

St. Margaret Clitherow Pupil Premium Strategy Statement 2019-20

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th 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	2019 - 20	Total PP budget (Est)	£42,240	Date of most recent PP Review	June 2017 OFSTED 2019
Total number of pupils		Number of pupils eligible for PP	32	Date for next internal review of this strategy	February 2020

Pupil Numbers for 2018-2019 (108 on roll)

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
18	14	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	9(41%)	6(27%)	3(14%)	0(0%)	0(0%)
Year 5	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Year 4	6 (43%)	5(36%)	1(7%)	0(0%)	0(0%)
Year 3	8(35%)	5(22%)	2(9%)	1(4%)	0(0%)
Year 2	3(27%)	3(18%)	0(0%)	0(0%)	0(0%)
Year 1	2(25%)	2(25%)	0(0%)	0(0%)	0(0%)
Reception	2(40%)	2(40%)	0(0%)	0(0%)	0(0%)
Total	30(100%)	23(77%)	6(20%)	1(3%)	0(0%)

2. Current Achievement			
End of KS1 & 2 Attainment for: 2018-2019 KS2	<i>Pupils eligible for PP (National PP 2018)</i>	<i>Pupils not eligible for PP</i>	
		<i>School (18% SEND)</i>	<i>National 2018</i>
% achieving expected standard or above in reading, writing and maths at KS2	25% (48%)	69%	70%
% achieving expected standard or above in reading at KS2	75% (60%)	77%	80%
% achieving expected standard or above in writing at KS2	50% (66%)	69%	83%
% achieving expected standard or above in maths at KS2	50% (63%)	77%	81%
Progress score in Reading at KS2	(-0.7)		0.3
Progress score in Mathematics at KS2	(-0.4)		0.3
Progress score in Writing at KS2	(-0.6)		0.2
KS1			
% achieving expected standard or above in reading at KS1	100%(60%)	66%	78%
% achieving expected standard or above in writing at KS1	100% (53%)	47%	73%
% achieving expected standard or above in maths at KS1	88% (61%)	60%	79%

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3. Likely Barriers to Future Attainment <i>(for pupils eligible for PP, including high ability)</i>	
In-School Barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Learning Behaviours - lack of focus, confidence and resilience having detrimental effect on academic progress.
B.	Historically poor teaching and inconsistent/low expectations at home leading to less developed key skills (spelling and punctuation; fluency) for many pupils eligible for PP.
C.	Social Emotional Mental Health issues faced by pupils, specifically anxiety, anger, resilience, self-esteem and relationships hinders progress for many pupils eligible for PP funding.
D.	High levels of pupil attachment difficulties.
E.	Language skills, oracy, reading and vocabulary development in Year 1 are lower for pupils eligible for PP than for other pupils. This slows down progress in reading and writing in subsequent years. There is a legacy of poor lang dev which continues to hinder the progress of pupils eligible for PP in KS2.
External Barriers <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.
H.	Poor hygiene, nutrition and physical well-being (irregular sleep patterns).

4. Desired Outcomes		Success Criteria / KPI Dashboard	Summative RAG Rating & Evaluation
A.	Develop quality of education and raise expectations in order to maximise progress and attainment in reading, writing and maths for all pupils and groups of pupils (A-G)	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 more than expected progress.	
		A.6 In the EYFS and Y1 the children in receipt of PPG funding will make more than expected progress.	
		A.7 Increased percentage of disadvantaged pupils achieving ARE/GD in Reading, Writing and Maths in each cohort.	
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) EYFS: 3/5 children KS1: 5/20 children KS2: 24/69 children	B.1 The gap between those children in receipt of PPG funding and 'national other' will be diminished.	
		B.2 Progress and attainment at the end of KS2 for children in receipt of PPG (for those not SEND) 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 more than expected progress	
		B.5 In the EYFS and Y1 the children in receipt of PPG funding will make more than expected progress (Progress taken from Autumn 1 assessments)	
C.	Children with attachment needs and mental health needs will become more resilient, secure and confident and make good progress. (A, C and D)	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. C.2 Children with Behaviour/SEND plans will make accelerated academic progress and have improved social, emotional and mental well-being.	
D.	PP children's oracy, vocabulary, reading skills and language development will improve so that their progress and attainment in reading and writing is in line with that of their peers.	D.1 PP children in Reception will achieve the expected level of development in listening, speaking, understanding, reading and writing. D.2 PP children in Year 1 will meet the expected threshold in phonics. D.3 PP children at the end of KS1 will reach ARE/GD in reading and writing D.4 The attainment gap between PP children and their peers will continue to close in Y3-Y6.	
E.	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)	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

