



## Pupil premium strategy statement 2016-17

*“I am the way, the truth, and the life.” (John 14:6)*

*St Mary’s is a Catholic Primary School.  
We place our children at the heart of all we do,  
inspired by the love, life and teachings of Jesus  
and the Catholic Christian Church.*

*“A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being.”  
(Pope Francis, June 13)*

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

<b>1. Summary information</b>					
<b>School</b>	St. Mary’s Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	<b>£52,352</b>	<b>Date of most recent PP Review</b>	January 2017 (internal review)
<b>Total number of pupils</b>	219	<b>Number of pupils eligible for PP</b>	22 <b>(10%)</b>	<b>Date for next internal review of this strategy</b>	March 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
1 (0.5%)	12 (5.5%)	3 (1.4%)	6 (2.7%)

**Current Academic Year**  
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3 (9%)	0	2	1	0
Year 5	5 (15%)	1 (3%)	3 (9%)	0	1 (3%)
Year 4	4 (12%)	0	3 (9%)	1 (3%)	0
Year 3	4 (13%)	0	3 (10%)	1 (3%)	0
Year 2	3 (9%)	0	1 (3%)	1 (3%)	1 (3%)
Year 1	2 (6%)	0	0	1 (3%)	1 (3%)
Reception	1 (3%)	0	0	1(3%)	0
<b>Total</b>	<b>22 (10%)</b>	<b>1 (0.5%)</b>	<b>12 (5.5%)</b>	<b>6 (2.7%)</b>	<b>3 (1.4%)</b>

<b>2. Current attainment</b>			
<b>End of KS2 Attainment for: 2015-2016</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	<b>43%</b>	<b>68%</b>	<b>53%</b>
<b>% achieving expected standard or above in reading</b>	<b>75%</b>	<b>82%</b>	<b>66%</b>
<b>% achieving expected standard or above in writing</b>	<b>100%</b>	<b>79%</b>	<b>74%</b>
<b>% achieving expected standard or above in maths</b>	<b>50%</b>	<b>86%</b>	<b>70%</b>
<b>Average scaled score in Reading</b>	<b>103.7</b>	<b>106</b>	<b>103</b>
<b>Average scaled score in Mathematics</b>	<b>98.9</b>	<b>106.5</b>	<b>103</b>

<b>Average scaled score in GPS</b>	<b>108.4</b>	<b>107.2</b>	<b>104</b>
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### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Engagement and motivation of PP children
<b>B.</b>	Social and emotional resilience

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

<b>C.</b>	Attendance of the FSM/Ever 6 group
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>Children make expected or better progress in reading, writing and maths</li> <li>PP children's maths improves in line with non-pp children at the end of KS2</li> <li>The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise, in line with the attainment of all children</li> </ul>	<ul style="list-style-type: none"> <li>In year 2-6 the children in receipt of PPG funding will make at least 6 steps progress</li> <li>In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments)</li> <li>Children will be able to talk about their progress</li> <li>Progress will be evident from looking at their work.</li> <li>The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2.</li> <li>The gap between those children in receipt of PPG funding and those who are not will be minimised.</li> <li>Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.</li> <li>The gap between those children in receipt of PPG funding and those who are not will be minimised.</li> <li>Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least in line with all other children</li> </ul>

	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	<ul style="list-style-type: none"> <li>• Children will show increased levels of engagement and motivation for their schoolwork</li> <li>• Digital technologies will be used in all classes to inspire and engage children with their learning.</li> <li>• Personalised learning resources are used to motivate children</li> <li>• AR and RM Easimaths Tracking data show an increase in children's attainment in basic skills</li> </ul>
<b>B.</b>	Children will become more resilient, secure and confident	<ul style="list-style-type: none"> <li>• Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</li> <li>• For those children with Thrive action plans they will make accelerated academic progress and have increased social and emotional well-being.</li> </ul>
<b>C.</b>	Attendance rates will rise for children in receipt of PPG funding, to at least 96%	<ul style="list-style-type: none"> <li>• Attendance rates for all children in receipt of PPG funding across the school will be at least 96%</li> <li>• Children in receipt of PPG funding will receive 'green' certificates for attendance each term.</li> <li>• For those children with persistent absence the attendance rates will significantly improve and individual targets for attendance will be met</li> </ul>

## 5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

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 to make expected or better progress in Reading, Writing and Maths across the school	Additional TA hours to support independent learning (TA provision to facilitate) Personalised learning resources are purchased- Accelerated reader, RM Easimaths, Education City	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b> <b>Early Numeracy Approaches +5mths</b>	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work. Records of AR/Easimaths/Education City will be reviewed. Termly data meetings will review the progress of all children and groups.	SLT	March 2017 and then termly

