

## St. Margaret Clitherow

# 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					
Academic Year	2018 - 19	Total PP budget (Est)	£46,200	Date of most recent PP Review	June 2017
Total number of pupils	105	Number of pupils eligible for PP	25 (24%) <i>Equivalent to £1,478.24 pp</i>	Date for next internal review of this strategy	February 2019

#### Pupil Numbers for 2017-2018 (123 on roll)

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
21 (17%)	13 (11%)	0(0%)	0

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

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	4 (25%)	3(19%)	1(6%)	0	0
Year 5	8(38%)	5(24%)	3(14%)	0	0
Year 4	1(10%)	0(0%)	1(10%)	0	0
Year 3	4(31%)	3(23%)	1 (8%)	0	0
Year 2	6(29%)	5(24%)	1(5%)	0	0
Year 1	3(18%)	3(18%)	0(0%)	0	0
Reception	2(%)	2(%)	0(0%)	0	0
<b>Total</b>	<b>28 (27%)</b>	<b>21(20%)</b>	<b>7(7%)</b>	<b>0%</b>	<b>0%</b>

<b>2. Current Achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2017-2018 KS2</b>	<i>Pupils eligible for PP (National PP 2017) 37.5% SEND</i>	<i>Pupils not eligible for PP</i>	
		<i>School (32% SEND)</i>	<i>National 2017</i>
% achieving expected standard or above in reading, writing and maths at KS2	37.5% (48%)	36%	67%
% achieving expected standard or above in reading at KS2	62.5% (60%)	71%	77%
% achieving expected standard or above in writing at KS2	62.5% (66%)	57%	81%
% achieving expected standard or above in maths at KS2	37.5% (63%)	50%	80%
Progress score in Reading at KS2	-3.25(-0.7)	-1.9	0.3
Progress score in Mathematics at KS2	-5.2(-0.4)	-3.8	0.3
Progress score in Writing at KS2	-4.9(-0.6)	-4.1	0.2
<b>KS1</b>			
% achieving expected standard or above in reading at KS1	75% (63%)	73%	79%
% achieving expected standard or above in writing at KS1	50% (54%)	45%	72%
% achieving expected standard or above in maths at KS1	50% (62%)	45%	79%

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<b>3. Likely Barriers to Future Attainment</b> <i>(for pupils eligible for PP, including high ability)</i>	
<b>In-School Barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Learning Behaviours - lack of focus, confidence and resilience
B.	Historically poor teaching and inconsistent/low expectations leading to less developed key skills
C.	Social Emotional Mental Health issues faced by pupils, specifically anxiety, anger, resilience and self-esteem.
D.	High levels of pupil attachment difficulties.
E.	Increased likelihood of disadvantaged children having significant gaps in reading, writing and maths
<b>External Barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Narrow life opportunities, aspirations and enrichment experiences.
G.	Parental capacity to support and develop their child in areas such SEMH, attendance and attitudes to learning.

4. Desired Outcomes		Success Criteria / KPI Dashboard	Summative RAG Rating & Evaluation
a.	<b>Develop quality of teaching and raise expectations in order to maximise progress and attainment in reading, writing and maths for boys, SEN and more able. (A-G)</b>	a.1 Children will be able to talk about their learning and the progress they are making.	
		a.2 Progress of PP children will be in line with non-PP children in reading, writing and maths	
		A.3 First quality teaching and interventions explicitly target the needs of disadvantaged children in all year groups. Analysis of data shows good impact	
		A.4 The gap between 'school PP' and 'national other' will be diminished at the end of the EYFS, KS1 and KS2.	
		A.5 In Years 2-6 the children in receipt of PPG funding will make at least 7 steps progress.	
		A.6 In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments)	
		A.7 Increased percentage of disadvantaged pupils achieving ARE/GLD in Reading, Writing and Maths in each cohort.	
b.	<b>PP children's writing improves in line with non-PP children nationally at the end of EYFS, Key Stage 1 and at the end of KS2 (A-G)</b> <b>EYFS: 2 children</b> <b>Year 1: 3 children</b> <b>KS1: 6 children</b> <b>KS2: 4 children</b>	B.1 The gap between those children in receipt of PPG funding and 'national other' will be diminished.	
		B.2 Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.	
		B.3 Attainment at the end of phases for children in receipt of PPG funding will be at least in line with the national average.	
		B.4 In Year 2-6 the children in receipt of PPG funding will make at least 7 steps progress	
		B.5 In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments)	
c.	<b>Children will become more resilient, secure and confident. (A, C and D)</b>	C.1 Targeted children will build their resilience and feel more secure and confident which will in turn provide a firm foundation for them to be ready to learn.	
D.	<b>The needs of pupils with attachment issues are met so they make good progress. (D)</b>	D.1 Children with Behaviour/SEND plans will make accelerated academic progress and have increased social and emotional well-being.	
E.	<b>High aspirations, raised self-awareness, self-esteem and self-confidence are all developed with a growth mindset for disadvantaged children. Dream, Believe, Achieve (A-G)</b>	E.1 Children will show increased levels of engagement and motivation for their learning	
		E.2 Personalised learning resources are used to motivate children.	
		E.3 Pupils have access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc.	

