

# Pupil Premium Strategy Statement Sacred Heart Primary

1. Summary information					
<b>School</b>	Sacred Heart Primary				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£79,110	<b>Date of most recent PP Review</b>	October 2020
<b>Total number of pupils</b>	402	<b>Number of pupils eligible for PP</b>	39	<b>Date for next internal review of this strategy</b>	October 2021

2. Current attainment Test Results for 2019			
KS2	<i>Sacred Heart Pupils eligible for PP (4 pupils)</i>	<i>All Sacred Heart Pupils (60)</i>	<i>National Average of pupils</i>
<b>% achieving expected standard in KS2 reading, writing and maths</b>	25%	56%	65 %
<b>% achieving expected standard in KS2 in reading</b>	100%	70%	73%
<b>Progress score in reading</b>	-1.98	-1.79	
<b>% achieving expected standard in KS2 in writing</b>	50%	74%	78%
<b>Progress score in writing</b>	-1.14	-1.29	
<b>% achieving expected standard in KS2 in Grammar, Punctuation and Spelling</b>	100%	83%	78%
<b>% achieving expected standard in KS2 in maths</b>	75%	81%	79%
<b>Progress score in maths</b>	+0.20	+0.15	

<b>KS1</b>	<b><i>Sacred Heart Pupils eligible for PP (10 pupils)</i></b>	<b><i>All Sacred Heart Pupils</i></b>	<b><i>National Average of pupils</i></b>
<b>% achieving expected standard in KS1 in reading</b>	60%	80%	75%
<b>% achieving expected standard in KS1 in writing</b>	50%	75%	69%
<b>% achieving expected standard in KS1 in Maths</b>	60%	87%	76%
<b>Year 1 Phonics</b>	<b><i>Sacred Heart Pupils eligible for PP (3 pupils)</i></b>	<b><i>All Sacred Heart Pupils</i></b>	<b><i>National Average of pupils</i></b>
<b>% achieving expected standard in Year 1 phonic screening</b>	66%	98%	82%
<b>Foundation Stage</b>	<b><i>Sacred Heart Pupils eligible for PP (3 pupils)</i></b>	<b><i>All Sacred Heart Pupils</i></b>	<b><i>National Average of pupils</i></b>
<b>% achieving expected or exceeding standard in reading</b>	66%	81%	77%
<b>% achieving expected or exceeding standard in writing</b>	33%	75%	74%
<b>% achieving expected or exceeding standard in Maths</b>	Numbers % Shape, Space & Measurement 66%	Numbers 79% Shape, Space & Measurement 83%	Numbers 80% Shape, Space & Measurement 82%
<b>% achieving a good level of development</b>	33%	73%	72%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A.</b>	Pupil Premium children are making less progress in writing than other pupils
<b>B.</b>	High Ability Pupil Premium Children are making less progress than other high ability children across the school
<b>C.</b>	Pupil Premium children perform well in Grammar, Punctuation and Spelling tests but do not consistently apply punctuation and grammar skills to their independent writing.
<b>D.</b>	Attainment in reading for Pupil Premium Children
<b>E.</b>	Behaviour of a very small number of Pupil Premium Children impacts on their learning

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

<b>E.</b>	Average Attendance of Pupil Premium Children is 93% lower than whole school attendance (97%). Persistent absence (less than 90%) of pupil premium children is 17% higher than whole school attendance (4.6% had less than 90% attendance). Attendance at after school booster sessions for Pupil Premium children was lower than that of other children so these now take place during school lunchtimes. Home support for some pupils with reading, spelling, aspirations etc.
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#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rate of progress across the school for pupils eligible for Pupil Premium in maths particularly in KS1	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
<b>B.</b>	Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium	Pupils eligible for Pupil Premium identified as higher ability make as much progress as other pupils across KS2 in maths, reading and writing.
<b>C.</b>	Improve standard of independent writing for Pupil Premium pupils	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment of independent writing across the curriculum at the end of each year.
<b>D.</b>	Improve attainment in reading for Pupil Premium Pupils particularly in KS1.	Pupils eligible for Pupil Premium meet age related expectations as measured by teacher assessment at the end of each year.
<b>E.</b>	Improved attendance rates for pupils eligible for Pupil Premium	Persistent absentees among pupils eligible for Pupil Premium reduced to less than 3%. Overall attendance improves from 95% to 98% in line with non Pupil Premium children. 100% attendance at Year 6 booster sessions.

