



**Sundon Park Junior School  
Pupil Premium Strategy Statement 2017 to 2018**

Total number of pupils	292
Total number of pupils eligible for Pupil Premium	97
Total Pupil Premium budget up to 31 <sup>st</sup> March 2018	£142,260.00
Date of most recent external Pupil Premium review	October 2015
Date of next internal review of this strategy	Autumn 2017

**Current attainment**

**Data for Pupil Premium children to the end of the academic year 2016 to 2017**

**KS2 data for the end of 2016 to 2017**

	<b>SPJS pupils eligible for Pupil Premium</b>	<b>National data for pupils who are not Ever 6 FSM pupils</b>
% of disadvantaged pupils achieving the expected standard in reading, writing & maths	31%	67%
% of disadvantaged pupils achieving a higher standard in reading, writing & maths	0%	11%
% of disadvantaged pupils achieving the expected standard in reading	50	77
% of disadvantaged pupils achieving the expected standard in writing	64	81
% of disadvantaged pupils achieving the expected standard in maths	43	80

### Internal data for Pupil Premium children to the end of 2016 to 2017

	Year 3			Year 4			Year 5		
	Broadly EXS+	EXS+	GDS+	Broadly EXS+	EXS+	GDS+	Broadly EXS+	EXS+	GDS+
Reading	81.8	68.2	27.3	64	52	28	85.2	66.7	29.6
Writing	81.8	72.7	18.2	56	44	12	74.1	51.9	29.6
Maths	77.3	63.6	22.7	64	44	32	88.9	70.4	37

### Data for Pupil premium children with high prior attainment (the numbers in brackets represent the number of children)

	Year 3 (6)			Year 4 (8)			Year 5 (11)		
	Broadly EXS+	EXS+	GDS+	Broadly EXS+	EXS+	GDS+	Broadly EXS+	EXS+	GDS+
Reading	100	100	83.3	100	100	75	100	100	64
Writing	100	100	50	100	100	37.5	100	91	73
Maths	100	100	83.3	100	100	87.5	100	91	73

Please note, the only national data for comparison is for the end of each key stage, and is therefore not available for the end of years 3 to 5.

### Progress data for Pupil Premium children

#### Reading

	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Year 3	21	20	95.2	19	90.5	0	0.0
Year 4	25	24	96.0	19	76.0	17	68.0
Year 5	27	27	100.0	26	96.3	17	63.0

#### Writing

	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Year 3	21	20	95.2	20	95.2	4	19.0

Year 4	25	22	88.0	22	88.0	16	64.0
Year 5	27	27	100.0	25	92.6	19	70.4

## Maths

	Cohort	Min Suff +		Good +		Very Strong	
		No.	%	No.	%	No.	%
Year 3	21	21	100.0	19	90.5	5	23.8
Year 4	25	24	96.0	20	80.0	13	52.0
Year 5	27	27	100.0	27	100.0	22	81.5

## Barriers to future attainment for pupils eligible for Pupil Premium

### In school barriers

<b>A</b>	The quality of literacy needs to be raised. This includes the range of exciting vocabulary used, understanding how to structure both fiction and non-fiction texts and how to engage the reader. In addition, the quality of phonics and spelling needs to be improved. Handwriting for some pupils, especially the more-able who join us from other countries, needs to be joined.
<b>B</b>	Understanding of how to read a text in order to explain the meaning of words in context, identify key details from fiction and non-fiction texts, explain how narrative content is related and contributes to meaning as a whole and explain how meaning is enhanced through choice of words and phrases.
<b>C</b>	Basic understanding of place value, number bonds, multiplication tables, formal methods for calculations need to be improved, together with understanding of how to interpret questions posed in reasoning papers using visualisation techniques. Many pupils join us without a sense of numerosities or ability in subitising. There is also a lack of depth in their mathematical understanding.

### External barriers

<b>A</b>	For individual pupils, attendance needs to improve as this is lower than for other children.
<b>B</b>	For individual pupils, turbulence in home life.
<b>C</b>	For individual pupils, self-confidence and resilience need to be improved.