## 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

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead
<b>Outcomes of Mid-Year Review</b>				
			<b>Total Planned Expenditure</b>	<b>£0</b>
			<b>Actual Expenditure</b>	<b>£ (%)</b>

## b. 1-1 Intervention - Academic

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<p><b>Year 6 make better than expected progress in reading, writing and maths and PP children in line with peers</b></p>	<p>Year 6 Booster sessions by SLT provide support for children below ARE to close the gap quickly.</p>	<p>Children will make good progress when their learning gaps are addressed regularly and precisely.</p> <p><b>EEF: small group tuition +4mths; individualised instruction +2mths</b></p>	<p>Termly PPMs Pupil Conversations</p>	<p>LD</p>		<p>2</p>
<p><b>The gap between PP children and non-PP children to diminish.</b></p>						
<p><b>Children make better than expected progress in reading, writing and maths across the school with PP children in line with peers.</b></p>	<p>Individual target focus. Daily Precision teaching and pre-teaching to address gaps and individualised programmes for SEND+PP AHT time (0.1)to work with teachers and teaching assistants to improve quality and impact of interventions.</p>	<p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p><b>EEF: small group tuition +4mths; individualised instruction +2mths</b></p>	<p>Children will be able to articulate their progress by showing and explaining how they have improved their work.</p>	<p>LD</p>		<p>1</p>

### Outcomes of Mid Year Review (Spring 2 data)

<p>Pupil Premium in year 6 have made accelerated progress in reading (5.3 points) and writing ( 5.6 points)which is better progress than their peers (4.1 and 4.4resp). At this point in the year expected progress is 4 points. Progress in maths is also higher for these children than for NPP (4.3 vs 3.6) although not accelerated. Attainment in reading for these children (75%) is above that of NPP (69.2%). Cohort changes in-year have affected progress towards targets as a child predicted to achieve the higher c=standards in all areas left the school in Dec and an SEND child took his place. The progress of PP children in Year 5 compares favourably with that of their peers although attainment, due to a large proportion of SEND children within the PP group, is significantly lower. Progress in Year 4 for the PP group (based on one child as the second child within this group joined mid-year) is accelerated in writing and maths and indeed higher than that of the NPP group. Progress in reading is in line and attainment is also largely in line with NPP. Year 3 have made accelerated progress in maths with attainment in line with NPP. Attainment of the PP group in Year 2 is stronger than that of NPP and progress in reading, writing and maths is in line with NPP. In Year 1/R two new children have joined the PP group since Feb 2019, one of whom is working below ARE. Two of the children are SEND and have daily phonics and reading support as well as access to ARC at lunchtimes. Progress in maths has been accelerated in EY for one child</p>	<p><b>Total Planned Expenditure</b></p>	<p><b>£4,324 (9%)</b></p>
	<p><b>Actual Expenditure</b></p>	<p><b>as planned</b></p>

from his starting point. One child is on track to reach the threshold for phonics. Progress of the group in reading is in line with NPP.

**End of Year Review**

GLD: 67% (PP 50%)

Year 1 Phonics: 73% (PP 33%)

KS2 Maths: 71% (PP children 50%); GD 6%

KS2 Reading: 77% (PP children 75%); GD 24%

KS2 Writing: 65% (PP children 50%); GD 12%

KS2 EGPS: 65% (PP children 25%); GD 24%

KS2 RWM: 59% (PP children 25%); GD 6%

No PP child reached the higher standards.

KS1 Reading: 78% (PP children 100%); GD 17%; (PP children 0%)

KS1 Writing: 65% (PP children 100%); GD 13% (PP children 13%)

KS1 Maths: 70% (PP children 88%); GD 9% (PP children 0%)

**Ofsted June 2019:** Leaders ensure that they spend the pupil premium funding appropriately. Although small in number in some classes, most disadvantaged pupils make similar progress to that of their peers. Improvements in teaching are showing signs of increased rates of progress for these pupils.'