## 5. Planned expenditure

**Academic year**                      **2019 to 2021 – Due to school lockdown we are carrying forward the actions from last year alongside new actions**

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?
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem-termyly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and discuss after session. Target area for interventions to be identified by teacher. CPD for teachers on Accelerated Progress. Enigma Maths Hub Mastery Project.	Progress across the school has improved and the concrete, visual, abstract process is embedded. There are however where pupils are struggling and teachers need to unpick gaps in learning.	Termly development days led by external advisor ( B Westacott). Lesson observations Summer 2020  Impact in Maths sessions in maths for Year 3 and Year 5 other year groups to also deliver a short input on maths in their year group and the Singapore Maths approach.	Deputy Head	Oct 2021
Improve standard of independent writing for Pupil premium pupils	Ongoing CPD on improving writing through teaching skills of proof reading and editing. Moderation of writing in staff meetings focus on Pupil Premium CPD for teachers on Accelerated Progress. Purchase of and CPD on The Day Explorer and No More Marking	In school monitoring and analysis of teacher assessments and test results showed that pupils were not applying their knowledge of grammar and punctuation to their independent writing.	Termly Development Days ( N Cannon – Ruth Miskin Team) Impact in Writing parent sessions Year 2 and Year 4 In school and cross school moderation. SLT book scrutinies and monitoring timetable. Visits to local schools to research and purchase of resources to support handwriting and writing stimuli to engage pupils.	Literacy and Language Lead	July 2021
Improve attainment in reading for Pupil Premium Pupils.	CPD on developing reading skills. CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Attainment for KS1 pupils is low and although pupils perform well in phonic screening in Year 1 they do not meet expectations in reading at end of Year 2.	Staff INSET on developing reading skills. SLT and Year 6 to attend external courses and cascade during in school staff training. Staff training on Accelerated Reader and reports.	Assistant Head  Head Teacher	July 2021