2019/20

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
<p>Children make better than expected progress in reading, writing and maths in Year 3 with PP children in line with peers. The gap between PP children and non-PP children to diminish.</p>	<p>Class sizes to be kept small in the mornings to ensure children make more than expected progress and close the PP/NonPP gap</p>	<p>Children will make good progress when their learning gaps are addressed regularly and precisely.</p> <p>EEF: small group tuition +4mths; individualised instruction +2mths</p>	<p>Rigorous monitoring of quality of education across all classes. Learning walks, Lesson observations, book scrutinies and pupil conversations</p>	<p>LD</p>
<p>Outcomes of Mid-Year Review</p>				
			<p>Total Planned Expenditure</p>	<p>£4,800</p>
			<p>Actual Expenditure</p>	<p>£ (%)</p>

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>Year 6 make better than expected progress in reading, writing and maths and PP children in line with peers</p>	<p>Year 6 Booster sessions by SLT provide support for children below ARE to close the gap quickly.</p> <p>SLT in Year 3 one morning each week</p>	<p>Children will make good progress when their learning gaps are addressed regularly and precisely.</p> <p>EEF: small group tuition +4mths; individualised instruction +2mths</p>	<p>Termly PPMs Pupil Conversations</p>	LD		
<p>The gap between PP children and non-PP children to diminish.</p>						
<p>Children make better than expected progress in reading, writing and maths across the school with PP children in line with peers.</p>	<p>Individual target focus. Daily Precision teaching and pre-teaching by TAs to address gaps and individualised programmes for SEND+PP</p> <p>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>EEF: small group tuition +4mths; individualised instruction +2mths</p>	<p>Children will be able to articulate their progress by showing and explaining how they have improved their work.</p>	LD		
<p>Language development, vocabulary, basic oracy and reading skills of PP children improve in line with peers</p>	<p>Explicit oracy/Lang dev programme across the school</p> <p>Support for parents with reading/phonics.</p> <p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1.</p>	<p>Ensure children's basic skills are developed through systematic teaching of vocabulary and opportunities to develop oracy skills.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>This will enable them to make greater progress in reading and writing and to access learning across all areas of the curriculum.</p>	FG		

Outcomes of Mid Year Review		
	Total Planned Expenditure	£10,450
	Actual Expenditure	£ (%)

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)
Children will become more resilient, secure and confident and be ready for learning.	<p>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. Those children with action plans will make accelerated progress and have increased social and emotional well-being.</p> <p>EEF Social & emotional aspects of learning +4 mths Individualised instruction +2 months</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		
<p>Named pupils with mental health needs are supported</p> <p>Behaviour Support Plans impact on quality of learning and all children make good progress.</p>	<p>Behaviour Support/SENDCo to support staff in meeting the needs of pupils to ensure SEMH intervention impacts on learning successfully.</p> <p>CPD for staff Family Café to support families (supported by Ed Psych) Open approach to mental health (PSHE curr)</p>	<p>Targeted children will build their resilience and feel more secure and confident and able to self regulate. This will in turn provide a firm foundation for them to be ready to learn.</p> <p>EEF Social & emotional aspects of learning +4 mths Individualised instruction +2 months</p>	<p>Monitor progress of individual plans. Monitor achievement for group and individual children termly. Monitor exclusion/attendance/behaviour.</p>	LD		
Child will make good progress from their starting points in terms of academic progress and social, emotional and behavioural progress.	<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>EEF Individualised instruction +2mths Metacognition & self-regulation +8mths</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		

<p>Y6 Pupils will be able to transition to secondary school with a raised self image and embedded strategies.</p>			<p>work. Termly data meetings will review the progress made.</p>			
<p>Outcomes of Mid Year Review</p>						
				<p>Total Planned Expenditure</p>	<p>£6,260</p>	
				<p>Actual Expenditure</p>	<p>£ (%)</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)
<p>Children make accelerated progress in reading, writing and maths. PP children in line with peers.</p>	<p>Provide appropriate support for PP children with SEND both in class and through group interventions . Support teacher in the delivery of the curriculum with a focus on improving outcomes for pupils in receipt of PPG.</p>	<p>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. EEF: small group tuition +4mths;</p>	<p>Review of Provision Map Achievement data for interventions. Exclusion rates. Bespoke pastoral action plans. 80%+ targets met for PP children.</p>	LD		
<p>PP children will reach expected threshold in Year 1 phonics screening. 2 children</p>	<p>TA support for Phonics TAs will lead small target groups across EYFS/KS1 daily. 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. EEF small group tuition +4mths</p>	<p>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>	EOS/FG		
<p>Improved spelling and punctuation across the school and for PP</p>	<p>TAs to support whole school, group intervention to raise the standard of spelling across all year groups. CPD for teachers Explicit planning to address basic skills</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. EEF: Small group tuition +4 mths</p>	<p>Termly data meetings will review the progress of PP children and all groups (PP First) SWST (Single Word Spelling Test) scores</p>	FG		