### c. 1-1 Intervention - Social

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>Children will become more resilient, secure and confident and be ready for learning.</b>	<p>Thrive/Pastoral Intervention 4 afternoons per week to develop social and emotional wellbeing, enabling children to engage with life and learning. Support them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</p> <p>Lego therapy 4 lunchtimes per week</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being.</p> <p><b>EEF</b> <b>Social &amp; emotional aspects of learning +4 mths</b> <b>Individualised instruction +2 months</b></p>	<p>Termly reviews by SENDCO on the impact of action plans on academic outcomes.</p> <p>Weekly monitoring by SENDCo of pastoral/social interventions</p>	LD		1
<p><b>Named pupils with SEMH needs are supported to avoid exclusion</b></p> <p><b>Behaviour Support Plans impact on quality of learning and all children make good progress.</b></p>	<p>Behaviour Support/SENDCo to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully.</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn</p> <p><b>EEF</b> <b>Social &amp; emotional aspects of learning +4 mths</b> <b>Individualised instruction +2 months</b></p>	<p>Monitor progress of individual plans. Monitor achievement for group and individual children termly. Monitor exclusion/attendance/behaviour.</p>	LD		1
<b>Child will make good progress from their starting points in terms of academic progress and social, emotional and behavioural progress.</b>	<p>Provide personalised learning programme and enrichment opportunities to support social and emotional needs of children who are working below age related expectations</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p><b>EEF</b> <b>Individualised instruction +2mths</b> <b>Metacognition &amp; self-regulation +8mths</b></p>	<p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing. Children will be able to articulate their progress and show how they have improved their</p>	LD		1

<p><b>Y6 Pupils will be able to transition to secondary school with a raised self image and embedded strategies.</b></p>			<p>work. Termly data meetings will review the progress made.</p>		
<p><b>Outcomes of Mid Year Review</b></p>					
<p>Needs are clearly identified and bespoke pastoral interventions are provided appropriate to need. Pre-intervention behaviour audits are completed and used to analyse the impact following interventions. There is clear evidence of progress in confidence, turn-taking and self-esteem. Following the introduction of Class Dojo, there has been a significant improvement in behaviour with fewer incidents recorded and disruption to learning is now rare. The school continues to work effectively with outside agencies to support the needs of the children and recommendations are implemented and reviewed regularly.</p> <p><b>End of Year Review</b> Ofsted June 2019: ‘The additional funding for pupils with SEND is used effectively. Leaders review the support often and adapt it continually to meet pupils’ needs. Leaders have invested in provision to promote pupils’ achievement respect and character (ARC). In the ARC, pupils have specialist support throughout the day that ensures they reach their full potential. The ARC is a very warm, nurturing and caring environment that enables pupils to flourish, regardless of their background or ability. Equality is a strength of the school.’ ‘The school’s work to promote pupils’ personal development and welfare is good.’ ‘The behaviour of pupils is good. Pupils behave well in lessons, moving around the school and at social times. Pupils who spoke with the inspector reported that on rare occasions, behaviour can be disruptive. They also said that behaviour has improved significantly over recent years. This view is also echoed by a large proportion of pupils and parents who completed the surveys.’ ‘Leaders have worked hard to establish appropriate behaviour for learning. They have continually refined and developed their systems and policies to ensure that they are fit for purpose. The most recent records show a significant decline in recorded behaviour incidents. This is because staff manage inappropriate behaviour well and provide effective provision for pupils who struggle to manage their behaviour.’</p>				<p><b>Total Planned Expenditure</b></p>	<p>£5,700 (12%)</p>
				<p><b>Actual Expenditure</b></p>	<p><b>as planned</b></p>

d. Group Intervention - Academic						
Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>Children make accelerated progress in reading, writing and maths. PP children in line with peers.</b>	Provide appropriate support for PP children with SEN both in class and through group interventions every afternoon. Support teacher in the delivery of the curriculum with a focus on improving outcomes for pupils in receipt of PPG.	Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment. <b>EEF: small group tuition +4mths;</b>	Review of Provision Map Achievement data for interventions. Exclusion rates. THRIVE action plans. 80%+ targets met for PP children.	LD		1
<b>Year 3 children who did not achieve expected in writing at the end of KS1 make accelerated progress in their writing. 50% PP to reach ARE</b>	Pirate Writing Project - writing intervention for Y3 (not at ARE at KS1) led by a trained TA.	300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact: 84% of pupils became more confident and motivated to write 71% made more progress than their teachers had expected their spelling scores improved by 93%	Detailed analysis of impact and children's progress.	LD	Not implemented	

