

# High Hazels Academy - Pupil Premium Statement

1. Summary information					
<b>School</b>	High Hazels Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£83,160 - Infants £191,400– Juniors Total -	<b>Date of most recent PP Review</b>	09.10.17 John Keech Cravenwood Academy
<b>Total number of pupils</b>	Infants- 312 Juniors - 361 Total	<b>Number of pupils eligible for PP</b>	Infants - 33 Juniors - 127 Total - 160	<b>Date for next internal review of this strategy</b>	January 2019

2. Current attainment								
2017/18 data	EYFS		Y1		End of Key Stage One		End of Key Stage Two	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
% Achieving GLD	82%	70%						
% Passing the phonics test			53%	80%				
% Achieving Expected in reading, writing and maths					79%	68%	55%	71%
% Achieving expected in reading					83%	74%	59%	71%
% Achieving expected in writing					79%	73%	57%	90%

% Achieving expected in maths					83%	76%	62%	90%
% Achieving above in reading					33%	33%	14%	31%
% Achieving above in writing					29%	24%	5%	14%
% Achieving above in maths					29%	27%	27%	44%

	Year One		Year Three		Year Four		Year 5	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	56.5%	80.6%	56%	73.8%	71.1%	74.5%	59%	90%
Writing Attainment	47.8%	70.1%	56%	67.7%	63.2%	74.5%	57%	90%
Maths Attainment	65%	75%	60%	69%	76.3%	72.6%	62%	90%

### 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>	Oral language skills in EYFS are low for all pupils including Pupil Premium upon entering the school. In FS2, despite good intervention sentence formulation and subject specific vocabulary are a barrier. This slows reading and writing progress in subsequent years. This particularly impacts on writing at the end of KS1.
<b>B.</b>	There are a large amount of children in the school in all year groups who have gaps in their oral language skills. We have a large amount of children who are working at Level C on the English competency scale who need support with building vocabulary and sentence formulation. This impacts on their reading, writing and maths progress.
<b>C.</b>	Writing attainment in KS1 and KS2 and children attaining greater depth in writing.
<b>D.</b>	Lower core children who have been in the country for a good amount of time, but lack proficiency in English and attainment is slow.
<b>E.</b>	Attainment for children who are Pupil Premium in the current Y2, Y4 and Y6 across reading, writing and maths, particularly Pupil Premium boys.

<b>F.</b>	Emotional awareness and regulation. Children in school are not always able to manage stress and their emotions appropriately which impacts on them in test situations.
<b>G</b>	Consistently good and outstanding teaching in every year group particularly new NQTs and RQTs.
<b>H</b>	Comprehension of texts, particularly inference skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>I.</b>	Attendance rates for pupils eligible for PP are below the national expected attendance figures.
<b>J.</b>	Children who are eligible for pupil premium are disadvantaged in terms of the experiences they have had compared to their peers.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	In FS1 the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2, In FS2 children's sentence formulation scores will be in line with the expected level for their age.	<p>The majority of children in nursery will by the end of the year</p> <ul style="list-style-type: none"> <li>• 4 key word understanding</li> <li>• 4 key word expression</li> <li>• At least 10 early concepts from the Level 1 concepts big, little, noisy, quiet, in, out, under, top, empty, fast, slow</li> </ul> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• Clap 1,2 and 3 syllable words</li> <li>• Generate a rhyme</li> <li>• Know and use key vocabulary for food, animals, clothes, actions, parts of the body and transport.</li> </ul> <p>ESCAL data will show the majority of children are in line with their age. There will be less children highlighted as red flags when compared to this year's data.</p> <p>In FS2 children's ESCAL scores will show more children are in line with their age. There will be less children highlighted as red flags for sentence formulation when compared to this year's data.</p>

