

# Pupil Premium Strategy Statement: Holtsmere End Junior School

1. Summary information						
School	Holtsmere End Junior					
Academic Year	2018 - 2019	Total PP budget	£	Date of most recent PP Review	June 2018	
Total number of pupils		Number of pupils eligible for PP	61	Date for next internal review of this strategy	July 2019	

Current Attainment						
<u>2018 SATs analysis –</u>	Our School All Pupils	Our School All Pupils when compared to 2017	Our school Pupils eligible for PP (FSM6)	Our School Pupils eligible for PP (FSM6) when compared to 2017	National average All	National average All % increase 2018
% achieving > or =100 in reading,	70%	-14%	69.2%	+9.2%	75.8%	+4.3%
% achieving > or =100 in writing	81%	-7%	76.9%	+6.9%	78.8%	+2.3%
% achieving > or =100 in maths	68%	-23%	69.2%	- 10.8%	75.8%	+1.0
Progress in reading	-1.88	- 2.88	- 3.15	- 3.05		
Progress in writing	+0.79	-1.21	+ 0.43	- 0.37		
Progress in maths	-2.75	- 4.25	- 4.82	- 6.22		

Prior Attainment						
<u>2017 SATs analysis – indicates upward trend from 2016</u> <i>The attainment gap is narrowing between Our School PP in Reading, Writing and Maths when compared to National.</i>	Our School All Pupils 44 pupils	Our School All Pupils % increase 2017	Our school Pupils eligible for PP (FSM6) 10 pupils	Our School Pupils eligible for PP (FSM6) % increase 2017	National average All	National average All % increase 2017
% achieving > or =100 in reading,	84%	+ 19%	60%	+ 13%	71.1%	+ 5.1%
% achieving > or =100 in writing	88%	+ 8%	70%	+ 2%	76.4%	+ 2.4%
% achieving > or =100 in maths	91%	+ 36%	80%	+ 48%	74.6%	+ 4.6%
Progress in reading	1.0	+ 2.3	- 0.1	+ 1.8		
Progress in writing	2.0	+ 1.39	0.8	+0.58		
Progress in maths	1.5	+ 0.53	1.4	+ 3.36		

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

- |           |   |
|-----------|---|
| <b>A.</b> | Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally). |
| <b>B.</b> | Limited speech and language skills which impacts on learning.                               |
| <b>C.</b> | Poor learning skills. Eg organisation, commitment, resilience.                              |
| <b>D.</b> | Gaps in prior learning.   |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

- |           |  |
|-----------|--|
| <b>E.</b> | Consistent attendance and punctuality.   |
| <b>F.</b> | Access to resources, such as books, libraries, life experiences (especially cultural).                                     |
| <b>G.</b> | Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.            |
| <b>H.</b> | A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit). |
| <b>I.</b> | Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.               |

