



3. Barriers to future attainment (for pupils eligible for PP) In-school barriers					
<b>A.</b>	High proportion of children eligible for PP funding are also SEND and EAL. This has an impact on progress at the end of each Key stage 2. [Source: ISAMs Y6: 65% =PP, 12% =SEND, 18% = SEND. 4/7 SEND pupils are also PP and 6/11 PP pupils are also EAL.				
<b>B.</b>	Many PP children across the school have gaps in learning in reading, writing and maths. [Source: KS1 SATs In-school Gap: <b>R</b> 18%; <b>W</b> 26%; <b>M</b> 24% - <b>Source:</b> KS2 SATs In-school Gap: <b>R</b> 4%; <b>W</b> 12%; <b>M</b> 7%				
<b>C.</b>	Many PP pupils enter school with limited experience of reading and comprehension skills. Writing is not a requirement of GLD expectations.				
External barriers					
<b>D.</b>	Attendance rates for some pupils eligible for PP is below the that of non PP children. This is a key factor to the widening of the attainment and progress gap for some PP pupils.				
<b>E.</b>	Some PP pupils have a range of other factors that affect their performance and attendance at school. In Primary CIN plans, CP, LAC, Domestic violence incidents witnessed, Early help referrals are all factors that influence the progress of non PP pupils. [Source: Safeguarding logs and vulnerable groups lists.				
<b>F.</b>	Social and emotional issues evident in some children eligible for PP funding which is having an impact on their academic progress				
Primary INDICATORS					
Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)			
<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
(89.0%)	(92.7%)	(92.9%)	96.0%	96.0%	95.8%
(23%)	(20%)	(18%)	8.2%	8.3%	9.6%
13%	18.5%	36%	-	-	-
13	17	25	-	-	-
Attendance rates for pupils eligible for PP Primary (Whole Academy)		Attendance rates for pupils eligible for PP Primary (Whole Academy)		Attendance rates for pupils eligible for PP Primary (Whole Academy)	
% - Persistent absence rates for pupils eligible for PP Primary (Whole School)		% - Persistent absence rates for pupils eligible for PP Primary (Whole School)		% - Persistent absence rates for pupils eligible for PP Primary (Whole School)	
FTE as percentage of the pupil PP group Primary (Whole School)		FTE as percentage of the pupil PP group Primary (Whole School)		FTE as percentage of the pupil PP group Primary (Whole School)	
Number of PP pupils receiving FTE Primary (Whole School)		Number of PP pupils receiving FTE Primary (Whole School)		Number of PP pupils receiving FTE Primary (Whole School)	
				Full year not yet released. Combined autumn- and spring-term instead.	

