

Ash Green Community Primary School

PUPIL PREMIUM REPORT

2016/17 EVALUATION OF IMPACT

and

2017/18 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that a substantial majority of our pupils entitled to FSM (and a significantly high proportion of those who are not) also often face multiple and complex vulnerabilities which are a barrier to good achievement, especially given that almost all our pupils enter school with skills significantly below those expected for their age and so have exceptionally low starting points. 95% current pupils live in a super-output area with postcodes in the lowest 30% deprivation indices and the vast majority have a 61% - 100% chance of prolonged and extreme deprivation. Whilst some attainment differences to other pupils nationally are proving stubborn to diminish, almost all other non-disadvantaged pupils in the country are not at risk of prolonged and extreme deprivation. In addition, progress measures can be skewed by many pupils who only just attain a good level of development at the end of Early Years with too great a demand to reach higher national expectations by the end of KS1. Similarly, those pupils who attained level 2c in KS1 (or even L1 in one of combined subjects) must make consistently exceptional progress to reach the new required standard by the end of Y6.

Ash Green therefore deploys pupil premium to plan additional on-going support in stages and, where required, focused intervention, in order to eradicate these barriers over time and therefore enable pupils to make similar progress to non-disadvantaged pupils elsewhere in the country who have few, if any barriers to learning. This effectively diminishes the difference in achievement for our disadvantaged pupils and indeed the vast majority of our other pupils not officially designated as disadvantaged but with the same level of socio-economic, emotional and academic need.

Determining the Best Way to Spend Pupil Premium

Whilst all spending relates in some way to raising attainment, several interventions, which may at first appear to have a less direct impact, have proved to be highly effective in overcoming barriers to learning encountered by disadvantaged pupils. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data and monitoring of learning. Previous outcomes clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils.

The impact of spending at Ash Green is continually evaluated to identify successful strategies which we have naturally then retained year on year. Some roles- reading recovery teacher for example- have been tailored to suit needs elsewhere as a result of last year's data. Clearly the impact last year was a little mixed: fantastic progress for the KS2 cohort, tempered slightly by reading (although much improved progress on 2016) for which we have now subsequently restructured our approach. KS1 progress in

maths was very strong, It was a less positive picture in reading and writing in KS1 although this is clearly affected by a small group of children who attained a very tenuous GLD using the EY 'best fit' model and were unable to sustain this to reach the 'secure fit' of KS1's heightened expectation. This is a whole school issue that affects all pupils and not just those who are disadvantaged, and one which we are rapidly addressing. At EY in 2017 the disadvantaged cohort virtually matched their non-disadvantaged counterparts in attaining a GLD.

What has previously worked well (and continues to work well) therefore drives current spending. In addition, we regularly review external sources of information, so that we can successfully diminish any achievement differences we identify through robust tracking. As a result of the Educational Endowment Foundation (EEF) research and toolkits, leaders constantly review and debate the impact of teaching on outcomes for all pupils, but particularly those who are disadvantaged. Best practice is also regularly discussed within the cluster of self-improving primary schools.

Monitoring the Impact of Spending

External data sources such as RAISE online and FFT have historically provided a clear comparative impact measure between the progress and attainment of disadvantaged pupils and non FSM/CLA pupils nationally. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. As national changes to pupil assessment and calculation of national progress measures have developed (bridging national curriculum prior attainment levels to a new scaled score) there remain anomalies in national data. Impact evaluation of 2016/17 spending has therefore been undertaken against rigorous in-school tracking data (supported by robust systems to monitor pupils' learning); against year-end expectations; against end of key stage expectations; and against the Governor Dashboard, supplemented with case studies and professional feedback. The impact on progress measures of a significant number of disadvantaged SEND pupils has also been interrogated so that provision for these pupils is appropriate but, crucially, so that we can also evaluate the impact the progress scores of these pupils (all with highly complex needs) has on average scores for the much larger disadvantaged group. As last year, the impact will be revisited as soon as national progress measures are made available by the DfE.

Short term monitoring of pupil premium spending focuses on meeting the milestones and targets specified in the following action plan. We have an established feedback loop whereby the Governing Board receives regular reports about the effectiveness of pupil premium initiatives, using this robust evaluation to make any necessary subsequent changes. Effective interventions are continued and funding for any interventions that are not working is reallocated. Consequently, the published action plan is subject to change. Although short term aims relate to specific initiatives, it is important that the Governing Board does not lose sight of the bigger picture. Some initiatives do not demonstrate impact immediately; some work effectively for some pupils but not for others so effectiveness may not be evaluated until the analysis of longer term data.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six years (known as the "ever 6") qualifies for pupil premium funding (*£1320 per pupil*). This means that there are a significant number of families with children who are disadvantaged but siblings (in the same household) are not.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus (*£1900 per pupil*)

Children of Service Families

These children receive an increased premium (*£300 per pupil*).