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance to improve (currently 93.06 % in Autumn 2017) to better attendance % for school non- disadvantaged (96.03% Autumn 2017)
<b>B.</b>	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure individual pupils are ready to learn is reduced.
<b>C.</b>	Gaps are identified and targeted teaching/interventions/pre teaching to teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
<b>D.</b>	Pupils read regularly and are navigated to and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve <i>(or exceed)</i> expected levels in reading and writing and make <i>(or exceed)</i> expected progress.
<b>E.</b>	Pupils have excellent mathematical problem solving skills that lead to good progress being made.	Pupils achieve <i>(or exceed)</i> expected levels in maths and make <i>(or exceed)</i> expected progress.
<b>F.</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year	2018-19				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For Y3 PP children to settle into the school quickly and effectively and to make (or exceed) expected progress.	Teacher/TA to pupil ratio to be increased at transition year (year 3).	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers  Increased numbers of TA's mean that disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	The school monitoring cycle will continuously evaluate provision.	Headteacher InCo	Termly
For PP pupils in Years 5-6 to make (or exceed) expected progress.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.  Employ PPG TA	See above and:  Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	The school monitoring cycle will continuously evaluate provision.	Headteacher InCo	Half-Termly – Pupil Progress meetings
To use CPD to ensure quality first teaching.	To facilitate additional Staff meetings and Hertfordshire Advisor led training focused CPD for teachers and teaching assistants.	July 2016 DfE Standard for teachers' professional development state that:  Professional development must be prioritised by school leadership	All foci are part of School Development Plan and Self  Evaluation.	Headteacher	Half-Termly
<b>Total budgeted cost</b>					<b>£34,400</b>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Learning Mentor	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.  Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Learning Mentor will formally report on her actions on half termly basis. Informal feedback on daily/weekly basis	Learning Mentor	Half Termly
For identified gaps in learning to be addressed.	Varied interventions ( <i>according to need</i> ) to be provided before ( <i>and sometimes during</i> ) school.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.  Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	Progress will be checked half-termly.	Headteacher InCo Class teachers	Half-Termly
For selected pupils to be supported in accessing learning.	1:1 support for disadvantaged pupils who require it.	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	Progress of pupils will be checked half-termly.	Headteacher InCo	Half-Termly
<b>Total budgeted cost</b>					<b>£37,600</b>
<b>iii. Enrichment and experiences</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in cultural visits. Eg: to cinema, local museums, kidzania, places of worship etc.  Summer Term 2019 Health and Fitness week (Freestyle Football, ALife, Climbing Wall  Clubs eg. Game on, XLR8, netball and athletics, homework club	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Headteacher	Yearly

					Total budgeted cost	£15,300
iv. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>To improve attendance rates for disadvantaged pupils. So that it is an improvement on the previous year:</p> <p><b>Review – Summer Term 2018.</b></p> <p><b>PPG Attendance;</b></p> <p><b>Autumn 1 = 92.3%</b></p> <p><b>Spring 1 = 95.4%</b></p> <p><b>Summer 1 = 95.8%</b></p> <p><i>The gap between attendance for children in receipt of PPG and NON PPG is closing.</i></p>	<p>Attendance awards</p> <p>Individualised support for key pupils</p> <p>Introduction of fines in September 2018</p> <p>Final analysis of attendance data July 2019 to identify individual children in need of additional support.</p>	<p>a) Awards positively raise awareness across the whole school.</p> <p>b) Targeted individual support needed for persistent absentees as</p>	<p>Monitoring</p> <p>Attendance data</p> <p>Pupil Voice</p>	Headteacher	On a half termly basis.	
					Total budgeted cost	£100

## 6. Review of expenditure: Academic Year 2018-19

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment</p> <p><b>READING</b></p>	<p><b>Deputy Head/SenCo</b> (PH/LH) to collaborate regarding strategies to support NON SENPPG children and SENPPG children.</p> <p><b>Specific focus on Reading in Autumn Term</b> with a view to having an impact on progress in Writing, Maths and foundation subjects.</p> <p>PH/LH to identify individual children and decide on appropriate intervention (group or individual)</p> <p>PH/LH to identify children who would benefit from family support and enrichment.</p> <p>In the Autumn Term there should be a focus on the development of vocabulary to be evidenced in lesson plans and interventions put in place to support children.</p> <p>Explore possibility of having a Librarian and training for all staff with regard to using Junior Librarian.</p> <p>Subject Leader and SenCo to research strategies suggested by the Communication Trust.</p> <p>“Echo Reading” has had an impact on progress in Year 6 (2018). This intervention will be introduced to meet the needs of specific children;</p> <p><b>PH to Focus on children up to 2 steps below ARE (Yr 4 and Yr 5)</b></p> <p><i>Focus on Echo Reading to challenge more able pupils</i></p> <p><i>NONSENPPG below ARE Reading Wise catch up programme. Year 5.</i></p> <p>Research the most appropriate vocabulary enrichment programme to support.(Contact Hobletts Manor school)</p> <p><b>SENPPG sig below ARE</b> explore opportunity to recruit adults able to hear children read on a regular/daily basis.</p> <p>B squared to be explored as a tool for tracking progress for</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	