<p><b>PP children will reach expected threshold in Year 1 phonics screening.</b></p> <p><b>3 children</b></p>	<p>TA support for Phonics 2 TAs will lead small target groups across EYFS/KS1 for 2 hours per week. Children will be grouped following regular assessment.</p>	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>EEF</b> <b>small group tuition +4mths</b></p>	<p>LT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Termly data meetings will review the progress of all children and groups. Termly phonic assessments will track progress and children will be regrouped to match their needs.</p>	<p>CW/LD</p>		<p>1</p>
<p><b>Improved spelling across the school and for PP</b></p>	<p>TAs to support whole school, group intervention to raise the standard of spelling across all year groups.</p>	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>EEF:</b> <b>Small group tuition +4 mths</b></p>	<p>Termly data meetings will review the progress of PP children and all groups (PP First)  SWST (Single Word Spelling Test) scores</p>	<p>LD</p>		<p>1</p>
<p><b>Improved fluency in mathematics across the school</b></p>	<p>TAs to support whole school, group intervention to raise the standard of fluency in mathematics across all year groups.</p>	<p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>EEF:</b> <b>Small group tuition +4 mths</b></p>	<p>Termly data meetings will review the progress of PP children and all groups (PP first).</p>	<p>LD/SC</p>		<p>1</p>
<p><b>Outcome of Mid Year Review</b></p>						
<p>Half-termly gap analyses informs interventions. see section b for progress and attainment analysis. Precision teaching of times tables has been successful and enabled children to move forward in matgematics with greater clarity around gaps in fluency. Timetabling provided dedicated opportunities for children to develop effective and efficient calculation methods. The Pirate Writing Project was not appropriate to the needs of the children and so this was not delivered but instead, tailored interventions to address the specific needs of those children were implemented. Regular monitoring, participation in the SSIF project (English Hub) and the work of our EY SLE has ensured phonics teaching has improved. Through a comprehensive programme of modelling, team teaching and coaching, there is an agreed systematic approach to the teaching of phonics. Half-termly assessments, regular monitoring and the</p>				<p><b>Total Planned Expenditure</b></p>		<p><b>£9,586.50</b> <b>(21%)</b></p>
				<p><b>Actual Expenditure</b></p>		<p><b>£9,286.50</b></p>

investment in Phonics tracker and reading materials has led to improved progress with 75% on track to reach the expected threshold in June 2019.

The progress of SEND children in spelling is tracked using the SWST. CPD on dyslexia is planned for the Summer term.

**End of Year Review**

**Y1 Phonics:** 73% (PP 33%). This was a small cohort of 11 children, three of whom were PP (one child joined the school in Jan 2019; another is SEND)

Writing:

Rec: 67% (PP 50%; NPP 71% )

Year 1: 64% (PP 0%; NPP 87.5%)

Year 2: 65% (PP 100%; NPP 47%)

Year 3: 57% (**PP 50%**; NPP 63%)

Year 4: 55% (PP 50%; NPP 56%)

Year 5: 32% (PP 11%; NPP 46%)

Year 6: 65% (PP 50%; NPP 69%)

Across KS2 children continue to be hindered by poor spelling and punctuation - these will be a focus for next year.

At KS1 children demonstrate the ability to apply their phonic knowledge more effectively when writing independently following improvements in the teaching of phonics.

Ofsted June 2019: Phonics is well taught. Teaching sessions ensure that pupils are focused and that they build their skills effectively and systematically. This enables pupils to apply their skills in reading and writing. Pupils whom the inspector observed reading showed good skills in applying their phonic knowledge to unfamiliar words.

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## e. Group Intervention - Social

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>Targeted pupils learn social skills and have quality enrichment activities that build on individual success.</b>	Lively Lunches (led by dedicated MTA) and ARC at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties.  Lego Therapy  Better Lunches Quality Mark	EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. <b>EEF: Social &amp; emotional aspects of learning +4 mths.</b>	Behaviour Records analysed of those children who attend the Social Club and other SEMH intervention. Impact surveys to elicit the views of children and their teachers.	LD	Better Lunches Quality Mark 2019-2020  Increased focus on metcognition following trust-wide CPD.	2
<b>Children become more resilient, secure and confident.</b>	Caring for chickens/gardening club	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. <b>EEF: Social &amp; emotional aspects of learning +4 mths.</b>	Impact surveys to elicit the views of children and their teachers. Improved progress and attainment	LD		1
<b>Outcomes of Mid Year Review</b>						
<p>The Traffic Light system in the Autumn term and Spring 1 showed a decrease in low level disruption. On review, it was decided to introduce Class Dojo, a much inclusive approach. Initial findings indicate that children are motivated to earn points and this has already impacted positively on behaviour right across the school.</p> <p>The Better Lunches Quality Mark will be sought in 2019-2020.</p> <p>The children have benefitted greatly from the responsibilities afforded them not only by caring for the chickens. However, there needs to be further investment in order to ensure the coop is fox-proof and further chickens purchased.</p> <p><b>End of Year Review Ofsted June 2019:</b></p>				<b>Total Planned Expenditure</b>		<b>£4,998 (11%)</b>
				<b>Actual Expenditure</b>		<b>£4,103</b>

'The school's work to promote pupils' personal development and welfare is good. A very large majority of pupils who responded to the pupil survey say they enjoy school. They relish the leadership opportunities that are on offer to them, such as class chaplains, play leaders, councillors and eco-leaders. They say that their actions have contributed to improving the school as positive role models.'

'Leaders have invested in provision to promote pupils' achievement respect and character (ARC). In the ARC, pupils have specialist support throughout the day that ensures they reach their full potential. The ARC is a very warm, nurturing and caring environment that enables pupils to flourish, regardless of their background or ability. Equality is a strength of the school.'

