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## **Our Lady's Catholic Primary Pupil premium strategy statement 2018-19**

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

***"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith  
Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£60791	<b>Date of most recent PP Review</b>	Sept 18
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	<b>44</b>	<b>Date for next internal review of this strategy</b>	Sept 19/Reviewed during OFSTED June 19.

<b>FSM</b>	<b>Ever6</b>	<b>Pupil Premium Plus (Adoption Premium)</b>	<b>Services</b>
36	8	0	0

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

<b>Year Group</b>	<b>Total</b>	<b>FSM</b>	<b>Ever 6</b>	<b>Services</b>	<b>Adoption Premium</b>
Year 6	10	7	3	0	
Year 5	6	4	2	0	
Year 4	10	4	6	0	
Year 3	7	4	3	0	
Year 2	7	5	2	0	
Year 1	6	4	2	0	
Reception	6	4	2	0	
<b>Total</b>	<b>52</b>	<b>32</b>	<b>20</b>	0	

## 1A. Evaluation of previous year 18-19

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>
<b>A.</b>	<p>% of PP children achieving GLD is in line with National figures for non PP children</p> <p>% of PP children reaching yellow reading band will be in line with non-pupil children in Robin Class and Turquoise for Year 1.</p> <p>% of children passing phonics check will be in line with National figures for non PP children</p> <p>All PP children will pass the Year 2 phonics re-check.</p> <p>All PP children will make progress through their SPL programme.</p> <p>50% of PP children who did not get GLD achieve ARE at the end of KS1.</p>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>	<p>83.3% of PP children attained GLD – national 71.5%</p> <p>67% of PP children passed the year 1 phonics check. 33% who didn't are also SEND with EHCPs</p> <p>85.7% of PP passed the Year 2 phonics re-check. 1 children who did not is also SEND – scored 1 last year and 4 this year.</p> <p>100% of children made progress through language link and are no longer requiring the intervention.</p> <p>3/5 children who did not attain GLD are now on track to achieve ARE in reading at the end of KS1</p>
<b>B.</b>	<p>All PP children go on the school residential trip for 2017/18 (Or money is not a factor for them not going)</p> <p>PP children are active participants in after-school clubs and music tuition.</p> <p>More-able PP children have access to extra-curricular opportunities which will aid high self-esteem and attainment and progress in school.</p>	<p>Self-esteem of more-able PP remains high and will lead to good progress in all areas of the curriculum. Issue identified in 2015/16 'grey groups'.</p> <p>Success of last year's enrichment project reflected in the whole school data.</p>	<p>100% PP children attended the school residential</p> <p>90% of all PP children attended a club during the academic year with 70% attending 2 or more.</p>
<b>C.</b>	<p>PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</p> <p>PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p>	<p>The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.</p> <p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p>	<p>100% of SEN/PP made progress across the year. 68.8% made better than expected progress.</p> <p>100% of children made progress with their interventions – see breakdown in SEND report for Autumn 2018/19.</p>
<b>D.</b>	<p>All PP parents attend Parents Evening for their children.</p> <p>An increasing amount of PP children will attend Y3-6 homework clubs.</p> <p>All PP parents will attend phonics and reading workshops.</p>	<p>All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks</p>	<p>100% of PP parents attended October parent consultations.</p> <p>92% of PP attended the February parent consultations.</p>

E.	PP children attendance to be in line with school attendance – target set for 97% % of PP children who are persistently absent is equal or less than national data and non PP children in school	All Pupil Premium children will be in school at the correct time – calm and ready to learn.	Attendance for PP children was 96.2% Attendance for non PP was 95.6%

