

Allens Croft Primary School and Resource Base - Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Allens Croft Primary School				
Academic Year	2018 - 19	Total PP budget	£238,920,	Date of most recent PP Review	July 2018
Total number of pupils	383	Number of pupils eligible for PP	147-38% (October, Census)	Date for next internal review of this strategy	November 2018

2. Current Attainment (End of EYFS, Y1 Phonics Screening, KS1, KS2 2018 Results) Data taken from FFT/LA (Disadvantaged Focus)					
Key Stage	Reading/Ph	Writing	Maths		GLD/Combined
EYFS Expected+	All- 77% PP- 67% Non PP-82%	All- 70% PP- 67% Non PP-82%	All- 72% PP- 69% Non PP-82%		All- 67% PP-61% Non PP- 69%
Phonics Screening 32+	Year 1 Phonics	Y2 Phonics Retake			
	All- 82% (RB/absent pupils=89%) PP 88% Non PP- 78%	All- 81% PP- 81% Non PP- 81%			
KS1 Expected +	Context:				RWM Combined
	All- 73% Non PP-77% PP-69%	All- 71% Non PP-73% PP-69%	All- 76% Non PP-75 % PP-77%		All- 50% PP-39% Non PP- 71%
KS2 Expected +	All- Expected: 77% All- Greater Depth: 20% All- ASSPC- 104 Non PP- 75% PP-73%	All- Expected: 87% All- Greater Depth: 13% Non PP- 75% PP-88%	All- Expected: 77% All- Greater Depth: 10% ASSPC- 103 Non PP- 67% PP-78%	SPaG	RWM Combined
				All-Expected: 80% All- Greater Depth: 27% ASSPC- 106 Non PP- 67% PP-81%	All-Expected:67% PP-65% Non PP- 75%

1. 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)	
A.	A poor baseline for early years pupils starting school in Reception in terms of language development, reading, writing and maths.
B.	Social, emotional and mental health needs impacting on ability to make progress for some pupils
C.	Sustaining the progress of middle attaining and most able pupils from KS1 through to the end of KS2
D.	PP children who are SEND make good progress from their starting points

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Persistent absence rates for identified pupils – focus on family (siblings across the school)	
F.	Home issues which impact on pupils' readiness and ability to learn	
G.	Limited opportunity / experience for some pupils outside of school - PP children are able to access extracurricular provision and this benefits their wellbeing	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have improved speech, language and communication skills Pupils make accelerated progress in reading, writing and maths from their starting points	Children make rapid progress to meet age related expectations by the end of EYFS and KS1 Good progress and mastery of basic literacy and speaking / listening skills and maths by end of EYFS
B.	Pupils have greater resilience and self-belief Pupils will demonstrate the ability to persevere with challenging tasks Pupils will be able to demonstrate their knowledge and understanding fully within their learning environment Improve the social and emotional wellbeing of vulnerable PP pupils through targeted intervention support. Measured through progress made in targeted interventions including Nurture Group Boxall Profile assessments	Improved test scores at assessment periods Fewer CPOMS through positive behaviour and attitudes towards learning Number of successfully completed challenge activities increased Effective multi-agency working to be established and promoted utilising family therapeutic support services. Effective use of teaching assistants to support targeted interventions Improved readiness to learn and fewer incident logs on CPOMS
C.	Ensuring progress of all PP pupils with a particular focus on KS2 prior middle and most able attainers as they progress through KS2. To be measured using assessments in school and monitored through pupil progress reviews with teachers.	Effective attainment and progress systems in place to facilitate early intervention, especially for prior middle and most able attaining pupils in reading and maths High academic expectation from teachers, led by school leaders, during monitoring and pupil progress reviews Effective academic intervention strategies in place – led and monitored by the Inclusion Manager English, Maths and Assessment teams to implement action plan to ensure pupils continue to make progress, with a focus on targeted intervention and RESPONSE focus groups
D.	PP children who are SEND make progress and attain in line with other PP children	Pupils with SEND/PP to make progress against their targets/ toolkit progression document
E.	Improve attendance rates and reduce persistent absenteeism across school.	Half-termly attendance to show upward trend Persistent absenteeism to reduce in line with national average
F.	Improving parental / carer educational support and aspiration Greater parental / carer involvement across all year groups	Parental workshops across the curriculum for all year groups to be held with greater attendance by parents/carers High percentage of disadvantaged pupils attending clubs
G.	Enrichment within and beyond and the curriculum Measured through improved extra-curricular opportunities /experiences offered/ pupil voice / planning and observations. A range of Extra-Curricular Clubs offered to all children, with a focus on disadvantaged pupils	Opportunities for PP pupils to achieve across all areas of the curriculum Focus on providing a breadth of enrichment activities and learning experiences for all PP pupils.