**In all year groups the PP children are making good progress. (See data overview) Where relevant the careful tracking of individual children has provided the class teacher with a clear focus to ensure that targeted children make increased progress. Records from AR show that children are increasing their reading age and are engaging with the programme.**

**Year 3- 1 child increased their scaled score by 94 points, 1 child by 109 points and 1 by 339 points. Only 1 child showed a very slight decrease in their scaled score and his progress and book choices will be monitored closely over the Spring Term.**

**Year 4-1 child showed an increase in scaled score of 82 points and 1 child by 131 points. Two children showed a decrease in their scaled score and their progress and book choices will be monitored closely over the Spring Term.**

**Year 5-1 child increased scaled score by 19 points, 1 by 45 points and 1 by 108 points, 1 by 333 points. Only 1 child showed a decrease in their scaled score and his book choices and quizzes will be monitored closely over the Spring term.**

**Year 6- 1 child increased their scaled score by 46 points, 1 child by 101 points. 1 child showed a decrease in their scaled score and her book choices and progress on the quizzes will be monitored closely over the Spring Term. Through pupil conferencing it was evident that children could show how they have improved their work- see iris connect pupil conferencing evidence. Termly data meetings include a discussion about the progress of PP children and how the progress can be maximised. (See monitoring booklets)**

**Total planned expenditure: £88, 429**  
**Proportion from Pupil Premium Grant Funding: £6,500**  
**Spending to date: £2964.87**

<p>Children make expected or better progress in reading, writing and maths</p>	<p>Use of 'Iris Connect' and a tool for teachers to reflect on the teaching and learning in their classes. Peer coaching in teams will facilitate teachers in considering ways to improve and develop their own practice.</p>	<p>High quality professional development has a direct impact on teaching and learning, and therefore the attainment and progress of the children. Peer coaching is proven to provide the environment in which teachers feel confident to try out new ideas and approaches. The research shows that coached teachers show a clearer understanding of the purpose and impact of any new strategies. (Joyce and Showers)  <b>Sutton trust: Feedback +8 mths; Collaborative Learning +5mths; Digital Technologies +4mths; Early Numeracy Approaches +5 mths</b></p>	<p>Teachers will make short videos and reflect on their own practice. These will be kept in personal portfolios. Opportunities in staff meetings to have a professional dialogue about the characteristics of high quality teaching, using the bank of videos within the resource area. Teachers to complete an impact analysis form to show the impact on their teaching and learning.</p>	<p>JS</p>	<p>March 2017 and then termly</p>
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**Staff have now completed initial training in the use of the Iris Connect technology. Over the next term teachers will be planning for opportunities to film and reflect upon their own teaching. The SLT have taken part in a strategic web based meeting to plan the over-arching strategy for the implementation. The collated initial staff survey and also the CPD impact analysis forms show the initial responses and challenges associated with Iris connect. This will have a future impact on learning and attainment.**

**Total planned expenditure: £4695**  
**Proportion from Pupil Premium Grant Funding: £4695**

				<b>Spending to date: £4695</b>																
PP children's maths improves in line with non-pp children at the end of KS2	Additional TA hours to support independent learning (TA provision to facilitate) Personalised learning resources for Maths to include IXL for Y6	Three way learning in Maths in KS2 provides targeted teaching matched to the needs of the children. TA support will ensure that children have the opportunity to practice the skills independently and also have opportunities to develop reasoning skills. Precise feedback will be given to maximise progress. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths; Early Numeracy Approaches +5mths</b>	Maths subject leader to monitor the attainment of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.	SLT/ CS (Maths Subject Leader)	March 2017 and then termly															
<p><b>Three way learning has allowed for targeted Maths teaching in all KS2 classes. The additional teacher working with groups in Class 4 has had a focus on the teaching of Maths.</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th colspan="2">Progress</th> </tr> </thead> <tbody> <tr> <td>Year 3 (4 Pupils)</td> <td>2.8 (PP)</td> <td>2.4 (Other)</td> </tr> <tr> <td>Year 4 (4 Pupils)</td> <td>1.8 (PP)</td> <td>1.8 (Other)</td> </tr> <tr> <td>Year 5 (5 Pupils)</td> <td>2.0 (PP)</td> <td>2.0 (Other)</td> </tr> <tr> <td>Year 6 (3 Pupils)</td> <td>2.3 (PP)</td> <td>1.9 (Other)</td> </tr> </tbody> </table> <p><b>In all year groups the progress in Maths is at least in line with all other children.</b></p>						Year Group	Progress		Year 3 (4 Pupils)	2.8 (PP)	2.4 (Other)	Year 4 (4 Pupils)	1.8 (PP)	1.8 (Other)	Year 5 (5 Pupils)	2.0 (PP)	2.0 (Other)	Year 6 (3 Pupils)	2.3 (PP)	1.9 (Other)
Year Group	Progress																			
Year 3 (4 Pupils)	2.8 (PP)	2.4 (Other)																		
Year 4 (4 Pupils)	1.8 (PP)	1.8 (Other)																		
Year 5 (5 Pupils)	2.0 (PP)	2.0 (Other)																		
Year 6 (3 Pupils)	2.3 (PP)	1.9 (Other)																		
				<b>Total planned expenditure: £88,429</b> <b>Proportion from Pupil Premium Grant Funding: £6500</b> <b>Spending to date: £2964.87</b>																
The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise,	Additional TA hours to support independent	Two way learning in KS1 provides targeted teaching matched very closely to the	Maths and English subject leaders to monitor the attainment	SLT/ CS (Maths Subject	March 2017 and then termly															