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2018-2019</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	<b>57%</b>	<b>75%</b>	<b>65%</b>
% achieving expected standard or above in reading	<b>71%</b>	<b>78%</b>	<b>73%</b>
% achieving expected standard or above in writing	<b>86%</b>	<b>91%</b>	<b>78%</b>
% achieving expected standard or above in maths	<b>71%</b>	<b>88%</b>	<b>79%</b>
Progress score in Reading	<b>+3.0</b>	<b>-1.47</b>	<b>0</b>
Progress score in Mathematics	<b>+2.2</b>	<b>-0.58</b>	<b>0</b>
Progress score in Writing	<b>-0.2</b>	<b>0.40</b>	<b>0</b>
KS1 attainment Writing	<b>57%</b>	<b>77%</b>	<b>75%</b>
KS1 attainment Reading	<b>57%</b>	<b>73%</b>	<b>75%</b>
KS1 attainment Maths	<b>71%</b>	<b>90%</b>	<b>79%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Access to language/number – especially from books/reading opportunities Lack of early speech and language opportunities
<b>B.</b>	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning, particularly speech and language concerns and Nurture/THRIVE needs – <b>40% of PP also have SEND needs. 28% of PP children have an EHCP.</b>
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>C.</b>	Parental engagement with school - especially regarding attendance at parents' evenings and completion of homework.
<b>D.</b>	Persistent Absence/Exclusion – children's lack of progress linked to their attendance in school.

#### 4. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>% of PP children achieving GLD is in line with National figures for non PP children</p> <p>All PP children will pass the Year 2 phonics re-check.</p> <p>At the end of KS1 70%+ of children will be at ARE for reading and the remaining will reach their target through accelerated progress.</p> <p>15% of Y2 children will be at GD for reading.</p> <p>The 2 PP children who failed their phonics check will make accelerated progress in their phonetical awareness and this will be measured by a substantial increase in their Y2 phonics check score and reading levels.</p>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>
<b>B.</b>	<p>PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</p> <p>PP children will also make good rates of progress through their interventions and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p> <p>Y2 SEND/PP children will improve their phonics check score</p>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>
<b>C.</b>	<p>All PP parents attend Parents Evening for their children.</p> <p>An increasing amount of PP children will attend Y3-6 homework clubs.</p> <p>50% PP parents will attend phonics and reading workshops.</p> <p>PP parents join the PTFA</p>	<p>PP parents actively engage with their child's learning, particularly in KS1 with early reading and number.</p>
<b>D.</b>	<p>PP children attendance to be in line with school attendance – target set for 97%</p> <p>% of PP children who are persistently absent is equal or less than national data and non PP children in school</p> <p>Exclusion rates for PP children are in-line with non PP and rates are below national averages.</p>	<p>All Pupil Premium children will be in school at the correct time – calm and ready to learn.</p>

5. Planned expenditure				
Academic year	2018/19			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To improve the quality/quantity of the teaching of reading in KS1	Reading Recovery teacher employed for 3.5 days per week	Data for 2017/18 indicated the success of intervention in children closing the gap in reading and returning to ARE in reading at the end of KS1.  We have been able to double the amount of this intervention	Monitoring and data analysis by SENCO and Principal	KE
All TA's and Staff receive effective CPD in teaching reading – with an emphasis on new staff and SEND/PP 1:1 staff.	KE to deliver workshops/supervision to Teaching Assistant and Staff using the principles of reading intervention	Feedback and impact of training carried out Summer 2018.	Reading data across school.  Monitoring activities  TA appraisals	KE
To support the PP children in Y5 & Y6	Experienced TAs to support the teacher in the delivery of the curriculum. This could be specific interventions (see green file) or facilitating the teacher in providing first quality teaching for PP children.	Data for 2016/17 & 2017/18 – this is a successful intervention that has been successful before. The extra adults can work 1:1 with PP children, as part of a small group or be responsible for whole class management which allows the teacher to work with PP children.	Data analysis for these cohorts  Monitoring activities  Pupil progress meetings	ZT and DC
Outcomes of Mid-Year Review:				
UNLESS STATED PROGRESS IS FROM September 2018 – December 2019 to show impact of the relevant intervention. Year 6 data is from year 4 (the first entry point in TT until September 2019).				