## Desired outcomes and how they will be measured with success criteria

Desired Outcomes	Success criteria	Possible Actions
Increased confidence and self-esteem	<ul style="list-style-type: none"> <li>• More active involvement in class</li> <li>• Asking for help</li> <li>• Being willing to make mistakes</li> <li>• Acting on feedback</li> <li>• Able to overcome difficulties without an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Social group intervention</li> <li>• Family worker involvement</li> </ul>
<p>Able to manage difficult social situations</p> <p><i>(Typically for children who struggle to work or play successfully with others)</i></p>	<ul style="list-style-type: none"> <li>• Number of orange/red cards reduced by at least 50%</li> <li>• Exclusions reduced for identified pupils by at least 75%</li> <li>• Able to work and play constructively with others</li> <li>• Speak respectfully to others</li> <li>• Make better/correct choices</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour group intervention</li> <li>• 1:1 behaviour support</li> <li>• Family worker involvement with family</li> </ul>
<p>Able to manage emotions effectively</p> <p><i>(Typically for children whose lack of ability to manage their emotions leads to disruptive behaviour)</i></p>	<ul style="list-style-type: none"> <li>• Number of orange/red cards reduced by at least 50%</li> <li>• Able to work and play constructively with others</li> <li>• Speak respectfully to others</li> <li>• Make better/correct choices</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and talking</li> <li>• 1:1 support</li> <li>• Key Workers allocated</li> <li>• Counselling</li> <li>• Family worker involvement with family</li> <li>• CAMH</li> <li>• CHUMs</li> </ul>
Improve phonics knowledge	<ul style="list-style-type: none"> <li>• Reading age increases by twice the expected chronological change across the duration of the intervention</li> <li>• Comprehension age increases by twice the expected chronological change across the duration of the intervention</li> <li>• Gap in attainment between PP pupils in school and non-PP pupils nationally closes</li> </ul>	<ul style="list-style-type: none"> <li>• Hornet</li> <li>• Toe by Toe</li> <li>• EAL phonics intervention</li> <li>• RWI phonics intervention</li> </ul>

Improved reading comprehension	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress in reading and writing so they are working at or beyond ARE or are on track to make 3 steps progress per year since KS1</li> <li>• Measured comprehension age increases by twice the expected chronological change across the duration of the intervention</li> <li>• Gap in attainment between PP pupils in school and non-PP pupils nationally closes</li> </ul>	<ul style="list-style-type: none"> <li>• Daily readers</li> <li>• Comprehension cards used in class and as an intervention</li> <li>• EAL reading/comprehension intervention</li> <li>• Language for Thinking</li> </ul>
Improve the quality of writing	<ul style="list-style-type: none"> <li>• All pupils making expected or accelerated progress in writing</li> <li>• All teachers confident to teach writing skills</li> <li>• Pupils make accelerated progress in reading and writing so they are working at or beyond ARE or are on track to make 3 steps</li> <li>• Pupils use wider range of vocabulary in their written work</li> <li>• Gap in attainment between PP pupils in school and non-PP pupils nationally closes</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary by class LSA</li> <li>• Whole school Talk for Writing approach</li> <li>• Support in literacy lessons</li> <li>• EAL writing and grammar intervention</li> <li>• EAL support in literacy lessons</li> <li>• Work provided for completion at home</li> <li>• Class teacher focus to ensure all work is completed</li> </ul>
Develop arithmetic skills and application to problem solving	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress in maths so they are working at or beyond ARE or are on track to make 3 steps progress per year since KS1</li> <li>• Gap in attainment between PP pupils in school and non-PP pupils nationally closes</li> <li>• Homework is completed successfully every week</li> <li>• Speed and accuracy of completion of work improves</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• On Track Maths interventions</li> <li>• Introduce new scheme for all children with a strong focus on the use of manipulatives</li> </ul>
The specific educational and emotional needs of individual pupils are met in line with EHC plans, medical needs plans or PLPs	<ul style="list-style-type: none"> <li>• Pupils make accelerated progress in reading, writing and maths so they are working at or beyond ARE or are on track to make 3 steps progress per year since KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy</li> <li>• Play therapy</li> <li>• 1:1 in class support</li> <li>• Coloured overlays</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are able to communicate effectively and confidently with their peers and adults</li> <li>• Active engagement in school activities</li> <li>• Number of orange/red cards reduced by at least 50%</li> <li>• Exclusions reduced for identified pupils by at least 75%</li> </ul>	<ul style="list-style-type: none"> <li>• Formal PLPs</li> <li>• Informal PLPs – target sheet</li> </ul>
All pupils are able to access school activities	<ul style="list-style-type: none"> <li>• No pupils are excluded from school activities due to financial disadvantage</li> <li>• No pupils are excluded from peripatetic music lessons due to financial disadvantage</li> <li>• No pupils are unable to wear school uniform due to financial disadvantage</li> <li>• No pupils are excluded from school trips due to financial disadvantage</li> </ul>	<ul style="list-style-type: none"> <li>• Full or partial funding as appropriate</li> </ul>
Improved attendance	<ul style="list-style-type: none"> <li>• Attendance of PP pupils is at least 96%</li> <li>• Attendance of those pupils with persistent attendance issues improves by at least 20%</li> <li>• The gap between the attendance of PP pupils and non-PP pupils is narrowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance officer work with children and parents</li> <li>• Rise and Shine EWO project to start September to run for 6 weeks, led by EWO</li> <li>• Buy back EWO service</li> <li>• Work within safeguarding processes where necessary</li> <li>• Family worker involvement with families: Absences/CP/VC/CIN/safeguarding issues/EHA/support and advice – as and when required</li> </ul>