	<p>children with SEND. <i>Staff agreed that they would prefer to continue to use HERTS4Learning assessment tools.</i> Explore possibility of recruiting a librarian.</p> <p>Resources used by Reading Booster groups to be reviewed. Review structure of the hour.</p> <p>Teacher/TA to pupil ratio increased at transition year 3.</p> <p>Staff to pupil ratio increased to allow for additional teaching groups and Interventions in Year 5 and 6.</p> <p>1:1 Tutor for 6 children Introduce more “responsive intervention” to support children on a 1:1 basis with regard to an identified individual need. Year 6 Maths Booster Year 5 and 6 Reading Club Homework Clubs Rigorous monitoring and evaluation of progress data and flexible approach to support and intervention.</p>			
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment <b>WRITING</b></p>	<p>In the Autumn Term there should be a focus on the development of vocabulary, and “Talk for Writing”. This should be evidenced in lesson plans and interventions that are put in place to support children.</p> <p>Subject Leader and SenCo to research strategies suggested by the Communication Trust.</p> <p>In the Autumn Term there should be a focus on the development of Editing and Improving writing skills; to be evidenced in lesson plans and interventions put in place to support children.</p> <p>In the Autumn Term there should continue to be a focus on continuing to develop the teaching of Spelling in all year groups. In Year 3 there will be a focus on teaching phonics, children will be grouped based on assessments completed in Year 2.</p> <p>In the Autumn Term the 1:1 Phonics Intervention should continue to be used to fill gaps in the children’s learning.</p> <p>B squared to be explored as a tool for tracking</p>			

	<p>progress for children with SEND.(see above)</p> <p>In the Autumn Term SenCO to analyse the progress of SEN children and SENPPG children to dig deeper into progress data and plan next steps.</p> <p>1:1 Tutor for 6 children</p> <p>Rigorous monitoring and evaluation of progress data and flexible approach to support and intervention.</p>			
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment <u>MATHS</u></p>	<ul style="list-style-type: none"> <li>• In the Autumn Term there should be a focus on the development of vocabulary, and opportunities to Pre- teach key vocabulary.</li> <li>• Subject Leader will lead training with regard to “tracking back” to ensure the pitch of work is appropriate for all groups of children. Therefore enabling gaps in knowledge to be filled and all children to be able to work with increased independence. Opportunities to fill the gaps will be identified on the termly plan.</li> <li>• Subject Leader will lead training with regard to recognising the difference between “Steps for Success” and “Success Criteria.” With advice from the HFL Maths learning advisor</li> <li>• Subject Leader and SenCo to research strategies suggested by the Communication Trust.</li> <li>• In the Autumn Term the “Responsive Maths” intervention should continue to be used to respond to misconceptions and close gaps.</li> <li>• B squared to be explored as a tool for tracking progress for children with SEND.(see above)</li> <li>• In the Autumn Term SenCO to analyse the progress of SEN children and SENPPG children to dig deeper into progress data and plan next steps.</li> <li>• Year 3 teacher and TA to be included in the HFL maths Diagnosing and intervening effectively – Place Value Project</li> <li>• 1:1 Tutor for 6 children</li> </ul>			

	<ul style="list-style-type: none"><li>• Introduce more “responsive intervention” to support children on a 1:1 basis with regard to an identified individual need.</li><li>• Year 6 Maths Booster</li><li>• Rigorous monitoring and evaluation of progress data and flexible approach to support and intervention.</li><li>• A focus on PPG children during subject leaders monitoring evaluating the impact of feedback and marking and progress.</li><li>• TT Rockstars (Times table practice) after school clubs and lunchtime clubs for all PPG children</li><li>• Release time Year 6 teacher to work with individual children in Maths interventions.</li></ul>			
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Learning Mentor Varied interventions (according to need) to be provided before (and sometimes during) school. 1:1 support for PP pupils who require it. Safe Space counselling sessions Open Toy Box Play Therapy sessions Coaching and mentoring programme for identified PPG children with a member of the SLT-wrap around care approach.</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i>.</p> <p>As results show, the progress and achievement of PP pupils improved when outcomes are compared between SATS assessments in July 2018 and July 2019.</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	<p>£</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<p>Pupils will partake in a wide range of visits including Phasel's Wood</p> <p>Pupils will benefit from attending workshops run by a range of outside speakers including theatre groups and authors.</p> <p>Employ a Sports apprentice in order to deliver more sporting opportunities in school and outside school.</p>	<p>Pupils benefited from working with others and applying themselves to activities which develop the 5Rs; Risk, Resilience, Relationships, Resourceful and Reflective</p> <p>Pupils' horizons were broadened as they learned more about culture, history and geography.</p>	<p>This approach was successful and this approach will be modified and used in future</p>	<p>£</p>
				<b>Total</b>
<b>1. Additional detail</b>				