How is Ash Green accountable for the pupil premium?

Robust tracking of pupil outcomes is in place to immediately identify pupils who are under achieving to subsequently target effective intervention and support in order to accelerate progress towards or beyond age related expectations, depending upon the starting point of each child. This is rigorously monitored over time. Obviously, consistently good teaching diminishes the difference between those learners who are vulnerable and those that are not, and we recognise the resilience required by the vast majority of our pupils to make the same progress that would be routinely expected from other children in the country. Effective feedback and guidance to pupils coupled with meta-cognitive approaches is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families, especially required by a significant majority to ensure that their children attend school regularly, conform to behavioural expectations and receive appropriate care and support at home in order to ensure their safety and well-being.

The following plan (which is monitored termly and a summative evaluation produced at the end of the academic year) sets out clearly how we spend our funding, intended outcomes for pupils and methods by which the impact is monitored:

Ash Green Community Primary School

Objective: Diminish the difference between the performance of FSM/CLA pupils and non FSM/CLA pupils in every cohort

Context:

Pupil premium allocation for the 2017/18 financial year: **£302120**

The financial year allocation is based on 226 children who have been allocated pupil premium based on 'Ever 6' - any child who has received FSM at any time in the past six years (or currently in receipt of FSM) and therefore entitled to pupil premium funding. This equates to 5k8% pupils on roll (reception to Y6). The proportion of disadvantaged pupils in EY (reception) is 31%; 42% in KS1 and 63% in KS2. **At the time of writing this report, there are currently 210 children in receipt of pupil premium.**

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Current position:

- The 2017 gap in the proportion of disadvantaged pupils in the Early Years (EY) attaining a GLD compared to non FSM/CLA pupils in school has been successfully narrowed to -6% from -19% (in 2016) because 15% more disadvantaged pupils attained a GLD (and non FSM/CLA rose by 2%). The difference to other pupils in the country (now -20%) reflects how difficult it is to diminish this stubborn national difference. This is because the starting points of almost all our pupils are well below those typically expected so progress required to attain a GLD is so much greater. Tracking data clearly evidences that the progress of disadvantaged pupils making expected and better than expected progress in 2016/17 was in line or better than of others pupils in school. Despite this progress, some of these pupils still could not reach a GLD due to their significantly low starting points. The impact of much of our work in this area cannot always be seen in the short term due to the amount of ground our pupils have to make up from an exceptionally low baseline. Nonetheless, our target in this area has been met.
- In phonics, the in-school difference between disadvantaged and others reduced significantly. Although we had aimed to diminish the difference to become broadly in line with others, this was aspirational for some pupils who fell well short of attaining the ELG in reading at the end of EY. The proportion working at the required standard improved by 19% from the end of EY. The difference between disadvantaged and the 2016 national average for other pupils also diminished. Again though, the impact of some of this work is not short term for children with the lowest starting points. Greater progress is made by pupils who have been here since the beginning of Reception year: 6% more pupils attained EXS+ in all subjects at KS1 from achieving GLD at Reception, compared to pupils who joined the school during Year 1 or 2.