- ALL TAs have received some training from KE to support the teaching of reading.
- More opportunities for reading in Y1 and Y2 have been made available by restructuring support staff in these classes
- Majority of KS1 TAs have been observed – areas for development have been highlighted and support given. Re-monitoring scheduled.
- Investment in new books to ensure coverage in all KS1 classes
- Benefiting from the amalgamation with BBs.
- KS1 TA going to start FFT Wave 3 after some refresher training with KE

86% of PP to achieve the phonics check in Y1

In KS1 % of PP children on track for ARE is higher for PP compared to Non-PP but the % of Non PP to be exceeding ARE is higher amongst the Non PP.

#### KS1 ARE:

### Age Related Expectation Summary Report

Y1, Y2 - All Pupils (56 pupils)

56 pupils	Missing Assessment	Below	On Track	Higher
Reading	1 (1.8%)	13 (23.2%)	32 (57.1%)	10 (17.9%)

#### KS1 ARE PP:

### Age Related Expectation Summary Report

Y1, Y2 - Pupil Premium (12 pupils)

12 pupils	Below	On Track	Higher
Reading	2 (16.7%)	10 (83.3%)	0 (0%)

## Age Related Expectation Summary Report

Y1, Y2 - Not Pupil Premium (44 pupils)

44 pupils	Missing Assessment	Below	On Track	Higher
Reading	1 (2.3%)	11 (25.0%)	22 (50.0%)	10 (22.7%)

YEAR 6 PP v NON PP ARE:

## Age Related Expectation Summary Report

Y6 - Pupil Premium (7 pupils)

7 pupils Period: Yr6 Aut2	Below	On Track or higher	Higher
Reading	2 (28.6%)	5 (71.4%)	0 (0%)
Writing	3 (42.9%)	4 (57.1%)	0 (0%)
Mathematics	1 (14.3%)	6 (85.7%)	1 (14.3%)
Combined	Below in one or more	On Track or higher in all	Higher in all
	4 (57.1%)	3 (42.9%)	0 (0%)

# Age Related Expectation Summary Report

Y6 - Not Pupil Premium (25 pupils)

25 pupils Period: Yr6 Aut2	Below	On Track or higher	Higher
Reading	4 (16.0%)	21 (84.0%)	9 (36.0%)
Writing	7 (28.0%)	18 (72.0%)	6 (24.0%)
Mathematics	5 (20.0%)	20 (80.0%)	10 (40.0%)
Combined	Below in one or more	On Track or higher in all	Higher in all
	9 (36.0%)	16 (64.0%)	5 (20.0%)

Year 6 progress from Y4 PP v Non PP: (11 steps "expected")

## Progress Breakdown

Y6 - All Pupils (32 pupils)

All Pupils (32 pupils)	Reading	Writing	Mathematics	Average
Progressed by 14 steps or more	2 (6.3%)	0 (0%)	8 (25.0%)	3.3 (10.4%)
Progressed by 13 steps	7 (21.9%)	3 (9.4%)	8 (25.0%)	6.0 (18.8%)
Progressed by 12 steps	15 (46.9%)	16 (50.0%)	10 (31.3%)	13.7 (42.7%)
Progressed by 11 steps	2 (6.3%)	5 (15.6%)	1 (3.1%)	2.7 (8.3%)
Progressed by 10 steps	0 (0%)	3 (9.4%)	0 (0%)	1.0 (3.1%)
Progressed by 9 steps	1 (3.1%)	0 (0%)	0 (0%)	0.3 (1.0%)
Progressed by 8 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 7 steps	1 (3.1%)	0 (0%)	0 (0%)	0.3 (1.0%)
Progressed by 6 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	1 (3.1%)	0 (0%)	0.3 (1.0%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (3.1%)	0.3 (1.0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	4 (12.5%)	4 (12.5%)	4 (12.5%)	4.0 (12.5%)

- Missing data is because these 4 children were not on roll when we started using TT.

