

Fordley Primary School

Pupil Premium Strategy Statement 2018-2019



1. Summary Information

School	Fordley Primary School				
Academic Year	2018-19	Total PP budget	£156,500 (to date)	Date of most recent PP Review	n/a
Total number of pupils	326 (45 in N)	Number of pupils eligible for PP	111	Date for next internal review of this strategy	September 2019
Breakdown of PP entitlement 2018 – 2019					
FSM - 111		LAC - 0		Services - 2	

2. Current Attainment

Based on 2018 results at the end of Key Stage 2	<i><u>Pupils eligible for PP (school)</u></i> <i>(previous year in brackets)</i> <i>(national average PP)</i> <i>(national average non PP)</i>	<i><u>Pupils not eligible for PP (school)</u></i> <i>(national average non PP)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	60% (57%) (51%) (70%)	60% (70%)
% achieving expected standard or above in reading	65% (70%) (64%) (80%)	89% (80%)
% achieving expected standard or above in writing	65% (78%) (67%) (80%)	89% (80%)
% achieving expected standard or above in grammar, punctuation and spelling	70% (74%) (67%) (82%)	89% (82%)
% achieving expected standard or above in maths	75% (74%) (64%) (81%)	83% (81%)
Average scaled score: reading	101.4 (102.1) (102.6) (106.1)	105.3 (105.3)
Average scaled score: maths	103.3 (102.6) (101.9) (105.4)	105.8 (105.4)

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3. Barriers to Future Attainment (for pupils eligible for PP including high ability)

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

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| A. | School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (decile 3) compared to National of 0.2. We have an IMD of 3 (score: 30.2). 45%(157 pupils) of our pupils live in decile 2 (20% most deprived areas nationally), 4% (14 pupils) live in decile 3 and 46% (160 pupils) live in decile 4. |
| B. | Communication: a growing number of children enter Fordley Primary (either at pre-school or as an in-year admit) with limited communications skills and speech and language difficulties. This can have a significant impact on their ability to cope with social interactions and can exacerbate behaviour challenges as they are not able to make themselves understood. With limited communication skills, it can also be difficult to identify other areas of learning which may provide a challenge for children. It is essential that Fordley Primary school focuses pupil premium funding on speech and language therapy, language and communication skills and specialist assessments and provision to enable this barrier to be removed rapidly and children to be able to communicate appropriately for their age and stage of development. Where speech and language is a challenge in pre-school, EYPP will be used to target this. |
| C. | Attainment on Entry: Around two thirds of our children enter Nursery with knowledge and skills that are below those expected for their age. A proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current Nursery is below in Language and Communication, Managing Feelings and Behaviour, Moving and Handling and Mathematics. This means that a proportion of pupil premium funding has to be used to target children when they leave Nursery to ensure that rapid progress continues to be made and gap can be narrowed successfully. |
| D. | SEND: 20% of pupils receiving SEN support against a national average of 12%. SEN cohorts vary across classes. Currently 22% of pupils registered for FSM6 have an identified SEND. |
| E. | Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers show that 50% of children involved with external agencies in regards to social care needs are eligible for pupil premium. Home life can create a wide range of barriers to learning for many of the children. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities (although parental attendance at events such as 'Learning Together' mornings is growing) |

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

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| F. | Attendance: Overall attendance half terms 1-6 in 2017-2018 showed FSM6 pupils at 93.4% (compared to 95.1% for non FSM6). 23.2% (previous year 19.15%) of FSM6 pupil were Persistent Absence (PA) pupils across half terms 1-6 in 2017-2018. This compares to 10.7% of non-disadvantaged students and remains an area of concern. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment, as well as reducing opportunities for positive social interaction, and wider school experiences. |
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve attainment and progress in reading, writing, maths and GPaS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 46% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that majority meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
B.	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils (particularly phonics in KS1 and reading in both KS1 and KS2 - in line with the school development plan)	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	<p>Continue to ensure that the effectiveness of teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes. Acting deputy and Foundation stage lead to act as NQT mentors to ensure consistently high standard of provision.</p> <p>Intervention is targeted appropriately to meet the individual needs of the child, monitored through learning walks, observations and book scrutinies and impact measured on a regular basis.</p>	<p>Teaching, learning and assessment across the school will continue to be outstanding overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.</p> <p>PP children, who require additional intervention, will receive interventions programmes to meet their needs, in addition to quality first teaching – leading to rapid and sustained progress being made. Those children identified with speech and language needs early, will receive appropriate programmes and support to address these in a prompt manner.</p>
D.	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups.
E.	Continue to improve children's mental health, wellbeing and behaviour through the introduction of restorative justice strategies, the role of the learning to support children with SEMH and the training of additional Deputy designated safeguarding leads to ensure SEMH continues to be a high priority.	Pupils who are experiencing emotional and behavioural difficulties will be further supported. This will ensure that safeguarding and behaviour remain outstanding across the school.