- KS1 data (end Y2) evidences that the progress of disadvantaged pupils (from the end EY) is slightly better than (2016) progress of other pupils nationally which exceeded our target. The progress of two pupils with complex language development vulnerabilities impeded progress from the end of EY for the group of disadvantaged pupils in reading (compared to others in school) and, for one of them, in writing. This was not an issue in maths. Comparative details are set out in confidential case studies for these pupils. Progress targets in KS1 have therefore been met.
- Nonetheless, there remain significant differences in the proportion of KS1 pupils meeting the expected standard in reading, writing and maths by the end of Y2 compared to 2016 national averages for other pupils. However, the progress of these pupils set out above shows that it is totally unrealistic to predict that KS1 differences (to the national picture) can be eradicated given the consistently exceptional progress that some disadvantaged pupils (with highly complex needs and vulnerabilities) would need to make to achieve the national standard from significantly lower starting points than most children in the country.
- Differences in the proportion of KS1 pupils meeting the expected standards in reading, writing and maths compared to other pupils in school have widened significantly in 2017. However, this was predicted because of the very low attainment on entry to school in 2014 for the majority of these disadvantaged pupils. The difference was also compounded by the improved performance of our non-disadvantaged pupils in all subjects.
- KS2 (Y6) progress scores from the end of Y2 evidence that the difference in progress for disadvantaged pupils to others in school has diminished significantly in reading; has been eradicated in writing and is now negligible in maths. Compared to 2016 national progress figures for other pupils nationally, differences in reading and writing are successfully diminishing and eradicated in maths.
- KS2 (Y6) gaps in average attainment gaps diminished significantly from 2016. 12% more disadvantaged pupils achieved the expected score (100.0) in reading, diminishing the difference from -4.6 to -1.4. 12% more disadvantaged pupils achieved a higher level in 2017, diminishing the in-school attainment gap from -23% to -14%. 24% more disadvantaged pupils achieved the expected standard in writing although 1 pupil less achieved a higher level in 2017. 29% more disadvantaged pupils achieved the expected score (100.0) in maths, diminishing the difference from -2.6 to -1.4. although 1 pupil less achieved a higher level in 2017 which, coupled with the increasing proportion of other pupils achieving the higher level, actually made that in-school attainment difference wider by -9%. 29% more disadvantaged pupils achieved the expected score (100.0) in grammar, punctuation and spelling (SPaG), diminishing the difference from -4.1 to -0.6. 12% more disadvantaged pupils achieved a higher level in 2017, diminishing the in-school attainment gap from -13% to -9%. In all subjects (reading, writing and maths combined) 29% more disadvantaged pupils achieved the expected standard and 3% more disadvantaged pupils achieved a higher level in 2017.
- There remain slight differences in reading and maths for disadvantaged pupils on track to reach age related expectations in Y1 and Y3 and, to a lesser extent, in Y4 and Y5 with more substantial differences in writing. These will be addressed through the following action plan and additional strategies in the School Improvement Plan as part of 'area of need' plans for each cohort. Relevant academic interventions are now routinely focused to 'same day' ('keep up not catch up') and delivered wherever possible by teachers rather than teaching assistants, for example utilising assembly times.
- Monitoring of pupils' learning with a particular focus on work analysis evidences that the differences in projected attainment for disadvantaged pupils are accurately reflected in our tracking data. Nonetheless, it corroborates that progress of disadvantaged pupils is broadly in line with the progress of non FSM/CLA pupils in reading and maths over time with the stubborn difference in writing slowly diminishing year-on-year. Sharp, focused interventions are therefore planned for pupils moving into Y2 and Y3.
- The attendance of disadvantaged pupils is broadly in line with their non FSM/CLA counterparts in school so overall attendance remains at 95%. This is because of the focused work of our home support and pastoral teams, targeted exclusively to disadvantaged and vulnerable pupils. This also results in the reduction of existing pupils (not new families) on Continuum of Need L3+ and therefore in need of multiple external services. Case studies show continued good impact of services that we secure.

Expected outcomes at the end of the 2017/18 academic year:

1. All disadvantaged EY children will make at least similar progress to their non-disadvantaged counterparts in school with the same starting points.
2. There will be no negative difference in the proportion of EY children reaching a good level of development (by the end of Reception) when compared to their non-disadvantaged counterparts in school with the same starting points. We will diminish the difference in the proportion of EY children reaching a good level of

development when compared to their national non-disadvantaged counterparts.