3. Planned expenditure

Academic year

2018 - 2019

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.

QUALITY OF TEACHING FOR ALL and TARGETED GROUPS

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Key Staff
A.Pupils have improved speech, language and communication skills and make accelerated progress in reading, writing and maths from their starting points, with a focus on EYFS baseline data	2 x Additional Teaching Assistants for EYFS, compared to expected ratio of EYFS unit DHT to support with EYFS action plan and support (SIP 1)	To support different groups of learners within the setting to complete daily target groups and individual needs of pupils.	EYFS Lead teacher monitor and support the EYFS team and feedback to HT/Inclusion Lead SLT to complete Pupil Progress Reviews , focusing on key areas- PSE, C&L, Literacy and Maths	£17, 347- EYFS TA x 2 Total £34, 694 • High impact for high cost	R.Timms /P.Weaver
	Speech and Language Therapeutic support (SIP 1H)	To further develop social groups to develop communication and language. To develop language skills with whole classes of children to further their communication and language.	Inclusion Lead to work with EYFS team SaLT to complete SaLT baselines SaLT to review progress half termly SaLT to work alongside teaching staff in Reception and Year 1 and whole school to support with strategies and resources for all	£22,000 (part of SEND costing) • High impact for high cost	N.Hadley
	RWInc. training and development White Maths Rose training and development (SIP 1F, 1G)	Key Leaders and more experienced teachers to support Reception NQT teachers in order for them to confidently deliver lessons in RWInc and Maths. RWInc Coach to support school through RWInc Development Days x 3 per academic year	Ensure all children make progress from their starting points in both English and Mathematics. Pupil Progress Reviews and assessment tracked half-termly/termly	RWInc Development Day- £1500 Resources and training for Reading Lead £1200 • High impact for medium cost, once set up	R.Timms Literacy Team D.Wheildon
B.Improve the social and emotional wellbeing of all pupils, with a focus on PP pupils	SLT to develop a whole school approach to support teachers in promoting positive emotional and mental health support for our pupils, by: (SIP 3C, 3D, 3E) *Complete Emotion Coaching with all staff at the beginning of the academic year – Teacher INSET * Zones of Regulation across the school *Train staff and implement THRIVE programme- whole school and for identified pupils across the school *Curriculum teaching and learning to promote resilience and support social and emotional learning *Promote and Celebrate Awareness Days around social,emotional and mental health *Staff development to support their own wellbeing and that of pupils *Work with parents/carers to help promote positive emotional and mental health of themselves and their children *Pupils to be made aware of mental health issues and promotion of positive outcomes in children. *KS1 Assembly on 'Worries' and KS2 Assembly on Worries/Re-launch of Toot Toot *KS1 and KS2 Focus Weekly Assemblies *Pupil Voice Groups * Performing Arts Curriculum Offer for all children, including extra- curricular *Calm Club Provision/staffing	Social, emotional and mental health needs are impacting on ability to make progress for some pupils. There has been an increase of pupils who are in need of support regarding their emotional well-being.	Reduce barriers to learning so that all pupils reach their full potential and develop into happy, healthy adults. Pupils learn in an environment that supports their emotional and mental health and in which they can thrive. Staff have knowledge and awareness and there are schools systems to help identify those in need.	Toot Toot-£1000 £200 PSHE/SMSC Emotion Coaching £800 THRIVE £2000 Performing Arts Theatre Visits for all year groups subsidised by school £5000 • High impact for moderate cost	NH SLT WS Inclusion Team