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5. Planned expenditure

Academic year

2018-19

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

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented</u>	<u>Staff lead</u>	<u>When will you review implementation</u>
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 cohort has a 46% FSM6 entitlement).	<p>Additional high quality teaching in Y6 provided by the acting deputy head, alongside the evidenced high quality teaching and learning already in place, enabling targeted learning to fully meet the needs of learners and to enable more able PP children to be fully challenged.</p> <p>Introduction of better reading strategies to target children with identified difficulties in reading fluency.</p> <p>Acting deputy to mentor NQT and team teach lessons to ensure a consistent high standard of provision.</p>	<p>65% of children for pupil premium reached the expected standard in writing and reading and 75% of children in maths.</p> <p>Attainment of those pupils who are eligible for pupil premium was broadly in line with the national equivalents (reading scaled scores of 101.4 compared to 102.6, GPaS of 102.5 compared to 103.6 and maths 103.3 compared to 101.9). The progress of FSM6 pupils in Year 6 was consistently better than expected (4.4 APS in reading, 4 in maths and 3.94 in writing) but there remains a gap in attainment between FSM6 and non-FSM children.</p> <p>As such, additional high quality teaching will ensure smaller, targeted groups, where gaps in learning are identified rapidly and addressed appropriately.</p>	<p>Monitoring of teaching and learning in books</p> <p>Lesson observations and learning walks and by Headteacher, SLT, subject leaders and SENDCO</p> <p>Regular parity meetings and cross school moderation</p> <p>Rigorous analysis of termly data</p> <p>Termly pupil progress meetings between Headteacher and class teachers/SENCO.</p>	CW/C M/JP/ JW	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>September 2019 final review</p>

