

# Pupil premium strategy statement: Hampton Junior School

Summary information					
<b>School</b>	Hampton Junior School				
<b>Academic Year</b>	2018-19	<b>Total PP budget (allocated April 2018 – March 2019)</b>	£89,531.00	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	383	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	July 2019

1. Attainment results (2017-18)						
	<i>Pupils eligible for PP (your school)</i>	<i>National average*</i>	<i>Pupils eligible for PP average scale score (school)*</i>	<i>National pupils not eligible for PP average scale score*</i>	<i>Pupils eligible for PP progress score (school)*</i>	<i>Progress score (other)*</i>
<b>Reading</b>	79%					
<b>Writing</b>	79%					
<b>GPS</b>	71%					
<b>Maths</b>	79%					

\*to be populated when national data is published

2. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Lower PPG attainment in reading in Years 4 and 6.
<b>B.</b>	Application and retention of basic vocabulary and comprehension skills to ensure confidence and success when answering word problems.
<b>C.</b>	Pupil's low self-esteem and poor self-image, which leads to low motivation and self-belief.
<b>External barriers</b>	
<b>D.</b>	Persistent absence and unauthorised absence for PP and FSM
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Lower PPG attainment in reading in Years 4 and 6.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, Rising star assessments, Catch Up Literacy assessments, SALFOD/YARC reading assessments</p>	<p>In year 4 and 6 reading results:</p> <ul style="list-style-type: none"> <li>• 25% increase in the number of PPG pupils achieving national expectation in reading compared to Year 3 and 5 2017-18 data.</li> <li>• On average the PPG cohort make 6+ steps progress over the year</li> <li>• Over 80% of PPG in year 4 and 6 make good progress in reading.</li> </ul>
<b>B.</b>	<p>Application and retention of basic vocabulary and comprehension skills to ensure confidence and success when answering word problems.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, Rising star assessments, mental arithmetic tests, times tables assessment. Catch Up Maths assessments, MALT standardised assessment.</p>	<p>Maths results:</p> <ul style="list-style-type: none"> <li>• 30% increase in the number of PPG pupils achieving national expectation with a focus on Years 4, 5 and 6.</li> <li>• On average each PPG cohort make 6+ steps progress over the year</li> <li>• Over 90% of non-SEND PPG pupils make good progress in maths.</li> </ul>
<b>C.</b>	<p>Pupil's low self-esteem and poor self-image, which leads to low motivation and self-belief.</p> <p>Measure: data provided by school counsellor, surveys, target tracker, qualitative data from teachers / parents, emotional; health service feedback, reflection mentoring feedback. .</p>	<p>Children feel positive about school and have an awareness of their strengths and points for development.</p> <p>Children are more well-rounded and open to experiences challenges, which will help them to mature and grow.</p>
<b>D.</b>	<p>Persistent absence and unauthorised absence for PP and FSM</p>	<p>For absence figures for PPG and FSM to be less than 2% compared to the cohort.</p> <p>For Persistent absent figures for PPG pupils to be less than 8% of the group.</p>

Planned expenditure				
	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
B	Catch up Literacy and Maths Training: 1x lead teacher 1x teacher 4x TAs + additional LSA to deliver intervention daily	£1185.00 Maths £995.00 English  + £4265.00	<ul style="list-style-type: none"> <li>✓ EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</li> <li>✓ This intervention is based on rigorous academic research and is targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors. As a result of this intervention research has shown that:</li> <li>✓ Children achieve double the normal rate of progress in their Reading.</li> <li>✓ It improves learners' confidence, behaviour, and engagement with the whole curriculum</li> <li>✓ Catch Up® Literacy is a book-based reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers.</li> <li>✓ Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.</li> </ul> <p>Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:</p>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 2 times per week for 15 mins.</li> <li>✓ Feedback given to class teacher, parents and children regularly.</li> <li>✓ Assessment completed half-termly/termly to determine progress</li> <li>✓ Lead teacher/s to take an active role in monitoring interventions</li> </ul> <p>To be reviewed March 2019</p>

