.</p> <p>Continue to promote future careers and aspirations for our children through Careers/Aspiration Day, engagement with employers, professionals, former students.</p>	<p>According to the EEF, while homework set in primary schools does not appear to lead to large increases in learning, it is the parental engagement with their children that can have the positive effect on homework completion and subsequently help children to develop effective learning habits. Thus, the school supporting parents to encourage good habits for homework plays an important role for future aspirations and also to be secondary-ready; where the impact on accessing homework can lead to five months' additional progress.</p> <p>Furthermore, personalised support for pupils and their families has been shown to improve levels of attendance, self-motivation and resilience by pupils and to develop positive relationships with parents.</p>	<p>Parental participation increases.</p> <p>Information available to parents to enable support at home.</p> <p>Progress in workbooks, reading diaries and motivation in class.</p> <p>Parents more engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance improves</p> <p>Use of the Family Centre increases and diversifies.</p> <p>Children feel confident and well supported by the adults at home. Parents feel more confident to support their children at home.</p>		
<p>Pupils' cultural capital is improved by exposure to a wide range of social/cultural and learning experiences, and Pupil Premium children are fully included in school life.</p>	<p>Continue to subsidise any trips/residentials to ensure no child is left behind.</p> <p>All children access an after-school club, with specialists where appropriate.</p> <p>Continue to subsidise before/after school clubs and uniform.</p> <p>Develop a curriculum where such opportunities are embedded so that children have access to a range within each year group.</p> <p>Develop the Stoke Heath 60, using input from all stakeholders, to plan a programme of activities every child will do before they leave the school.</p> <p>The Enrichment Lead to work closely with the school community to develop enrichment projects for each year group.</p> <p>Aspirations/careers days, where children have the opportunity to engage with a wide range of careers, as well as celebrate the successes closer to home.</p>	<p>Provision of curriculum/enrichment opportunities otherwise not had by some PP children.</p> <p>Developing an aspirational culture for our children, where they know they can succeed.</p> <p>Developing an aspirational culture for all our team. Linked to John Hattie – Collective Teacher Efficacy.</p>	<p>All children take part in a residential.</p> <p>All children access after-school clubs.</p> <p>Children are able to talk about the enrichment opportunities the curriculum has given them.</p> <p>Links between Stoke Heath and former pupils/industry are developed and grown.</p>	<p>AHT, SLT, DHT, Enrichment Lead</p>	<p>March 2020</p>

	Food is provided for children in the Willows after-school club. Pupil Premium children have access to milk each day.				
<b>Total budgeted cost</b>				£44,326	

<b>14. Review of expenditure 2018-2019</b>				
<b>Previous Academic Year</b>		<b>2018-19</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>By the end of KS 2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> <li>they reach or are national age-related expectations in Reading, Writing and Maths.</li> <li>PP children have closed the gap against non-PP children</li> <li>PP GD writing attainment in line with national expectations.</li> </ul>	<p>Deploy extra qualified teacher time to ensure targeted children have additional high-quality teaching in small groups, 1:1 and through booster classes.</p> <p>Targeted support from the Deputy Head focusing on GD and writing. Professional development and training for the Year 6 teacher and support with planning.</p>	<p>KS2 data for 2019 shows that PP children achieved the same percentage as non-PP children in Writing and SPAG, outperformed non-PP by 2% in Reading (70% vs 68%) and were 5% adrift in Maths (80% vs 85%). For all subjects except Reading, where there was a 3% difference, PP children achieved more highly than the National standard.</p> <p>2 PP children missed Expected in one subject so did not get combined.</p> <p>GD Writing overall increased by 10%, but was still below National (14% vs 20%). GD Writing attainment was lower, at only 5%.</p>	<p>We will continue this approach, with regular reviews of groupings, informed by data.</p> <p>We will continue to target this group to ensure we are at/above National for GD writing for the 2019/20 academic year</p>	49,535
<p>End of year data shows a diminishing of the difference between eligible pupils and other pupils at the school so that by the end of Year 6 Pupil Premium children achieve as well as all pupils nationally - the difference reduces for other year groups as they</p>	<p>Subsidise the employment of support staff to provide targeted intervention across all three Key Stages, especially in target cohorts: Year 2,3,6 and for Phonics in KS1</p>	<p>Differences between the attainment of PP and non-PP children have diminished in almost all subjects across the school. Pupil Premium pupils achieved broadly in-line with all pupils at the end of KS2.</p> <p>Need Phonics</p>	<p>Due to a decrease in budget, we are unable to subsidise such the employment of such a large number of staff, so are thinking more flexibly about how we can provide targeted support e.g. grouping across two year groups for Phonics in KS1.</p>	21,576