## Progress Breakdown

Y6 - Pupil Premium (7 pupils)

All Pupils (7 pupils)	Reading	Writing	Mathematics	Average
Progressed by 14 steps or more	1 (14.3%)	0 (0%)	2 (28.6%)	1.0 (14.3%)
Progressed by 13 steps	3 (42.9%)	1 (14.3%)	2 (28.6%)	2.0 (28.6%)
Progressed by 12 steps	1 (14.3%)	2 (28.6%)	1 (14.3%)	1.3 (19.0%)
Progressed by 11 steps	0 (0%)	1 (14.3%)	0 (0%)	0.3 (4.8%)
Progressed by 10 steps	0 (0%)	1 (14.3%)	0 (0%)	0.3 (4.8%)
Progressed by 9 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 8 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 7 steps	1 (14.3%)	0 (0%)	0 (0%)	0.3 (4.8%)
Progressed by 6 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	1 (14.3%)	0 (0%)	0.3 (4.8%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (14.3%)	0.3 (4.8%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (14.3%)	1 (14.3%)	1 (14.3%)	1.0 (14.3%)

Missing data is for a child who has joined in Year 5. She has made 8 Steps (reading), 6 (Writing) and 8 (maths) over 5 half terms.

## Progress Breakdown

Y6 - Not Pupil Premium (25 pupils)

All Pupils (25 pupils)	Reading	Writing	Mathematics	Average
Progressed by 14 steps or more	1 (4.0%)	0 (0%)	6 (24.0%)	2.3 (9.3%)
Progressed by 13 steps	4 (16.0%)	2 (8.0%)	6 (24.0%)	4.0 (16.0%)
Progressed by 12 steps	14 (56.0%)	14 (56.0%)	9 (36.0%)	12.3 (49.3%)
Progressed by 11 steps	2 (8.0%)	4 (16.0%)	1 (4.0%)	2.3 (9.3%)
Progressed by 10 steps	0 (0%)	2 (8.0%)	0 (0%)	0.7 (2.7%)
Progressed by 9 steps	1 (4.0%)	0 (0%)	0 (0%)	0.3 (1.3%)
Progressed by 8 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 7 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 6 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	3 (12.0%)	3 (12.0%)	3 (12.0%)	3.0 (12.0%)

**Total Planned Expenditure: £30763**

### b. 1-1 Intervention - Academic

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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1:1 Reading support for PP children who are below ARE in Y1 & Y2	20 minute 1:1 reading intervention delivered by a 'reading skills' trained teacher. (4 children 4 times a week. Two cohorts per academic year)	Data for 2017/18 – 100% of targeted children made rapid progress and achieved ARE in reading at the end of KS1.	Monitoring activities  Appraisals	KE
Identified children in EYFS and KS1 make significant progress with their language and communication skills.	Talk Boost Sessions (20 mins) 2- 3 times per week	Data for 2016/17 – this is an historic intervention that has been successful before.  A lack of language and communication skills impact on a child's learning in all areas as they proceed through the curriculum. This intervention is designed to tackle these issues early – entry to school or pre-school.	Entrance and exit tests for Talk Boost  Progress meetings  TA appraisals	ED – LW and CC
KS2 S&L interventions	Targeted S & L programmes for children based on initial assessments.	Data for 2016/17 – this is an historic intervention that has been successful before.	Assessments  Progress meetings  TA appraisals	ED – MC and RD
All teachers build a portrait of their PP children in order to meet their individual needs.	Termly 1:1 pupil conferencing	Data for 2016/17 – this is an historic intervention that has been successful before.  A teacher's knowledge of a child is fundamental to them providing a bespoke curriculum designed to raise attainment and boost progress. It also aids the development of positive self-esteem.	Attainment and progress data  Attendance	Class Teachers

## Outcomes of Mid-Year Review:

### Talk Boost

#### Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - Custom Filter (3 pupils)

All Pupils (3 pupils)	Reading	Writing	Mathematics	Average
Progressed by 3 steps or more	0 (0%)	1 (33.3%)	1 (33.3%)	0.7 (22.2%)
Progressed by 2 steps	2 (66.7%)	0 (0%)	2 (66.7%)	1.3 (44.4%)
Progressed by 1 step	0 (0%)	1 (33.3%)	0 (0%)	0.3 (11.1%)
No steps progress	1 (33.3%)	1 (33.3%)	0 (0%)	0.7 (22.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

1/3 children are SEND in receipt of an EHCP.