	<p>CPD for Year 5 Reading Fluency  Fresh Start for Y5/6  Linked story books purchased for each year group and shared in class.  Regular story time sessions in class KS1 children will also be loaned copies of the shared texts to share at home. All staff to read regularly to class.</p>	<p>Attainment of More Able Pupil Premium children to be monitored to ensure teachers have high expectations.  Sources show the impact of teaching reading comprehension skills and the importance of delivering this alongside phonic teaching.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Data analysis of test results.  Impact in Reading sessions for Foundation Stage and Year 1 parents.  Resources for parents to support development of early reading.</p>		
<p>Improved Progress and attainment in reading, writing and maths.</p>	<p>CPD on Pupil Premium Passports and implementation across the school.  Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development.  CPD Skills Builder Framework – Enabling Enterprise.  Year 2 and Year 6 staff to attend moderator training</p>	<p>We wish to sharpen the focus on and awareness of Pupil Premium Children, their progress and barriers to learning on an individual basis.   Progress and engagement of Pupil Premium children to be noted during all lesson observations and book scrutinies.</p>	<p>Staff meetings on analysis of data , planning of interventions and impact.  SLT time to analyse interventions and their impact on individual pupil level.  Staff to be involved in the writing and monitoring of the Pupil Premium Strategy.  Dates for review of Pupil Passports to be put in diary.  Pupil Passports to be saved on the shared drive.  Staff Inset – Whole School Challenge Day</p>	<p>Head Teacher</p>	<p>Half Termly</p>
<p>Develop the use of high quality remote learning</p>	<p>CPD on use of technology and platforms to deliver remote learning.  As far as possible ensure pupils have access to appropriate access to technology and internet access.  Support for pupils to enable them to work independently.  Strategies on what they do if they get stuck. Promote their ability to reflect on their own work.</p>	<p>Due to the present situation re COVID 19 there is an identified need for the school to develop its ability to provide good quality remote learning that can be accessed by all pupils.</p>	<p>Staff meetings on use of technology   Parental questionnaire on access to technology at home and adequate internet access.   Remote Learning Policy to be implemented   SENCO and Family Workers to make regular contact with families.   Review of resources and loan of laptops – where possible.</p>	<p>Deputy Heads</p>	<p>Monthly</p>
<b>Total budgeted cost</b>					<p>£26,110</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?
<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>E.Improved attendance rates for pupils eligible for Pupil Premium</p>	<p>Assertive Mentoring for pupils.</p> <p>Growth Mindset to be reinforced across the school</p> <p>Skills Builder Framework to be implemented across the school.</p> <p>Teaching assistants to meet over the course of a week with pupil premium pupils for corrective teaching</p> <p>One to one support for targeted pupils who struggle with behaviour expectations and focus.</p>	<p>Sources show the impact of focused mentoring and feedback</p> <p>an<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>	<p>A day a term to be timetabled for all class teachers. Staff training on effective assertive mentoring and review of recording sheets.</p> <p>Targeted pupils to have weekly mentoring meetings led by designated teaching assistant.</p> <p>Staff training by Osiris on growth mindset. Regular input during staff meetings and assemblies.</p> <p>Growth Mindset sessions for all classes termly.</p>	<p>Assistant Head</p>	<p>July 2020</p>
<p>B.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>C.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>D.Improve standard of independent writing for Pupil premium pupils.</p>	<p>Intervention Groups</p> <p>Singapore Maths</p> <p>RWI Phonic Groups</p> <p>RWI Phonic one to one</p> <p>FS Pinny Time</p> <p>Fresh Start</p> <p>Precision Teaching</p> <p>Corrective Teaching</p> <p>Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p> <p>One to one support for targeted pupils who struggle with behaviour expectations and focus.</p>	<p>Identified pupils will be supported in small groups during the school day. Sessions are taught by trained teaching assistants or teachers. Focus will be subject specific and bespoke to the pupils' needs. Research EEF recommend Small Group Tuition as an effective strategy (EEF Teaching and Learning Toolkit)</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/</a></p>	<p>Monitoring of interventions both internal and external (Maths and English Development Days, Monitoring timetable, TA timetabled Spring Term observations).</p> <p>Termly Pupil Progress Meetings</p> <p>TAs amd teachers to identify pupils for corrective teaching and precision teaching.</p>	<p>Deputy Head</p>	<p>Termly</p>

<p>A.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.  B.Improve standard of independent writing for Pupil premium pupils.  C.Improve attainment in reading for Pupil Premium Pupils.  D.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension.  Accelerated Reader  Sam Learning  Education City  10ticks multiplication</p>	<p>Research recommends that digital technology when used effectively to supplement quality teaching can impact positively on pupil progress.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/</a>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Half termly monitoring of pupil progress and use of technology using reports produced by programs.  Ongoing assessment of pupil progress by class teachers.  Termly Pupil Progress Meetings.</p>	<p>Head Teacher</p>	<p>Half termly</p>
<p>A. Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.  B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.  C.Improve standard of independent writing for Pupil premium pupils.  D . Improve attainment in reading for Pupil Premium Pupils.  E Improved attendance rates for pupils eligible for Pupil Premium Higher rates of progress across</p>	<p>Behaviour Support for a small group of pupils.  Drawing Therapy, Lego Therapy, Reading Dog .  CHUMS , My Hidden Chimp, The Explosive Pupil resources.  Lunchtime Hub for selected pupils to help develop social skills.   Curriculum Review to assess sequence and progression and the offer of our wider curriculum.</p>	<p>To develop pupils' resilience, coping skills, confidence, success achievement and relationships Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit)  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-andemotional-learning/</a>   Ofsted Review identified - A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities.</p>	<p>One to one support provided by designated teaching assistant or Family Worker.   Resources for Lego Therapy   CPD for staff –CHUMS, Lego Therapy.   Staff Meetings and Subject Coordinator time to review the curriculum.</p>	<p>SENCO</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<p>£39,500</p>