## Planned expenditure for the academic year 2017 to 2018

### Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale for this choice?	Monitoring	Staff lead	Date for review of implementation?
Improved outcomes for writing and reading	<p>Embed the Talk for Writing approach for the teaching of English. Project team leading implementation and development of teaching across the school.</p> <p>Development of long and medium term plans</p> <p>Series of staff meetings and training day activities</p> <p>Development of non-fiction writing across the curriculum</p> <p>Focus on reading for pleasure</p>	<p>This is a nationally recognised system for raising standards in English. The school has just completed a two year project working as part of a wider project team.</p>	<p>Monitoring of standards in English termly by looking at outcomes and pupil attitudes to writing (yearly).</p>	<p>Project team: <b>Headteacher</b>, Deputy Headteacher, three class teachers</p>	<p>Full review July 2018</p> <p>Intermediate reviews: termly; next review December 2017</p>
Improve spelling	<p>Continued integration of No Nonsense Spelling programme into English lessons</p>	<p>Recommendation from Luton Borough Council English Teaching and Learning Consultant. It follows on from the Support from Spelling scheme which is familiar to some staff.</p>	<p>A termly review of the quality of learning and teaching in English includes consideration of the teaching of spelling. Subject leaders have been asked to consider spelling and subject specific vocabulary in</p>	<p>English leader</p>	<p>Termly review as part of English monitoring.</p>

			their subject monitoring.		
Improve outcomes for maths for all pupils and to narrow gaps for pupil premium children.	Significant investment in manipulatives.  Introduction of new scheme of work with associated staff training.	Evidence from the Maths Hubs and advice from maths advisors	Termly data analysis; half termly work scrutiny and learning walks. Standardisation meeting with consultant.	Headteacher	Half termly review as part of monitoring calendar.
Continue to improve the quality of formative and summative assessment	Complete learning grids for English as part of the Talk for Writing project Further embed the use of SPIQ as a technique for understanding texts and developing vocabulary.	Evidence from the Sutton Trust on impact of feedback for learning Evidence from research of need to develop vocabulary and enjoyment of reading to support higher outcomes.	Termly monitoring by SLT across the curriculum of the quality of written feedback, compliance with school policies and evidence of progress seen through scrutiny of work and discussions with children	Headteacher working alongside the SLT.	Termly review as part of the monitoring calendar.
Develop independent learning	Project team to run training sessions to recap previous training and to introduce new areas such as mindsets.  North Neighbourhood joint training (Jan 19)	Work is based on the research carried out by Shirley Clarke into the benefit of assessment for learning.	Appraisal monitoring to check quality of teaching including observations, learning walks and work scrutiny.	Headteacher working alongside the SLT.	Termly review as part of the monitoring calendar.
				<b>Total budgeted cost</b>	<b>£26,907.52</b>

#### Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice?</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Date for review of implementation?</b>
Improved attention for those individuals whose attendance is below 96%	Buyback EWO for most difficult cases Personal contact with families where children are persistently late or where attendance falls	Working alongside the EWO has impacted positively on attendance of persistent absentees over recent years. The schools in the local	Half termly EWO register monitoring PP champion to monitor attendance for all vulnerable children, particularly PP children.	PP Champion	July 2018



	above the threshold for EWO involvement.	area are all adopting similar procedures for other children to plug a gap in support and challenge			
Increased confidence and self-esteem Able to manage difficult social situations  Able to manage emotions effectively	Counselling Social group intervention Behaviour group intervention 1:1 behaviour support Family worker involvement with family Drawing and talking 1:1 support Emotional group intervention CHUMs Sherwood training	Advice from professions from within the authority for children with SEND, safeguarding concerns, behaviour concerns and social services. This is through attendance at SLM and remote support provided through buy back.	Through vulnerable children meetings and pupil progress meetings	SENDCo	July 2018
Improve phonics knowledge Improved reading comprehension Improve the quality of writing	RWI phonics intervention Word wasp Toe by Toe Comprehension cards used in class and as an intervention Daily readers Language for Thinking Work provided for completion at home EAL reading / comprehension intervention EAL writing intervention Targeted EAL support in class 1:1 support	Evidence from impact of specific interventions in the past; advice from the Educational Psychologist, ASD team and Local Authority English consultant as well as the SEND team.	Through all monitoring activities: data analysis, pupil progress meetings conducted by SLT, appraisal reviews etc as well as evaluation of each intervention group.	SENDCo	July 2018
Develop arithmetic	Introduction of On Track	Trials during the	Through all monitoring	SENDCo	July 2018

skills and application to problem solving	maths intervention	summer term showed improvement in confidence, ability to access in class learning and improved attainment.	activities: data analysis, pupil progress meetings conducted by SLT, appraisal reviews etc as well as evaluation of each intervention group.		
				<b>Total budgeted cost</b>	<b>£85,793.00</b>

Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice?</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Date for review of implementation?</b>
Clear overview of vulnerable children and their progress so that no child slips through the cracks	<ul style="list-style-type: none"> <li>• PP Champion role</li> <li>• Pupil progress meetings held six times per year for all classes</li> <li>• PP Champion to monitor progress over time, including through the pupil progress meetings, following up actions where necessary</li> <li>• Monitoring by all subject leaders includes a focus on vulnerable children</li> <li>• Reports to governors include a focus on vulnerable children</li> <li>• Vulnerable children meeting to be held regularly so that children are reviewed regularly</li> </ul>	Experience of what has worked over the past year or more	Through all monitoring activities: data analysis, pupil progress meetings conducted by SLT, appraisal reviews etc	PP Champion	July 2018
All pupils are able	Full or partial funding as	We are an inclusive	Children taking part in	School business	Ongoing.

to access school activities, including extra-curricular activities	appropriate	school so this decision is underpinned by our school principals.	activities are checked to make sure no child is missing out and that vulnerable children are well represented in all activities and events.	manager alongside the PP champion.	
				<b>Total budgeted cost</b>	<b>£36,517.50</b>