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of targeted groups in the afternoons. We have employed experts (Hfl TLA) who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.

## 7. Review of expenditure: Academic Year 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP pupils to make (or exceed) nationally expectations for progress and attainment.	<p>Teacher/TA to pupil ratio increased at transition year 3</p> <p>Staff to pupil ratio increased to allow for additional teaching groups and Interventions in Year 5 and 6.</p> <p>1:1 Tutor for 6 children</p> <p>Introduce more “responsive intervention” to support children on a 1:1 basis with regard to an identified individual need.</p> <p>Year 6 Maths Booster</p> <p>Year 5 and 6 Reading Club</p> <p>Homework Club</p> <p>Rigorous monitoring and evaluation of</p>	<p><b>REVIEW – SPRING TERM 2018 - Progress data from KS1</b>  <u><a href="#">It is useful to divide ALL PPG children into 2 groups:</a></u>  <b>NON-SEN PPG children</b></p> <p><b>Reading and Writing - Non SEN PPG children have made at least expected progress in Reading and Writing in Years 3 5 and 6. Year 4 Teacher assessments analysed during Pupil Progress Meetings. Progress data is similar for ALL children in Year 4 at this point of the year. Whole class strategies and assessment strategies discussed, teachers and SLT confident that data will indicate at least expected progress by July 2018.</b></p> <p><b>Maths - Non SEN PPG children have made above expected progress in Years 3, 4 and 6 and expected progress in Year 5.</b></p> <p><b>SEN PPG children</b></p> <p><b>Reading – PPG children with SEN have made above expected progress in Years 3 and 4. They have made below expected progress in Year 5 and expected progress in Year 6. Significant number of children in Year 5 with SEN, 3 EHCP applications made, 2 further applications pending.</b></p> <p><b>Writing – PPG children with SEN have not made expected progress in Years 3, 4 and 5. In Year 6 children have made above expected progress. Spelling and gaps in phonics knowledge identified as key focus. Revised feedback and marking policy related to correcting spelling errors and new 1:1 phonics intervention to fill the gaps introduced. Success in Year 6 is as a culmination of intervention and support during previous years. In addition children in Year 6 have benefitted from an increased emphasis on editing and improving their writing and high ratios of adult to child support – teaching children how to edit effectively to continue to be a focus in all year groups.</b></p>	<p><b>What have we learnt – Review Spring 2018.</b></p> <ul style="list-style-type: none"> <li>• Overall Non SEN PPG children have made at least expected progress in Reading, Writing and Maths.</li> <li>• The increased ratios of adults to children have been successful, <b>see TA appraisals</b></li> <li>• 1:1 tutor has significant impact on children’s progress.</li> <li>• Open minded approach to new strategies is vital Fluency Project and new Phonics interventions are having a significant impact on progress.</li> <li>• Continue to budget to allow for experts to part of CPD for all staff. (Maths and English)</li> <li>• Continue to improve links between Infant and Junior school to ensure all qualitative and quantitative data is passed on. Continue to plan opportunities for joint training and staff visits between school.</li> <li>• Continue to seek outside agency</li> </ul>	

progress data and flexible approach to support and intervention.