### S&L

#### Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - Custom Filter (4 pupils)

All Pupils (4 pupils)	Reading	Writing	Mathematics	Average
Progressed by 3 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	1 (25.0%)	2 (50.0%)	1 (25.0%)	1.3 (33.3%)
No steps progress	3 (75.0%)	2 (50.0%)	3 (75.0%)	2.7 (66.7%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

3 out of 4?? of these children have significant SEND needs and are in receipt of an EHCP plan.

All children have met their S&L targets on their My Plans for the Autumn Term. Children are progressing through listening and speech ladders as targeted.

Children are progressing within and through 'blank levels' as targeted.



**REDAING RECOVERY PROGRESS:**

- Currently two Y1 children are accessing full reading recovery programme
- One child is at WK 13 (out of 20) and Peter is on WK5.
- One child has made 13 levels – from Pink to green and is now on track to be finishing the intervention at ARE for Y1. Will need to be picked up as support from home not sufficient.
- Other child started on Red (level 5) and is now moved onto Yellow (Level 8). Slightly slower progress but still good.
- 1 child in Year 2 is accessing a reading intervention from KE (not reading recovery). 12 weeks of 3 sessions per week – a noticeable improvement into attitude to reading, as evidenced by Mum's comments in her record book. Moved from low Blue (9) to 17 which is low turquoise. Possible for her to be at ARE by the end of KS1.

**Total Planned Expenditure: £ See B**

**c. 1-1 Intervention - Social**

<b>Intended 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>
Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	1:1 THRIVE & Nurture support	This is an historic intervention that has been successful before. The school has used THRIVE for over 10 years and is a fundamental part of our make-up.	Rates of progress in class and through their class targets.  Attendance.  Exclusion rates.	ED- BS and LP
Children can access learning in class by attending to their sensory needs	Planned/targeted sensory diet through a 1:1 action plan.	Children with anxiety and sensory issues need to be taught about their feelings/needs in order to understand them and deal with them. Quick sensory breaks is a proven method of dealing with these and enables them to return to the class ready to learn.	Rates of progress through individual action plans.  Progress data.  Behaviour incidents.	MC/ED

**Outcomes of Mid-Year Review:**

3 out of 4 children in this cohort have significant SEND needs (EHCP).

7/8 PP children have made progress in **Thrive** assessments. For example Kyle Tucker has increased from Doing 51% to Thinking 59%. Strong home/school thrive links have impacted on behaviour improvements at home and increased independence and engagement at school as noted in TAF meeting (Feb 2019).

**Sensory Work**- 7 PP children use the sensory room. End of term reports from MC show high levels of engagement in exploring new sensory experiences and children benefiting and enjoying relaxation activities. Parents report on the positive impact that attending the sensory room has on the children and a noticeable difference if they do not attend a session. ED to MC to use Pupil Voice to capture the impact that the sensory room has on children using it for future end of term reviews.

## Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - 'THRIVE/NUTURE' (21 pupils)

21 pupils	Below	On Track	Higher
Reading	11 (52.4%)	8 (38.1%)	2 (9.5%)
Writing	13 (61.9%)	7 (33.3%)	1 (4.8%)
Mathematics	12 (57.1%)	8 (38.1%)	1 (4.8%)

In-Year progress: Sept

## Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - 'THRIVE/NUTURE' (21 pupils)

All Pupils (21 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	1 (4.8%)	1 (4.8%)	3 (14.3%)	1.7 (7.9%)
Progressed by 2 steps	9 (42.9%)	7 (33.3%)	8 (38.1%)	8.0 (38.1%)
Progressed by 1 step	4 (19.0%)	11 (52.4%)	8 (38.1%)	7.7 (36.5%)
No steps progress	5 (23.8%)	1 (4.8%)	1 (4.8%)	2.3 (11.1%)