in line with the attainment of all children	learning (TA provision to facilitate)	needs of the children. Effective and precise feedback will be given to maximise progress. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths; Early Numeracy Approaches +5mths</b>	of all children and groups at least termly. Termly data meetings will review the progress of all children and groups. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.	Leader) and AB (English Subject Leader)	
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Two way learning is used in KS1 to provide more targeted teaching of Maths. ILT (Independent Learning Time) is used to provide opportunities for personalised learning and time for children to work on their targets.

#### Writing

Year Group	Attainment		Progress	
Year 1 (2 Pupils)	100% (PP)	86% (Other)	1.0 (PP)	1.1 (Other)
Year 2 (4 Pupils)	67% (PP)	85% (Other)	2.3 (PP)	2.5 (Other)

#### Mathematics

Year Group	Attainment		Progress	
Year 1 (2 Pupils)	100% (PP)	96% (Other)	1.0 (PP)	1.0 (Other)
Year 2 (4 Pupils)	100% (PP)	96% (Other)	2.0 (PP)	2.1 (Other)

Work scrutiny shows that progress is evident in the books and through pupil conferencing children are able to talk about their work and how they have improved.

<b>Total planned expenditure:</b>	<b>£88,429</b>
<b>Proportion from Pupil Premium Grant Funding:</b>	<b>£6500</b>
<b>Spending to date:</b>	<b>£2964.87</b>

<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p>	<p>Use handheld digital technologies across the school to support teaching and learning across the curriculum</p>	<p>A set of 15 ipads in each class will ensure that access to digital technologies are more readily available. High quality CPD for using digital technologies has the impact of raising the confidence and increasing the skills of all staff. This in turn increases the level of motivation and engagement for many children with the impact of increased attainment and progress.  <b>Sutton trust: Digital technology +4 months, Feedback +8 months, meta-cognition and self-regulation +8 mths, learning styles +2mths</b></p>	<p>CPD impact analyses will show an increase in staff confidence and expertise. Pupil surveys and conferencing will show the impact of using technology on their learning.</p>	<p>SLT/ SB (ICT Subject Leader)</p>	<p>March 2017 and then termly</p>
<p><b>The technology is set up and working in all classes. Children are having daily access to the use of handheld technologies. The impact analyses show that staff feel more confident in using the technology. Discussions with children show that they enjoy using the technology and are further engaged in their learning. Further training is planned for February and June.</b></p>					
<p style="text-align: right;"><b>Total planned expenditure: £2250</b>  <b>Proportion from Pupil Premium Grant Funding: £250</b>  <b>Spending to date: £0</b></p>					
<p>Children make expected or better progress in reading, writing and maths</p>	<p><b>Feedback, including Pupil Conferencing</b></p>	<p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.  <b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation+8individualised instruction +2 months</b></p>	<p>The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>SLT</p>	<p>March 2017 and then termly</p>

**In all year groups PP children are making expected or better progress in all subjects. (See attainment and progress overview Autumn 2). Teachers have had time for pupil conferencing with their classes and these records have fed into future planning. Monitoring of the books has shown progress across the term for most children.**

<b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b>	<b>£3240</b> <b>£1620</b> <b>£540</b>
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Children make expected or better progress in reading, writing and maths Children will become more resilient, secure and confident	<b>Peer Tutoring</b> Peer-tutoring between classes will be used to consolidate learning in class. The children acting as tutors will be given questioning frameworks and strategies for providing effective feedback. It will be used during the Spring and Summer Terms during buddy time sessions.	Learning will be consolidated and progress in the targeted aspects of learning will be evident. For the tutors they will have an increased awareness of effective questioning and will use a range of question types. Effective feedback will enable the children to make accelerated progress. <b>Sutton Trust:</b> <b>Peer-tutoring +5 mths;</b> <b>Feedback +8 mths; Early Years Intervention +5 mths;</b>	The impact of the tutoring will be closely monitored. Samples of work will be collated to show the impact of the approach. Evaluations from the children will show what has been effective and the intervention amended as needed. Termly assessments and progress in terms of steps progress are recorded and reviewed.	SB/AB	March 2017 and then termly
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**The buddy system between Year 5 and the EYFS have been established and the weekly buddy time will focus on aspects of peer tutoring.**