Number of days lost for PP due to FTE Primary (Whole School)		199	86.5	108	-	-
The percentage of PP pupils involved in CP cases Primary (Whole School)		(10%)	(9%)	(8%)	-	-
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>						
<b>A.</b>	The gap between the progress and attainment of PP pupils and non PP is closing.	The gap between PP pupils and Non PP pupils will reduce for progress & attainment in Y2 and Y6 Statutory Assessment Tests.				
<b>B.</b>	2018/19 The gap between the progress and attainment of SEND PP pupils and non-SEND PP is closing.	<ul style="list-style-type: none"> <li>❖ 2018/19 SEND PP attainment and progress gap has narrowed in comparison to Non SEND PP.</li> <li>❖ Y6 65% = PP, 12% SEND of these 4 are PP and SEND.</li> <li>❖ Y2</li> </ul>				
<b>C.</b>	2018/19 The gap between the progress and attainment of EAL PP pupils and non EAL PP is closing.	<ul style="list-style-type: none"> <li>❖ 2018/19 EAL PP attainment and progress gap has narrowed in comparison to Non EAL PP.</li> <li>❖ Y6 65% = PP, 12% SEND of these 4 are PP and SEND.</li> <li>❖ Y2</li> </ul>				
<b>D.</b>	2018/19 attainment of PP pupils in KS1 reading, writing and maths is in line with that of pupils not eligible for PP nationally.	At least % of PP pupils achieve age-related expectations or above in reading, writing and maths combined in KS1.				
<b>E.</b>	2018/19 High prior-attaining PP pupils make as much progress, than other higher prior-attaining pupils across the school in reading, writing and maths.	<ul style="list-style-type: none"> <li>❖ High prior-attaining PP pupils are showing progress and are working at greater depth at the end of Key Stages 1 and 2.</li> <li>❖ HA pupils in Y1, Y3, Y4 &amp; Y5 are targeted to meet greater depth at the end of each year.</li> <li>❖ HA pupils in Y1, Y3, Y4 &amp; Y5 are targeted to achieve greater depth at end of Key Stage.</li> </ul>				
<b>F.</b>	The number of days lost to learning for PP pupils through behaviour issues is diminishing 2018/19	<ul style="list-style-type: none"> <li>❖ Effective behaviour intervention strategies contribute to reduction in FTE for PP pupils.</li> <li>❖ FTE are reduced to be in line with Non PP pupils Target 2018/19 FTE PP =30 days lost.</li> <li>❖ 2017/18 FTE PP = 108 days lost Non PP = 36.5 days lost.</li> </ul>				
<b>G.</b>	Improvement in the percentage of PP pupil parents attending Parents' meetings 2018/19.	At least 90% of PP pupil's parents attend Parent meetings across KS1 and KS2.				
<b>H.</b>	Increased attendance rates for pupils eligible for PP 2018/19	<ul style="list-style-type: none"> <li>❖ Attendance for PP pupils is in line with NPP attendance at 96.6% or above.</li> <li>❖ Reduce the number of persistent absentees among PP children to 6.2% or below (NPP National Average).</li> </ul>				

<p><b>I.</b></p>	<p>Increase the number of PP pupils that take part in enrichment and extra-curricular activities across all year groups in 2-18/19</p>	<p>❖ All PP pupils have access to wide range of curricular and extra-curricular enrichment experiences. The percentage of PP participating in enrichment and extra-curricular is in line with non PP pupils.</p>
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## 5. Planned expenditure

### Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation [School calendared events]
Establishing 'Quality First Teaching' across Primary. Whole school focus on checking and responsive feedback	In 90% of lessons observed teachers will demonstrate that the learning of PP/SEND pupils is regularly checked to ensure they make effective progress in line with Non PP/SEND. to be successful.  In 90% of lessons/books observed teachers are providing a greater level of written feedback to support PP student.	Although teaching has improved considerably throughout Primary the need for a consistent understanding of what Quality First Teaching looks like and how each member of staff can improve will be the driving force.	Investment at leadership level in a teaching and learning team to oversee the introduction and implementation of Quality First Teaching. This team will lead whole school INSET and work with middle leaders throughout the year.	DF/PSLT	Impact report from KS leaders. Next steps identified and relative actions put into place.
Establishing 'Quality First Teaching' across Primary. Whole school focus on narrowing the vocabulary gap.	In 90% of lessons observed all students including PP/SEND understand key vocabulary and language to allow them to be successful. In 90% of lessons observed the teacher will be aware of any students falling behind and use wave 1 interventions to support the pupils.	Consistent delivery of Quality First Teaching across Primary.	Half-termly quality assurance of T&L Lesson observation proforma will include data from each intended outcome.  PP is an explicit focus for all observations this will be revisited in staff training throughout the year.	DF/PSLT	Impact report from KS leaders. Next steps identified and relative actions put into place.

10 day challenges	Raised achievement for PP pupils across Primary. Key focus areas identified with impact tracking and next steps identified at the end of each cycle.	Based on the national and in-house PP gap in achievement.	Launched with Primary Staff July 2017/18. CPD development time used strategically to ensure time to consider specific pupil's needs and make explicit plans to address these needs in their teaching.  QA process will require Impact Reports to be completed at the end of each cycle of challenge.	DF/PSLT	Impact report from KS leaders. Next steps identified and relative actions put into place.
Implement Primary Assessment policy consistently including Purple to Ponder so that PP pupils have absolute clarity of the next steps in their learning.	Raised level of responsive feedback for PP pupils across all subjects in Primary.  Improvement in next step learning for all PP pupils.	As identified by Ofsted Section 5 inspection October 2018.	QA process by PSLT to look at the impact of this strategy and to review interventions in place. This will be reviewed at the end of each term against attainment and progress CA data..	DF/PSLT	Impact report from KS leaders. Next steps identified and relative actions put into place.
Ensure PP pupils make progress in reading and become confident and proficient readers in line with their Non PP peers.	Accelerated progress by PP pupils from EY-Y6 who have not made sufficient progress in comparison to their age related expectation.	Reading is a lifelong skill that will open learning doors for all pupils.		DF/PSLT	Impact report from KS leaders. Next steps identified and relative actions put into place.
<b>Total budgeted cost</b>					<b>£173,770</b>