C.Ensuring progress of all PP pupils with a particular focus on KS1/KS2 middle and most able attainers as they progress through KS2.	<p>FROG tracking system and FFT training for SLT, Governors and staff.</p> <p>Staffing deployment to support needs of pupils across each class/ year group.</p> <p>SENCO to ensure that disadvantaged group receive the appropriate diagnostic work and subsequent support strategies and are placed on the ITP database (SIP 1A, 1C, 1D, 1H)</p>	<p>Clear and careful tracking of attainment and progress allows resources to be deployed in the most effective way. Monitoring progress allows for in-year adjustments to be made so that identified pupils make the best possible progress.</p> <p>To ensure all children make appropriate progress from their EYFS and KS1 attainment in reading, writing and maths and this is evident through FROG tracking system.</p> <p>Children will be supported by teachers and teaching assistants in small group or 1:1 focus.</p> <p>Support plans are written in collaboration with class teacher to best meet specific learning needs.</p>	<p>Make progress towards age related expectations and rates of progress will match those at similar starting points.</p> <p>DHT to analyse whole school data. SLT to complete monitoring and Pupil Progress Reviews.</p> <p>Effective deployment will mean that TAs will deliver a range of interventions in spelling, reading, writing and maths.</p> <p>Inclusion, Literacy and Numeracy Teams to monitor progress and attainment half- termly and update Termly reports and actions plans and share with staff/GB.</p>	<p>£500 FFT training for SLT</p> <p>£500 FROG tracking system and training</p> <ul style="list-style-type: none"> High impact for moderate cost 	<p>P.Weaver R.Timms GB Team Leaders</p>
	<p>RWInc (EYFS/KS1/KS2) and FreshStart training for new teaching staff in Y5 and Y6. Top Up of resources to ensure the programme runs effectively.</p> <p>Reading Leader (RF) to complete training (SIP 1F)</p>	<p>After completion of the 2 year RWInc Programme, ACPS will continue to use RWInc across the school and will have the support of the RWInc Coach- 3 Development Days</p>	<p>Reading lead teachers to assess attainment and progress half termly of RWI</p> <p>1:1 tuition to be completed with children who are not age related</p> <p>Fresh Start to be completed in Year 4 to Year 6, including 1:1 tuition and small group interventions</p>	<p>See above – cost already linked</p> <p>High impact for low cost</p>	<p>M.Palmer R.Fletcher R.Timms Reading Teachers</p>
	<p>Continue to raise the profile of English and Maths across the school and ensure cross-curricular links are further developed.</p> <p>Further develop all children's mathematical ability through exposing them to a mastery Maths curriculum. (SIP 1F, 1G)</p> <p>See Action Plans and Data Reports</p>	<p>English, Presentation and Handwriting policy to be followed by all staff</p> <p>No More Marking whole school moderation (writing)</p> <p>To provide pupils with quality first teaching to continue to improve reading to learn, writing and maths across KS1 and KS2.</p> <p>To ensure daily RESPONSE focus groups are taking place to ensure immediate 'closing the gap' is provided</p> <p>To implement short term interventions for pupils who are PP/ require a programme of support in English and/or Maths</p>	<p>Observations of INSETs, lesson observations, book scrutiny and feedback from members of staff.</p> <p>Writing lead to monitor improvements in writing and handwriting, through book/planning monitoring, competitions and raising the profile.</p> <p>Reciprocal Reading standards and use of classroom texts to be monitored by Reading Lead. Teacher Reciprocal Reading interventions will target the limited vocabulary of disadvantaged pupils.</p> <p>Maths lead/team to monitor improvements in maths through further development of maths basic skills and teaching of maths.</p> <p>Audit and purchase resources.</p>	<p>£2000</p> <ul style="list-style-type: none"> High impact for moderate cost 	<p>Team Leaders SLT GB</p>
	<p>Complete Science Discovery Week (SIP 2G)</p>	<p>To focus on raising the profile of Science across school and improve standards in science.</p>	<p>Science profile to improve by new Science lead teachers. Science monitoring to take place.</p>	<p>£1000</p> <ul style="list-style-type: none"> High impact for low cost 	<p>K.Onions WS</p>
	<p>Curriculum Teams to create, share and implement action plan with a focus on different groups of pupils, in addition to PP. PE Arts Humanities Design PSHE/Pupil Voice</p>	<p>To raise the profile of our Curriculum Offer across all subjects Quality of teaching and learning supports progress in English, Maths and all curriculum areas Each Curriculum Team holds a budget to support the development of their area- some of their budget will be used to support PP actions</p>	<p>See action plans Team Meetings and monitoring to evidence impact measures against objectives SLT to support Team Leaders</p>	<p>Art-£500 PE- £1500 Humanities £200 Design- £200 PSHE- £200</p>	