<b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b>	<b>£0</b> <b>£0</b> <b>£0</b>
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<p>Children make expected or better progress in reading, writing and maths</p>	<p><b>CAST Successful Teaching and Learning Programme</b> We have a trained facilitator for this programme and this year will be extending the programme to include teaching assistants.</p>	<p>Successful differentiation is in place to maximise pupil achievement and progress. All staff will be confident to use a range of thinking skills and question types to promote higher order thinking. This is evident in planning and children's work. The training in aspects of successful teaching and learning will have an impact on all children, however the focus on higher order thinking skills will have a greater impact on the more able. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths;</b></p>	<p>TA's attending the training will be asked to reflect on their own practice through CPD impact analyses. The impact will be closely monitoring through observations/drop-ins, with a particular focus on the use of questioning skills. The impact will also be seen through progress in the children's books.</p>	<p>JS/LAS (Trained Facilitator)</p>	<p>September 2017</p>
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The decision has been made by CAST not to run this programme this year. When it is next run the focus will be on teaching assistants accessing the programme.

<p style="text-align: right;"><b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b></p>	<p style="text-align: right;"><b>£1620</b> <b>£0 (as not to be run this year)</b> <b>£0</b></p>
<p style="text-align: right;"><b>Total Planned Expenditure from Pupil Premium Grant Funding:</b> <b>Spending to date:</b></p>	<p style="text-align: right;"><b>£26,065</b> <b>£14,129.61</b></p>

**ii. Targeted support**

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?
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<p>Children to make expected or better progress in Reading, Writing and Maths across the school, with a particular focus on Y4. PP children's maths improves in line with non-pp children at the end of KS2</p>	<p><b>1: group interventions with a qualified teacher.</b> Targeted groups in KS2 classes will have intervention aimed to close the gap and maximise their progress.</p>	<p>Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress. <b>Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths</b></p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded in conversation with the class teacher.</p>	<p>SB/SLT</p>	<p>March 2017 and then termly</p>
<p><b>In all year groups across KS2 PP children are making expected or better progress in all subjects. (See attainment and progress overview Autumn 2).</b> <b>Interventions with CR (Year 4) and CC (Year 6) have taken place and a baseline established. All children are making progress and the interventions have been targeted to meet the individual and group needs.</b> <b>Regular conversations with the class teachers ensure that the work completed in intervention sessions feeds into work in the classroom.</b></p>					
<p style="text-align: right;"><b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b></p>				<p><b>£21,000</b> <b>£17,000</b> <b>£4240.83</b></p>	

<p>Children to make expected or better progress in Reading, Writing and Maths across the school PP children's maths improves in line with non-pp children at the end of KS2 The attainment in Maths and Writing in KS1 of children in receipt of PPG funding will rise.</p>	<p><b>Additional TA hours to support interventions and extra-curricular activities (TA provision to facilitate)</b></p>	<p>Teaching assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable them to progress. TA's to discuss the progress with the class teacher and amend the interventions as needed to ensure that these are closely matched to the ongoing assessments. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Evaluations to be recorded and reviewed. Interventions discussed during termly data meetings.</p>	<p>SLT</p>	<p>March 2017 and then termly</p>
<p><b>In all year groups the PP children are making good progress. (See Attainment and Progress overview) Where relevant the careful tracking of individual children has provided the class teacher with a clear focus to ensure that targeted children make increased progress.</b></p> <p><b>Records from AR show that children are increasing their reading age and are engaging with the programme.</b></p> <p><b>Year 3-3 out of 4 children showed an increase in their reading age. One child's reading age stayed the same.</b></p> <p><b>Year 4-2 out of 4 children showed an increase in their reading age. For the two children with a slight decrease their book choices and engagement with the quizzes will be monitored closely over the Spring Term.</b></p> <p><b>Year 5-4 out of 5 children showed an increase in their reading age. For the child who showed a very slight decrease their book choices and focus on the quizzes will be monitored closely during the Spring Term.</b></p> <p><b>Year 6-2 out of 3 children showed an increase in their reading age. For the child with a decrease in her reading age her engagement with the programme and book choices will be monitored and tracked closely over the Spring term.</b></p> <p><b>PPG records show the interventions that have taken place and the evaluations.</b></p> <p><b>Through pupil conferencing it was evident that children could show how they have improved their work- see Iris Connect pupil conferencing evidence.</b></p> <p><b>Termly data meetings include a discussion about the progress of PP children and how the progress can be maximised. (See monitoring booklets)</b></p>					
<p><b>Total planned expenditure:</b></p>					<p><b>£88,429</b></p>