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<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. (Particularly reading in both KS1 and KS2 – in line with the school development plan)</p>	<p>Identify and track disadvantaged pupils closely, ensuring they are getting access to high quality teaching and learning</p> <p>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p> <p>Embed dyslexia-friendly strategies during intervention to support the progress of pupils eligible for PP.</p> <p>Introduce the and better reading strategy to support progress of readers in upper KS2.</p> <p>Review of the provision of reading to ensure that best practise is consistently in place across.</p> <p>Partially fund additional intervention sessions outside of SEN allocation for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about.</p>	<p>Evidence from KS2 results (detailed above).</p> <p>End of KS1 results for disadvantaged pupils are 66% in reading, 58% in writing and 83% in maths. This is in line with national for writing and above national standards for maths but below national standards for reading.</p> <p>Y1 phonics 2018 results for disadvantaged pupils was 45% which is below the provisional national figure.</p> <p>In EYFS 100% of disadvantaged pupils achieved GLD with is above the provisional national figure.</p> <p>Progress for children eligible for pupil premium is generally at expected or better than expected standard. Where this is not consistently the case (Year 5 and Year 3) this includes a cohort of FSM6 children with a higher proportion of children on the SEN register.</p> <p>Interventions chosen have evidenced impact on children, and are reviewed termly to ensure the right children are receiving the most appropriate intervention.</p> <p>Across the school, achievement is at least good. The proportions of children achieving ARE in the new curriculum from their starting points is at least good.</p>	<p>Monitoring of teaching and learning in books</p> <p>Lesson observations and learning walks and by Headteacher, SLT, subject leaders and SENDCO</p> <p>Regular parity meetings and cross school moderation</p> <p>Careful analysis of termly data</p> <p>Termly pupil progress meetings between Headteacher and class teachers/SENCO.</p>	<p>CW/C M/JP/JW</p> <p>All teachers</p> <p>All teaching assistants</p> <p>Learning Mentor</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and Analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
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<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes (particularly reading in both KS1 and KS2)</p>	<p>Monitor teaching and learning to ensure identified pupils are receiving high quality guided teaching from the class teacher on a regular basis</p> <p>Track data for PP children and meet regularly with class teachers and intervention colleagues to identify progress and barriers to learning</p> <p>Share effective practise identified across school and enable colleagues to observe each other and give time for mentoring.</p> <p>Quality focused release time (cover needed) to ensure pupil progress meetings are robust and meaningful.</p> <p>Scheduled release time for all subject leaders to have opportunity to ascertain a clear overview of current provision and develop practise within area of oversight..</p> <p>Member of SLT to mentor NQTs to ensure consistent standard of teaching and learning across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example:, guided reading training for TAs and new staff, peer observations across the school</p>	<p>Teaching over time is at least good (and often outstanding) as evidenced in pupils' books and the lesson observations, book scrutinies and data analysis.</p> <p>In 2017-2018, the effectiveness of 100% of lessons was graded at being at least good or outstanding. Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and pupil progress meetings.</p> <p>Analysis shows children eligible for pupil premium are making good progress but there remains a gap between the attainment disadvantaged pupils and others in both KS1 and KS2. The gap in maths is considerably smaller than that of reading (and writing). As a result, the school development plan will focus upon developing the consistent, quality-first provision in the teaching of reading.</p> <p>All staff to continue to be trained to a high level to implement strategies consistently across the school. As a result, all learners will have access to high quality provision which fully meets their needs as learners.</p>	<p>Monitoring of effectiveness of teaching and learning in books</p> <p>Lesson observations and learning walks and by Headteacher, SLT, subject leaders and SENDCO.</p> <p>Regular parity meetings and cross school moderation with local primary and secondary schools.</p> <p>Rigorous analysis of termly data</p> <p>Governor monitoring through book looks, analysis of data and teaching as well as planned learning walks and presentations by subject leaders</p>	<p>CW/C M/JP/JW</p> <p>All teachers</p> <p>All teaching assistants</p>	<p>Termly data input and analysis</p> <p>Termly monitoring of teaching and learning.</p> <p>Performance management meetings</p> <p>July 2019 final review</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p><u>£92,000</u></p>

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ii. <u>Targeted support</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented</u>	<u>Staff lead</u>	<u>When will you review implementation</u>
<p>A. Improve attainment and progress in reading, writing, and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 46% FSM6 entitlement).</p>	<p>Groups to be identified based on prior assessment data in KS1 and calculated for expected outcomes at the end of KS2.</p> <p>Additional high quality teaching in Y6, allowing children to be taught in smaller target groups to address identified educational needs of target children.</p> <p>Specific interventions including PP children: nurture, lego therapy (to remove SEMH barriers to learning), dyslexia-friendly strategies 1:1 reading support, better reading 1:1 support.</p>	<p>In 2018, 65% of disadvantaged pupils achieved the expected standard in reading, 65% in writing and 70% in GPS at the end of KS2 – all of which was in line with national standards for disadvantaged pupils. In maths, 75% achieved the expected standard – outperforming national standards.</p> <p>In KS1, 57% of disadvantaged pupils attained the expected standard in reading which was below national standards. 57% achieved the expected standard in writing which was in line with national standards and 79% achieved the expected standard in maths which was above the national standard.</p> <p>Across the school, the majority of disadvantaged pupils are making at least expected progress and often better than expected progress but there remains a disparity in outcomes at the end of both KS1 and KS2.</p> <p>As such, targeted support will be deployed to target those children eligible for pupil premium funding to build upon the good standards of progress already being achieved and further increase the number of pupils achieving age related expectations.</p>	<p>Monitoring of the effectiveness of teaching and learning in books.</p> <p>Lesson observations and learning walks and by Headteacher, SLT, subject leaders and SENDCO</p> <p>Regular parity meetings and cross school moderation</p> <p>Rigorous analysis of termly data</p>	<p>CW/C M/JP/ JW</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis Termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>