## Review of expenditure for 2016 to 2017

### Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improved outcomes for writing and reading	<ul style="list-style-type: none"> <li>Adopt the Talk for Writing approach for the teaching of English through taking part in Primary Writing project organised through Luton Borough School Improvement Service</li> <li>Project team leading implementation and development of teaching across the school.</li> <li>Development of long and medium term plans</li> <li>Series of staff meetings and training day activities</li> <li>Development of non-fiction writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are confident to teach writing skills</li> <li>Pupils are using a much wider range of vocabulary in their written work</li> <li>For year 6, 15% increase in the writing outcomes from the previous year. Outcomes were moderated by the LA.</li> <li>Between 69% and 75% of pupils enjoy writing or really enjoy writing with a similar proportion believing they are good or very good at writing. There was a noticeable increase in pupils view of their own ability in writing in all year groups.</li> </ul>	<p>Generally, teachers need to be careful to make sure writing makes sense as well as showing all the features of writing which are needed for each year group.</p> <p>From the survey outcomes, there are still a very small number of pupils who claim not to like writing at all – these need to be encouraged even more.</p>	£18,160.40
Improve spelling	<ul style="list-style-type: none"> <li>Introduction of No Nonsense Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>The quality of writing in year 6 has improved with spelling less of an impediment to progress for</li> </ul>	Teachers still need to be more consistent in picking up spellings across the curriculum	£3750.00

		most.		
Continue to improve the quality of formative and summative assessment	<ul style="list-style-type: none"> <li>• Complete learning grids for English as part of the Talk for Writing project</li> <li>• Further embed the use of SPIQ as a technique for understanding texts and developing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• It is very easy to see what children have been learning and that teachers are planning lessons focused on skills development.</li> <li>• Teachers report that having the bank of learning objectives makes lesson planning more effective.</li> <li>• The quality of discussion with and amongst teachers has risen as a result of the use of comment banks for learning objectives.</li> <li>• Children understand the system and are able to monitor their own progress.</li> <li>• The quality of punctuation and grammar has improved across all year groups.</li> </ul>	Further work is needed with teachers to ensure the teaching of English, in particular, does not become disjointed, with a focus maintained on the need for work to make sense, not just to be grammatically accurate.	£6750.00

Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved attendance for those individuals whose attendance is below 96%	<ul style="list-style-type: none"> <li>• Buyback EWO for most difficult cases</li> <li>• Personal contact with families where children are persistently late or where attendance falls above the threshold for EWO involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall attendance 96% for the year</li> <li>• The number of children who had persistent absence improved from 52 in the previous year to 21 for this academic year, of whom 17 were on roll at the end of the year (two of</li> </ul>	<ul style="list-style-type: none"> <li>• During the year, processes have been changed to focus more closely on SEND pupils so the threshold for intervention is higher.</li> <li>• Meetings with parents have been helpful when it's been possible to get the</li> </ul>	£35,935.75

		<p>these have moved house but not yet allocated a new school).</p> <ul style="list-style-type: none"> <li>• A further 3 had genuine medial reasons for absence</li> <li>• 4 are serious safeguarding concerns with multi-agency support.</li> <li>• The EWO has active cases in court.</li> </ul>	<p>parents to engage – the telephone is often more successful.</p> <ul style="list-style-type: none"> <li>• Building relationships with families is the key to helping them to bring their children into school.</li> </ul>	
<p>Increased confidence and self-esteem Able to manage difficult social situations Able to manage emotions effectively</p>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Social group intervention</li> <li>• Behaviour group intervention</li> <li>• 1:1 behaviour support</li> <li>• Family worker involvement with family</li> <li>• Drawing and talking</li> <li>• 1:1 support</li> <li>• Emotional group intervention</li> <li>• CHUMs</li> </ul>	<ul style="list-style-type: none"> <li>• The number of children receiving orange or red cards has reduced significantly.</li> <li>• We have been able to respond quickly to children's needs, for example as a result of bereavement in the family or safeguarding concerns.</li> <li>• Personal development, behaviour and welfare was judged to be good in our most recent Ofsted inspection.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to devise a simple system for measuring the impact of counselling. This may need a long term view as the effects may not be seen immediately.</li> <li>• Improve record keeping for children receiving 1:1 and small group support so that the range and impact of support provided is easy to monitor.</li> <li>• Include the number of orange cards a child has received prior to, during and for a time after an intervention so long term impact can be easily measured.</li> </ul>	£60,321.75
<p>Improve phonics knowledge Improved reading comprehension Improve the quality of writing</p>	<ul style="list-style-type: none"> <li>• RWI phonics intervention</li> <li>• Word wasp</li> <li>• Toe by Toe</li> <li>• Comprehension cards used in class and as an intervention</li> <li>• Daily readers</li> </ul>	<ul style="list-style-type: none"> <li>• See detailed notes at bottom of form for information about specific interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive recording/tracking of formal interventions to ensure that all relevant information/data is recorded and updated termly. This will ensure</li> </ul>	£17,471.25