<b>Proportion from Pupil Premium Grant Funding:</b>				<b>£6,500</b>	
<b>Spending to date:</b>				<b>£2964.87</b>	
Children to make expected or better progress in Reading, and Writing across the school	<p><b>ARROW intervention for reading and spelling</b></p> <p>ARROW is a twelve week intervention based on the self-voice that aims to increase children's reading and spelling attainment and progress.</p>	<p>The research shows that children make tremendous progress through using the programme. Targeted children will increase their reading and spelling age through the programme. Children who take part in this intervention will develop their memory, communication and listening and attention skills.</p> <p><b>Sutton trust: Digital technology +4 months, Phonics +4 months, oral language interventions + 5mths, individualised instruction +2 months Feedback +8 months Reading comprehension strategies +5 mths</b></p>	<p>A baseline of attainment will be recorded and progress against this measured carefully. At the end of the twelve week programme the impact will be evaluated. A report showing children's reading and spelling ages will be produced, together with the progress for individual children. The impact of the intervention measured through data and pupil conferencing.</p>	SLT/ PB/VW/KH (TA's delivering the programme)	March 2017 and then termly
<p><b>The lead TA for the ARROW intervention has been working 1:1 with a child with additional needs throughout the Autumn term. The timetable for the intervention has now been set up and will take place from the start of the Spring Term.</b></p>					
<b>Total planned expenditure:</b>				<b>£0</b>	
<b>Proportion from Pupil Premium Grant Funding:</b>				<b>£0</b>	
<b>Spending to date:</b>				<b>£0</b>	

<p>Children will become more resilient, secure and confident</p>	<p><b>Thrive Intervention</b> Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being. <b>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</b></p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the Thrive practitioner and the class teacher. The impact will be reported to the SLT at least termly.</p>	<p>JS/PB</p>	<p>March 2017 and then termly</p>
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**Two members of staff are in the process of completing the Thrive training. They have 4 sessions still to complete.**

<p style="text-align: right;"><b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b></p>	<p style="text-align: right;"><b>£0</b> <b>£0 (Funded project through lottery funding)</b> <b>£0</b></p>
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Children will become more resilient, secure and confident	<b>Support Group for Service children</b> DHT to run a support group for service children.	Children are given an opportunity to talk about their emotions in a safe and secure environment. They are able to discuss any worries or concerns that they may have. They will feel more secure and resilient, increasing their confidence and sense of well-being <b>Sutton trust: Social and emotional aspects of learning +4 mths</b> <b>Parental involvement +3 months</b>	Pupil conferencing and surveys before, during and after the support group sessions will show the impact of this intervention. Parental surveys will show any impact on the children at home.	LD	March 2017 and then termly
<b>The group has not been run during the Autumn Term. It will be established and run from the Spring term and the progress will be monitored and evaluated.</b>					
<b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b>				£0 £0 £0	
Children will become more resilient, secure and confident	<b>School visits</b> A percentage of the cost of the residential trips in Y6 (Porthpean) and Y5 (Carnyorth) is subsidised.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. <b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths</b>	Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.	SB	March 2017 and then termly
<b>All children have participated in all school visits during the Autumn Term. Children talk about positive experiences and the impact on their learning- see impact analyses</b>					
<b>Total planned expenditure:</b> <b>Proportion from Pupil Premium Grant Funding:</b> <b>Spending to date:</b>				TBC, according to need TBC, according to need £0	

Children will become more resilient, secure and confident	<b>Individual Counselling/ Therapies</b> Dependent on the needs of the child, individual therapies may be deemed appropriate.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. <b>Sutton trust: Social and emotional aspects of learning +4 mths</b> <b>Parental involvement +3 months</b>	Records and evaluations shared with the school, as appropriate. The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention.	SLT	March 2017 and then termly
<b>No individual therapies have been necessary for children during the Autumn Term.</b>					
<b>Total planned expenditure:</b>				<b>TBC, according to need</b>	
<b>Proportion from Pupil Premium Grant Funding:</b>				<b>TBC, according to need</b>	
<b>Spending to date:</b>				<b>£0</b>	
<b>Total Planned Expenditure from Pupil Premium Grant Funding:</b>				<b>£23,500</b>	
<b>Spending to date:</b>				<b>£7,205.70</b>	
<b>iii. Whole School Approach</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>