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<p>B. To improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identified children to have time limited intervention for reading which will build upon strategies that have begun to be implemented through the dyslexia reading approaches delivered by skilled and trained TA/HLTA</p> <p>Additional targeted guided groups with class teacher/teaching assistant in reading and writing.</p> <p>Partially fund additional intervention sessions outside of SEN allocation (funding re percentage of PP children) for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about, as well as a whole school CPD focus on dyslexia.</p> <p>Baseline assessment of phonics to take place in September 2018. Daily phonics to take place in smaller groupings and progress to be reviewed on a half termly basis.</p> <p>Additional, practise opportunities to be timetabled to promote overlearning.</p>	<p>In reading, 65% in writing and 70% in GPS at the end of KS2 – all of which was in line with national standards for disadvantaged pupils. In maths, 75% achieved the expected standard – outperforming national standards.</p> <p>In KS1, 57% of disadvantaged pupils attained the expected standard in reading which was below national standards. 57% achieved the expected standard in writing which was in line with national standards and 79% achieved the expected standard in maths which was above the national standard.</p> <p>In 2018 phonics, the attainment of disadvantaged pupils was significantly below that of national peers.</p> <p>Across the school, the majority of disadvantaged pupils are making at least expected progress and often better than expected progress. In order to ensure consistent levels of good progress and improve attainment in writing and reading additional targeted support will be deployed to identified children entitled to pupil premium support.</p>	<p>Monitoring of teaching and learning in books</p> <p>Monitoring of planning</p> <p>Lesson observations, learning walks and drop ins</p> <p>Regular parity meetings and cross school moderation</p> <p>Rigorous analysis of termly data</p>	<p>CW/C M/JP/ JW</p>	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>July 2019 final review</p>
<p style="text-align: right;"><u>Total budgeted cost</u></p>					<p><u>£50,500</u></p>

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iii. <u>Other approaches</u>					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented</u>	<u>Staff lead</u>	<u>When will you review implementation</u>
Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	<p>First day calling – informing family support/children's services if appropriate</p> <p>Home visits</p> <p>Promoting excellent attendance through rewards and class 'treats', and 100% attendance trip in July</p> <p>Following statutory procedures, with support from LA EWS, regarding warning letters and gathering evidence if a fine is needed</p> <p>Attendance meetings with families.</p> <p>Introduce attendance plans with parents/cares of children who are persistently absent.</p> <p>Updated attendance matters section of website to communicate clear expectations in terms of attendance.</p> <p>New attendance and punctuality policy.</p>	Overall attendance half terms 1-6 in 2017-2018 showed FSM6 pupils at 93.4% (compared to 95.1% for non FSM6). 23.2% (previous year 19.15%) of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-6 in 2017-2018. This compares to 10.7% of non-disadvantaged pupils. This was worse than national. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment.	<p>Regular meetings between HT/LM to review attendance procedures</p> <p>Classes are achieving their 'treat' and aspire to earn it</p> <p>Careful analysis of half termly attendance data</p> <p>Attendance plans as required for individual pupils.</p>	CW/EL	<p>Half termly review of attendance</p> <p>July 2019 final review</p>

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Address pupils social and emotional barriers to learning by ensuring all identified pupils have access to well-planned and delivered nurture/resilience/mental health intervention on in response to individual needs	<p>Weekly timetabled nurture sessions for all pupils with identified SEMH concerns (involvement with C.S./FP means automatic access to nurture groups)</p> <p>Implement restorative justice approach to develop resilience, empathy for others, social skills and emotional intelligence</p> <p>Children also have access to Learning Mentor whenever needed in order to address worries that might prevent learning</p> <p>Partial funding of a free breakfast club to support families in ensuring their children are in school on time, fed and in a position to be ready to learn.</p> <p>Train additional deputy designated safeguarding leads to ensure all SEMH concerns can be fully addressed and dealt with.</p>	<p>Overall safeguarding and behaviour across the school are outstanding. However we have noticed an increase in the number of children who are presenting with a range of emotional and behavioural difficulties across the school.</p> <p>In terms of referrals to agencies, 50% of the children referred are eligible for pupil premium funding,</p> <p>Time to focus on social, emotional and mental health needs is crucial for a significant number of children in school to allow them to engage positively and progress fully in their learning. Providing opportunities to work with a learning mentor will enable children better opportunities to address social and emotional barriers to learning and progress fully in their education.</p>	<p>Reviewed on a half termly basis with SENDCo and HT</p> <p>Children accessing nurture sessions will demonstrate an increasingly positive approach to their learning as evidenced through case studies.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Parental views, discussions and meetings.</p>	CW/J W/EL	Reviewed on a half termly basis
<u>Total budgeted cost</u>					<u>£14,000</u>