		<p>There will be a clear improvement in Listening, Understanding and Speaking scores.</p> <p>Parent voice will show that children's speaking and language has Improved over the year.</p> <p>Sentence formulation scores in particular will have improved.</p>
<b>B.</b>	Vocabulary teaching is fully embedded throughout the curriculum to ensure all children who do not have fluent English proficiency are supported to develop their vocabulary.	<p>Word Aware approach used by all staff in school in all areas of the curriculum resulting in improved pupil outcomes in all areas and less children needing additional booster interventions.</p> <p>Children pass through the VIP levels quickly when they do not have a SEN issue.</p>
<b>C.</b>	Writing attainment throughout KS1 and KS2 will show significant progress for all children and the gap will be closing between Pupil Premium and non Pupil Premium and the differences between Pupil Premium and national have diminished. There will be a greater number of children working at greater depth in writing in all year groups.	
<b>D.</b>	Progress for children in the lower core will have improved significantly. Teachers will target these children and ensure that vocabulary is a key focus across all areas of the curriculum and children who need further support are targeted for small group provision.	<p>Children in the lower core who do not have SEN will be making more rapid progress compared to their progress this year. English proficiency scores will have moved to at least C for the focus children. Children will be using their own vocab graphic organisers to improve and expand their vocabulary.</p> <p>Teachers will include vocabulary teaching in all lessons and this will be seen in learning walks.</p>
<b>E.</b>	The gap between Pupil Premium and non Pupil Premium will diminish for children who are PP and not SEN. The difference between Pupil Premium and national will diminish.	<p>When comparing data from 2017-18 there will be a clear improvement in attainment and progress for children who are Pupil Premium who are not SEN</p> <p>The gap between Pupil Premium and non Pupil Premium will have diminished in all year groups.</p>

<b>F.</b>	Emotional awareness and regulation is a barrier for many of our children in KS1 and KS2, particularly children in upper KS2 where a large majority are Pupil Premium.	Children will have strategies to manage stress and be able to manage their emotions when they find something difficult and have another go.
<b>G.</b>	Teaching will be consistently good across the school. All pupil premium children will receive teaching where they make progress in every lesson.	<p>All teaching will be consistently good or better to support children's outcomes. Triangulation will show the quality first teaching, accurate assessment and effective feedback is leading to good progress by children eligible for pupil premium.</p> <p>Data will show children are making continuing to make good progress where they are expected or greater depth and target children or groups will be making accelerated progress to close the gaps.</p> <p>All teaching by NQTs and RQTs to be judged at least good</p>
<b>H.</b>	Reading attainment improves in all year groups and children have the skills they need to tackle inference questions.	<p>The SSIF project outcomes will show that children have improved inference skills.</p> <p>As a result of the SSIF training, planning for reading has improved and reading attainment has improved on 2017-18 results.</p>
<b>I.</b>	Attendance for children eligible for Pupil Premium is above 95%. All pupil premium children/families who have had attendance support have improved from 2015-16.	<p>Attendance figures for children eligible for pupil premium will have increased on individual basis.</p> <p>There is a reduced number of Pupil Premium children who are PA.</p> <p>Attendance is at least in line with national</p>
<b>J.</b>	Children who are eligible for pupil premium access a range of opportunities to build on their first hand experiences, which will impact on their academic, social and wellbeing development.	<p>All Pupil Premium children will have taken part in an enrichment club over 2018-19.</p> <p>Pupil voice will show that children have access to a broad and balanced curriculum.</p> <p>Staff voice will show the impact of this on academic performance and wellbeing.</p>

5. Planned expenditure					
Academic year	2018/19				
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 teachingfor 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?
<b>There is improved attainment for pupils eligible for pupil premium in KS1 and KS2, in reading, writing and maths and the difference between national and non-PP children is diminished.</b>	To continue to improve the delivery and tracking of Read, Write Inc. ensuring this supports the attainment of children eligible for pupil premium particularly in the Juniors	EEF Toolkit Phonics (+4 months). Rose Review states that systematic teaching of reading is essential for success and that phonics should be taught effectively in order for children to develop fluency in reading.	Measure progress half termly through Read, Write Inc. assessments  Supporting staff delivering phonics based on individual need. Read, Write Inc training for all junior staff delivering phonics.  Key focus on children who did not pass the Y1 phonics screening in Y2 and early identification of children who need additional support for phonics coming up from FS2. Pupil Premium children prioritised for additional phonics support – precision teaching or small group phonics.  <i>See Phonics Action Plan</i>	Phonics leader	Review with data
	Rosenshine principles of teaching in the context of writing.  Refining the teaching of writing through the use of high quality texts,	Research based evidence on Rosenshine.	Monitoring and evaluation of delivering through learning walk.  Supporting with whole class and personalised CPD based on individual staff need.  Friday Flicks of books to monitor pupil progress and outcomes. All middle leaders to play a role in this monitoring.	Writing leader,  Curriculum Assistant Head	Review with data on a termly basis.