**Maths – PPG children with SEN have made above expected progress in Year 3. In Years 4, 5 and 6 this vulnerable group have not made expected progress.** *Summer Term “Lesson Study” focused on this vulnerable group of children and identifying barriers to learning. All groups identified limited language to explain and pitch of work as significant barriers to learning. Maths subject leader to share Action Plan which will include*

**Reading Vulnerable Groups current from KS1 Spring term 2018**

	All PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 2.0	2.1	1.8	2.2	2.5
Year 4 5.0	4.7	4.3	5.2	4.7
Year 5 8.0	7.2	8.0	7.3	8.1
Year 6 11.0	10.9	11.0	10.9	11.6

**Writing Vulnerable Groups current from KS1 Spring term 2018**

	PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 2.0	1.9	2.2	1.3	2.5
Year 4 5.0	3.7	3.7	3.8	4.6
Year 5 8.0	6.1	8.0	5.7	7.6
Year 6 11.0	11.7	12.1	11.3	12.0

**Maths Vulnerable Groups current from KS1 Feb half term 2018**

	All PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 1.5	2.0	1.8	2.2	1.7
Year 4 4.5	4.5	4.9	3.8	5.2
Year 5 7.5	6.0	7.4	5.6	7.8
Year 6 10.5	10.3	11.3	9.3	11.0

**REVIEW –Summer Term 2018 – Progress Data from KS1**

**Reading Vulnerable Groups current from KS1 July 2018**

	All PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 3.0	2.2	2.1	2.3	2.7
Year 4 6.0	5.5	5.6	5.3	6.0
Year 5 9.0	7.8	8.3	7.6	9.0
Year 6 12.0	12.6	13.0	12.2	12.8

- A gap still exists between NON PPG and PPG in Years 3, 4 and 5.
- The gap is at the widest between NON PPG and PPG in Year 5. This is because SEN children make significantly below expected progress. Three children in this year group have an EHCP and one child is awaiting an EHCP request.
- All groups in Year 6, including all vulnerable groups, make above

professional advice for children with complex SEN. Eg: DESC, SALT.

**NEXT STEPS**

- Research a different method of assessing progress and setting appropriate targets for the high numbers of PPG children with complex SEN (5 EHCPs) (**Inset Day September 2018 – Bsquared**)
- Act on outcomes from Maths Lesson Study.
- Infant and Junior school joint staff meeting Summer Term (phonics and times tables)
- Junior school English subject leader and TA's to observe phonics sessions in the Infants.
- Infant and Junior SenCo to meet fortnightly
- Plan for further opportunities for Infant and Junior staff to share knowledge and expertise.
- Apply for EHCP for one additional child

**NEXT STEPS – Summer Term 2018**

**Reading**

- PH/LH to identify individual children and decide on appropriate intervention (group or individual)
- PH/LH to identify children who would benefit from family support and enrichment.
- In the Autumn Term there should be a focus on the development of vocabulary to be

expected progress from KS1.

**Writing Vulnerable Groups current from KS1 July 2018**

	All PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 3.0	2.5	2.9	1.7	2.6
Year 4 6.0	5.2	5.7	4.5	6.0
Year 5 9.0	7.0	8.8	6.3	8.7
Year 6 12.0	13.1	13.3	12.8	13.0

- A gap still exists between NON PPG and PPG in Years 3, 4 and 5.
- The gap is at the widest between NON PPG and PPG in Year 5. This is because SEN children make significantly below expected progress. Three children in this year group have an EHCP and one child is awaiting an EHCP request
- NON PPG children in all year groups make progress that is in line with expectations.
- All groups in Year 6, including all vulnerable groups, make above expected progress from KS1

**Maths Vulnerable Groups current from KS1 July 2018**

	All PPG	NON SEN PPG	SEN PPG	Non PPG
Year 3 3.0	2.6	2.7	2.5	2.6
Year 4 6.0	4.9	5.7	3.8	5.8
Year 5 9.0	7.7	7.8	6.7	9.2
Year 6 12.0	12.4	12.7	12.0	12.5

- A gap still exists between NON PPG and PPG in Years 3, 4 and 5.
- The gap is at the widest between NON PPG and PPG in Year 5. This is because SEN children make significantly below expected progress. Three children in this year group have an EHCP and one child is awaiting an EHCP request
- NON PPG children in all year groups make progress that is in line with expectations.
- All groups in Year 6, including all vulnerable groups, make above expected progress from KS1.

evidenced in lesson plans and interventions put in place to support children.