3. All disadvantaged Y1 pupils will make at least similar progress in reading to their non-disadvantaged counterparts in school with the same starting points.
4. Current projections show that 67% of Y1 disadvantaged cohort will meet the required standard in phonics, which is 9% higher than last year. It is identical (67%) to the whole cohort in school in 2017 and shows reduction in difference from 17% in 2017 to 9% in 2018.
5. All disadvantaged KS1 pupils will make at least similar progress in reading, writing, maths and science to their non-disadvantaged counterparts in school and nationally with the same starting points.
6. There will be a difference of -22% in the proportion of disadvantaged KS1 pupils working at the expected Y2 standard in reading when compared to their non-disadvantaged counterparts in school, diminishing the gap by 13% from the end of EY. There is, at present, a difference of -24% in writing when compared to their non-disadvantaged counterparts in school, diminishing the gap by only a very stubborn 4% from the end of EY. This is significantly wider than the 2017 difference (-16%) to other pupils. However, this will be rapidly diminished due to earlier 1:1 and small group interventions for this cohort. There will be a difference of -22% in the proportion of disadvantaged KS1 pupils working at the expected Y2 standard in maths when compared to their non-disadvantaged counterparts in school. This diminishes the difference by 9%.
7. All disadvantaged KS2 pupils will make at least similar progress in reading, writing, maths and science to their non-disadvantaged counterparts in school and nationally with the same starting points.
8. There will be a difference of -20% in the proportion of disadvantaged KS2 pupils working at the expected Y6 standard in reading when compared to their non-disadvantaged counterparts in school, diminishing the gap by 11% from the end of KS1. There will be a difference of -16% in the proportion of disadvantaged KS2 pupils working at the expected Y6 standard in writing when compared to their non-disadvantaged counterparts in school, diminishing the gap by 10% from the end of KS1. There will be a difference of -5% in the proportion of disadvantaged KS2 pupils working at the expected Y6 standard in maths when compared to their non-disadvantaged counterparts in school, diminishing the gap by 7% from the end of KS1. This results in an overall difference of -10% in reading, writing and maths combined for disadvantaged pupils when compared to their non-disadvantaged counterparts in school, diminishing the gap by 7% from the end of KS1. We will commence 1:1 and small group tuition earlier in the year for this cohort to further reduce the differences between the attainment of disadvantaged vs. non-disadvantaged significantly and also to ensure the progress of the group is broadly in line with the progress of national non-disadvantaged pupils.
9. Behaviour for learning is good for all pupils and low level disruption to lessons is extremely rare. Continued successful strategies will maintain this.
10. Permanent and fixed term exclusions for disadvantaged pupil remain below the national average for all pupils with no significant difference to other pupils in school
11. Attendance of disadvantaged pupils will remain in line with that of non FSM/CLA pupils in the school.
12. The progress of SEND pupils in receipt of pupil premium is good.

Context:

- Children typically enter school with few skills and language – almost all are **well below** those typically expected for their age. Attainment on entry is **very low**. Consequently, many need regular, extra help to bring them up to age related expectations and to bridge the gap from previous low starting points.
- A significant number of pupils are not supported with reading or basic skills at home.
- Some children have chaotic home lives and many have social issues which affect emotional and social development.
- Some children have low self-esteem. Lack of boundaries and support at home results in low aspirations and lack of resilience.
- Some children need much more concrete work and play experiences to reinforce learning before concepts can be tackled.
- A significant number of pupils have no experience of the wider world outside of Halifax and need stimulation other than the immediate area. Experiences to draw upon for writing are exceptionally limited.
- Persistent absenteeism is a problem for some families where home life is chaotic.

PUPIL PREMIUM PROVISION 2017/18	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	COST FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
<p>1. Behaviour Support</p> <p><u>Objective:</u> Improve behaviour for learning so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard</p> <ul style="list-style-type: none"> • Pastoral officers to support the complex needs of vulnerable pupils around self-control; building self-esteem and resilience • Social and emotional support • Specific learning groups (e.g.: low self-esteem) 	£41636	58%	£24149	Full time: On-going all year	<p>End of year report: LT</p> <p><i>From the CPOMS data base:</i></p> <ul style="list-style-type: none"> • <i>Reduction in incidents</i> • <i>Reduction specific categories</i> • <i>Reduction in use of 'team teach' strategies</i> • <i>Reduction internal exclusions</i> • <i>Maintenance of nil exclusions</i> <p><i>In addition to:</i></p> <ul style="list-style-type: none"> • <i>Learning Walks</i> • <i>Lesson observations</i> <p>(Outcome 9)</p>
<p>2. Family Support</p> <p><u>Objective:</u> Key workers to support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour</p> <ul style="list-style-type: none"> • Vulnerable children on the 'Continuum of Need' • Universal services • CAFS • Children in Need and Child Protection 	£72632	58%	£42127	Full time: On-going all year	<p>End of year reports AH/HM:</p> <ul style="list-style-type: none"> • <i>Increase in attendance figures</i> • <i>Attendance of all pupil groups broadly in line</i> • <i>Reduction in PA's</i> • <i>De-escalation in levels of 'continuum of need'</i> • <i>De-escalation of EISA plans</i> • <i>Reduction in existing CIN and CP cases</i> • <i>Evaluations from service users</i> • <i>Cohort progress tracking</i> <p>(Outcomes 9, 10, 11)</p>
<p>3. Early Years Support: TA in both EYFS units</p> <p><u>Objective:</u> Accelerate progress from exceptionally low starting points to raise attainment through additional, supported, activities in:</p> <ul style="list-style-type: none"> • PSED • CLL (Reading and Writing) • Number and SSM <p><i>Focus provision for PP children will link directly to analysis of baseline and on-going EY profiles</i></p>	£28023	31%	£8687	Full time: On-going all year	<p>Termly report to governors: JK/SM</p> <ul style="list-style-type: none"> • <i>Progress towards prime and specific ELG's from baseline</i> • <i>Progress towards GLD from baseline</i> • <i>Comparison to non FSM/CLA pupils in school and, in summative report, nationally</i> <p>(Outcome 1, 2, 12)</p>