	vocabulary teaching, modelling and scaffolding learning.		<p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing.</p> <p>Teachers to prioritise feedback for children who are Pupil Premium.</p> <p><i>See Writing Action Plans</i></p>		
	<p>Shape Coding embedded as the approach to teaching new grammatical structures in FS2 and Y1.</p> <p>Shape Coding introduced for SEND and lower core children in KS2.</p>	<p>FS2 writing data shows how impactful shape coding has been for all children in FS2. This needs to continue to be used for these children in Y1 and throughout the school for children with difficulties with sentence formulation.</p> <p>Statistically significant rise in sentence formulation data from the ESCAL results 2017-18.</p>	<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing.</p>	<p>Writing leader,</p> <p>Curriculum Assistant Head</p> <p>Assistant Head Inclusion</p>	Review with data on a termly basis.
	Continue to develop teachers using the mastery approach to teaching maths through staff training and coaching and ensure children are challenged to achieve greater depth.	EEF shows that mastery learning has a positive effect on pupil progress (+5 months).	<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing</p>	Maths leader	Review with data on a termly basis.

			<p>Children who are not at the expected standard are prioritised for daily corrective teaching. Of this group, children who are Pupil Premium are prioritised for corrective teaching.</p> <p>Teachers to prioritise feedback for children who are Pupil Premium.</p> <p><i>See Maths One Page Profile</i></p>		
	<p>Inference training for all staff and engagement in the SSIF inference project.</p>	<p>Sheffield project funded by the Strategic School Improvement fund by lead literacy professionals.</p>	<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure children eligible for pupil premium are making good or better progress and the gap is diminishing</p> <p>Teachers to prioritise feedback for children who are Pupil Premium.</p>	<p>Reading leaders</p>	
	<p>Word Aware Pre teaching of vocabulary to be fully embedded in all lessons across the curriculum as a whole school approach.</p>	<p>Word Aware is a nationally recognised scheme for pre teaching vocabulary.</p>	<p>Reading, writing leaders and the Assistant Head for inclusion will work together to embed this as a whole school approach.</p> <p>Graphic vocab organisers to link small group pre teaching to the classroom and to allow children to store the</p>	<p>Reading and writing leaders</p> <p>Assistant Head Inclusion</p> <p>All SLT</p>	



			<p>vocabulary to refer to at a later stage implemented.</p> <p>Pupil voice on vocab organisers.</p> <p>Lesson observations and learning walks show pre teaching and vocab walls reflect this. Books show evidence of the impact of pre teaching vocab</p> <p>Children not at the expected standard for writing who are Pupil Premium will be prioritised for vocabulary support linked to their writing.</p>		
	<p>To provide appropriate support to quickly develop good teaching for all NQTs and Teach First students.</p> <p>To provide coaching support for all new staff to ensure good teaching in all lessons.</p>	<p>EEF funded - University of Manchester project ongoing.</p> <p>NCTL research into lesson study approach has shown this to be successful in developing teaching and learning.</p> <p>EEF toolkit – effectiveness of coaching.</p>	<p>NQT and student mentors to lead on this.</p> <p>All new staff have the opportunity to see good or better teaching in maths, reading and writing.</p> <p>All NQTs will have seen a good or better lesson for reading, writing and maths in Autumn 1.</p> <p>NQT time is given in blocks with a specific focus and a senior leader leading the session.</p> <p>NQTS have been given guidance on key Pupil Premium strategies such as prioritising feedback and corrective teaching to Pupil Premium pupils who are below the expected standard.</p>	<p>NQT mentor</p> <p>Teach First mentor</p> <p>SLT</p> <p>SLT</p>	