'The behaviour of pupils is good. Pupils behave well in lessons, moving around the school and at social times. Pupils who spoke with the inspector reported that on rare occasions, behaviour can be disruptive. They also said that behaviour has improved significantly over recent years. This view is also echoed by a large proportion of pupils and parents who completed the surveys.'

'Leaders have worked hard to establish appropriate behaviour for learning. They have continually refined and developed their systems and policies to ensure that they are fit for purpose. The most recent records show a significant decline in recorded behaviour incidents. This is because staff manage inappropriate behaviour well and provide effective provision for pupils who struggle to manage their behaviour.'

## f. Learning Resources

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>Children to make expected or better progress in Reading, across KS1 and 2 with PP children in line with their peers.</b>	Improved book choice through Devon Library Services.  Accelerated Reader from Y1 to 6	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>Sutton Trust:</b> <b>Feedback +8 mths</b> <b>Small group tuition +4 mths</b> <b>Meta-cognition &amp; self-regulation +8 mths</b> <b>Mastery learning +5 mths</b>	PP children will be able to articulate how they choose their books and take ownership of their learning.  AR records, Class word counts, star assessments and quizzes  Termly data meetings will review the progress of PP children and other groups.	LD		1
<b>Children to make accelerated progress in spelling with PP children in line with their peers.</b>	<b>Read Write Inc Spelling</b> Programme across KS2	Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.	Termly data meetings will review the progress of PP children and other groups.	LD	Continued focus needed 2019-2020	1
<b>Children to make expected or better progress in writing, across KS1 and 2 with PP children in line with their peers.</b>	Introduction of <b>Pobble</b> as a writing platform to provide audience and purpose for writing.	Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.	Termly data meetings will review the progress of PP children and other groups.	LD		1



<p><b>Children are tracked so that impact of interventions and support can be measured and reviewed.</b></p>	<p>Purchase of standardised tests (Pira and Puma)</p> <p>Use of Rising Star Assessments half termly</p> <p>Use of RWI unit tests</p> <p>Half termly Phonics screening</p>	<p>Through regular and forensic tracking and monitoring, gaps can be quickly identified and interventions put in place to provide effective and timely support for PP children.</p> <p><b>Feedback +8 mths</b>  <b>Meta-cognition &amp; self-regulation +8 mths</b>  <b>1:1 Tuition 5 months+</b></p>	<p>Termly data meetings will review the progress of PP children and other groups.</p> <p>Regular monitoring of interventions</p> <p>Tests followed by gap analysis</p>	<p>LD</p>		<p>1</p>	
<p><b>Children are supported through the provision of quality enrichment activities that build on individual success (ARC).</b></p>	<p>Purchase of resources to develop social skills, self esteem and SEMH.</p>	<p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</p> <p><b>EEF:</b>  <b>Social &amp; emotional aspects of learning +4 mths.</b></p>	<p>Impact surveys to elicit the views of children and their teachers. Improved progress and attainment</p> <p>Behaviour Records</p> <p>Pastoral intervention records</p>	<p>LD</p>		<p>1</p>	
<p><b>Outcomes of Mid Year Review</b></p>							
<p>AR reports show accelerated progress for most PP children including those with SEND. Engagement has improved through word counts and class tracking posters. DERA time and improvements in the delivery of Guided Reading have provided opportunities for children to demonstrate improved comprehension skills through carefully planned follow-up tasks. Children attain better in reading than in writing and maths and progress is good. RWI spelling is used in class groups, carefully differentiated to ensure that children catch up as this is an on-going focus for a large proportion of children. Spellings are sent home weekly along with personalised spellings. There has been a significant improvement in engagement in writing and in the standard of writing across the school. The Proud Authors Board, pen licences and Pobble have contributed positively to this. Half termly Pupil progress meetings ensure that there is ongoing gap analysis informing planning and interventions so that children catch up quickly. resources have included lego kits, mindfulness resources, privacy screens, kinetic sand, fidget toys. soft weighed blankets and wristbands - the ARC continues to support children to develop social skills and self esteem and is a very important aspect of our provision.</p> <p><b>End of Year Review</b></p> <p>GLD: 67% (PP 50%; NPP 71%)</p>				<p><b>Total Planned Expenditure</b></p>		<p><b>£8,120 (18%)</b></p>	
				<p><b>Actual Expenditure</b></p>		<p><b>as planned</b></p>	

EY Reading: 67% (PP 50%; NPP 71%)  
Y1 Phonics: 73% (PP 33%; NPP 88%)  
Y1 Reading: 73% (PP 33%; NPP 88%)  
Y2 Reading: 78% (PP 100%; NPP 67%)  
Y3 Reading: 71% (PP 67%; NPP 75%)  
Y4 Reading: 73% (PP50%; NPP 78%)  
Y5 Reading: 50% (PP 22%; NPP 92%)  
Y6 reading: 77% (PP 75%; NPP 77%)

**Ofsted June 2019:** Leaders have successfully secured pupils' love of reading. They have invested in new reading materials and changed the approach to reading. This is having a positive impact on pupils across the school. Pupils are motivated to read and demonstrate enthusiasm to read. During the inspection, pupils who read with the inspector read texts which were age appropriate and closely matched to their ability. They read well, using a range of skills that have been thoroughly taught. Pupils told the inspector that they like the changes to the approach to reading, particularly the new books.'