D PP children who are SEND make good progress from their starting points	Carry out a SEND audit and complete an action plan to ensure strong provision is in place across each year group and in Resource Base <i>see action plan and report</i>	To create, share and implement action plan. To ensure targeted intervention is taking place for SEND pupils RESPONSE support ITPs/ Toolkits used effectively to support progress	SEND and PP pupils make good progress from their starting points 100% of pupils who are SEND and PP have a parent/carer attend for a structured conversation. 100% of pupils who are SEND and PP attend intervention with progress measured against SMART targets Pupil progress reviews Monitoring of teaching and learning- with a focus on SEND	High impact for low cost Inclusion Staffing Cost £ 7984 % of Inclusion Staff role	NH SLT
	Pupils who are PP, SEND and off target are prioritised for more intervention and structured conversations with parents/carers	AfA Coach to train staff in school to deliver structured conversations	Pupil progress reviews Monitoring of teaching and learning- with a focus on SEND	AfA development £1000	NH SLT
	SaLT, Educational Psychologist Support and Behaviour Support packages are used to effectively guide the school to meeting the needs of the children and accelerating the progress being made.	Increase in the % of pupils who require different areas of specialist support	Resource Base Provision allows pupils from mainstream to have access/support from specialist teaching/ training and resources – therefore needs are being met.	Behaviour Support £3125 EPS- £8830 EP staff- £6000 SALT- £ see above	NH SLT
	Resource Base provision – to be further developed to ensure it continues to have a positive impact on the whole school community	Resources and range of teaching strategies to be shared to mainstream classes Identified needs within mainstream mirror some aspects of needs in Resource Base		£2500	NH SLT
E. Improve attendance rates and reduce persistent absenteeism across school.	-Annual letters sent out to all parents about incentives for attendance -End of year 'educational visit' for class with the best attendance for the whole year. Termly certificates and termly rewards for 96+. -Weekly class attendance and whole school % put in newsletter and celebrated in Weekly Star Assembly -Monitor and act on persistent punctuality issues- texts/ meetings -SLT to complete daily meet and greet -1st day absence calls and safe and well checks if no contact. -Use fast track to refer all issues of less than 85% attendance – Issue penalty notices/court action where appropriate -Attendance Panels (Community Police/ Governors/ SLT) to be arranged to interview parents/carers of pupils who have under 90% attendance with no valid reasons (SIP 3A)	Rates of attendance have dipped since 2016.2017 and are a little below target. Rates for those considered disadvantaged are below those who are not. Evidence suggests that those pupils who miss more than 5% of the academic year do less well than those here 100%. Those that miss 10% do considerably less well.	Raise profile and improve attendance To achieve 96% plus attendance, eradicate persistent absenteeism and improve punctuality. HT and Inclusion analyse whole school attendance data half-termly and track groups of pupils SLT to track and monitor whole school, cohort, class and individual attendance. Parents/Carers aware of attendance incentives and issues/concerns. Weekly focus on disadvantaged/persistent absenteeism at the beginning of term should help to stop pattern emerging.	£4,000 Rewards £2000 Admin <ul style="list-style-type: none"> Moderate impact for moderate cost 	PWeaver Inclusion Team GB
F. Improving parental / carer educational support and aspiration	Parental workshops continue to take place across the curriculum for all year groups, with a focus on greater attendance by parents/carers, especially 'hard to reach' PP parents/carers Continue to develop the parental involvement through: SEND Coffee Afternoons/ EYFS Stay and Play sessions/ EYFS Weekly Come and Read sessions/Year1 Come and Learn sessions/WS Come and Read Day/	Through registers, it is evident that some year groups have a higher parent/carer engagement than others and the parents/carers who we require to attend the range of events, do not attend, therefore, they miss out on their child's learning and life at Allens Croft. Continue to focus in this to further increase the % of parents/carers attending and supporting their children with their learning	Enable parents to feel empowered to support their pupils and feel inclusive in school practice Greater parental / carer involvement across all year groups Pupil/ Parent Questionnaires to show impact from beginning to end of academic year. All Curriculum Action Plans will address parental involvement	£1000 AfA £1000 Parent/carer link resources - workshops <ul style="list-style-type: none"> Moderate impact for low cost 	R Timms Team Leaders FofAC group