<p><b>Speaking and understanding of language for pupil premium children in EYFS will have improved. This has supported them with making good progress in reading and writing.</b></p>	<p>Language Interaction project in place for FS1 and FS2. Speech and language therapists to support new FS1 staff with extending and building upon children's language in snack time and within provision.</p>	<p>Speech and language service use Structured Snack time to support children with very low levels of language in specialist language centres with fantastic impact.</p> <p>Developing the language interaction work done successfully in previous years with a new team.</p>	<p>Staff training from the speech and language therapist.</p> <p>Speech and language therapist regular input to support planning and delivery of snack time. Video coaching and feedback to be introduced in the provision. CPD sessions in place as needs arrive through sessions.</p> <p>One specialist speech and language teaching assistants supporting snack time in the morning and afternoon session and planning the sessions with the team.</p>	<p>Assistant Head Inclusion</p>	<p>Review implementation at the end of each term.</p>
	<p>Embedding the use of whole class pre teaching of vocabulary alongside shape coding to support speech, language and writing in Y1.</p>	<p>Proven impact in the speech and language field. Many schools are using this as a whole school approach to teaching SPAG with success.</p> <p>Proven impact in 2016-17 on FS2 writing, particularly at greater depth and progress for writing.</p> <p>Shape Coding case study report from High Hazels shows impact since implementation.</p>	<p>Specialist support from the speech and language service.</p> <p>Support with planning from the speech and language therapist and Inclusion Assistant Head to the Y1 staff team.</p> <p>Pupil Premium children are prioritised for pre teaching groups.</p>	<p>Assistant Head Inclusion</p> <p>Speech and language therapist</p> <p>FS2 lead</p>	<p>Review implementation in Spring 1.</p> <p>Review with end of year data/observations in Summer 2016.</p>

	To develop the Early Years Foundation Stage to make it a language rich environment to contribute to effective oral development, particularly in the outside provision.	EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)	Monitoring and evaluation of Early Years classrooms to ensure a high quality of provision to support oral language development.  Adults to be trained to support children in the provision to build their language when children are using the outside provision.  LEAP and Play and Say intervention activities are used in provision  Children who are Pupil Premium are prioritised for additional small group intervention.	Assistant Head EYFS	Review with end of year data

<p><b>Provision for children in the lower core who are not SEND will be language rich and progress and attainment for these pupils will have improved.</b></p>	<p>Whole class teaching provides opportunities for children through support with planning and delivery of lessons.</p> <p>Children who are PP are prioritised for additional vocabulary intervention linked to writing.</p>	<p>Impact of Quality first teaching on increase progress and attainment.</p>	<p>Monitoring and evaluation of delivering through learning walk.</p> <p>Supporting with whole class and personalised CPD based on individual staff need.</p> <p>Friday Flicks of books to monitor pupil progress and outcomes.</p> <p>Assessments and data analysis to ensure more children eligible for pupil premium are working towards greater depth.</p> <p>Reading leaders to support with developing the teaching of vocabulary in class.</p> <p>All new staff trained in the Word Aware approach</p>	<p>SLT</p> <p>All assistant heads</p> <p>Assistant Head Inclusion</p>	<p>Review data at the end of each half term.</p> <p>Review with end of year data.</p>
	<p>Pre teaching language sessions implemented for all children below language proficiency C.</p>	<p>Oral language interventions (=5 months)</p> <p>Pre teaching vocabulary recommended as a strategy for all learners and particularly for children with EAL. Word Aware evidence.</p> <p>Pupil Premium children prioritised for language support.</p>	<p>TAs trained to deliver Word Aware pre teaching vocabulary groups.</p> <p>EAL breakfast clubs to be year group specific and link with stories and vocab being taught in class</p> <p>Graphic organiser introduced to link the pre teach vocabulary learning with the vocabulary in class.</p> <p>Monitored by the reading leads and Assistant Head for Inclusion. Supported by the speech and language therapist.</p>	<p>Reading leads</p> <p>Assistant Head Inclusion</p> <p>Speech and language HLTAs</p>	<p>Review pre teaching vocab groups at the end of each term</p> <p>Review reading and writing progress and attainment for these pupils.</p>