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## g. Staff Training

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>Accelerated progress of disadvantaged pupils in reading, writing and maths</b>	<p>Through focused staff CPD, ensure that Quality First Teaching is consistently implemented across the school.</p> <p>Whole school focus on developing our core learning values: Independence, Responsibility, Resilience, Collaboration and Creativity</p>	<p>The more precise, engaging and relevant the teaching, the greater the progress that will be made by all children.</p> <p>Progress is maximized when independent learning, and developing children's awareness of successful learning, is secure.</p> <p>Skilled staff will be better able to deliver relevant and effective interventions</p>	<p>SLT monitoring of Quality of Ed PPMs half termly</p> <p>Assemblies focusing on learning attitudes</p> <p>Curriculum focus - learning experiences</p> <p>CPD</p>	SLT		1
<b>Accelerated progress of disadvantaged pupils in writing.</b>	<b>Primary Writing Project. + catch up for new teachers</b>	<p>While we expect Pupil Premium children to be major beneficiaries of the programme, the Primary Writing Project is designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board.</p>	<p>All children to show progress through independent 'Hot Tasks' to show how a modelled approach has impact on their writing and attitude towards writing.</p> <p>Regular review and analysis of progress and attainment in writing.</p>	FG/GW		1
<b>Outcomes of Mid Year Review:</b>						

<p>PWP is now firmly embedded across the school. Regular CPD ensures that teachers reflect on their practice and continue to improve. See data from section b.</p> <p>New members of staff have had catch up training and the teaching sequence is now embedded in all classes. Shared writing has become increasingly effective with pupils reporting increased confidence and engagement as a result. Children can articulate the effect of their word choices on their reader and the quality of writing is steadily improving.</p> <p>CPD on grammar and sentence structures have increased teacher confidence.</p> <p><b>End of Year Review</b></p> <p><b>Ofsted June 2019:</b> ‘Middle leaders share a determined passion for further improvement and demonstrate good subject knowledge of their areas of expertise. Leaders responsible for English and mathematics have taken effective action to bring about improvement to the quality of teaching in their subjects. This has resulted in a positive trend for pupils’ outcomes.’</p> <p><b>Impact of PWP</b></p> <p>The greatest impact was on the level of engagement. Children at the start of the project disliked writing and now the majority of the children enjoy it and feel that they know how to improve. They love shared writes and find it really helps them to improve. Vocabulary has also greatly improved with children now using vocabulary from other areas of learning independently in their writing for example when writing about World War 2 they were able to use specific vocabulary related to the trenches in their fictional writing. The teachers have benefitted hugely from the project. In February 2017 teachers at the time had little understanding of the teaching sequence - this was at the start of the project. HT/SLT supported the teachers throughout the project. Following up the PWP training was key and CPD focus on modelling, especially of shared writing was key. The project impacted positively on outcomes and throughout the entire monitoring period and in the recent Section 5, the rapid improvements in writing have been identified. Many children are still hindered by a legacy of poor teaching of phonics/spelling and punctuation at KS1 so this remains a key target for us moving forwards.</p>	<p><b>Total Planned Expenditure</b></p>	<p><b>£3605.76</b> <b>(8%)</b></p>
	<p><b>Actual Expenditure</b></p>	<p><b>as planned</b></p>

## h. Enrichment/Raising Aspirations

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>No children miss opportunities due to reduced income.</b>	Clubs, music lessons and educational visits are monitored by admin and HT to ensure that PP children are not missing opportunities for financial reasons. Financial support is offered by the school.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. <b>EEF:</b> <b>Sports Participation +2 months</b> <b>Arts Participation +2 months</b>	Through pupil conferencing the children report positive experiences and impact on their learning.	LD		1
<b>Children are motivated and engaged in the wider life of the school and their own personal development.</b>	Instrumental lessons are offered by external providers but facilitated by the school. Financial support where needed (drums/guitars/piano) Torbay Music Service concerts (termly) widen children's experience of real music.	Children are able to access activities/ experiences that support their participation and engagement in the wider life of the school and their own personal development.	Improved % of take up amongst children eligible for PP.	LD		1
<b>More able children achieve GD at KS1/KS2</b>	Access to G+T enrichment activities for AMA - to provide challenge and opportunities for more able children in both Key Stages to extend their skills and make accelerated progress in writing/maths.	20% of PP children have the potential to achieve GD in reading/writing/maths and to practice and develop skills independently and also have opportunities to develop reasoning skills.  <b>EEF:</b> <b>Mastery learning +5mths</b>	Child will be able to articulate their progress by showing how they have improved their work.  Termly data meetings will review the progress made.  Subject leads will track progress of AMA termly.	LD	More opportunities will be sought and offered through links with other Torbay schools and our cluster 2019-2020.	2