**Total Planned Expenditure: £10600**

### d. Group Intervention - Academic

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Small group tutoring to provide bespoke tutoring for Y6 children to prepare them for their end of KS2 tests	2 hr small group tutoring per week.	Specific coaching and tutoring of Y6 pupils boosts the chances of them being successful in their end of year tests.  Historical data for PP KS2 SATs	Data analysis.	RM/DC

### Outcomes of Mid-Year Review:

Small group tutoring has started x 4 Maths and 4 x English

**Total Planned Expenditure: £3000**

<b>e. Group Intervention - Social</b>				
<b>Intended 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>
Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	THRIVE & Nurture small group supports  Implementation of THRIVE action plans.	Data for 2016/17 & 2017/18 – this is an historic intervention that has been successful before.  Increase in school roll.  The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Rates of progress.  Attendance.  Exclusion rates.	BS
To ensure children are settled and well fed in order to start the day	Selected children attended a 10 minute breakfast club where they are fed and engage in some calming social interaction.	Many of our children arrive at school agitated due to finding coming to school a stressful and anxious time. This enables them to engage with adults and other children in a calm manner and return to class ready to learn.	Rates of progress.  Attendance.  Behaviour records.	ZL
<b>Outcomes of Mid-Year Review:</b> See above data for THRIVE Children.				

## Key Stage Progress

Y2, Y3, Y4, Y5, Y6 - 'THRIVE/NUTURE' (13 pupils)

Reading

	Autumn 2 18-19					
Y1 Aut1 or End of KS1	No Assessment	40-60	Band 1	Band 2	Band 3	Band 4
No Assessment					Mylee D	Cody W
40-60		Kyle T	Jamie G Rosie S Todd T			
Band 1			Henry H			
Band 2				William H	Ryan D	Nathan D Janice J David S Cora S

Key:

Not Applicable 2 (15.4%)	Regressed 0 (0.0%)	Stuck 3 (23.1%)	Slow 2 (15.4%)	Sufficient 4 (30.8%)	Accelerated 2 (15.4%)
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Y2: Yr1 Aut1 to Yr2 Aut2  
Y3: Yr2 Sum2 to Yr3 Aut2  
Y4: Yr2 Sum2 to Yr4 Aut2  
Y5: Yr2 Sum2 to Yr5 Aut2

5+ points progress	7 points progress	8+ points progress
1+ points progress	2 points progress	3+ points progress
5+ points progress	8 points progress	9+ points progress
10+ points progress	14 points progress	15+ points progress

Total Planned Expenditure: £9100

**f. Learning Resources**

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Resources to support the successful implementation of the Primary Writing Project (PWP).	PWP	CAST evidence based decision on the rates of progress for PP children in their reading and writing.	Regular monitoring of T&L using the PWP approach  Rates of progress  End of year data	RM- LW /DC
To rapidly improve the reading ages of PP to ensure they close the gaps with their peers.	Accelerated Reader/Reading schemes/Picture books	Data for 2016/17 & 2017/18 – this is an historic intervention that has been successful before.	Analysis of Star Reader Scores  PP reading data	DC
To improve the mental maths capabilities of PP children	Mathletics	2016/17 data & 2017/18	Mathletics usage  PP Maths data	LW

**Outcomes of Mid-Year Review:**

After a review of **Mathletics** use across the school, it was decided not to renew the subscription as it had risen significantly in cost. LW to look at alternatives.

**Total Planned Expenditure: £2500**

**g. Staff Training**

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
An increase in the number of PP children achieving the expected standard or better in reading and writing.	PWP	CAST evidence based decision.	Regular monitoring of T&L using the PWP approach  Rates of progress	RM – Dc and LW

**Outcomes of Mid-Year Review:**

PWP continues to have a positive impact on the progress of ALL children but specifically PP children. There is an increase of 13% of PP to be on-track or better in Reading and an increase of 10% to be on-track or better in Writing. (Increase from July 2018). 90% of PP Non SEN are working at ARE or better in reading (an increase of 5%) and 85% in writing (an increase of 15%). 13% of PP children above ARE in Reading and 8.7% in writing. (Non- PP comparison is 22% v 14%).