progress through the school.				
All PP children will access high quality group work sessions when appropriate. These will be tightly matched to their individual needs to maximise progress.	Create and equip rooms and ICT equipment to allow for focused group work to target PP children both inside and outside of the classroom.	Interventions for PP children have run throughout the year and the new room has been well used to support this small group work.  Reactive interventions led by TAs or teachers are a regular part of classroom practice. This may involve pre-teaching, consolidation or re-teaching, and be accessed 1:1 or in a small group. All children have access to these where appropriate.	The commitment to ICT spending will continue during the 2019-20 academic year.	6060
By the end of KS 1 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> <li>they reach or are above national age-related expectations in phonics, reading, writing and maths</li> </ul>	Intervention groups are effective and targeted for KS1 phonics.	While the percentage of all children, including PP children, achieving the expected standard in Reading and Maths increased significantly, the percentage of PP children achieving the expected standard was below National. In Writing, it was significantly below (30% vs 69% (this was based on 10 children)).	Phonics groups for KS1 will now run across the key stage, with targeted individuals with the Phonics Lead and the KS1 Phase Leader.  Staff will be aware of, and targeting, PP children.	
By the end of KS 2 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> <li>they reach or are national age-related expectations in Reading, Writing and Maths.</li> </ul>	Provide focused family support via family support worker <ul style="list-style-type: none"> <li>facilitate parental development/ Triple P</li> <li>Offer support for parents to access services appropriate to their needs</li> </ul> Engage in multi-sensory support for pupils/families in need	KS2 data for 2019 shows that PP children achieved the same percentage as non-PP children in Writing and SPAG, outperformed non-PP by 2% in Reading (70% vs 68%) and were 5% adrift in Maths (80% vs 85%). For all subjects except Reading, where there was a 3% difference, PP children achieved more highly than the National standard.  This was not specifically targeted at PP children.  Our Families Team is an integral part of our school, reaching out to some of our most vulnerable families.	This will continue and develop each year. There will be a focus on PP families to ensure no children slip through the net.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
97% of PP have attendance of 90% or more  IEP targets for PP target group are SMART and 90% achieved	Deployment of Deputy Headteacher and Assistant Headteacher time to track and support provision and its impact for targeted children	90% of IEP targets for PP children were met; a small minority need targets tweaking to enable them to succeed.  PP children's attendance was 93.67%, compared to 94.94% for non-PP. Both were below National.	More work will be done this year to promote attendance, using a variety of measures. The attendance of PP vs non-PP will be tracked weekly.	38,751