### iii. Other approaches

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?
Increased attendance	<p>Family Workers and Attendance Officer to liaise with EWO regarding home visits and support for parents to improve attendance for targeted pupils.</p> <p>Additional support for children and parents who are anxious about returning to school following the lockdown.</p>	<p>Various sources identify the impact of poor attendance on pupil progress. Children can not benefit from the support and teaching if they are not regularly attending school. Improved attendance and punctuality rate impacts upon standards. "Similarly, more successful schools 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 barriers they face in getting their children to school." (Supporting the attainment of disadvantaged pupils, DFE, Nov 15) National Audit Office, Improving school attendance in England; "Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in Performance management of Attendance Officer Deputy Head Appraisal review (Jan 2017) absence would result in many pupils receiving greater benefit from their education."  <a href="https://www.nao.org.uk/report/improving-schoolattendance-in-england/">https://www.nao.org.uk/report/improving-schoolattendance-in-england/</a></p>	<p>Regular meetings and discussions between attendance officer EWO and Family Workers.            Family Workers to meet with parents.            Termly reports to governors on attendance.            Emphasis on importance of attendance during Impact in Learning sessions</p>	Attendance Officer	Half termly
Increased aspirations and life experiences for Pupil Premium Children.	<p>Extra curricular activities including:            Young Voices Concert at O2- Year 5            Marvellous Mini Sing for year 2 pupils            Shakespeare for Schools Festival            Greenpower Car Race            Piano lessons            Multisports            Taekwondo            Gymnastics            Drama            Dance            Football Club            Yes Programme</p>	<p>Some pupils eligible for PP do not have opportunities to experience activities before or after school, or at weekends. It is our intention to provide access to a range of clubs, free to all pupils  <a href="http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment">http://www.nuffieldfoundation.org/news/outschool-activities-improvechildren%E2%80%99s-educational-attainment</a></p>	<p>Places for PP pupils to be prioritised            PP pupils encouraged to attend by class teachers Family workers and safeguarding lead to signpost families            Observations            Participation levels            Feedback from pupils and families</p>	Head Teacher	Half termly



	KNEX Challenge for Year 5/6				
Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Themed coffee mornings for parents. Targeted Workshops for invited parents – Phonics, PEEPS. English Linked Texts sent home for children to share with their parents as well as RWI book/Accelerated Reader.	Sources show that parental support is consistently associated with pupils' success at school although studies on how to improve parental engagement are less conclusive. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	Attendance registers to be analysed to monitor attendance of pupil premium children. Parent questionnaires – effectiveness of parent events and suggestions as to how we can increase parental involvement.		Half termly
Support pupils' social and emotional needs.	Skills Builder Project focus on developing Positivity and Resilience skills. Skills Builder Challenge day – Operation Moonbase. Well Being and Mindfulness assemblies/lessons and activities. Support for parents – Skills Builder resources and advice/signposting to resources eg <a href="https://parentzone.org.uk/Online">https://parentzone.org.uk/Online</a> Family Worker support for children and parents.	Following the National Lockdowns and school closure we recognise that many children need support socially and emotionally. To develop pupils' resilience, coping skills, confidence, success achievement and relationships Research EEF recommend Social and Emotional Learning as an effective strategy (EEF Teaching and Learning Toolkit) <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a>	Staff training on use of Skills Builder and develop their ability to assess the class and find resources on the updated website. Monitoring of use via staff and pupil feedback.  Parent and pupil questionnaire and pupil voice meetings.  Family Worker reports uploaded to CPOMS and supervision meetings to assess impact of support.		Monthly
<b>Total budgeted cost</b>					£13500