- Subject Leader and SenCo to research strategies suggested by the Communication Trust.
- "Echo Reading" has had an impact on progress in Year 6. This intervention will be introduced across the whole school in September
  - Focus on children up to 2 steps below ARE.
  - Focus on Echo Reading to challenge more able pupils
- NONSENPPG below ARE computer catch up programme.
- NONSENPPG below ARE Research the most appropriate vocabulary enrichment programme to support.(Contact Hobletts Manor school)
- NONSENPPG AND SENPPG below ARE explore opportunity to recruit adults able to hear children read on a regular/daily basis.
- B squared to be explored as a tool for tracking progress for children with SEND. *Staff agreed that they would prefer to continue to use HERTS4Learning assessment tools.*
- Explore possibility of recruiting a librarian.
- Resources used by Reading Booster groups to be reviewed.

Review structure of the hour.

- In the Autumn Term SenCO to analyse the progress of SEN children and SENPPG children to dig deeper into progress data and plan next steps

#### Writing

- In the Autumn Term there should be a focus on the development of vocabulary, and "Talk for Writing". This should be evidenced in lesson plans and interventions that are put in place to support children.
- Subject Leader and SenCo to research strategies suggested by the Communication Trust.
- In the Autumn Term there should be a focus on the development of Editing and Improving writing skills; to be evidenced in lesson plans and interventions put in place to support children.
- In the Autumn Term there should continue to be a focus on continuing to develop the teaching of Spelling in all year groups. In Year 3 there will be a focus on teaching phonics, children will be grouped based on assessments completed in Year 2.
- In the Autumn Term the 1:1 Phonics Intervention should continue to be used to fill gaps in the children's learning.

- B squared to be explored as a tool for tracking progress for children with SEND.(see above)
- In the Autumn Term SenCO to analyse the progress of SEN children and SENPPG children to dig deeper into progress data and plan next steps.

### MATHS

- In the Autumn Term there should be a focus on the development of vocabulary, and opportunities to Pre- teach key vocabulary.
- Subject Leader will lead training with regard to "tracking back" to ensure the pitch of work is appropriate for all groups of children. Therefore enabling gaps in knowledge to be filled and all children to be able to work with increased independence.
- Subject Leader will lead training with regard to recognising the difference between "Steps for Success" and "Success Criteria."
- Subject Leader and SenCo to research strategies suggested by the Communication Trust.
- In the Autumn Term the "Responsive Maths" intervention should continue to be used to respond to misconceptions and close gaps.
- B squared to be explored as a

			<p>tool for tracking progress for children with SEND.(see above)</p> <ul style="list-style-type: none"><li>• In the Autumn Term SenCO to analyse the progress of SEN children and SENPPG children to dig deeper into progress data and plan next steps.</li></ul>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Learning Mentor Varied interventions (according to need) to be provided before and during school. 1:1 support for PP pupils who require it. Safe Space counselling sessions Open Toy Box Play Therapy sessions</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be 'ready to learn'.</p> <p>As results show, the progress and achievement of PP pupils has improved when outcomes are compared between SATS assessments in July 2016 and July 2017.</p>	<p>This approach was successful and this approach will be modified and used in future.</p> <p><b>NEXT STEPS</b></p> <ul style="list-style-type: none"> <li>• CPD for LM - work closely with LINK family services to widen knowledge regarding services to support families financially etc.</li> <li>• Where appropriate refer to CAHMS, Open Toy Box, Safe Space counselling</li> </ul>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<p>Pupils will partake in a wide range of visits including Phasel's Wood, Kidzania and Clubs including XLR8, Homework Club and Game On</p> <p>Pupils will benefit from attending workshops run by a range of outside speakers including theatre groups and authors.</p>	<p>Pupils benefited from working with others and applying themselves to activities which develop the 5Rs; Risk, Resilience, Relationships, Resourceful and Reflective. * Children particularly inspired by BMX workshops.</p> <p>Pupils' horizons were broadened as they learned more about the wide variety of cultures in our society.</p>	<p>This approach was successful and this approach will be modified and used in future.</p> <p><b>NEXT STEPS</b></p> <ul style="list-style-type: none"> <li>• Look for opportunities to increase the number of aspirational speakers in assemblies.</li> <li>• Consider opportunities to increase visits to theatre/art galleries to enrich cultural experiences.</li> </ul>	