			<ul style="list-style-type: none"> <li>• Counting verbally</li> <li>• Counting objects</li> <li>• Reading and writing</li> <li>• Hundreds, tens and units</li> <li>• Estimation</li> <li>• Word problems</li> <li>• Translation</li> <li>• Remembered facts</li> <li>• Derived facts</li> <li>• Ordinal numbers</li> </ul> <p>It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners.</p> <ul style="list-style-type: none"> <li>✓ A small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement.</li> <li>✓ Made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.</li> </ul>	
B	Additional maths teacher and CPD support for teachers across years 5 and 6.	£13166.00	<ul style="list-style-type: none"> <li>✓ Previously this smaller maths set has only been in Year 6. However, the EEF toolkit acknowledges the benefit of earlier interventions and that: 'In most studies, the impact on attainment (through intervention) tends to reduce over time'. Therefore indicating that earlier interventions will have a greater impact.</li> <li>✓ EEF toolkits identifies that groups smaller than 15 have a greater impact. This group will be less than 15. The teacher is able to adapt their teacher and therefore children change their learning behaviour.</li> <li>✓ A small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 4 times per week for 60 mins.</li> <li>✓ Feedback given to class teacher regularly</li> </ul> <p>To be reviewed March 2019</p>
A	Advanced skills PPG teacher and PPG lead advocate	£9216.00	<ul style="list-style-type: none"> <li>✓ This will be a specific project in which the PPG lead will focus on raising standards in writing across the school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupils will be able to write independently using correct punctuation and suitable vocabulary.</li> <li>✓ Significant progress will be evidenced in next assessment, with children using taught strategies and</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan.</li> <li>✓ This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress.</li> <li>✓ CPD for staff to support writing standards.</li> <li>✓ It has been identifying that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report <a href="#">Pupil Premium: Next Steps</a> (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor.</li> <li>✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</li> <li>✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.</li> </ul> <p>Evidence of percentage progress for children involved in PPG lead intervention 2017-18:</p> <p>Evidence of progress made by children involved in PPG lead intervention 2017-18:</p>	<p>techniques and used their knowledge of grammar to structure their sentences correctly.</p> <p>To be reviewed in January 2019</p>
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B	Specialist SEND intervention teacher	£1976.00	<ul style="list-style-type: none"> <li>✓ EEF toolkit states that small group tuition is effective and the smaller the group the better, Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</li> <li>✓ To enable the children to make progress with more personalised provision; reviewing basic skills and resulting in more sound understanding.</li> <li>✓ EEF states that: 'Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children; using EHCPs to create more defined support for children.</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ High levels of practical resources used</li> <li>✓ High levels of overlearning</li> <li>✓ Work will be linked to the learning in class and supported through overlearning of key, basic strategies and facts.</li> <li>✓ Children to work with adult x3 a week for 1 hr.</li> <li>✓ Feedback given to class teacher regularly.</li> <li>✓ Feedback given to children regularly.</li> </ul> <p>To be reviewed in January 2019</p>
B	Math tuition	£3780.00	<ul style="list-style-type: none"> <li>✓ EEF toolkit identifies that if there are explicit links to learning in class and that tutoring is in addition to the learning then this can add 5 months progress.</li> <li>✓ To support pupils in year 5 and 6 in ensuring they have support in developing their understanding and application of number and calculation skills.</li> <li>✓ It is acknowledged that: '...for struggling pupils, tutoring can boost confidence and give previously underperforming children a track record of success.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide tutors them with information from TT and other assessments to focus sessions.</li> <li>✓ Review sessions regularly to ensure high standards of teaching</li> <li>✓ Ask for planning to be completed on a weekly basis</li> <li>✓ Monitor books to review learning</li> <li>✓ Check progress on TT to monitor success of intervention and propose new children who would benefit.</li> </ul> <p>To be reviewed in January 2019</p>
B	Maths tuition	£6120.00	<ul style="list-style-type: none"> <li>✓ See above for information around the rational/spend for Maths tuition</li> </ul>	<p>See above for strategies to ensure successful intervention</p> <p>To be reviewed January 2019</p>
B	Maths breakfast club	£2970.00	<ul style="list-style-type: none"> <li>✓ To support the development of basic number and calculation skills</li> <li>✓ NFER's research identified that small group additional teaching was seen as one of the most effective ways of adding value.</li> <li>✓ EEF reported that: 'breakfast clubs that offer pupils in primary schools a free and nutritious meal before school</li> </ul>	<ul style="list-style-type: none"> <li>✓ PPG lead to identify the most suitable LSA's to run the provision.</li> <li>✓ Support / training provided so that there is a clear system to follow which is repetitive and runs 3 times per week.</li> <li>✓ Identify 5 children from data keeping size of group small for effect (EEF recommendation)</li> </ul>

	Breakfast club resources	£192.00	<p>can boost their reading, writing and math results by the equivalent of two months' progress over the course of a year.'</p> <ul style="list-style-type: none"> <li>✓ Furthermore, it was identified that results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide suitable programme to follow (Power of 2)</li> <li>✓ Data analysed to determine where support would be best direct to impact on progress.</li> </ul> <p>To be reviewed in March 2019 prior to Easter holidays.</p>
B	Power of 2 maths resource	£370.00	<ul style="list-style-type: none"> <li>✓ Power of 2 is a proven success of 2 people working together. It stems from the need some people have to reinforce and practise basic mental mathematical skills</li> <li>✓ The intervention has had proven successes: '<b>Power of 2</b> is ideal for anyone who benefits from repeated maths practice as all our books are designed to appeal to all age ranges. The Power of 2 book has been used with students aged 8 and upwards, right up to adult basic skills. The clear language and repetition benefits students with dyslexia and those with English as an Additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.'</li> <li>✓ OFSTED's published paper: 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' identified successful intervention included: <ul style="list-style-type: none"> <li>• Carefully targeted support for specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.</li> <li>• Intervention which are taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants</li> <li>• Interventions which were time limited, not a way of life and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Power of 2 allocation included on provision map and allocate to children in order for further progress.</li> <li>✓ Progress tracked through baseline assessments and teacher assessments on target tracker</li> </ul> <p>To be reviewed January 2019.</p>

