

1. Summary information					
School	STUART ROAD PRIMARY ACADEMY				
Academic Year	17/18	Total PP budget	£76,620	Date of most recent PP Review	July 17
Total number of pupils	201	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Feb 18

2. Current attainment – Year 6 ( 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
achieving ARE in reading, writing and maths	43%	61%
progress in reading	-1.0	0.3
progress in writing	-1.0	0.2
progress in maths	-1.1	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Need to develop wider reading and vocabulary skills
B.	Low aspirations / expectations have a limiting effect for many of our children
C.	Pupils mental health and wellbeing not allowing them to focus effectively on their learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance and parental expectation/engagement
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Children will access wider range of texts and vocabulary. This will increase fluency and confidence to read and write independently.	Pupils fluency in reading and writing shows positive progress from their starting points
<b>B.</b>	Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future.	Pupils able to manage own learning and to make progress from their starting points. They will be able to identify learning needs and successes.
<b>C.</b>	All pupils are appropriately supported in school and at home to allow them full access to the curriculum.	All pupils are confident to access learning and their progress from their starting point is positive.
<b>D.</b>	Absence will be in line with national and parents will attend all pupil progress meetings	PP attendance will be in line with national. Pupil progress will accelerate from initial starting point.

5. Planned expenditure					
Academic year	2017/18				
i. Improved reading, writing and vocabulary skills					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will access wider range of texts and vocabulary. This will increase fluency and confidence to read and write independently.	CPD for all staff to develop reading fluency across the school. Reading workshops for parents. Whole class guided reading. Spelling systems across the school. Writing opportunities across the curriculum Real world writing opportunities	Research shows that children need to be able to read a certain number of words per minute to achieve reading fluency. Better readers develop higher quality language and structure to their writing. EEF research shows that parent engagement has a positive impact on learning Confidence in spelling allows pupils to focus on higher order language and write freely. Real world opportunities has proven before to enhance the quality and engagement in writing.	Lesson observations on guided reading and feedback to staff and pupils. Rapid support for staff who struggle to deliver interventions. Feedback from parents/ reading record comments/ frequency of parents hearing children read.  Book scrutiny/ lesson obs and pupil conferencing	SLT  English lead  Tracking reading logs  SLT	Termly
<b>Total budgeted cost</b>					TBC
ii. Develop resilience and aspiration					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve resilience, pupils confident to challenge themselves and have greater aspirations for the future.	Visible learning implemented across the school. Implement academic resilience package across the school. CPD linked to quality first teaching Repurpose mindsets work. Implement non-negotiables for all pupils. CPD for staff on quality first teaching.	Visible learning is a worldwide program that proven impact on learning and progress. Academic resilience has proven case studies that show there are quick gains to me made in pupil progress. Quality first teaching is the basis of the code of practice and is referenced in all CPD linked to enhancing pupil outcomes.  Mindsets will link into Visible learning has proven research to show the benefits of these interventions.	Visible learning is part of a MAT wide project that is constantly evaluated. Inset to develop staff skills and outcomes reviewed through monitoring, books and pupil conferencing. Lesson observations will show that all teaching is good or better.  Children achieving outcomes in their learning passports.	Osiris Education  SENCO  SLT  All staff	Termly progress days.

<b>Total budgeted cost</b>					TBC
<b>iii. Develop mental health/wellbeing</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils are appropriately supported in school and at home to allow them full access to the curriculum All identified pupils feel safe, secure and able to have a voice in school.	Working with the learning mentors to break down barriers to learning. To work alongside our ELSA worker to develop emotional literacy. Working with the learning mentors, the school counsellor, educational psychologist and members of the Multi agency support team	Feedback during pupil progress meetings. Feedback from the pupil intervention group. Feedback from staff and parents about positive changes to learning with the pupils.	Termly feedback meetings. Moderation of pupils work. Pupil conferencing	Senco SLT	Termly
<b>Total budgeted cost</b>					TBC
<b>iv. Attendance and parental engagement</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Absence will be in line with national and parents will attend all pupil progress meetings	Staff member linked to the school education welfare officer. Collecting absent children. PSA to link with parents to ensure that they attend all parents evenings Texting parents to remind them of events and important dates in school PSA to look at developing pupil skill sets.	Target pupils are seen in pupil progress meetings to accelerate their progress when they are in school. Research from the EEF shows that there is more positive engagement by parents via the text reminder service. By ensuring that parents are able to access their children's curriculum we will see increased engagement with home learning	Pupil progress meetings. Checking of attendance with EWO. Weekly meetings with the PSA	Headteacher SLT	Termly
<b>Total budgeted cost</b>					TBC