<p>4. Transition from Early Years to Y1</p> <ul style="list-style-type: none"> Interventions for cusp of ELG's Y1 structure and routine to minimise regression <p>(23 PP children from a cohort of 57)</p>	£6239	40%	£2496		<p>Termly report to governors: KOS</p> <ul style="list-style-type: none"> Progress towards prime and specific ELG's from baseline Baseline entry to Y1 <p>(Outcome 1, 2, 3, 4, 12)</p>
<p>5. Reading Recovery Strategies: KS1</p> <p><u>Objective:</u> Improve attainment in reading for the lowest attaining pupils (80%) PP through a focused group and individual programmes</p> <ul style="list-style-type: none"> Decoding (phonic) skills Word building, spelling and writing Fluency and comprehension CPD for teachers and teaching assistants Impact of best practice 	£43982	80%	£35185	Full time: On-going all year	<p>Termly report to governors: AP</p> <ul style="list-style-type: none"> Numbers of pupils entering/leaving programme Progress of pupils by reading age and towards age-related expectation <p>(Outcomes 3, 4, 5, 6, 12)</p>
<p>6. Making good progress in KS1: 4 x TA's</p> <p><u>Objective:</u> Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> Same day/rapid interventions Bespoke feedback and guidance <p><i>Focused on:</i></p> <ul style="list-style-type: none"> Reading and phonics (fluency and comprehension) Writing Maths (fluency, reasoning, problem solving) 	£53801	42%	£22596	Full time: On-going all year (early intervention)	<p>Termly reports: KOS/SM</p> <ul style="list-style-type: none"> Work analysis Pupil interviews Observations of lessons Intervention reports Work analysis Learning walks Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July) <p>(Outcomes 3, 4, 5, 6, 12)</p>
<p>7. Speech and Language Therapy: KS1/2</p> <p><u>Objective:</u> Improve communication for disadvantaged pupils who have speech and language difficulties</p> <ul style="list-style-type: none"> SALC groups for PP children to accelerate progress/transitional home activities <p>(Almost all PP children)</p>	£6239	80%	£4991	Full time: On-going all year	<p>Termly report: JF</p> <ul style="list-style-type: none"> Numbers of pupils and progress in CLL Proportion of PP pupils on track to meet expectation compared to non PP <p>(Outcomes 3, 4, 5, 6, 7, 8, 12)</p>
<p>8. Better Reading</p> <p><u>Objective:</u> Improve attainment in reading for disadvantaged pupils below age related expectations through 1:1 support for pupils in Y2 – Y6</p> <ul style="list-style-type: none"> Baseline entry and exit measure (to 	£14953	58%	£8673	Full time: On-going all year	<p>Termly report: AP</p> <ul style="list-style-type: none"> Numbers of pupils entering/leaving programme Progress of pupils by reading