			linked well to day-to-day teaching	
C	Year 6 revision booklets	£658.00	<ul style="list-style-type: none"> <li>✓ To support pupils in year 6 in their preparation for the Key Stage 2 assessments.</li> <li>✓ EEF identified that: 'there is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Books given to children who need further support/encouragement to engage in extra revision.</li> <li>✓ Children encouraged to bring these into school to allow for further opportunities for revision.</li> </ul>
C	Reflection coach	£8850.00	<ul style="list-style-type: none"> <li>✓ EEF toolkit shows that reflection is one of the most successful ways of improving learning as it has a low cost and high impact. It is important to ensure the reflection is specific, accurate and clear.</li> <li>✓ Previous year's assessment has also shown that the children really value these sessions and would all recommend to others. Most effective with low/middle attaining year 5 and year 6.</li> <li>✓ A teacher who can facilitate the reflection of learning; identify strengths and work on development points in their work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop reflection book / worksheet to help facilitate the session.</li> <li>✓ Teacher to make regular contact with class teacher to ensure that in the sessions small, specific aspects are worked on and reviewed.</li> <li>✓ Progress to review against children progress for the year – in writing and grammar.</li> <li>✓ Questionnaires and data analysis at the end of the academic year to monitor progress and success which cannot be monitored through academia e.g. confidence and motivation.</li> </ul> <p>To be reviewed in June 2019</p>
A	English tutor	£6577.00	<ul style="list-style-type: none"> <li>✓ Evidence – as with math tutor</li> <li>✓ To support pupils reading accuracy, comprehension and reading rate. To also develop grammar, punctuation and spelling skills when writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide tutors them with information from TT and other assessments to focus sessions.</li> <li>✓ Review sessions regularly to ensure high standards of teaching</li> <li>✓ Ask for planning to be completed on a weekly basis</li> <li>✓ Monitor books to review learning</li> <li>✓ Check progress on TT to monitor success of intervention and propose new children who would benefit.</li> </ul> <p>To be reviewed in June 2019</p>
C	School counsellor	£5328.00	<ul style="list-style-type: none"> <li>✓ Assessments taken over the last 3 years have shown a positive impact on pupils seeing the counsellor. Teaching staff and parents have also commented on the great value that this provides their children.</li> <li>✓ To support pupils social and emotional development ensuring that they feel safe, secure and able to talk about any concern they may have</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise awareness of counselling with staff</li> <li>✓ Ensure leaflets are available in the office</li> <li>✓ Regular review meeting with counsellor</li> </ul> <p>To be reviewed in May 2019 during counsellor review meeting.</p>



			<ul style="list-style-type: none"> <li>✓ Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></li> <li>✓ It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement: <ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> </li> <li>✓ OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</li> </ul> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
A	Bean Stalk reading scheme	£2568.00	<ul style="list-style-type: none"> <li>✓ To support the development of basic reading and comprehension skills</li> <li>✓ This support provides children with an adult that they will read regularly with.</li> </ul>	<ul style="list-style-type: none"> <li>✓ For children to become more engaged in reading.</li> <li>✓ For their confidence to improve and for them to develop a love of reading.</li> </ul>