	<ul style="list-style-type: none"> <li>• Language for Thinking</li> <li>• Work provided for completion at home</li> <li>• EAL reading / comprehension intervention</li> <li>• EAL writing intervention</li> <li>• Targeted EAL support in class</li> <li>• 1:1 support</li> </ul>		<p>that interventions are on track and that progress is being made</p> <ul style="list-style-type: none"> <li>• RWI/language for thinking and EAL interventions are assessed on the above basis</li> <li>• Other interventions take place in class; their impact is measured by the progress shown from assessments by class teachers and through Pupil Premium Progress meetings.</li> </ul>	
Develop arithmetic skills and application to problem solving	<ul style="list-style-type: none"> <li>• Work provided for completion at home</li> <li>• Talking Maths intervention</li> <li>• Plus 1</li> <li>• Power of 2</li> <li>• Y6 maths intervention</li> </ul>	Last year it was identified that a more targeted intervention programme for maths would be beneficial. Research has shown that the new Rising Stars intervention would be beneficial with the intention to purchase it once published.	The new maths intervention was trialled in the way intended by the publisher. Several points came from the review such as the need to purchase the material for KS1 for some of the children with particular difficulties in learning maths. Arrangements for delivering the intervention for children across classes were discussed with appropriate changes made for Sept 2017.	£5700.00

Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
All pupils are able to access school activities, including extra-curricular activities	Full or partial funding as appropriate	<ul style="list-style-type: none"> <li>• No pupils are excluded from school activities due to financial disadvantage</li> <li>• No pupils are excluded from peripatetic music</li> </ul>	Parents are still reluctant to sign up for FSM - letters to be sent out again and included in the prospectus. The impact of Universal Free School Meals	£3000.00

		<p>lessons due to financial disadvantage</p> <ul style="list-style-type: none"> <li>No pupils are unable to wear school uniform due to financial disadvantage</li> </ul>	is still being felt.	
<p>Clear overview of vulnerable children and their progress so that no child slips through the cracks</p>	<ul style="list-style-type: none"> <li>PP Champion role</li> <li>Pupil progress meetings held six times per year for all classes</li> <li>PP Champion to monitor progress over time, including through the pupil progress meetings, following up actions where necessary</li> <li>Monitoring by all subject leaders includes a focus on vulnerable children</li> <li>Reports to governors include a focus on vulnerable children</li> <li>Vulnerable children meeting to be held regularly so that children are reviewed regularly</li> </ul>	<ul style="list-style-type: none"> <li>There has been a significant shift in thinking so that all teachers and members of the inclusion team are focused on the needs to vulnerable children</li> <li>Governors are better informed about the progress of identified groups</li> <li>Subject leader actions plans include specific actions for identified groups for the next academic year</li> <li>Vulnerable children meetings have enabled teachers and members of the inclusion team to raise concerns on a regular basis so steps can be taken to provide appropriate support.</li> </ul>	<p>Particular consideration has been given to the use of bought back services from the Local Authority to make sure we get very good value for money. SENDCo to book dates in advance for Educational Psychologist, for example, to make sure assessments can be done in a timely manner.</p> <p>Where members of staff have children on role, these will be discussed at pupil progress meetings and vulnerable children meetings.</p>	<p>£24517.50</p> <p><b>£175606.65</b></p>

### Additional detail

A complete review of all interventions and use of professional support was carried out during the Autumn Term 2016. The outcomes of this are summarised below. Detailed information is held within the Inclusion Team as supporting evidence. A further review will take place during the Autumn term 2017.