	<p>INSPIRE Workshops/ Parent's meetings/ Inviting parents for lunch/ Pre-school- Reception Process/ Workshops/ Christmas and Summer Fair/End of Year Picnic / Forest School Support/ Open Door Policy/ Invite to assemblies/ Friends of Allens Croft</p> <p>Achievement for All Structured Conversation training for teachers and implemented for targeted group in each year group. (SIP 4E)</p>		<p>Class teachers to hold termly workshops in core curriculum subjects. Workshops to be timetabled by SLT</p>		
<p>G.Enrichment within and beyond the curriculum. Measured through improved extra-curricular opportunities /experiences offered/ pupil voice / planning and observations.</p>	<p>To continue to develop and enrich the Performing Arts curriculum and provide an high quality experience for all pupils . (SIP 2I)</p> <p>To provide all pupils with quality Computing teaching, with support from a specialised Computing teacher. (SIP 2F)</p> <p>To provide all pupils with access to experiences they may otherwise not have thorough educational visits, WOW days and visitors in school, including a theatre visit per year group, per year.</p> <p>To enable sports specialists to support the PE teacher with teaching of particular sports. (SIP 2G)</p> <p>Sports Coaches to provide PP children access to wide range of extra-curricular activities. (SIP 2A)</p> <p>Range of Extra- Curricular activities each term to be organised and ran by school staff and external agencies. (SIP 1E,2A,2G3B,3C,3D)</p> <p>To improve pupil voice across different curriculum areas and everyday practice. *School Communicators *Eco-School Communicators *Performing Arts Mark Communicators *Rights Respecting Communicators *Play leaders (SIP 3C)</p>	<p>Enrichment provides greater freedom for exploring different topics of interest and by increasing engagement levels contributes to a pupil's well-being.</p> <p>When central to curriculum planning, enrichment helps to ensure that the learning experience has clear links between such activities, general classroom activities and topics/themes.</p> <p>These opportunities ensures that all pupils are able to show their abilities in different ways and provides opportunities for them to broaden and deepen their understanding.</p> <p>Arts participation appears to have a positive impact on academic learning, therefore, improved outcomes have been identified in English, Mathematics ad PSHE.</p> <p>There are reviews linking the benefits of participation in sport with academic benefits, therefore, benefiting the well-being and physical development of pupils.</p>	<p>Monitoring through INSETs, lesson observations / learning walks and planning trawls.</p> <p>Class teachers to plan termly visits for all children</p> <p>Timetabled interventions and extra-curricular activities to be planned and reviewed half termly</p> <p>Sports apprentice to be timetabled interventions and extra-curricular activities.</p> <p>Music tuition to be delivered byt the Music service and monitored by SLT.</p> <p>Curriculum is meaningful to pupils. Children more engaged in learning. Improved attainment due to cross curricular teaching and learning.</p> <p>Pupils feel part of the school and it's developments and treat it with increased respect resulting in children that are happier and more confident and therefore able to learn better.</p> <p>To achieve Rights Respecting School Silver Award, Arts Mark Award and Silver Sports Award.</p>	<p>£4000 Ed visits</p> <p>£2000 Ed Visitors</p> <p>£5000Sports After School Clubs</p> <p>£5500- Sports Partnership</p> <p>£5500 Music</p> <p>£1000 Art and Design</p> <p>£ 40,315 Performing Arts Specialist PPA whole school focus</p> <ul style="list-style-type: none"> High impact for high cost 	<p>Curriculum Leads</p> <p>SLT</p>
				<p>£169,548</p>	