<p>programme)</p> <ul style="list-style-type: none"> • Phonic de-coding • Teaching and application of reading skills • Improved links to writing 					<p>age</p> <p>(Outcomes 5, 6, 7, 8, 12)</p>
<p>9. Maths Progress: KS2</p> <p><u>Objective:</u> Accelerate progress of disadvantaged pupils through deployment of an additional teacher for maths at both sites (mornings only) so that pupils can continue to work in sets of closer ability; pre-learn and apply strategies:</p> <ul style="list-style-type: none"> • Practical maths teaching • Bespoke feedback and guidance 	£39852	63%	£25106	<p>Full time:</p> <p>On-going all year</p>	<p>Termly report to governors: KT/SM</p> <ul style="list-style-type: none"> • <i>Attainment of PP children (by group) in relation to non PP in school (and nationally in July)</i> • <i>Progress of PP children (by group) in relation to non PP in school (and nationally in July) measuring expected and better than expected progress</i> <p>(Outcomes 7, 8, 12)</p>
<p>10. Making good progress in KS2: 8 x TA's</p> <p><u>Objective:</u> Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance <p><i>Focused on:</i></p> <ul style="list-style-type: none"> • Reading, writing and maths <p><i>By:</i></p> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum 	£107608	63%	£67793	<p>Full time:</p> <p>On-going all year</p>	<p>Termly reports: KT/SM</p> <ul style="list-style-type: none"> • <i>TA lesson observations</i> • <i>Appraisal outcomes</i> • <i>Intervention reports</i> • <i>Work analysis</i> • <i>Learning walks (drop-ins)</i> • <i>Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)</i> <p>(Outcomes 7, 8, 12)</p>
<p>11. Personal Development, Behaviour and Welfare</p> <p><u>Objective:</u> Ensure that personal development and SMSC development of disadvantaged pupils is strong (and pupils can learn) through a bespoke PSHE programme to address vulnerability issues:</p> <ul style="list-style-type: none"> • Drugs awareness • Staying safe from exploitation • Family issues • Targeted support (EYFS/KS1) – self esteem 	£18318	58%	£10624	<p>Full time:</p> <p>On-going all year</p>	<p>Annual report to governors: MS</p> <ul style="list-style-type: none"> • <i>Impact on behaviour outside lessons</i> • <i>Learning Walks</i> • <i>Lesson observations</i> • <i>Work analysis</i> • <i>Pupil interviews</i> • <i>SMSC toolkit</i> <p>(Outcomes 9, 12)</p>

<p>12. Inclusion of Disadvantaged Pupils <u>Objective:</u> Improve progress and attainment of PP by Inclusion Manager checking that provision (QFT, interventions and 1:1 support) across all subjects addresses the needs of ALL individual pupils (0.2FTE)</p> <ul style="list-style-type: none"> • Additional 1:1 intervention for under attaining pupils • Additional 1:1 intervention for under achieving pupils to accelerate progress • Working with class teachers to ensure that day-to-day provision addresses need 	£11332	100%	£11332	Full time: On-going all year	<p>Termly report to governors: LT</p> <ul style="list-style-type: none"> • <i>Progress of SEND pupils compared to non-SEND pupils</i> • <i>Movement on SEND register</i> • <i>Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)</i> • <i>Intervention maps</i> • <i>Learning walks</i> • <i>Work analysis</i> • <i>Pupil interviews</i> <p>(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 12)</p>
<p>13. Monitoring of Achievement <u>Objective:</u> 50% senior leadership time to ensure that disadvantaged pupils make at least expected or better than expected progress and similar progress to their non FSM/CLA peers with the same starting points</p> <ul style="list-style-type: none"> • Monitoring impact of additional classroom support on quality of pupils' learning, personal development and welfare • Referral to, and impact of, external (universal) services where necessary • Monitoring of ILP's 	£31145	58%	£18064	Full Time: On-going all year	<p>Termly report to governors: SM</p> <ul style="list-style-type: none"> • <i>Progress of PP children compared to non-FSM/CLA (school and national) & SEND</i> • <i>Attainment of PP children compared to non-FSM/CLA (school and national) & SEND</i> • <i>Work analysis</i> • <i>Learning walks</i> • <i>Pupil interviews</i> • <i>Observations of lessons</i> <p>(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 12)</p>
<p>14. Breakfast Clubs <u>Objective:</u> Ensure that PP pupils begin lessons "ready to learn" and that potentially disruptive home incidents are addressed before school so that pupil progress is not impeded and that specific families are targeted to ensure attendance</p> <ul style="list-style-type: none"> • Learning to learn strategies (and co-operative play) • Healthy eating and resources <p><i>Breakfast club used (on average) by 32 pupils daily (11 pupil premium = 34%)</i></p> <ul style="list-style-type: none"> • Healthy eating 	£16347 £230	34% 34%	£5557 £78	Full time: On-going all year	<p>End of year report (MS) based on:</p> <ul style="list-style-type: none"> • <i>Increase in attendance</i> • <i>Ready to learn "tracker"</i> • <i>De-escalation of CON</i> • <i>Evaluations from service users</i> • <i>Comparative attainment and progress data for PP children v non FSM/CLA in school (and nationally in July)</i> <p>(Outcomes 9, 11)</p>