6. Review of expenditure				
Previous Academic Year		2018- 2019	Total budget £74,460	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost
Higher rate of progress across the school for pupils eligible for Pupil Premium in maths	CPD – Maths no problem- termly modelled intervention sessions to be delivered by Bernie Westacott – class teachers to observe and discuss after session. Target area for interventions to be identified by teacher. CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Use of concrete- visual/pictorial methods evident across the school. % of children achieving expected standard in maths at KS2 improved (2019 - 81% achieved the expected standard). 75% of Pupil Premium children achieved the expected. KS1 results improved for all pupils but not for Pupil Premium which stayed the same as last year 60% of KS1 Pupil Premium achieved expected. Impact in Maths sessions for Year 3 and Year 5 were well attended. Staff found lesson studies useful to see progression of skills across the school. Teachers worked with vertical year group colleagues.	Maths No Problem is used in all year groups it is difficult to complete all of the workbooks in Year 2 and year 6 prior to SATs. Careful consideration needs to be given to adapting planning in these year groups. Ongoing CPD has proved very effective and will continue. Fluid afternoon interventions addressing difficulties identified during the morning maths lesson have been effective and will continue. We will continue to review Maths Meetings to ensure they are used effectively to develop maths skills and maths fluency. Attendance of 2 of the Year 6 Pupil Premium children was below 90% and this impacted on their progress in maths. We have been accepted on Enigma Maths Hub Developing Mastery Project next year and will continue with this approach. Next year the lesson studies will be in a different subject (RE).	£6000
Improve standard of independent writing for Pupil premium pupils	Ongoing CPD on improving writing through teaching skills of proof reading and editing. Moderation of writing in staff meetings focus on Pupil Premium CPD for teachers on Accelerated Progress. CPD on Growth Mindset	Although there is some improvement in writing across the school Year 6 results were lower in Writing Teacher Assessment than in the Grammar Punctuation and Spelling SAT results . KS2 Pupil Premium 100% in GPS 50% in Wrtiing TA In school monitoring and analysis of teacher assessments and test results continue to show that pupils are not applying their knowledge of grammar and punctuation to their independent writing.Impact in Writing parent sessions Year 2 and Year 4 were well attended .  KS1 results 50% of Pupil Premium achieved expected in writing. This was lower than the 75% for all pupils in Year 2.	Pupils continue to need support with proof reading and editing. Children were often not responding effectively to teacher marking comments The school reviewed the feedback and marking policy within the school to address this. More emphasis is being placed on verbal feedback. .Links will continue to be made to Growth Mindset.. Writing and Boys Writing in particular continues to be a priority. Handwriting continues as a focus area for the next academic year. Monitoring shows that the new verbal feedback is having an impact but this is an area for development and we will continue with this approach next year. Year 2/6 staff visits to other local schools were very informative and a number of ideas were implemented. We will continue with this approach next year but will also send staff to KS1 and KS2 moderator training. Introduce the use of No More Marking programme.	£4500

<p>Improve attainment in reading for Pupil Premium Pupils.</p>	<p>CPD on developing reading skills. CPD for teachers on Accelerated Progress. CPD on Growth Mindset</p> <p>Linked story books purchased for each year group and shared in class. Regular story time sessions in class KS1 children will also be loaned copies of the</p>	<p>Reading results dipped in KS2 but 100% of pupil premium children met expected. The progress score for 3 of the 4 children was good. Data analysis of test results 100% of Pupil Premium children who were present for the test passed Year 1 Phonic Screening. One Pupil Premium child was absent for the testing period. KS1 60% met expected standard this is a particular area for development. KS2 100% met expected standard</p>	<p>Staff INSET on developing reading skills continues to impact on pupil progress. Staff are using Accelerated Reader reports. Data analysis of test results. Some link story books have been purchased but further books need to be purchased. We also need to continue encourage children to read non fiction books. RWI pinny time during afternoon sessions alongside targeted one to ones were successful and will be continued to support pupils in Year 1 and Foundation Stage. Fresh Start will be used in KS2 alongside Cracking Comprehension.</p>	<p>£4000</p>
<p>Improved Progress and attainment in reading, writing and maths.</p>	<p>CPD on Pupil Premium Passports and implementation across the school. Target Tracker reports to be produced half termly for pupil premium children and discussed with teachers regarding rate of progress and areas for development. CPD – Skills Builder/ Enabling Enterprise and whole School Challenge Day</p>	<p>Pupil Premium Children have individual Pupil Premium Passports. Target Tracker reports for pupil progress meetings and pupil premium staff meeting. Progress Measures for Pupil Premium from KS1 to KS2 improved in reading, writing and maths.</p>	<p>Dates for review of Pupil Passports are in diary. These are also reviewed by SLT to monitor pupil progress across the school. Pupil Passports are saved on the shared drive. We will continue to allocate SLT time and staff meeting time to the review of Pupil Passports. Staff and pupils enjoyed the Skills Builder Challenge Day but this was expensive. Next year we will purchase the resources and run the day ourselves.</p>	<p>£500</p>