FOCUSED TARGETED SUPPORT/DEPLOYMENT					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Key Staff
C.Improve the social and emotional wellbeing of vulnerable PP pupils	<p>Targeted support and appropriate referral/signposting for identified pupils/families (SIP 3B, 3E,4E,4F)</p> <ul style="list-style-type: none"> •Educational Psychologist to continue to work with identified pupils and families. •Childline/ NSPCC •PAUSE/Malachi •MASH referrals for support <ul style="list-style-type: none"> • THRIVE targeted intervention • Social Skills Groups <p>Calm Club continued for children who require structured activities. SLT to manage and record -CPOMs. Employ additional LTS staff and restructure timetable. PE leaders to provide training to ensure all members of staff are clear</p>	<p>Children who are from disadvantaged backgrounds can, at times, be harder to engage and motivate and so by ensuring that we create a curriculum which is appropriate and fun, we can help to engage these children early on.</p> <p>Pastoral / family therapeutic intervention to address needs of targeted pupils and their parents/carers to close the gap of vulnerabilities.</p>	<p>Reduce barriers to learning so that all pupils reach their full potential and develop into happy, healthy adults.</p> <p>Pupils learn in an environment that supports their emotional and mental health and in which they can thrive.</p> <p>Staff have knowledge and awareness and there are schools systems to help identify those in need.</p> <p>Reduction of negative incidents on the playground</p> <p>Positive interactions between pupils on the playground increased</p> <p>Reduce incidents due unstructured times</p>	<p>£6000 Ed Psyc- included above</p> <p>£2764 Inclusion Admin</p> <p>£3125 BSS included above</p> <p>£5000 Inclusion Staff /time</p> <p>£1000 THRIVE targeted intervention – ongoing</p> <ul style="list-style-type: none"> • High impact for moderate cost 	<p>N.Hadley</p> <p>Inclusion</p> <p>SLT</p>
D.Ensuring progress of all PP pupils with a particular focus on KS2 prior middle and most able attainers as they progress through KS2.	<p>Ensure SEND, middle attainers and most able pupils are challenged and appropriate progress made by: (SIP 1A,1C,1D,2E,4D)</p> <ul style="list-style-type: none"> •Challenging groups of learners through differentiation and challenge/ •Pupils to take control of their learning by being able to challenge themselves through questioning, 'ready, steady, go' process •RESPONSE interventions and focus groups to challenge and support identified groups in each year group <p>*Targeted Interventions- FreshStart/ RWInc 1:1/ Direct Instruction/ Word Aware/ First Class Number/Success@Arithmetic/ Speech and Language support/Precision Teaching, where applicable</p> <p>*Narrow the attainment across the school, focusing particular year groups</p> <p>*Deployment of teachers and teaching assistants, including higher level teaching assistants.</p>	<p>Correctly focussed interventions such as structured tutoring and precision teaching where all staff have been correctly trained to implement interventions will ensure better outcomes for all of the disadvantaged children.</p>	<p>Increased % of more able pupils will meet greater depth expectations within each year group</p> <p>SEND children make progress appropriate to their abilities and in line with DfE Progression Guidelines</p> <p>All children make at least expected progress and at least *80% meet ARE in reading, writing and maths (* % may differ- linked to needs of cohort)</p> <p>Transition Matrices used to ensure children are meeting expectations from previous End of Key Stage Teacher Assessments</p> <p>Pupil groups for intervention to be assessed and reviewed by Inclusion Lead</p> <p>Pupil groups for prior middle attainers/most able to be assessed and reviewed by Assessment Lead</p> <p>Gaps to close between groups of learners</p> <p>Pupils who either require pre-tutoring/ further support after session will benefit from the RESPONSE sessions where gaps will close- pupils who have regularly RESPONSE sessions will make accelerated progress.</p>	<p>Deployment of TAs to support needs of pupils</p> <p>£xxxx</p> <p>Y6- 1TA</p> <p>Y5- 2 TA (1 TA completing Straight to Teaching)</p> <p>Y4 – 3 PT TAs £14189</p> <p>Y3- 2TAs</p> <p>Y2- 2TAs</p> <p>Y1- 3 TAs £19,355</p> <p>YR-4 TAs **</p> <ul style="list-style-type: none"> • Moderate impact for high cost 	<p>SLT</p> <p>Curriculum Leads</p> <p>Inclusion Team</p>
Total budgeted cost				£42, 308	