	High expectations Alan Peat - "Getting your head around Punctuation"					
Improved fluency in mathematics across the school	TAs to support whole school, group intervention to raise the standard of fluency in mathematics across all year groups. Times Tables Challenge Spring Term.	Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. EEF: Small group tuition +4 mths	Termly data meetings will review the progress of PP children and all groups (PP first).	LD/SC		
Improved oral language skills in reception Improved progress for high attaining pupils	Early Language Intervention for children in Reception. Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to raise attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. EEF: Small group tuition +4 mths	Teaching assistant (TA) CPD for TAs supporting the sessions. SLT release time to support sessions/monitor delivery.	LD/FG/SC		
Outcome of Mid Year Review						
				Total Planned Expenditure		£6,397
				Actual Expenditure		£ (%)

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)
Targeted pupils learn social skills and have quality enrichment activities that build on individual success.	Lively Lunches (led by dedicated MTA and sports apprentice) and ARC at lunchtime supporting pupils with Communication / Emotional/behavioural difficulties. Lego Therapy	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. EEF: Social & emotional aspects of learning +4 mths.	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		
Children become more resilient, secure and confident; able to self-regulate.	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. EEF: Social & emotional aspects of learning +4 mths.	Impact surveys to elicit the views of children and their teachers. Improved progress and attainment	LD		
Outcomes of Mid Year Review						
				Total Planned Expenditure		£1,600 (%)
				Actual Expenditure		£ (%)

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)
Children to make expected or better progress in Reading, across KS1 and 2 with PP children in line with their peers.	<p>Improved book choice through Devon Library Services.</p> <p>Accelerated Reader from Y1 to 6</p> <p>Grammar and Punctuation resources</p> <p>Resources including story sacks; books to share at home; book fairs; Book Bugs to encourage home reading.</p>	<p>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.</p> <p>Sutton Trust: Feedback +8 mths Small group tuition +4 mths Meta-cognition & self-regulation +8 mths Mastery learning +5 mths</p>	<p>PP children will be able to articulate how they choose their books and take ownership of their learning.</p> <p>AR records, Class word counts, star assessments and quizzes</p> <p>Termly data meetings will review the progress of PP children and other groups.</p>	LD		
Children to make accelerated progress in spelling with PP children in line with their peers.	Read Write Inc Spelling 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		
Children to make expected or better progress in writing, across KS1 and 2 with PP children in line with their peers.	Continue use of Pobble 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		

<p>Children are tracked so that impact of interventions and support can be measured and reviewed.</p>	<p>Use of RWI unit tests Half termly Phonics screening (Phonics Tracker)</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. Feedback +8 mths Meta-cognition & self-regulation +8 mths 1:1 Tuition 5 months+</p>	<p>Termly data meetings will review the progress of PP children and other groups. Regular monitoring of interventions Tests followed by gap analysis</p>	<p>LD</p>		
<p>Children are supported through the provision of quality enrichment activities that build on individual success (ARC).</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. EEF: Social & emotional aspects of learning +4 mths.</p>	<p>Impact surveys to elicit the views of children and their teachers. Improved progress and attainment Behaviour Records Pastoral intervention records</p>	<p>LD</p>		
<p>Outcomes of Mid Year Review</p>						
				<p>Total Planned Expenditure</p>	<p>£3,980</p>	
				<p>Actual Expenditure</p>	<p>£ (%)</p>	

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)
<p>Accelerated progress of disadvantaged pupils in reading, writing and maths</p>	<p>Through focused staff CPD (to include mental well-being and PSHE), ensure that Quality First Teaching is consistently implemented across the school.</p> <p>Whole school focus on embedding our core learning values: Independence, Responsibility, Resilience, Collaboration and Creativity</p> <p>Metacognition (separate implementation Plan in place)</p> <p>CPD on providing stretch for high attaining pupils.</p> <p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining</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>While we expect Pupil Premium children to be major beneficiaries of the focus on metacognition, the explicit teaching of metacognitive strategies is designed to benefit all children, diminishing the difference and improving standards across the board.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school which will lead to long term change.</p>	<p>SLT monitoring of Quality of Ed PPMs half termly Assemblies focusing on learning attitudes Curriculum focus - learning experiences CPD</p>	<p>SLT</p>		

	pupils in EYFS and reception Y1					
	Subject Leader training to raise attainment (Exeter Consortium)					
Outcomes of Mid Year Review:						