<p>Children to make expected or better progress in Reading, and Writing across the school</p> <p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress</p>	<p><b>Digital Technologies</b></p> <p>To support the independent learning and teaching and learning across the school there will be a set of ipads/ iPad minis in each class from Y1-6. Training is an integral part of this and ongoing CPD (termly) by an expert ADE (Apple Distinguished Educator) has been secured.</p>	<p>All classes will plan to use digital and mobile technologies to support teaching and learning across the curriculum, increasing motivation and engagement and maximising progress and attainment. Apps to support learning will be purchased for the whole school and/or groups of learners. Progress will be accelerated through the use of mobile technologies. Access to learning resources will be available at home and at school, extending learning beyond the school day.</p> <p><b>Sutton trust: Digital technology +4 months, Feedback +8 months,</b></p>	<p>The impact of the use of mobile technologies will be closely monitored and evaluated through pupil conferencing, staff surveys and through analysing progress data. Triangulation of evidence will show the impact of this on the quality of teaching, progress and attainment across the school.</p> <p>Governor monitoring to look at how the Ipads are being used to support teaching and learning. This will include a learning walk and pupil conferencing</p>	<p>SB/TS</p>	<p>March 2017 and then termly</p>
<p><b>The technology is set up and working in all classes. Children are having daily access to the use of handheld technologies. The impact analyses show that staff feel more confident in using the technology.</b></p> <p><b>Governor monitoring reports show the positive impact of technology on the teaching and learning across the school.</b></p> <p><b>Parents who attend the information sessions reported that they could see how the technology was being used as a tool for learning.</b></p> <p><b>Discussions with children show that they enjoy using the technology and are further engaged in their learning.</b></p> <p><b>Further training is planned for February and June.</b></p>					
<p style="text-align: right;"><b>Total planned expenditure:</b></p> <p style="text-align: right;"><b>Proportion from Pupil Premium Grant Funding:</b></p> <p style="text-align: right;"><b>Spending to date:</b></p>					<p><b>£2250</b></p> <p><b>£250</b></p> <p><b>£0</b></p>

<p>Children to make expected or better progress in Reading, and Writing across the school</p>	<p><b>Feedback, including Pupil Conferencing</b> We will be trialling different approaches to feedback to include a range that have the maximum impact on pupil progress and attainment.</p>	<p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> <p><b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b></p>	<p>The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>SLT</p>	<p>March 2017 and then termly</p>
<p><b>A revised feedback policy is in place which allows staff to be more innovative in their approaches to giving feedback. Verbal feedback is valued as a means to enhance progress and attainment.</b>  <b>Children are able to talk about how the feedback has enabled them to make progress.</b>  <b>Children value the opportunity to talk about their learning with their class teachers.</b>  <b>Children in all year groups are making at least expected progress (See Attainment and Progress overview Autumn 2)</b></p>					
<p><b>Spending to date:</b></p>				<p><b>Total planned expenditure: £3240</b>  <b>Proportion from Pupil Premium Grant Funding: £1620</b>  <b>£540</b></p>	
<p>Attendance of the children in receipt of PPG funding will increase to at least 95%</p>	<p><b>Attendance</b> We place a high value of attendance. We have set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any</p>	<p>When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group.  <b>NFER 2015, Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance</b></p>	<p>There will be whole school monitoring of attendance. Parents are contacted by the office staff on the first day of absence. There is a dedicated member of Admin staff with a responsibility for monitoring attendance. Termly meetings between the Education Welfare Officer and the Headteacher take place and children/families who are causing concern</p>	<p>JS/IN</p>	<p>March 2017</p>

	barriers they face in getting their children to school and give them the support they need.		are discussed. Follow-up actions include inviting the parents to a meeting at the school and/or home visits from the EWO. Termly attendance certificates are given to all children (Traffic light system in place) Information about attendance is included in the Head Teacher's report to the Governors.		
<p><b>Attendance has been monitored formally by the EWO and the Headteacher on a termly basis. Those children who are causing concern are discussed and the relevant follow up action taken, including letters to parents and visits by the EWO. The new system for rewarding attendance was introduced and green, amber and red attendance letters given out to all children. Any absences are followed up by the office staff on the first day of absence and teaching staff are vigilant in monitoring and reporting any absences. Punctuality continues to be monitored by class teachers and also by the SLT on the school gate in the mornings.</b></p>					
				<b>Total planned expenditure:</b> £660 <b>Proportion from Pupil Premium Grant Funding:</b> £660 <b>Spending to date:</b> £0	
				<b>Total Planned Expenditure from Pupil Premium Grant Funding:</b> £2530 <b>Spending to date:</b> £540	
<b>TOTAL PLANNED EXPENDITURE FOR PUPIL PREMIUM GRANT FUNDING</b>					
<b>Total Planned Expenditure from Pupil Premium Grant Funding</b>				<b>£52,095</b>	
<b>Balance</b>				<b>£257</b>	
<b>Total spending to date</b>				<b>£22,503.84 (42.9%)</b>	
<b>Balance</b>				<b>£29,848.16</b>	
<b>IMPACT OF SPENDING FROM THE PREVIOUS ACADEMIC YEAR 2015-16</b>					