OTHER APPROACHES					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Key Staff
F.Continue to improve parental / carer educational support and aspiration	<p>'Harder to reach' parents engage with school through support from SLT and school staff</p> <p>Inclusion team liaise with external agencies i.e. housing, health and social care in order to develop inclusive systems for parents and to lead on Early Help assessments</p> <p>To support with safeguarding as necessary in terms of child/parent vulnerability</p> <p>Ensure that pupils' needs are identified early on and addressed through targeted support and intervention. (SIP 4D,4E,4F)</p>	<p>Parents are more likely to engage if support is provided outside of school and inside school by helping parents within their own homes with behaviour strategies as well as with attendance and health</p> <p>Parents are more able to engage more readily with school and have increased confidence to support their children to achieve the best outcomes they can</p> <p>Parents will engage with another professional who is not necessary a teacher or employed directly by the school.</p>	<p>Children are given help and support as early as possible in their school life and parents are more able to engage with school and have increased confidence to support their children to achieve the best outcomes they can.</p> <p>Families form positive relationships early on with key staff from EYFS and from the inclusion team. They feel more supported to help their child and also to engage with school.</p>	<p>£9080 Admin/Inclusion Support</p> <ul style="list-style-type: none"> High impact for moderate cost 	<p>SLT Inclusion Team Whole Staff</p>
C.A high level of safeguarding and behaviour needs that are addressed through child protection plans and family support impacts on the children's emotional well-being and can hinder their academic progress in school	<p>Additional support to overcome any barriers to learning to ensure that there are improved outcomes</p> <p>Further embed an ethos that puts children's safeguarding first completed</p> <p>Provide counselling and family support</p> <p>Develop engagement with families and the local community (SIP 3E, 4D,4E,4F)</p>	<p>Through our pastoral support, Early Help assessments, CP & CIN plans and parenting workshops, we want to reduce barriers to learning and develop effective home school relationships with parents providing support to reduce the impact on their children's learning. EEF suggest that these interventions have a significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Early identification and support reduces the negative impact on outcomes for pupil premium children receiving pastoral support and they make the same progress as their peers.</p> <p>Reduce barriers to learning so that all pupils reach their full potential and develop into happy, healthy adults.</p>	<p>£11,500 AHT</p> <ul style="list-style-type: none"> High impact for moderate cost 	<p>SLT Inclusion Team Whole School</p>
CPD opportunities to help improve teaching in Maths	<p>Maths Leaders to attend training events with The Hub (Bishop Challengers)</p> <p>Maths Leaders to disseminate training to teaching staff</p> <p>Resources to be linked to training</p>	<p>We believe that first quality teaching is the main tool to help all groups of children make progress and achieve the best of their ability.</p>	<p>Numicon/ Practical Resources will be used by pupils as a resource for supporting mathematical learning</p> <p>Monitoring of teaching and learning</p> <p>Pupil progress reviews/ Data Outcomes</p>	<p>£1000</p>	
Other	<p>Admin/Clerical Costs to support all above outcomes/ planned expenditure, including general resources</p>	<p>N/A</p>	<p>N/A</p>	<p>£5000,00</p>	
Total budgeted cost				£26,580	
Final Total				(£238,436)	