### Age Related Expectation Summary Report

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (46 pupils)

46 pupils	Missing Assessment	Below	On Track	Higher
Reading	4 (8.7%)	13 (28.3%)	23 (50.0%)	6 (13.0%)
Writing	4 (8.7%)	16 (34.8%)	22 (47.8%)	4 (8.7%)
Mathematics	4 (8.7%)	11 (23.9%)	25 (54.3%)	6 (13.0%)

### Age Related Expectation Summary Report

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - PP/SEN (14 pupils)

14 pupils	Missing Assessment	Below	On Track	Higher
Reading	1 (7.1%)	7 (50.0%)	5 (35.7%)	1 (7.1%)
Writing	1 (7.1%)	9 (64.3%)	4 (28.6%)	0 (0%)
Mathematics	1 (7.1%)	7 (50.0%)	4 (28.6%)	2 (14.3%)

## Age Related Expectation Summary Report

Rec, Y1, Y2, Y3, Y4, Y5, Y6 - 'PP Non SEN' (20 pupils)

20 pupils	Missing Assessment	Below	On Track	Higher
Reading	1 (5.0%)	1 (5.0%)	13 (65.0%)	5 (25.0%)
Writing	1 (5.0%)	2 (10.0%)	13 (65.0%)	4 (20.0%)
Mathematics	1 (5.0%)	1 (5.0%)	14 (70.0%)	4 (20.0%)

## Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (136 pupils)

136 pupils	Missing Assessment	Below	On Track	Higher
Reading	2 (1.5%)	34 (25.0%)	69 (50.7%)	31 (22.8%)
Writing	2 (1.5%)	33 (24.3%)	82 (60.3%)	19 (14.0%)
Mathematics	2 (1.5%)	27 (19.9%)	71 (52.2%)	36 (26.5%)



Custom Filters may be created,  
edited, deleted and shared.

## Reading

Autumn 2 18-19								
Y1 Aut1 or End of KS1	No Assessment	40-60	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
No Assessment	Jacob T	Peter James W		Dolton P	Mylee D	Cody W	Macie A Tristan B Lewis W	Sarah-Louise D Holly-Victoria G Chloe M
40-60		Kyle T	Jamie G Millie H Scarlett R Rosie S Todd T	Amy B				
Band 1			Kyle S	En C Blake M				
Band 2				Leo D Harvey- Jay M	Harry B Bailey G Zaine H Brooke L Alysha S Preston T	Ella-Mae B K-lib G Evie J Poppy S Cora S	Caitlin C Tyler R Grace T	

Key:

<b>Not Applicable</b> 11 (29.7%)	<b>Regressed</b> 0 (0.0%)	<b>Stuck</b> 5 (13.5%)	<b>Slow</b> 5 (13.5%)	<b>Sufficient</b> 12 (32.4%)	<b>Accelerated</b> 4 (10.8%)
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Y2: Yr1 Aut1 to Yr2 Aut2  
Y3: Yr2 Sum2 to Yr3 Aut2  
Y4: Yr2 Sum2 to Yr4 Aut2  
Y5: Yr2 Sum2 to Yr5 Aut2  
Y6: Yr2 Sum2 to Yr6 Aut2

5+ points progress	7 points progress	8+ points progress
1+ points progress	2 points progress	3+ points progress
5+ points progress	8 points progress	9+ points progress
10+ points progress	14 points progress	15+ points progress
15+ points progress	20 points progress	21+ points progress