	Y4 English proficiency group set up linked to pre teaching and reading comprehension in class. Children who are PP are prioritised for this.	Oral language interventions (=5 months)	<p>Trained HLTA to run the bespoke group.</p> <p>Children targeted for the group who have been in the country for two years+ and have shown slow progress.</p> <p>Monitored by the Assistant Head for Inclusion and supported by the speech and language therapist.</p>	<p>HLTA speech and language</p> <p>Inclusion Assistant Head</p> <p>Y4 teachers</p>	Review reading and writing progress and attainment for these pupils at the end of the 6 week block.
<b>Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.</b>	Mindfulness and emotional regulation support for KS1 and KS2	<p>EEF - High Impact for very low cost (+8 months)</p> <p>Focus Psychology research paper</p>	<p>Pupil voice</p> <p>Parent workshops</p> <p>Delivered by teachers every day and supported by Ed Psych.</p> <p>Positive observed impact during test situations and positive impact on data.</p> <p>Inside Out work in all classes</p>	<p>Assistant Heads in each key stage</p> <p>Healthy Minds Champion</p>	Reviewed each term.

	Further developing teacher knowledge of Developmental Trauma and the impact of sensory needs for children and implementation of the new behaviour policy.	Proven impact in a number of local schools.	<p>Staff voice</p> <p>Parent voice</p> <p>Pupil voice</p> <p>Observed impact on the way that children deal with things that they find tricky. Increased resilience.</p> <p>Reduced number of recurrent behavioural incidents.</p> <p>Increased teacher knowledge of sensory and trauma issues ensures appropriate strategies are in place in class/school.</p>	<p>Assistant Head Inclusion</p> <p>Pastoral lead.</p> <p>Healthy Minds Champion</p>	<p>Reviewed in Spring 1</p> <p>Reviewed each half term.</p>
	Philosophy for Children sessions are fully embedded at gold level and evidenced by appropriate recording.	<p>EEF toolkit – Promising project – Initial results show good impact on children’s understanding and ability to talk about complex issues and construct arguments.</p> <p>It has proven positive impact on KS2 SATS scores.</p>	<p>Pupil voice</p> <p>Staff voice</p> <p>Speech and language assessment data</p>	<p>Philosophy for children lead</p> <p>Curriculum Assistant Head</p>	<p>Reviewed at the end of Autumn 2 – Review through Gold Award completion</p> <p>Review on termly basis</p>

<p><b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b></p>	<p>To further develop a broad and balanced curriculum to offer a range of visits, speakers and experiences to all children that they may not experience outside school</p> <p>To develop and facilitate a charter of enrichment which High Hazels children will have experienced by the time they transition to their next school</p>	<p>EEF Outdoor Adventure Learning (+3months)</p> <p>University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.</p>	<p>Monitoring and evaluating of the impact of trips and visits.</p> <p>Ensuring all children who are Pupil Premium are accessing trips.</p> <p>Pupil and staff voice around visits and trips</p>	<p>Curriculum Assistant Head</p>	<p>Reviewed by curriculum lead on termly basis.</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><b>Speaking and understanding of language for pupil premium children will have improved. This will support them with making good progress in reading and writing as they move through the school.</b></p> <p><i>Communication and language action plan</i></p>	<p>To continue the effective support and provision from small group speech and language interventions, which are personalised to children's needs. Children who are Pupil Premium and have this need are prioritised for this support.</p>	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>High level of evidence from Sheffield Speech and language service to support all the interventions we are using in school.</p> <p>With newer pre teaching groups we will be part of the evidence gathering trial group.</p> <p>Effectiveness of language support in previous years</p>	<p>Measure progress through termly assessments.</p> <p>Monitoring and evaluation of delivery of sessions.</p> <p>Support for 2 x speech and language TAs to other staff delivering the interventions. New staff delivering the interventions are coached and support by these staff.</p>	<p>Assistant Head Inclusion</p>	<p>Reviewed from Autumn 2 alongside data.</p> <p>Reviewed termly.</p>
	<p>To continue to support children with specialist 1:1 or small group interventions which will support oral language development. LEAP, VIP, NIP, pre teaching vocabulary – Word Aware, Timmy Time.</p>	<p>EEF Toolkit Early Years Intervention is highly effective (+5 months). Oral language interventions (=5 months)</p> <p>Intervention assessment records show impact over the last 4 years as we have built up a suite of effective interventions.</p>	<p>Measure through termly progress assessments</p> <p>SEN database monitors intervention progress for all individual children and by intervention.</p> <p>Parent workshops for all interventions.</p> <p>SEN database is updated by TAs</p>	<p>Assistant Head Inclusion</p>	<p>Reviewed termly with data.</p>