### Phonics

Phonics intervention – for those children who completed the intervention (two pupils left during the duration of the intervention), all the Pupil Premium (PP) pupils made progress in their comprehension age (CA) showing accelerated progress. This ranged from an additional 2 months to 11.5 months over the duration of the intervention. This is also reflected in the outcomes for the non-PP pupils who also took part in the intervention.

## **Reading**

Reading comprehension intervention – several groups took place over the course of the year. In the majority, the PP pupils made accelerated progress against the NC requirements for reading, with one child making an extra  $\frac{1}{2}$  term of progress and others making up to  $2\frac{1}{2}$  terms (an EAL child). For writing, four PP pupils made between an additional half term of progress and an additional  $2\frac{1}{2}$  terms of progress (an EAL pupil). Non PP pupils also made progress. CA increased by a minimum of an additional  $2\frac{1}{2}$  terms and a maximum of 2 years (an EAL pupil).

One group included two PP pupils who continued into a second term. Of these, one suffered significant emotional turmoil and had poor attendance during this time, making no progress. The other made expected progress for reading and accelerated progress for writing. Both made gains in their CA above expected chronological gain.

Language for writing – CA increased significantly for the PP pupils who took part in their intervention. These children were also EAL pupils. Their progress was in excess of two years above chronological expectations during this time. NC reading levels improved over this time, with one pupil making accelerated progress, whilst progress in writing was in line with expectations.

Digismart – the majority of Pp pupils made significant gains in their CA (between  $7\frac{1}{2}$  months and 3 years). 50% made accelerated progress against National Curriculum writing expectations.

Reading group – 1 PP pupil took part in this intervention and had an increase in CA of  $19\frac{1}{2}$  months. National Curriculum progress was not accelerated but the pupil had low attendance.

EAL interventions – impact on National Curriculum writing was greater than impact on reading in terms of accelerated progress but all PP pupils made at least expected progress in reading. Where children were involved in successive intervention groups, the impact on reading and writing was greater. The duration of interventions reflects the time during the year when the children joined the school. The CA improved very significantly for pupils especially when they were able to take part in interventions for two terms. The maximum gain was 40 months additional progress.

## **Writing**

Writing group – 50% of the PP pupils made accelerated progress against National Curriculum expectations. Those who only made expected progress had issues beyond writing, such as emotional issue. The outcomes were similar for non-PP pupils involved in the intervention.

EAL group – as with the reading EAL groups, progress against National Curriculum expectations for writing accelerated more as pupils took part in successive interventions. All pupils made at least expected progress in writing (considered good progress as children had EAL) and the majority made accelerated progress against the National Curriculum requirements.



Talking partners – all children made at least expected progress with 25% of the PP pupils taking part making accelerated progress in writing against National Curriculum expectations. This intervention is often delivered to pupils who are very reluctant to speak out in class.

Writing group – all the PP pupils taking part made accelerated progress in writing against National Curriculum expectations.

## **Maths**

Maths group – all the 3 PP pupils who took part in maths intervention groups made accelerated progress against National Curriculum requirements for maths. Two of those who did not make accelerated progress made expected progress. The other pupil has other significant barriers to learning linked to safeguarding concerns.

Talking maths – as with Talking Partners, the reasons why children are included in this intervention are more than concerns with maths: understanding of key vocabulary in one reason for inclusion, as is confidence in maths lessons. PP pupils made expected progress with 40% making accelerated progress against National Curriculum requirements for maths. Of the four PP pupils who took part over two terms, three made expected progress and one made no progress (this pupil had significant emotional issues and low attendance).

EAL maths group – all the PP pupils who took part made at least expected progress, with 66% making accelerated progress – this was a small group of pupils.

Higher ability group – these pupils were struggling to make expected progress.

In the year 6 group, 50% made accelerated progress and 25% made expected progress in terms of National Curriculum requirements for maths. One pupil was educated elsewhere for part of the time of the intervention. All pupils achieved age related expectations in their SATs having previously been predicted as working below age related expectations.

Those children in year 4 who took part in a similar intervention all made accelerated progress in the specific areas covered by the intervention and 60% made accelerated progress in their end of year assessment.