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>Develop the consistent use of strategies including responsive feedback.</p> <p>PP Pupils to be able to use key vocabulary to demonstrate their learning.</p>	<p>In 90% of lessons observed there is clear evidence of more responsive feedback in PP books (compared to non-PP students).</p> <p>In 90% of lessons, students were able to use key language required in their lesson.</p>	<p>"Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students". - EEF toolkit</p> <p>QA of lessons during learning walks to gather data from student voice.</p>	<p>Bok trawls by PSLT focusing on the effectiveness of responsive feedback for PP.</p> <p>Evidence to show that staff are positively discriminating towards PP students.</p> <p>Book walks/trawls looking at personalised comments for most vulnerable PP.</p>	<p>DF/MP RP/JP</p>	<p>Impact report from KS leaders.</p> <p>Next steps identified and relative actions put into place.</p>
<p>Greater interrogation of barriers to learning and the use of formative assessment to identify where intervention needs to be developed to help PP pupils remove their barriers to further progress.</p>	<p>In 90% of lessons/books observed teachers are providing a greater level of written feedback</p> <p>100% of all teachers are using insight to identify where PP pupils' learning is static and use strategies to overcome barriers.</p>	<p>Strategies focusing on understanding barriers to learning for Primary pupils and how best to support PP pupils to help remove the barriers to enable learning to progress rapidly.</p> <p>Quality of seating plans assessed during QFT process.</p>	<p>Impact reports completed by Key Stage Leaders 6 weekly.</p>	<p>DF/MP RP/JP</p>	<p>Impact report from KS leaders.</p> <p>Next steps identified and relative actions put into place.</p>
<b>Total budgeted cost</b>					£173,770

<b>iii. Other approaches</b>						
<b>Action</b>	<b>Intended outcome</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>	
Increasing attendance for all PP students	Average PP attendance is at least 96% and there is no gap between PP and non-PP attendance.  PP pupils who fall below 90% attendance become identified as part of the Attendance 10 Day Challenge.	Attendance rates of 95% and above enable pupils to make greater progress.	Half-termly tracking of interventions and support in line with TGSA attendance policy	PSLT/TGSA Attendance Team.	Impact reports every 3 weeks monitoring PP attendance rates.  Next steps identified and actioned by Class Teachers, PSLT and attendance Team.	
Implementing Mastery Maths across Primary.	To raise the understanding of maths across Primary and in particular PP pupils.	Mastery Maths is showing that pupils who understand the concepts of maths and have a good understanding of it are able to progress further than those who learn just to pass exams.	All maths teachers will deliver the programme across all year groups. Teachers will teach in subject specific and will specialism in maths. This will lead to consistent delivery of maths across the school.	MP/All Maths team in Primary.	Check points will give indications of success. The SATs results for 2017/18 show a significant increase in Maths results due to the implementation of this system.	
A range of strategies used for PP pupils when progress is limited:  Early literacy Accelerated Reader Precision Teaching Reading Project Lexia	PP pupils show progress within the intervention strategy being used.	Small group tuition = +4 months EEF toolkit. Data shows that many PP children are working behind age-related expectations to catch up with peers	Impact reports every 6 weeks on each programme. Analysed by SENco and Assistant Senco and Key Stage Leads. Next steps identified and strategy extended or new strategy implemented.	KS1L KS2L MIPH DIFE	Impact reports every 6 weeks on each programme	
<b>Total budgeted cost</b>					<b>£173,770</b>	