**ii.Targeted support –**

Desired outcome	Chosen action/approach	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)	Cost																														
<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.                      B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.                      C.Improve standard of independent writing for Pupil premium pupils.                      D . Improve attainment in reading for Pupil Premium Pupils.                      E.Improved attendance rates for pupils eligible for Pupil Premium</p>	<p>Assertive Mentoring for pupils.                       Growth Mindset to be reinforced across the school.                       Year 5 and Year 6 Newspaper Editing Team to include more able PP.                       Year Group staff to identify a teaching assistant mentor to meet over the course of a week with pupil premium pupils for corrective teaching.                       Skills Builder Framework to be introduced across the school</p>	<p>Progress score</p> <table border="1" data-bbox="734 252 1272 400"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>All Pupils</th> </tr> </thead> <tbody> <tr> <td>2018 -19</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>-1.98</td> <td>-1.79</td> </tr> <tr> <td>Writing</td> <td>-1.14</td> <td>-1.29</td> </tr> <tr> <td>Maths</td> <td>+0.2</td> <td>+0.15</td> </tr> </tbody> </table> <p>Progress measures are lower for Pupil Premium pupils than All Pupils in reading but higher in maths and writing. This continues to be an area of development.</p> <table border="1" data-bbox="734 539 1272 687"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>All Pupils</th> </tr> </thead> <tbody> <tr> <td>2017 -18</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>-0.35</td> <td>+0.47</td> </tr> <tr> <td>Writing</td> <td>-2.73</td> <td>-1.17</td> </tr> <tr> <td>Maths</td> <td>-0.35</td> <td>+0.19</td> </tr> </tbody> </table> <p>Attendance also continues to be and area of development. Average Attendance of Pupil Premium Children is 93% lower than whole school attendance (97%). Persistent absence(less than 90%) of pupil premium children is 17% higher than whole school attendance (4.6% had less than 90% attendance )</p>		Pupil Premium	All Pupils	2018 -19			Reading	-1.98	-1.79	Writing	-1.14	-1.29	Maths	+0.2	+0.15		Pupil Premium	All Pupils	2017 -18			Reading	-0.35	+0.47	Writing	-2.73	-1.17	Maths	-0.35	+0.19	<p>We will continue with Assertive Mentoring and also weekly mentoring meetings led by a designated teaching assistant for some pupils as needed.                      Staff training will continue particularly for new staff. A day a term to be timetabled for all class teachers. Staff training on effective assertive mentoring and review of recording sheets.                      Targeted pupils to have weekly mentoring meetings led by designated teaching assistant.                      Growth Mindset sessions for all classes termly had a positive effect.                      We will continue with these actions . Family Workers worked with families to try and improve attendance this will also continue.                      Staff and pupils enjoyed the Skills Builder Challenge Day but this was expensive. Next year we will purchase the resources and run the day ourselves.                      It has been difficult to allocate one TA per year group to lead interventions – staff have found it more effective to use TAs who were supporting in the lesson to lead the corrective teaching sessions so next year we will have a more fluid approach.                      Due to staffing cuts the Year 5 and Year 6 Newspaper was not published last year.</p>	<p>£12000</p>
	Pupil Premium	All Pupils																																
2018 -19																																		
Reading	-1.98	-1.79																																
Writing	-1.14	-1.29																																
Maths	+0.2	+0.15																																
	Pupil Premium	All Pupils																																
2017 -18																																		
Reading	-0.35	+0.47																																
Writing	-2.73	-1.17																																
Maths	-0.35	+0.19																																
<p>A.Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.                      B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.                      C.Improve standard of independent writing for Pupil premium pupils.                      D.Improve attainment in reading for Pupil</p>	<p>Intervention Groups                      Singapore Maths                      RWI Phonic Groups                      RWI Phonic one to one                      FS Pinny Time                      Fresh Start                      Precision Teaching                      Corrective Teaching                      Lunchtime class teacher led fluid subject specific interventions to address difficulties/misconceptions during morning sessions (4 days a week).</p>	<p>One to One interventions looking at issues from morning maths lessons and phonic assessments were felt to be effective. This was also an observation from our teaching assistant observations. Teacher do need to monitor how the time spent on interventions impacts on pupils' class experiences and work.</p>	<p>TA time to be used for One to One interventions looking at issues from morning maths lessons were felt to be effective. Teachers also deliver 15 minute corrective teaching interventions at the end of the lunch break these are often maths interventions.                      The phonic interventions were particularly effective and we aim to start these earlier next year.                      Precision teaching was found to be effective.</p>	<p>£12000</p>																														