<ul style="list-style-type: none"> Learning to learn strategies (and co-operative play) 					
15. Memorable Experiences <u>Objective:</u> Enable disadvantaged pupils have experiences through which they can further knowledge, skills and understanding and apply what they have learned, specifically: <ul style="list-style-type: none"> Stimuli for writing Enhancing personal and SMSC development 210 pupils @ £30	£6300	100%	£6300	on-going	Termly report: MS/SM <ul style="list-style-type: none"> Outcomes for PP pupils in writing compared to non FSM/CLA in school (and nationally in July) (Outcomes 3, 4, 5)
16. One-to-one tuition for disadvantaged Y2/Y6 pupils <u>Objective:</u> Ensure that these pupils makes at least good progress from his respective starting point and attains as highly as possible: <ul style="list-style-type: none"> Targets on plan are met Y2: Provision from September 2017 (2 afternoons) for 51 x Y2 pupils (22 disadvantaged = 43%) Y6: 14 weeks' individual provision (from February 2018) exclusively for disadvantaged learners	£7237	43%	£3112	On-going	End of year report: SM <ul style="list-style-type: none"> Progress and attainment of these pupils in relation to national SEN and non FSM (Outcome 8)
Y6: 14 weeks' individual provision (from February 2018) exclusively for disadvantaged learners	£5250	100%	£5250		
TOTAL PROJECTED SPEND 2017/18			£302120		

MONITORING AND EVALUATION:

1. Behaviour Support

AUTUMN 2017: Monitoring <u>Milestone:</u> 10% reduction in recorded classroom incidents on CPOMS compared to autumn 2016. Reduction in internal exclusions for identified pupils.	SPRING 2018: Monitoring <u>Milestone:</u> 10% reduction in recorded classroom incidents on CPOMS compared to spring 2017. Reduction in internal exclusions for identified pupils.	SUMMER 2018: Evaluation of Outcomes <u>Milestone:</u> 10% reduction in recorded classroom incidents on CPOMS for the academic year. Reduction in internal exclusions for identified pupils.
--	--	---

2. Family Support

AUTUMN 2017: Monitoring <u>Milestone:</u> Number of existing pupils (not new families) on CON L3+ is further reduced. Case studies show continued good impact of services. 90% identified pupils are above 90% attendance. Attendance of pupil premium children (as a group) remains in line with non-pupil premium. 90% identified pupils are making expected progress.	SPRING 2018: Monitoring <u>Milestone:</u> Number of existing pupils (not new families) on CON L3+ is further reduced. Case studies show continued good impact of services. 90% identified pupils are above 90% attendance. Attendance of pupil premium children (as a group) remains in line with non-pupil premium. 90% identified pupils are making expected progress.	SUMMER 2018: Evaluation of Outcomes <u>Milestone:</u> Number of existing pupils (not new families) on CON L3+ is further reduced. Case studies show continued good impact of services. 90% identified pupils are above 90% attendance. Attendance of pupil premium children (as a group) remains in line with non-pupil premium. 90% identified pupils achieve expected progress.
--	--	---

3. Early Years' Support		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> Analysis of baseline has identified gaps in pupils' KSU across all areas of learning and more focused provision in place for each child. 75% identified pupils are making better than expected progress in at least 75% of identified areas for learning</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All pupils are making at least expected progress in all areas of learning.</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All pupils achieved at least expected progress in all areas of learning.</p>
4. Transition from Early Years to Y1		
<p style="text-align: center;">AUTUMN 2017 :Monitoring</p> <p><u>Milestone:</u> All pupils identified are making at least expected progress; 50% are meeting Y1 AREx</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All pupils identified are making at least expected progress; 50% are meeting Y1 AREx</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All pupils identified have made at least expected progress; 50% are meeting Y1 AREx</p>
5. Reading Recovery Strategies: KS1		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> All pupils are making accelerated progress in reading from baseline assessment. All pupils have made at least expected progress in writing.</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All pupils are making accelerated progress in reading from baseline assessment. All pupils have made at least expected progress in writing.</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All pupils have made accelerated progress in reading from baseline assessment. All pupils have made at least expected progress in writing.</p>
6. Making Good Progress in KS1		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> All Y2 pupils are making at least expected progress (EY – end of KS1). A majority of Y1 pupils are making at least expected progress since EY, and the remaining pupils targeted to do so by the end of Y2.</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All Y2 pupils are making at least expected progress (EY – end of KS1). A majority of Y1 pupils are making at least expected progress since EY, and the remaining pupils targeted to do so by the end of Y2.</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All Y2 pupils have made at least expected progress (EY – end of KS1). A majority of Y1 pupils have made at least expected progress since EY, and the remaining pupils targeted to do so by the end of Y2.</p>
7. Speech and Language Therapy: KS1/2		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> All identified pupils are making at least expected progress from SALC baseline assessment to attain individual targets.</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All identified pupils are making at least expected progress from SALC baseline assessment to attain individual targets.</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All identified pupils have made at least expected progress from SALC baseline assessment to attain individual targets.</p>
8. Better Reading		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> All identified pupils are making accelerated progress in reading and writing since baseline assessment.</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All identified pupils are making accelerated progress in reading and writing since baseline assessment.</p>	<p style="text-align: center;">SUMMER 2018: Evaluation of Outcomes</p> <p><u>Milestone:</u> All identified pupils have made accelerated progress in reading and writing since baseline assessment.</p>
9. Maths Progress: KS2		
<p style="text-align: center;">AUTUMN 2017: Monitoring</p> <p><u>Milestone:</u> All pupils are making at least expected progress.</p>	<p style="text-align: center;">SPRING 2018: Monitoring</p> <p><u>Milestone:</u> All pupils are making at least expected progress.</p>	<p style="text-align: center;">SUMMER 2017: Evaluation of Outcomes</p> <p><u>Milestone:</u> All pupils have made at least expected progress.</p>