<b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b>	Children who are pupil premium are prioritised for enrichment activities at lunchtimes and after school to ensure they access a broad and balanced curriculum.	EEF Outdoor Adventure Learning (+3months)  University of Cambridge research shows that trips and experiences improve children's learning experiences and have a positive impact.	Termly reallocation of groups to ensure all children get a chance to attend a group/  Child voice feedback	Assistant Head Curriculum  Senior learning mentor	Reviewed termly  Review whole school end of year with enrichment map
<b>To support reading, writing and maths progress and to diminish the differences between Pupil Premium and non Pupil Premium and national through small group reading, writing and maths interventions.</b>	<b>To continue to run the small group interventions that are proven to work to support reading and writing Fisher Family Trust, 1<sup>st</sup> class@Number 1 and 2. To start pre teaching vocabulary and precision teaching.</b>	Intervention results for Fisher Family Trust and 1 <sup>st</sup> class@number 1 and 2 for the past 3 years.  Recommended in What Works intervention evaluations.  Evidence on pre teaching vocabulary word aware.  Educational psychology recommendation of precision teaching.	Interventions are monitored through SEND central database with TAs inputting a weekly comment, monitored by the intervention lead.  Any issues are flagged up with the SENCo who will identify where interventions are not working for children and change approach.  Pupil Premium children are prioritised for all of these interventions in order to diminish the difference between non Pupil Premium and Pupil Premium and the difference against national data.	Assistant Head Inclusion  Intervention lead  Learning support assistants	Reviewed half termly and end on end of year data.
<b>iii. Other approaches</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>

<b>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</b>	To ensure children's wellbeing and safety by supporting families eligible for pupil premium by subsidising uniform costs.	We know that supporting families in this way has ensured children are able to access uniform which fits them, allowing them to feel included in school life.	To identify the families in need of support.  Ensure support is accessible where needed.	Pastoral lead	Reviewed termly
<b>To ensure the engagement and involvement of parents in children's education which will lead to improved academic outcomes.</b>	To target specific families of vulnerable groups to improve knowledge and understanding of learning and the curriculum, so that these children can be better supported at home with their learning.	EEF Toolkit (+3 months) When parents are knowledgeable about how to support their child we have seen previous impact on that child's learning.	Parent voice monitored  All subject leaders' / year leaders to support with delivery of interventions.  Pastoral lead to monitor.	Curriculum Assistant Head  Senior learning mentor	Reviewed termly
	To support children and families eligible for pupil premium to complete high quality homework through homework club.	EEF Toolkit (+2months)  This gives all children the opportunity to access their home learning.  Parents are very supportive of this and would like it to continue.	Pastoral team.  Staff, pupil and parent voice.	Senior Learning mentor  Pastoral lead	Reviewed termly

<b>All Pupil Premium children will have improved attendance from 2017-18 to 2018-19 and there will be no gap between pupil premium and non pupil premium</b> <i>SDP Attendance</i>	To add capacity to the attendance team to allow them to work with all families in line with our attendance strategy to improve attendance.	Increased capacity for Safe and Well visits to safeguard children  Increase expertise of the pastoral team around attendance legislation  SSELP attendance project, which has improved impact on attendance in other schools.		Pastoral lead  Senior learning mentor	Reviewed termly
	To embed the 99 club and attendance catch-up		Termly implementation – Ensure rewards are timetabled.  Weekly certificate – scheduled weekly time to celebrate attendance/punctuality rewards.	Pastoral lead  Senior learning mentor	
	TA/learning mentor time to work with children when they arrive back at school after long leave to fill gaps in their learning.				