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6. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>				
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
Improve attainment and progress in reading, writing, maths and GPS in our current Y6 cohort for pupils eligible for PP, including more able disadvantaged pupils. (Our current	Additional high quality teaching in Y6, delivered by the DHT, alongside the evidenced high quality teaching and learning already in place, enabling appropriate focused learning where need is greatest and to enable more able PP children to be challenged. funded by PP)	<p>65% of children for pupil premium reached the expected standard in writing and reading (in line with national standards), 70% in GPaS (in line with national standards) and 75% of children in maths.</p> <p>Attainment of those pupils who are eligible for pupil premium was broadly in line with the national equivalents (reading scaled scores of 101.4 compared to 102.6, GPaS of 102.5 compared to 103.6 and maths103.3 compared to 101.9). The progress of FSM6 pupils in Year 6 was consistently better than expected (4.4 APS in reading, 4 in maths and 3.94 in writing) but there remains a gap in attainment between FSM6 and non-FSM children.</p> <p>The number of children achieving high score was above national for writing and maths but below for reading.</p> <p>Average points score of progress for all pupils in Year 6 was show all groups making, on average, above expected progress with PP children progressing in line with non-pp children (Reading non-pp 4.06, PP4.4, Writing non-pp 4.0 and PP children 3.94, Maths non-PP 4.05 and pp children 4.0</p>	<p>The level of progress demonstrated by PP children show the approach has had a clear impact upon learners.</p> <p>A number of PP children in the cohort had a specific weakness in relation to language which prevented them making the same level of progress in reading and writing as was achieved in maths.</p> <p>Greater analysis of the specific barriers to learning needs to be undertaken to ensure that a clear focus is given to addressing specific needs of children/groups of children. Analyse to be shared in a staff meeting to ensure there is a shared understanding of learners and individual barriers to learning.</p>	£90,000