<p><b>Children have raised aspirations and opportunities to explore new experiences</b></p>	<p>Curriculum development  Hooks eg Careers Fair</p>	<p>Children’s horizons are broadened through a variety of community- based and opportunities to explore experiences further afield eg visits to university of Plymouth</p>	<p>Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>LD</p>		<p>1</p>
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**Outcomes of Mid Year Review**

<p>4 children availed of 1:1 music lessons this year, none of whom were PP. As a result, the school has invested in instrumental teaching for all pupils in KS2 for 2019-2020. Pupils did however greatly enjoy the termly music concerts which introduced a range of unfamiliar musical instruments and provided an opportunity for them to experience live music. These will continue next year. There have been many opportunities to motivate children in the wider life of the school including work for charities our Fair Trade and Laudato Si learning experiences and a range of leadership roles. These have enhanced the personal development of our PP children. The HT continues to support Booster sessions for Year 6.</p> <p><b>END of Year Review</b>            KS2 Maths: 71% (PP children 50%); GD 6%            KS2 Reading: 77% (PP children 75%); GD 24%            KS2 Writing: 65% (PP children 50%); GD 12%            KS2 EGPS: 65% (PP children 25%); GD 24%            KS2 RWM: 59% (PP children 25%); GD 6%            No PP child reached the higher standards.</p> <p>KS1 Reading: 78% (PP children 100%); GD 17%; (PP children 0%)            KS1 Writing: 65% (PP children 100%); GD 13% (PP children 13%)            KS1 Maths: 70% (PP children 88%); GD 9% (PP children 0%)</p> <p>Several PP children were subsidised by the school to participate in a recent trip to Pennywell farm. The school’s broad and balanced curriculum and learning experiences meets pupils’ needs. OFSTED June 2019 reported ‘ pupils told the inspector that they enjoy the curriculum more now than previously. Particularly impressive is the quality of art... Pupils also enjoy the extra curriculum on offer, They speak favourably about opportunities that they have to learn about a wide range of musical instruments through visits to the school. They also speak positively about the wide range of after-school activities such as dodgeball and opportunities to further their developments in the arts.’</p> <p>Ofsted further reported that ‘There is a real focus to raise pupils’ aspirations. For example, leaders organised a careers fair to immerse pupils</p>	<p><b>Total Planned Expenditure</b></p>	<p><b>£3530 (7.5%)</b></p>
	<p><b>Actual Expenditure</b></p>	<p><b>as planned</b></p>

in the school's vision of 'dream, believe, achieve'. A wide range of professionals visited the school to share how they have an impact on society. This contributes to pupil's motivation to learn.'

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

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<p><b>Children will become more resilient, secure, confident and ready to learn.</b></p> <p><b>Parents will feel more confident and able to support their children to be resilient, secure and ready to learn.</b></p>	<p>Children who are eligible for FSM/PP have access to subsidised breakfast club to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.</p> <p>Family cookery club</p> <p>Family Group support /Parent Surgery /Autism Support Group/ After school COOL Club (Concentrate on our learning) to support children with homework/reading</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>Providing access to programmes that focus directly on parents themselves support improved parental engagement which has a direct link with children's future academic success.</p> <p><b>EEF:</b>  <b>Social &amp; emotional aspects of learning +4 mths</b>  <b>Parental involvement +3 months</b></p>	<p>Evaluation</p> <p>Review and analysis of pupil attitudes to learning and achievement outcomes. Records and evaluations shared with the school, as appropriate.</p> <p>The impact in school will be recorded through discussions with the class teachers.</p>	LD	<p>Breakfast Club currently not happening due to low parental interest. Breakfast was provided for Year 6 during SATs week.</p> <p>Children have engaged in cooking activities as part of our pastoral provision/interventions.</p>	2



<b>Attendance/punctuality rates improve for children in receipt of PPG.</b>	South West Family Values	When children are in school they are learning - Low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group. NFER 2015 Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance.	There is whole school monitoring of attendance and lates. Dedicated member of staff (AHT) for monitoring attendance. Weekly meetings with SWFV Children/ families who are causing concern receive home visits and support.	SC		1
<b>Outcomes of Mid Year Review</b>						
<p>Despite further invitations to parents, there has not been sufficient interest in breakfast club. The school continues to work with SWFV to support attendance and to work with parents to ensure children attend regularly. Weekly newsletters continue to report class totals and the winning class is awarded the trophy. The HT also includes information alerting parents to the impact of poor attendance and holidays during term time. Whole School Attendance Feb 2019: 95.52% PP children: 94.78%</p> <p><b>END of Year Review</b>          Whole School: 95.26%          PP: 94.8%          PA: 5.6%</p> <p><b>OFSTED June 2019:</b>          Pupils' attendance has improved significantly as a result of the school's concerted efforts. Introductions of rewards and celebrations have had a positive impact on pupils' attendance. Current pupil attendance is now in line with the national average and the proportion of pupils who are persistently absent is well below the national average.</p>				<b>Total Planned Expenditure</b>	<b>£3660 (8%)</b>	
				<b>Actual Expenditure</b>	<b>as planned</b>	