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all and 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>In FS1, the majority of children including Pupil Premium children will have expected levels of speech and language by the time they move to FS2.</p> <p>In FS2 children's sentence formulation scores will be in line with the expected level for their age.</p>	<p>Speech and language therapist 1 day a week</p> <p>Speech and language HLTA full time</p> <p>LEAP language intervention for all FS2 children</p> <p>Play and Say and Concept Cat intervention for all children.</p>	<p>FS2 ESCAL data</p> <p>Sentence formulation red flags Start of year:70% End of year:22%</p> <p>Comprehension red flags Start of year:45% End of year: 8%</p> <p>Vocabulary red flags Start of year: 42% End of year: 16%</p> <p>Significant improvements in language seen over the year. The number of red flags has significantly reduced. Of the children who have remained red flags 6 are a concern for language, 5 children who are NTE/low English proficiency and one child with SEND.</p> <p>Sentence formulation scores in FS2 have shown significant improvement since the implementation of shape coding. Children no longer finish FS2 with an average score, which is a red flag. The majority of children are moving to Y1 without a red flag in sentence formulation.</p>	<ul style="list-style-type: none"> <li>Significant speech and language support will continue for FS1 and FS2 as part of our curriculum offer. We are continually developing the support and improving upon CLL data and ESCAL scores year on year.</li> <li>To further develop shape coding to improve sentence formulation scores in both speaking and writing. CPD needed for teachers.</li> </ul>	<p>£28,865</p>
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<p>There is improved attainment for pupils eligible for pupil premium in EYFS, KS1 and KS2, in reading, writing and maths</p>	<p>Phonics training</p> <p>Maths and writing support from middle leaders for teachers.</p> <p>Targeted intervention groups.</p> <p>Pupil Premium AHT support.</p> <p>Pupil Premium targeted tracking grids.</p> <p>Achievement for All</p>	<p>Partially met</p> <p>Profile of children eligible for Pupil Premium is changing. We now have significantly more children who are Pupil Premium and have SEND.</p> <ul style="list-style-type: none"> <li>Where teaching and learning is good, the gap between pupil premium and non pupil premium is smaller or closed. The exception to this is Y6 where there was a high number of children who were SEND or SEND monitoring and PP and a high number of children with low English proficiency.</li> <li>Pupil Premium children are attaining well in FS2 and Y2 where the percentage of children who are SEND and PP is small.</li> <li>Effective intervention support has resulted in all children, particularly Pupil Premium who are prioritised for interventions making accelerated progress on interventions.</li> <li>Y6 and Y2 targeted tuition sessions continue to be effective and Y2 progress is particularly strong for Pupil Premium.</li> </ul>	<ul style="list-style-type: none"> <li>Support for new staff to ensure good quality first teaching is in place for all children is vital. Induction process relooked at to offer more support to new teachers in 2018-19.</li> <li>Continue to build capacity of middle leaders to support the AHT (Inclusion) and champion pupil premium. They are able to track pupil premium children closely and support teachers in next steps for these children.</li> <li>Continue to use the tracking grids as these pick out specific children who are not on track, particularly Pupil Premium and ensure children are targeted quickly. Where quality first teaching is the issue, this needs to be tackled quickly by SLT.</li> <li>Continue to use proven interventions to support progress and prioritise PP children including LEAP, VIP, NIP, Fisher Family Trust and 1<sup>st</sup> class@Number 1 and 2.</li> <li>Consider looking at Pupil Premium against non-pupil premium with and without children with</li> </ul>	<p>£136,730</p>
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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
Speaking and understanding of language for pupil premium children will have improved. This will support them with making good progress in reading and writing as they move through the school.	Speech and language therapist 1 day a week  Intervention lead Full time  Teaching assistant (Slovak speaking)	Achieved criteria but continuation of strategy needed. <ul style="list-style-type: none"> <li>Speech and language interventions show good progress for the majority of children who are on speech and language interventions.</li> <li>Where children are struggling to progress to the next level they are quickly identified and referred for more specialised speech and language support from the speech and language therapist on an individual communication plan.</li> <li>Language breakfast clubs are targeting vulnerable EAL learners with Stories for Talking and pre teaching.</li> <li>Whole school approach to vocabulary through Word Aware has been successfully implemented. Teachers are planning what vocabulary to teach in a more structured way.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language interventions are a continuing need, due to the low levels of language our children continue to enter school with.</li> <li>Breakfast club pre teaching needs to link more closely with the vocabulary and stories happening in the class to form links. To do this, breakfast club will need to be year group specific.</li> <li>Word Aware approach needs embedding across curriculum and for new staff and linked to pre teaching groups.</li> </ul>	£22,935