10. Making Good Progress in KS2		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> All Y6 pupils are making at least expected progress (KS1 – KS2). A majority of Y5 pupils are making at least expected progress since Y2, and the remaining pupils targeted to do so by the end of Y6. Assessments attest ‘net’ progress in Y3 and Y4 is at least above zero.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> All Y6 pupils are making at least expected progress (KS1 – KS2). A majority of Y5 pupils are making at least expected progress since Y2, and the remaining pupils targeted to do so by the end of Y6. Assessments attest ‘net’ progress in Y3 and Y4 is at least above zero.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> All Y6 pupils have made at least expected progress (KS1 – KS2). A majority of Y5 pupils have made at least expected progress since Y2, and the remaining pupils targeted to do so by the end of Y6. Assessments attest ‘net’ progress in Y3 and Y4 is at least above zero.
11. Personal Development, Behaviour and Welfare		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> Pupil interviews and surveys evidence almost all pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> Pupil interviews and surveys evidence almost all pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> Pupil interviews and surveys evidence almost all pupils understand physical, mental and emotional health, and that they all know how to stay safe and/or who to ask for support. Behaviour for learning is consistently good.
12. Inclusion of Disadvantaged Pupils		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> All pupils are making at least expected progress from respective starting points/assessments.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> All pupils are making at least expected progress from respective starting points/assessments.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> All pupils have made at least expected progress from respective starting points/assessments.
13. Monitoring of Achievement		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> All pupils are making at least expected progress from respective starting points. A majority of pupils targeted through Areas Of Need are making accelerated progress.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> All pupils are making at least expected progress from respective starting points. A majority of pupils targeted through Areas Of Need are making accelerated progress.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> All pupils have made at least expected progress from respective starting points. A majority of pupils targeted through Areas Of Need have made accelerated progress.
14. Breakfast Clubs		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> All pupils who attend Breakfast Clubs are making at least expected progress as a result of being ‘ready to learn’.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> All pupils who attend Breakfast Clubs are making at least expected progress as a result of being ‘ready to learn’.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> All pupils who attend Breakfast Clubs make at least expected progress as a result of being ‘ready to learn’.
15. Memorable Experiences		
<i>AUTUMN 2017: Monitoring</i> <u>Milestone:</u> Experiences impact on pupils’ wider knowledge and understanding of the world, offering greater stimuli in support of pupil work produced. ‘Net’ progress of pupils is at least zero.	<i>SPRING 2018: Monitoring</i> <u>Milestone:</u> Experiences impact on pupils’ wider knowledge and understanding of the world, offering greater stimuli in support of pupil work produced. ‘Net’ progress of pupils is at least zero.	<i>SUMMER 2018: Evaluation of Outcomes</i> <u>Milestone:</u> Experiences impact on pupils’ wider knowledge and understanding of the world, offering greater stimuli in support of pupil work produced. ‘Net’ progress of pupils is at least zero.

16. One to One Tuition

AUTUMN 2017: Monitoring

Milestone: All pupils are making at least expected progress from respective baselines (EY – Y2, KS1 – KS2). A majority of pupil have made accelerated progress from September.

SPRING 2018: Monitoring

Milestone: All pupils are making at least expected progress from respective baselines (EY – Y2, KS1 – KS2). A majority of pupil have made accelerated progress from September.

SUMMER 2018: Evaluation of Outcomes

Milestone: All pupils have made at least expected progress from respective baselines (EY – Y2, KS1 – KS2). A majority of pupil have made accelerated progress from September.