	Total Planned Expenditure	£2,065
	Actual Expenditure	£ (%)

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)
No children miss opportunities due to reduced income.	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. EEF: Sports Participation +2 months Arts Participation +2 months	Through pupil conferencing the children report positive experiences and impact on their learning.	LD		
Children are motivated and engaged in the wider life of the school and their own personal development.	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. Experiences of live music will build on in-school instrumental provision and encourage greater uptake by PP pupils.	Improved % of take up amongst children eligible for PP.	LD		
More able children achieve GD at KS1/KS2	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. Opportunities to challenge themselves -	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. EEF: Mastery learning +5mths	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		

	times tables Challenge; AR Points charts; Pobble Champions etc; leadership responsibilities Develop COOL ZONE - independent learning					
Children have raised aspirations and opportunities to explore new experiences	Curriculum development Hooks eg Careers Fair	Children's horizons are broadened through a variety of community- based and opportunities to explore experiences further afield eg visits to university of Plymouth	Through pupil conferencing the children report positive experiences and impact on their learning.	LD		
Outcomes of Mid Year Review						
					Total Planned Expenditure	£1,675
					Actual Expenditure	£ (%)

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>Children will become more resilient, secure, confident and ready to learn.</p> <p>Parents will feel more confident and able to support their children to be resilient, secure and ready to learn.</p>	<p>Children who are eligible for FSM/PP will have opportunity to avail of Family cookery club</p> <p>Family Cafe/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>EEF: Social & emotional aspects of learning +4 mths Parental involvement +3 months</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>Attendance/punctuality rates improve for children in receipt of PPG.</p>	<p>South West Family Values to support families of Rec/Y1 as attendance of under 5s is lower than the rest of the school.</p> <p>To continue to ensure gap between attendance rates of PP and other pupils remains in favour of PP.</p>	<p>When children are in school they are learning - Low attendance leads to lower attainment and progress.</p> <p>Poor attendance can also be a safeguarding concern for this potentially vulnerable group.</p> <p>NFER 2015</p> <p>Supporting the attainment of disadvantaged pupils Addressing Behaviour and Attendance.</p> <p>Healthy lifestyle</p>	<p>There is whole school monitoring of attendance and lates.</p> <p>Dedicated member of staff (AHT) for monitoring attendance.</p> <p>Weekly meetings with SWFV Children/ families who are causing concern receive home visits and support.</p>	SC		

		safeguarding curriculum PSHE PARENT WORKSHOPS Reading/Oracy support for parents				
Outcomes of Mid Year Review						
					Total Planned Expenditure	£3,660 (%)
					Actual Expenditure	£ (%)

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)
<p>All pupils make progress in line with their peers and narrow the gap in attainment where necessary.</p>	<p>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. (Family Café+CPD)</p>	<p>45% 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. EEF: Social &emotional aspects of learning +4mths</p>	<p>Provision maps and class data to be reviewed half termly. EP reports actioned.</p>	<p>LD</p>		
<p>Class teachers have a shared/ consistent understanding about the priorities and action for improving achievement for pupils in receipt of extra funding.</p>	<p>Half termly data surgeries with a focus on disadvantaged children. Release time for class teachers.</p>	<p>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.</p>	<p>Review of Provision Map. Review and analysis of achievement data for interventions.</p>	<p>LD/FG</p>		
<p>Outcomes of Mid Year Review</p>						
				<p>Total Planned Expenditure</p>	<p>£4,150</p>	
				<p>Actual Expenditure</p>	<p>£</p>	

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

2019-20 Allocation	£42,240		VfM :	.
201-20 Planned Expenditure <i>% ages rounded up to 1 DP</i>	£45,037			
Variance	-£2,797			
Breakdown				
Priority Focus A – Teaching Staff	£4,800	0%	VfM :	<i>Not allocated</i>
Priority Focus B - 1:1 Interventions - Academic	£10,450		VfM :	
Priority Focus C - 1:1 Interventions - Social	£6,260		VfM :	
Priority Focus D - Gp Interventions - Academic	£6,397		VfM :	
Priority Focus E - Gp Interventions - Social	£1,600		VfM :	
Priority Focus F – Learning Resources	£3,980		VfM :	
Priority Focus G - Staff Training	£2,065		VfM :	
Priority Focus H - Enrichment	£1,675		VfM :	
Priority Focus I - Home Support	£3,660		VfM :	
Priority Focus J - Other	£4,150		VfM :	