To ensure targeted PP children attend booster groups to improve their chances of achieving age related expectations	School booster provision identified through data for Year 6 children before school	All Y6 children had the opportunity to attend Booster sessions before school to bridge gaps in learning. PP children who did not attend were provided with the same targeted support during afternoons. Some target pupils did not attend the a.m. provision regularly – this will continue to be a target during the 2019-20 academic year.	This will continue again this year, with the potential of increasing the provision (ie the number of days). PP children will be targeted to ensure ALL attend.	11,850
All eligible children to fully access every lesson and be 'ready to learn'	Family Support Manager, learning mentor, and Breakfast Club staff to support eligible pupils	FSM and LMs provided target support to eligible children (and others). Bagels were available to replace Breakfast Club – these were accessible to all children.  Two cohorts ran for Families Connect. Walk a mile takes place weekly and is well-attended.	Bagels will continue this year, and we will look at ways to promote these further.  The Walk a Mile will continue this year.	2,291
Specific provision needs for at least 10 eligible children identified and actioned to maximise access to the curriculum and progress. -To improve staff knowledge for early identification and support of language skills	Purchase additional Speech Therapist and Educational Psychology time	Relevant children referred to Enhanced learning specialists. Use of independent SALT.	This has been successful and will continue this year. Rather than stating that it will be specifically ten children, the SALT and EdPsych will work with children as appropriate.	3500
All PP children in the school will be able to communicate with staff allowing them to access the learning at their own level.	Provide Makaton training for Reception and Year 1 staff and use this in the class as needed for targeted PP children.	All staff had Makaton training. However, two children within our enhanced provision are still unable to communicate with staff. (J&S)	The enhanced provision for five children in the Chestnuts group has enabled them to access a curriculum specifically designed to meet their needs. Retraining on Makaton will be accessible as and when necessary.	550
All children eligible for Free School Meals have the opportunity each school day to have a carton of milk  All PP children who need a place at Breakfast Club will access it a time limited period over the year	Purchase of milk for all eligible children  Meet running costs of breakfast club for the academic year	All children eligible for FSMs have a carton of milk available each day at break time.  Bagel roll-out meant no need for Breakfast club. Uptake on the bagel has been very successful.	We will continue to provide milk for PP children and bagels for all.	300
The children who arrive mid-year are supported through the learning mentor team to settle into school quickly.	To hold small sum of money to respond to emerging needs	Achieved, but this was mostly done through class teachers on an individual basis.  Additional money was allocated to provide additional support for children as needed, for example, one to one adult support when children were unable to access aspects of the curriculum.	Although there does need to be a contingency to respond to the needs of new children arriving at the school, this could be built in to the overall school budget.	1000

To ensure targeted PP children attend a range of clubs to boost their learning opportunities	Develop a range of sports clubs for PP children to access before, during and after school.  Subsidise after school sports coaching.	All children accessed an after-school club. This was monitored through termly tracking.	We will continue to monitor the attendance of after-school clubs to ensure that no child misses out.	1500
Children are more confident in their own ability. Children apply themselves to their learning, so learning is progressed. Growth mindset is evident amongst targeted pupils	Find appropriate outreach support for children.  Provide facilities for mentoring to take place.	Dare to Dream – targeted group – focused on resilience and confidence with some UKS2 children.  Our Families team mentor children as needs arise.  Lesson observations indicate that many children display a growth mindset, although this is not evident for absolutely all.	We will continue to work with Dare to Dream this year as the children who have accessed it have found it beneficial.  We need to revisit Growth Mindset to ensure it is being promoted and talked about with the children, and where it is not being displayed, we must challenge this.	2000
<b>iii. Other approaches</b>				
All eligible children who wish to participate in a sports club, music lessons, or identified trips can do so.	Provide a range of opportunities for PP children both residential and nonresidential.	We subsidise all school trips.	This will continue this academic year.	9258
PP children have attendance of at least 96%	Attendance Learning Mentor supports attendance with first day calling, home visits, regular meetings, liaising with EWO and FSW.	PP children's attendance was 93.67%, compared to 94.94% for non-PP. Both were below National.	We will continue to monitor and promote good attendance, through a range of strategies in our efforts to match the national target.  The attendance of PP vs non-PP children will be tracked closely, with any persistent absentees challenged.	8260
Early intervention is provided for families that need support (PP children) with the aim of bridging the gap for those children joining EYFS, so the attainment gap reduces.	Develop team for the Family Centre Provide a range of family support sessions for the needs of the local community.	Referrals have taken place from Seedlings to Speech and Language. Our Families Support Worker is working with families on school-readiness.	The Family Centre will continue to grow and respond to the needs of our local community	5000