8. Review of expenditure: Academic Year 2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Teacher/TA to pupil ratio increased at transition year 3</p>	<p><b>As results show; the attainment gap is narrowing between Our School PP when compared to national in Reading, Writing and Maths.</b></p> <ul style="list-style-type: none"> <li>• <b>In 2017 the number of PP children attaining</b></li> </ul>	<p>Overall this approach was successful and this approach will be modified and used in future.</p> <ul style="list-style-type: none"> <li>• Focus on continuing to narrow the attainment gap in Reading and Writing between School PP</li> </ul>	<p><b>£39,200</b></p>

	<p>Staff to pupil ratio increased to allow for additional teaching groups and Interventions in Year 5 and 6. 1:1 Tutor for 6 children Introduce more “responsive intervention” to support children on a 1:1 basis with regard to an identified individual need. Year 6 Maths Booster Year 5 and 6 Reading Club Homework Club Rigorous monitoring and evaluation of progress data and flexible approach to support and intervention.</p>	<p><b>ARE or above in Maths increased by 48%, so that 80% achieved ARE. This compares favourably to the National average for ALL pupils; 74.6% of whom achieved ARE.</b></p> <ul style="list-style-type: none"> <li>In 2017 the number of PP children attaining ARE or above in Writing increased by 2%, so that 70% achieved ARE. This indicates that the attainment gap is narrowing when compared the National average for ALL pupils; 76.4% of whom achieved ARE.</li> <li>In 2017 the number of PP children attaining ARE or above in Reading increased by 13%, so that 60% achieved ARE. This indicates that the attainment gap is narrowing when compared the National average for ALL pupils; 71.1% of whom achieved ARE</li> </ul> <p><b>More able PPG children</b></p> <ul style="list-style-type: none"> <li><b>In 2017 SATS 30% of PP children attained greater depth in Writing. This indicates that the attainment gap is narrowing when compared the National average for ALL pupils; 25% of whom greater depth in Writing</b></li> <li>In 2017 SATS 20% of PP children were working at a high standard in Reading. This indicates that the attainment gap is narrowing when compared the National average for ALL pupils; 25% of whom were working at a high standard.</li> <li>In 2017 SATS 10% of PP children were working at a high standard in Maths. This indicates that attainment in Maths for the more able PP children should be a priority in the coming year when compared to the National average for ALL pupils; 23% of whom were working at a high standard.</li> </ul>	<p>children and All other national children.</p> <ul style="list-style-type: none"> <li>Focus on continuing to narrow the attainment gap for our school’s more able PP children and All other national children.</li> <li>Release teachers (initially in Year 6) to enable teachers to use their expertise and knowledge to deliver appropriate interventions.</li> <li>Further develop the notion of “Responsive Interventions” where teachers quickly identify misconceptions and teachers/TA’s address the misconception on the same day. (where possible)</li> </ul>	
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Learning Mentor Varied interventions (according to need) to be provided before (and sometimes during) school. 1:1 support for PP pupils who require it. Safe Space counselling sessions Open Toy Box Play Therapy sessions</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i>.</p> <p>As results show, the progress and achievement of PP pupils improved when outcomes are compared between SATS assessments in July 2016 and July 2017.</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	<b>£34,500</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<p>Pupils will partake in a wide range of visits including Phasel's Wood</p> <p>Pupils will benefit from attending workshops run by a range of outside speakers including theatre groups and authors.</p>	<p>Pupils benefited from working with others and applying themselves to activities which develop the 5Rs; Risk, Resilience, Relationships, Resourceful and Reflective</p> <p>Pupils' horizons were broadened as they learned more about culture, history and geography.</p>	<p>This approach was successful and this approach will be modified and used in future</p>	<b>£14,000</b>
				<b>Total £83,707</b>
<b>1. Additional detail</b>				

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of targeted groups in the afternoons. We have employed experts (Hfl TLA) who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.