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<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identified children to have time limited intervention for reading, writing and maths. Specifically dyslexia reading approaches delivered by skilled and trained TA/HLTA Additional targeted guided groups with class teacher in reading, writing and maths Partially fund additional intervention sessions outside of SEN allocation (funding re percentage of PP children) for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about, as well as a whole school CPD focus on dyslexia</p>	<p>65% of children for pupil premium reached the expected standard in writing and reading (in line with national standards), 70% in GPaS (in line with national standards) and 75% of children in maths.</p> <p>Attainment of those pupils who are eligible for pupil premium was broadly in line with the national equivalents (reading scaled scores of 101.4 compared to 102.6, GPaS of 102.5 compared to 103.6 and maths 103.3 compared to 101.9). The progress of FSM6 pupils in Year 6 was consistently better than expected (4.4 APS in reading, 4 in maths and 3.94 in writing) but there remains a gap in attainment between FSM6 and non-FSM children</p> <p>In KS1, 57% of disadvantaged pupils attained the expected standard in reading which was below national standards. 57% achieved the expected standard in writing which was in line with national standards and 79% achieved the expected standard in maths which was above the national standard.</p> <p>Data shows a significant improvement in disadvantaged pupils achieving GLD at the end of EYFS (100% in 2018)</p> <p>In 2018 phonics, the attainment of disadvantaged pupils was significantly below that of national peers.</p> <p>In both KS1 and KS2, data suggests a closing gap between pupils in disadvantaged and non-disadvantaged pupils in terms of attainment in maths (with children outperforming national standards). Children in KS1 and KS2 are roughly in line with national standards in writing at both KS1 and KS2. In KS2 writing attainment of pupils eligible for PP is in line with national averages although it is below these standards in KS1.</p>	<p>There is a need to review the provision of reading to ensure that it is meeting the needs of all pupils and promote positive attitudes towards the subject (as will be reflected in the 2018 – 2019 school development plan).</p> <p>Better reading approach to be introduced to improve the impact of reading interventions targeting Year 5 PP children.</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
Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 46% FSM6 entitlement).	Implement additional groupings for reading, writing, maths and GPaS from September to April Groups to be identified based on prior assessment data in KS1 and calculated for expected outcomes at the end of KS2 Children to work in smaller, targeted groups with class teachers, and DHT Specific interventions including PP children: fast track phonics, fine motor skills, nurture (to remove SEMH barriers to learning)	On average, the targeted support of children in Year 6 did lead to a sustained level of better than expected progress through the 2017 – 2018 academic year. Average points score of progress for all pupils in Year 6 was show all groups making on average above age related expectations with PP children progressing in line with non-pp children (Reading non-pp 4.06, PP4.4, Writing non-pp 4.0 and PP children 3.94, Maths non-PP 4.05 and pp children 4.0). Attainment for pupils eligible for pupil premium was in line (reading, writing and GPaS) or above (maths) national standards	The implementation of additional groupings helped ensure high levels of progress in Year 6. As such, it had a clear impact. Despite the percentages of disadvantaged children attaining the expected standard being at least in line with national standards there is a disparity in the attainment of disadvantaged and non-disadvantaged children and so more precise targeting and tracking and of pupil premium children alongside a review of provision for the teaching of reading will be undertaken to work towards closing the gap in attainment.	£53,959

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<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Identified children to have time limited intervention for reading, writing and maths dyslexia reading approaches delivered by skilled and trained TA/HLTA Additional targeted guided groups with class teacher in reading, writing and maths</p> <p>Partially fund additional intervention sessions outside of SEN allocation (funding re percentage of PP children) for nurture, SALT, phonics, more able writing, fine and gross motor skills, EYFS approach in Y1 and Y2 where needed, lego therapy and talk about, as well as a whole school CPD focus on dyslexia</p>	<p>Those children eligible for reading support in KS2 made on average 2.71 points of progress (3.54 when discounting those children with SEN).</p> <p>Pupil interviews show an increased confidence and engagement in learning as a result of the introduction of dyslexia-friendly approach in reading and writing., with pupils reporting,</p> <p>“It helps me to know how to spell more words. If I forget the letter sounds I can find them right away“</p> <p>“My writing has got a lot better. It gives me the sounds that I am looking for so I can spell better”</p> <p>Evidence from pupil interviews with children who participated in additional intervention sessions suggest it had a positive impact upon their attitudes and engagement in their learning with participants reporting that participating in the talk about programme,</p> <p>“Helps me with my emotions so I feel calm and understand how other people feel“.</p> <p>Participants in Lego therapy reported that the programme,</p> <p>“When I go I fell more relaxed and I make friends with people. I’ve got more friends in class now”. Another participant added, “I love building things. It makes me forget anything that upsets me”.</p> <p>Children involved in the good listening programme, stated that due to the programme, they “listen more in class now. I even listen at home”</p>	<p>Implementing targeted booster and intervention sessions across the school is benefitting both our PP children and our non-PP children. In addition, funding dedicated and highly trained members of staff to deliver these sessions is having a significant impact on progress.</p> <p>We will continue to use PP funding to support the implementation of targeted booster and intervention sessions across the school.</p>	
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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
Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible	First day calling – informing family support/children’s services if appropriate Home visits Promoting excellent attendance through rewards and class ‘treats’, and 100% attendance trip in July	Data suggests that actions chosen did not succeed in reducing the levels of persistent absence or increasing the levels of overall attendance.	Increased contact with parents/carers of children who are persistently absent is required. In some instances they can be difficult to contact when attempting first day calling or fail to recognise the detrimental impact of persistent absence on their child’s education. As such, additional means of conveying a strong message regarding the importance of ensuring high levels of attendance	£??