**Total Planned Expenditure: £6000**

## h. Enrichment/Raising Aspirations

<b>Intended 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>
To ensure that PP pupils have access to enrichment activities and educational visits.	Paying half of fee paying clubs for Pupil Premium children.	Historic data, attendance rates.  The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence and attainment in the classroom.	Monitoring of club registrations.  All PP parents made aware of their entitlement.	MW
To ensure that our more-able PP children are on target to be at greater depth in Reading, Writing and Maths	To offer a series of enrichment opportunities with particular focus on more-able PP children – these include educational visits, visitors into school and opportunities for curriculum enrichment in the arts.	Data for 2015/16 v data for 2016/17  The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.	Attendance data  Pupil progress meetings	RM and all staff

### **Outcomes of Mid-Year Review:**

EWO –  
Attendance for PP children from September 2018 to February 2019 **95.43%** against **96.16%**. Last year figures.....  
Exclusions from Sept 18 – Feb 18 – PP – 7 sessions, NPP 4 sessions. All PP children are SEND with social and emotional needs.  
Last year figures.....  
ALL PP children attended the school residential  
ALL PP children signed  
100% of PP children have attended school trips.

**Total Planned Expenditure: £1500**

### **i. Home Support (e.g. breakfast club, EWO etc.)**

<b>Intended 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>
Improvement in attendance and	To provide coaching and support for parents through a	Historic data of PP children.	Attendance data	ED - BS

engagement of all PP children.	parent liaison in school and a parent support worker in the community.  Parent support group- (BS ???) Timid to Tiger support group to run next term.		Progress data  CPOMS  Course attendance.	
Reduce and avoid exclusions of 2 named pupils.  Behaviour support plans have a positive effect of attainment and progress with particular reference to Y2 boys.	Behavioural Support Advisor to support school staff in meeting the needs of five pupils with extremely challenging behaviour to ensure that THRIVE intervention impacts on learning successfully.  Attendance of advisor at Team Around the Child Meetings (TACS).  Advisor offers support for 1:1 TAs	Attendance data.  Exclusions have gone down year on year since 2015/16.  Successful managed move.  History shows us that a child struggling with a behavioural need will not be able to access learning in the classroom. This support allows us to put in place individual behaviour plans and supervision for staff to ensure that learning disruption is kept to a minimum.	Historic exclusion data.  Attendance data  Pupil progress  TA appraisals	ED – DC and JH
Pupils make progress in line with their peers and close the gap where necessary.	Offer support/training and strategies for children/teachers and parents with complex learning needs.  Educational Psychologist (EP) supports school and family in Education and Health Care Plan (EHCP) applications/reviews.	Attendance  Pupil attainment and progress  This support has enabled the school to be successful if their application for further funding to support PP children who have SEN needs.	Pupil progress, behaviour, attendance, parent feedback.  EP reports & Reviews.  % of PP children make a minimum of 1 year's progress from their starting point.  My plans	ED- CW

### Outcomes of Mid-Year Review:

CW – Chris Wardle engagement-

Chris has supported the transition for Caleb into school since September, providing reports with recommendations and attendance at TAC meetings to support parents and teachers. This has been very successful- Caleb is making good progress and is now on the pathway for an ASC assessment.

Chris has contributed to the assessment of children's needs which has supported the successful application of EHCPs for 6 PP children (14 EHCPs in total) applied for. Chris has reviewed provision and attended TAC meeting for PJW in preparation for EHCP annual review. Advice given to TA and Teacher on how to move his learning forward. Reports and attendance at TACs and Annual reviews (transition) for two year 5 children requiring specialist provision.

Chris has supported the school to manage and move forward behaviour management for Cody, including attending two TAC meetings and professional advice for teachers. Chris has engaged with parents to improve their working relationship with the school. This has resulted in improved co-operation and in turn reduced exclusions for Cody.

**LWR -** Lisa Wallis-Reep initial visit included observation of PJW and meeting with SENCO and PJW's key adult to review and develop strategies within the behaviour support plan for dealing with aggressive incidences. These incidences have reduced to 0 in February.

<b>Total Planned Expenditure:</b>	<b>£8000</b>
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## 6. Additional detail

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