**6. Review of expenditure from the previous academic year 2015-16****Previous Academic Year 2015-16****Allocated: £73,495    Actual Spent: 44,693.78    Balance carried forward: £28,801.22****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
All children will make expected or better progress from their starting points	Resources to support personalised learning	Resources to support personalised learning have been purchased and used across the school. In KS2 accelerated reader has been introduced and used across all classes and children have greater motivation and engagement with reading.	Most children made at least expected progress from their starting points. These personalised resources are now in place and will continue to be used. Targeting the resources to the individual needs of the children has the most impact. Accelerated reader will continue to be used and its use embedded across KS2.	£1661.78

<p>Children make expected or better progress in Reading, Writing and Maths</p>	<p>Additional TA hours to support interventions, extra-curricular activities &amp; independent learning (TA provision to facilitate)</p>	<p>Teaching Assistants report that the additional 15 minutes per day with the teacher is highly beneficial. It is a particularly valuable part of the day where specific children and targeted interventions can be discussed, planned for and resourced. For some children it is also a time where interventions can begin. Independent learning is evident across all classes in the school and the teaching assistants have a key role in facilitating this aspect of learning. Children are able to talk about what makes them a successful learner and also talk about their progress and the factors that have helped them to make progress.</p>	<p>The additional time with the teacher and TA has proved to be invaluable and will continue this year. TA's are now more confident in supporting independent learning and as such will be invited to take part in the CAST Successful Teaching and Learning course, on a rolling programme. One of the foci for this course is in developing higher order thinking skills and will be of particular benefit to the higher ability pupils.</p>	<p>£29,303.56</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/ approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>In KS2 targeted children make at least expected progress and a greater proportion of children are meeting age related expectations</p>	<p>1:group interventions and 1:1 with a qualified teacher</p>	<p>Attainment and progress in all KS2 classes is detailed below</p> <table border="1" data-bbox="846 229 1184 400"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>79%</td> <td>69%</td> <td>55%</td> </tr> <tr> <td>4</td> <td>80%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>5</td> <td>88%</td> <td>73%</td> <td>76%</td> </tr> <tr> <td>6</td> <td>85%</td> <td>100%</td> <td>42%</td> </tr> </tbody> </table> <table border="1" data-bbox="846 432 1169 603"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>4.8</td> <td>4.3</td> </tr> <tr> <td>4</td> <td>5</td> <td>5</td> <td>5.4</td> </tr> <tr> <td>5</td> <td>6</td> <td>5.7</td> <td>5.3</td> </tr> <tr> <td>6</td> <td>5.9</td> <td>6.6</td> <td>7.4</td> </tr> </tbody> </table>		R	W	M	3	79%	69%	55%	4	80%	60%	40%	5	88%	73%	76%	6	85%	100%	42%		R	W	M	3	4	4.8	4.3	4	5	5	5.4	5	6	5.7	5.3	6	5.9	6.6	7.4	<p>Targeted children made very good progress from their starting points. It reinforced our knowledge of the importance of grouping children according to their individual needs. This year we will use the gap analysis tool on Target Tracker to identify the gaps for individuals and groups of children and work will be planned accordingly. Ongoing assessment maximises attainment and progress for these groups. A clear baseline will be established so that progress and the impact is closely monitored. This intervention had a high impact and we will continue with this during the academic year 2016-17, with a particular focus on Y4 and Y6.</p>	<p>£5805.38</p>
	R	W	M																																									
3	79%	69%	55%																																									
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<p>To increase attainment and progress in reading and spelling for targeted children in KS2</p>	<p>ARROW intervention for reading and spelling</p>	<p>All children who have completed the ARROW intervention have demonstrated an increase in their reading age. For some children it has been as much as 24 months over the period of the intervention. This has proved to be a high impact strategy for many children.</p>	<p>There have been mixed results in spelling, which will need to be a focus as we move into the second year of the intervention. Teachers will need to monitor the application of spelling in their classwork. As this intervention has been so successful we have taken the decision to have a non-class based TA who will run the ARROW programme.</p>	<p>£30</p>																																								