Children will be more aware of how they are feeling and will be able to talk about and manage their emotions better.	Mindfulness sessions  Educational Psychology time	Achieved criteria but continuation and development of the strategy needed to include KS1 <ul style="list-style-type: none"> <li>Reduced number of behaviour incidents from last year. When incidents did occur children were able to talk about how they were feeling and what they could do next time to manage that emotion.</li> <li>Pupil Voice stated that children felt mindfulness helped them to feel calm when they were feeling stressed or worried.</li> <li>Pupil Voice has shown that children like being able to use the Inside Out feelings charts to say how they were feeling. They felt that if they had a worry and put it in the worry box, an adult would help them.</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness will continue to be promoted by staff and pupils. It will be developed to be used in KS1 and EYFS to build upon the successes in KS2.</li> <li>Healthy Minds work on emotional regulation to continue.</li> <li>Sensory support for children in classrooms needs to be considered and appropriate support/strategies put in place.</li> </ul>	£14,000
There is improved attainment at greater depth, particularly in KS1 across reading, writing and maths	Tuition groups for Y2.  KS1 leader support with NQTs.  CPD for staff  Targeting children for greater depth.	<ul style="list-style-type: none"> <li>The amount of children achieving greater depth in reading and maths has improved significantly, particularly due to the tuition support.</li> <li>The amount of children at greater depth in Y2 and Y6 has improved on last year in maths and reading.</li> </ul>	<ul style="list-style-type: none"> <li>The most successful strategy for improving greater depth has been improved CPD for staff and teachers and leaders targeting children for greater depth.</li> <li>Next year we need to focus on improving writing at greater depth, vocabulary work will link strongly to this.</li> </ul>	£26,200

### iii. Other approaches

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
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<p><b>All Pupil Premium children will have improved attendance from 2016-17 to 2017-18 and attendance figures will be in line with national.</b></p>	<p>Attendance officer 1 day per week</p>	<p>Partially met Attendance has improved from last year for Pupil Premium children. There is still a gap between Pupil Premium and non Pupil Premium but the gap has narrowed. 94.36 PP and Non PP 95.79 – Juniors. For the infants 93.17 PP and Non PP 93.9</p> <p>Juniors 2016-17 – PP – 94.2 2017-18 – PP – 94.36</p> <p>Infants 2016-17- 92.85, 2017-18- 93.17</p>	<p>Attendance is still significantly below national. Attendance officer support is not continuing, as it was not value for money based on the impact.</p> <p>New pastoral lead (AHT) assigned to lead on attendance. Pastoral team reallocated and attendance focus not just on follow up to attendance but also on catching up the missed learning.</p> <p>Build on attendance catch-up</p>	<p>£23,000</p>
<p>To increase the range of opportunities to develop character education. This will have a positive impact on wellbeing, academic and social development.</p>	<p>Prioritising Pupil Premium children for enrichment</p> <p>Funding for enrichment lunchtimes and after school clubs – TA/Teacher time</p> <p>Cost to subsidise trips</p> <p>Curriculum enhancement resources</p> <p>Pupil Premium parent support</p>	<p>The majority of children who are Pupil Premium children have taken part in an enrichment club over the past year. Pupil Premium children are prioritised for clubs and pupil voice shows that children enjoy their enrichment clubs. The parent support worker has been vital for engaging with hard to reach families and ensuring they are accessing enrichment opportunities.</p> <p>The Curriculum Assistant Head has worked with the middle leaders responsible for curriculum areas to improve our curriculum offer for children. The impact of this is that all our children are receiving a more effective wider curriculum and progress in subjects such as Science and Computing has increased. The educational visits offered throughout the school to all children are mapped out by the Curriculum lead to ensure all children, particularly Pupil Premium children are gaining these valuable educational experiences they may not otherwise have access to. Subsidising trips ensures access for all pupils.</p> <p>Children now have a range of leadership opportunities available to them and they can develop leadership skills in a variety of areas. Pupil voice has shown pupils are excited about these opportunities.</p>	<p>We have greater uptake for lunchtime clubs as many of our children have further educational commitments after school. Therefore the curriculum lead has focussed particularly on offering lunchtime clubs this year. Pupil Premium will continue to be targeted for enrichment opportunities.</p> <p>To develop the opportunities for leadership at all levels for children. (Pastoral Assistant Head)</p> <p>Development of curriculum charter.</p>	<p>£20,600</p>