<p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D.Improve attainment in reading for Pupil Premium Pupils.</p>	<p>Digital Technology to support development of reading skills including skimming and scanning and comprehension.</p> <p>Accelerated Reader</p> <p>SAM Learning</p> <p>Education City</p>	<p>Review of programs show that Pupil Premium Pupils are not using programs at home so the impact of these is lower than expected.</p>	<p>Accelerated Reader continues to be used effectively. We have decided not to renew other programs as children were not using them at home and so were not having the full advantage of the program.</p> <p>This year we will continue to encourage the use of Education City and SAM Learning at home and in school. We are also introducing No More Marking do aid moderation of writing.</p>	<p>£11000</p>
<p>A. Higher rate of progress across the school for pupils eligible for Pupil Premium in maths.</p> <p>B.Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p> <p>C.Improve standard of independent writing for Pupil premium pupils.</p> <p>D . Improve attainment in reading for Pupil Premium Pupils.</p> <p>Elmproved attendance rates for pupils eligible for Pupil Premium Higher rates of progress across KS2 for higher attaining pupils eligible for Pupil Premium.</p>	<p>Behaviour Support for a small group of pupils.</p> <p>Drawing Therapy, Lego Therapy, Reading Dog, CHUMS.</p> <p>Brilliant Behaviour INSET for staff January 2019.</p> <p>CPD for HT – The Explosive Pupil Nov 2018</p> <p>Team Teach Training for Identified Staff.</p> <p>Training on Trauma and Brain Development/ Behaviour/Attachment for teachers.</p>	<p>Pupils have benefitted from Lego Therapy, Drawing Therapy, CHUMS workshops, Reading Dog, Knitting Club, Taekwondo . Behaviour and well being support has been matched to the needs of the child and the impact has been regularly reviewed. We have also invested in staff training so that staff can deliver support in house.</p> <p>Staff have a clearer understanding of the reasons that cause behaviour issues and how to de-escalate situations.</p> <p>We have also bought in time from a clinical psychologist to work with individual pupils and families.</p> <p>We have started a weekly lunchtime hub to support children who struggle to interact appropriately on the playground.</p> <p>One of our Family Workers also meets individually with children to work through My Hidden Chimp pupils have their own copy of the book.</p>	<p>We will continue with these behaviour and well being support groups.</p> <p>A record will be kept on CPOMS so that an overview of interventions that each child has accessed is readily available to staff.</p> <p>Further staff training on de-escalation.</p>	<p>£9460</p>

<b>iii. Other approaches</b>				
<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>
Increased aspirations and life experiences for Pupil Premium Children.	Extra curricular activities and clubs.	Ongoing – pupil engagement is good in after school activities.	All Year 5 pupils attended the Young Voices concert. Next year all Year 2 will take part in the local Marvellous Mini Sing	£6000
Increased parental engagement .	Impact in Learning Parent Workshops at least one per year group. Targeted Workshops for invited parents – Phonics, PEEPS.	Parent engagement has improved.	Attendance sheets for workshops to be analysed so that we can qualify % of Pupil Premium parents who attend. Family Workers to make contact with those parents who do not engage. This year all Pupil Premium children in Foundation Stage will be given a RWI phonics card kit.	£4000
Improved attendance for Pupil Premium Children	Family Workers to work one to one with parents of persistent absentees. Attendance officer and EWO to work with Family Workers to improve attendance of Pupil Premium Pupils.	Family Workers developed a good relationship with the parent of persistent absentee and made frequent home visits.  In school data shows that 9 of our pupil premium children have below 90% attendance for 2018-2019 (89.6%, 88.4%, 89.6%,74.2%, 79.2%,79.1%, 84%,84%,89.4%)  2015 Absence for PP 7.2% 2016 Absence for PP 4.8% 2017 Absence for PP is 5% 2018-19 Absence for PP is 7%	This continues to be an area for development family workers and EWO 3 of the pupils with below 90% attendance are in the same family .	£5000