<p>To develop the social and emotional resilience for targeted children</p>	<p>Pyramid club</p>	<p>For children who took part in the programme the impact has been very positive. They all developed in confidence and had a growing ability to talk about their emotions. This has had the impact of developing their self-awareness and resilience skills.</p>	<p>For the targeted children class teachers noted a impact on their readiness to learn and their social and emotional resilience, both in and out of the classroom. As a result we will be investing in the training for two thrive practitioners, one a TA who will be non-class based and will be able to run the intervention with targeted children.</p>	<p>£0</p>
<p>To develop the social and emotional resilience of targeted children</p>	<p>Support Group for Service children</p>	<p>All children who have taken part in the Service Support Group have felt that it was beneficial. They particularly enjoyed the opportunity to talk in a small group and discuss their feelings. Positive comments from parents have reinforced this.</p>	<p>This intervention is no cost but has an impact. It will be run again on a regular basis by the DHT. New service children who have joined the school will be invited to join the group.</p>	<p>£0</p>
<p>To ensure that all children can participate in school visits, regardless of individual circumstances</p>	<p>School Visits</p>	<p>All children have been able to participate in all school visits, including the residential. This has ensured a high degree of inclusion for all our children.</p>	<p>All children have participated in all school visits as a result of the funding. This has resulted in an increased level of inclusion for all pupils, regardless of their individual circumstances. Dependent on need, this will be continued this year.</p>	<p>£6.80</p>
<p>The targeted children are more emotionally resilient and ready to learn</p>	<p>Individual counselling/support, including play therapy, equine therapy and dreadnoughts.</p>	<p>For individual children who have accessed these services the evaluations have been positive and the intervention has been making a difference for those children. They are more secure and confident.</p>	<p>The Equine therapy and Dreadnoughts had a significant positive impact on the individual needs of the children, as can be seen in the detailed reports. If needed, we will fund these therapies again. We saw very limited impact from the play therapy in school and as such will not be funding this therapy in this academic year.</p>	<p>£1738</p>

**iii. Whole School Approach**

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To increase the level of motivation and engagement for children in receipt of PPG funding	<b>Digital technologies</b>	The introduction of digital technologies into all classes has had a clear impact on children's engagement and motivation. In KS2 children are accessing daily to quiz using accelerated reader which has had the impact of increasing the amount children are reading and also their comprehension of the books they are reading.	There has been a significant increase in the level of motivation and engagement of children when using the ipads. This year we will further extend the level of motivation and engagement by ensuring more access to technology. As needed, targeted apps for classes and individual needs will be purchased to maximise the impact.	£4733.06

<p>Children will make expected or better progress in Maths and a greater proportion of children will meet the age related expectations</p>	<p>Maths resources and approaches, including Singapore Maths</p>	<p>Approaches such as the bar method are in their infancy. Attendance at the CAST Maths hub has been beneficial in discussing future approaches to the teaching of Maths and new developments. Progress in Maths for all year groups is shown below</p> <table border="1" data-bbox="846 459 1122 730"> <thead> <tr> <th>Class</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>5</td> </tr> <tr> <td>1</td> <td>5</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>3</td> <td>4.3</td> </tr> <tr> <td>4</td> <td>5.4</td> </tr> <tr> <td>5</td> <td>5.3</td> </tr> <tr> <td>6</td> <td>7.4</td> </tr> </tbody> </table> <p>Attainment (% at ARE or above)</p> <table border="1" data-bbox="846 831 1122 1102"> <thead> <tr> <th>Class</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>100%</td> </tr> <tr> <td>1</td> <td>100%</td> </tr> <tr> <td>2</td> <td>75%</td> </tr> <tr> <td>3</td> <td>55%</td> </tr> <tr> <td>4</td> <td>40%</td> </tr> <tr> <td>5</td> <td>76%</td> </tr> <tr> <td>6</td> <td>42%</td> </tr> </tbody> </table>	Class	Progress	EYFS	5	1	5	2	6	3	4.3	4	5.4	5	5.3	6	7.4	Class		EYFS	100%	1	100%	2	75%	3	55%	4	40%	5	76%	6	42%	<p>The Singapore Maths books have been used in some classes, but this is not yet consistent across the school. The introduction of the bar method has had an impact in the classes where it has been used, and this will continue to be embedded across the school during this academic year. The CAST Maths hub has been very beneficial in the sharing of resources and developing a calculation policy. Attendance and engagement with this will continue in this academic year. Maths will also have a focus in the 1: group interventions, with a particular focus on Y4 and Y6.</p>	<p>£1,345.20</p>
Class	Progress																																			
EYFS	5																																			
1	5																																			
2	6																																			
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## 7. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.