4. Review of expenditure 2017-2018		
i. Quality of teaching for all and targeted approach		
Focus Area	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)
Many children exhibit a lack of resilience, self-belief and confidence	Improved test scores at assessment periods Fewer CPOMS through positive behaviour and attitudes towards learning Number of successfully completed challenge activities increased Staffing structure/ redeployment of staff to support the needs of each cohorts.	Further develop Performing Arts and Sports Curriculum Curriculum Teams to develop areas- SLT to support new team leaders and existing
Social, emotional and mental health needs impacting on ability to make progress for some pupils	Effective multi-agency working to be established and promoted utilising family therapeutic support services. Effective use of teaching assistants to support targeted interventions Improved readiness to learn and fewer incident logs on CPOMS Identified children have additional support/ outreach work to support learning. Teachers are provided with strategies to support targeted children. This has been monitored by SLT through CPOMs, observations and impact of support programme. Improved home-school communication with identified families.	Continue – increase in % of children who require support in this area Awareness Days Thrive Emotion Coaching Zones of Regulation Consistent of Behaviour Policy
Sustaining the progress of middle attaining and most able pupils from KS1 through to the end of KS2	Effective attainment and progress systems in place to facilitate early intervention, especially for prior middle and most able attaining pupils in reading and maths High academic expectation from teachers, led by school leaders, during monitoring and pupil progress reviews Effective academic intervention strategies in place for SEND – led and monitored by the Inclusion Manager Daily RESPONSE focus groups and interventions to support individual/ group of learners. SLT monitored impact of RESPONSE through half-termly PPRs.	Continue, with a focus on targeted interventions that include pre and post assessments to show impact. Further develop area- priority across the school
A poor baseline for early years pupils starting school in Reception in terms of language development, reading, writing and maths.	RWI impact on reading and phonics results is closing the gap between PP children and their non PP counterparts. As this is embedded further, greater results are expected. Children make rapid progress to meet age related expectations by the end of EYFS and KS1 Good progress and mastery of basic literacy and speaking / listening skills and maths by end of EYFS	RWI to be continued and results seen this year to be consolidated further with continued investment into RWI teaching and resources. RWInc Development Days to continue Regular meetings with key teachers and SaLT to measure and monitor impact. Pupils made progress against objectives in given time. Language skills across school are improving but require continued investment at the current time.

<p>Poor attendance rates – persistent absence rates above national average</p>	<p>Half-termly attendance to show upward trend Persistent absenteeism to reduce in line with national average Parents/Carers are made aware of the negative impact their child's attendance is having on their learning- support/action plan in place to improve attendance.</p>		<p>Attendance rates have dipped below national expectation. It is anticipated that with continued actions this should improve. Need to continue to focus on parents/carers who are 'hard to reach' and DNA meetings.</p>
<p>Home issues which impact on pupils' readiness and ability to learn</p>	<p>Parental workshops across the curriculum for all year groups to be held with greater attendance by parents/carers</p> <p>All actions completed and impact made with majority of parents/carers. Turnout to workshops, events and assemblies is increasing. Focus on increasing % of parents/carers who attend for parent/carer consultation meetings. Differs in each cohort.</p> <p>Parent/Carer Questionnaire- positive results- focus on suggestions and ideas</p>		<p>Focused Support- External agencies and Inclusion Support- Continue as there is still a high need for this service, with regarding previous and new families to ACPS.</p> <p>Continue to have as a high priority, focusing on disadvantaged/ hard to reach parents/carers/ families. Continue to engage families at the start of their journey with ACPS, through home-visits, informal meetings, etc.</p>
<p>Limited opportunity / experience for some pupils outside of school</p>	<p>Opportunities for PP pupils to achieve across all areas of the curriculum Focus on providing a breadth of enrichment activities and learning experiences for all PP pupils.</p>		<p>Continue with developing identified approaches across the school and continue to provide access to a broad range of extra-curricular opportunities as well as supporting identified pupils through interventions around sport, arts and outdoor learning.</p>
<p>E. Costs to Support Quality Teaching for All</p>	<p>Additional Teachers-</p>	<p>To ensure all children, including PP children make accelerated progress from their starting points/ end of previous Key Stage.</p>	<p>End of Year results for both year groups supported this action. Upward trend and in line or above national.</p>
	<p>CPD</p>	<p>Training for staff completed Quality of teaching continues to improve in targeted areas, therefore this contributes to pupils making progress from their starting point in each class</p>	<p>Audit to be completed by staff for CPD alongside curriculum action plans and monitoring overview for next academic year</p>
	<p>Resources</p>	<p>Curriculum Leads were give a budget to support action plan objectives and outcomes. Resources were bought to enrich each focus curriculum area within school.</p>	<p>Curriculum Leads to be provided with budgets linked to targeted focus on PP strategy, SIP and Curriculum action plans. – continue as a focus- new teams/ actions</p>