## j. Other, not captured by any of the above

Desired Outcome	Chosen Action / Approach	What Is The Evidence And Rationale For This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	RAG Rating & Evaluation	VfM Rating (1-4)
<b>All pupils make progress in line with their peers and narrow the gap in attainment where necessary.</b>	SENDCo time specifically focused on needs of PP Children. Particular focus on advice and support for class teachers in provision for specific children. Referrals for learning mentors, therapists and counsellors to support the learning needs of the PP children. Educational Psychologist hours to provide support/ training and strategies for children with complex learning needs.	20% of PP children also have identified additional needs. Monitor and meet with parents and professionals. There will also be opportunities to observe children in class and at playtimes and to work alongside Teachers and TAs to improve quality of provision. <b>EEF: Social &amp;emotional aspects of learning +4mths</b>	Provision maps and class data to be reviewed half termly.  EP reports actioned.	LD		1
<b>Class teachers have a shared/ consistent understanding about the priorities and action for improving achievement for pupils in receipt of extra funding.</b>	Half termly data surgeries with a focus on disadvantaged children.  Release time for class teachers who work part time.	Quality First teaching is meeting the needs of PP children; no matter which class teacher is responsible for the day's learning.  Appropriate interventions can be introduced early and are well communicated between staff.	Review of Provision Map.  Review and analysis of achievement data for interventions.	LD/FG		1
<b>Outcomes of Mid Year Review</b>						
The SENDCo continues to meet regularly with teachers and parents of SEND children to ensure the provision meets their needs. SEND children across the school are making good progress from their starting points. As a result of the support in place through the ARC, children with SEND are supported emotionally and pastorally and are better able to access learning throughout the day. The SENDCo continues to work effectively with outside agencies to ensure recommendations are implemented and reviewed regularly.				<b>Total Planned Expenditure</b>		<b>£3480 (7.5%)</b>
				<b>Actual Expenditure</b>		<b>as planned</b>

**End of Year Review**

Ofsted June 2019: 'The additional funding for pupils with SEND is used effectively. Leaders review the support often and adapt it continually to meet pupils' needs. Leaders have invested in provision to promote pupils' achievement respect and character (ARC). In the ARC, pupils have specialist support throughout the day that ensures they reach their full potential. The ARC is a very warm, nurturing and caring environment that enables pupils to flourish, regardless of their background or ability. Equality is a strength of the school.'

Half-termly Pupil Progress meetings continue to allow leaders to discuss the progress and attainment of all pupils and specific groups of pupils including PP and SEND in order to review and adapt provision.

See Section (b).

**6. Additional Detail**

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

**Expenditure & VfM Summary**

<b>2018-19 Allocation</b>	£46,200	100%	VfM : 1	<i>Leaders ensure that they spend PP Funding appropriately. Although small in number in some classes, most disadvantaged pupils make similar progress to that of their peers. Improvements to teaching are showing signs of increased rates of progress for these pupils.</i>
<b>2018-19 Planned Expenditure</b> <i>% ages rounded up to 1 DP</i>	£47,004.26	102%		
<b>Variance</b>	<b>+£804.26</b>			
<b>Breakdown</b>				
<b>Priority Focus A – Teaching Staff</b>	£0	0%	VfM : N/A	<i>Not allocated</i>
<b>Priority Focus B - 1:1 Interventions - Academic</b>	£4324	9%	VfM : 2	<i>The gap continues to close between PP and other pupils. Progress for this group is strong and in line with their peers. However differences in progress between our PP children and other children nationally are not diminishing quickly enough.</i>
<b>Priority Focus C - 1:1 Interventions - Social</b>	£5700	12%	VfM : 1	
<b>Priority Focus D - Gp Interventions - Academic</b>	£9586.5	21%	VfM : 1	
<b>Priority Focus E - Gp Interventions - Social</b>	£4103	9%	VfM : 2	<i>Better Lunches Quality Mark 2019-2020</i>

<b>Priority Focus F – Learning Resources</b>	£8120	18%	VfM : 1	
<b>Priority Focus G - Staff Training</b>	£3605.76	8%	VfM : 1	
<b>Priority Focus H - Enrichment</b>	£3530	7.5%	VfM : 1	
<b>Priority Focus I - Home Support</b>	£3660	8%	VfM : 1	
<b>Priority Focus J - Other</b>	£3480	7.5%	VfM : 1	
<b>Actual Expenditure</b>	46,109.26			