			<ul style="list-style-type: none"> <li>✓ To deliver the 'paired reading' intervention, research has shown that paired reading schemes: <ul style="list-style-type: none"> <li>• Improved reading attainment – decoding and comprehension of words and text</li> <li>• Increased confidence and enjoyment of reading</li> <li>• Improved attitudes to reading for pleasure and increased amount of reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ For the speed of children's reading to be improved – monitored through the use of EOT assessments and baseline assessments.</li> <li>✓ For the children's comprehension when reading to improve – monitored through the use of EOT assessments and baseline assessments.</li> </ul> <p>To be reviewed March 2019</p>
C	Additional Educational Psychologist time	£5280.00	<ul style="list-style-type: none"> <li>✓ At present, in Key Stage Two, 42% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</li> <li>✓ At present, in our Key Stage Two, 20% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</li> <li>✓ An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways: <ul style="list-style-type: none"> <li>-To support families who may need further advice at home to support their children.</li> <li>- To conducts assessment to determine a child's area of SEN.</li> <li>-To provide guidance to teaching and support staff around strategies to support specific children.</li> <li>-To deliver interventions to target specific children's needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ EP used for continuous staff development through delivering insets and supporting intervention</li> <li>✓ EP used for liaison with the school Inclusion Manager to action plan next steps and children and determine appropriate action/s.</li> <li>✓ EP used to meet with parents and discuss needs and supportive actions.</li> <li>✓ EP to conduct assessments, when appropriate, and use these to determine needs and further support necessary.</li> <li>✓ EP used to conduct training with PPG parents; guiding them around support which can be delivered at home</li> </ul> <p>To be reviewed January 2019</p>
C	Emotional Health Service	£1620.00	<ul style="list-style-type: none"> <li>✓ Working to deliver therapy and support children to work through challenges and difficulties.</li> <li>✓ Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment: <ul style="list-style-type: none"> <li><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></li> </ul> </li> <li>✓ It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement:</li> </ul>	<ul style="list-style-type: none"> <li>✓ To ensure that class teachers have an opportunity to liaise with the SENCO around appropriate children for this intervention.</li> <li>✓ Ensure a dialogue is maintained between the EHS team and the school.</li> <li>✓ Ensure a dialogue is maintained between the pupil and the SENCO to ensure success.</li> <li>✓ Ensure a dialogue is maintained between the EHS team and parents to ensure that the intervention is as successful as possible.</li> </ul> <p>To be reviewed January 2019</p>

			<ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> <p>✓ OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
C	Gardening groups and resources	£1800.00 +1170.00 + £800.00	<ul style="list-style-type: none"> <li>✓ To develop social skills and an understanding of nature and healthy eating.</li> <li>✓ To develop an understanding of what is needed to grow a successful garden.</li> <li>✓ To maintain the garden throughout the year so that all children can use this space.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Both groups are run to enable children the opportunity to experience activities that they might not have access to at home.</li> </ul> <p>To be reviewed March 2019</p>
C	Cooking groups and resources	£1355.00	<ul style="list-style-type: none"> <li>✓ To develop social skills and an understanding of basic cookery and hygiene.</li> </ul>	
E	Attendance		<ul style="list-style-type: none"> <li>• Increase the number of monitoring meetings to twice a half term.</li> <li>• Develop a spread sheet to monitor and capture the progress of all key groups</li> <li>• Ensure all teaching staff are aware of PA children.</li> <li>• Letters sent out to all children under 90%</li> <li>• All families under 90%to attend a meeting.</li> <li>• Follow up meetings to monitor progress.</li> <li>• Raise profile of attendance with pupils across the school.</li> <li>• EWO to work with school on focus on group attendance</li> <li>• Leadership team to meeting with families if attendance doesn't improve after the initial letter.</li> </ul>	

C	Financial support for visits, school uniform, music lessons	£2000.00	<ul style="list-style-type: none"> <li>✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are able to access opportunities which would otherwise be unavailable to them; broadening their experiences.</li> <li>✓ Improved confidence and engagement in curriculum activities.</li> </ul>
	Free School Meals (FSM)	£7790.00	<ul style="list-style-type: none"> <li>✓ In England a Free School Meal (FSM) is a statutory benefit available to school aged children from families who receive other qualifying benefits and who have been through the relevant registration process.</li> <li>✓ The Children’s Society published a report outlining the benefits of free school meals for low-income families: <ul style="list-style-type: none"> <li>• Has important health and educational benefits for children</li> <li>• Can improve their diet and increase their concentration during afternoon lessons</li> <li>• Can potentially decrease health inequalities</li> </ul> </li> </ul> <p>In addition, free school meals help support families financially:</p> <ul style="list-style-type: none"> <li>• Free school meals have a considerable cash value – around £370 per year per family.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To raise an awareness to parents around the support available and to ensure that they understand how to make an application for free-school meals.</li> </ul>
-	School milk	£300.00		



1. Review of expenditure			
Previous Academic Year		2017-18	
Priority A			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Progress in writing with a specific focus on sentences structure and vocabulary for years 5 and 6.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, HJS writing assessment sheets, moderation</p>	<p>Advanced skills PPG teacher</p> <p>English Tuition</p> <p>Bean Stalk reading scheme</p> <p>GPS and writing tuition</p> <p>Reflection Mentoring</p>	<p><b>AIM:</b></p> <p>In year 5 and 6 writing results:</p> <ul style="list-style-type: none"> <li>-20% increase in the number of PPG pupils achieving national expectation</li> <li>-On average the PPG cohort make 6+ steps progress over the year</li> <li>-Over 80% of PPG in year 5 and 6 make good progress in writing.</li> </ul> <p><b>RESULTS:</b></p> <p><b>YEAR FIVE:</b></p> <ul style="list-style-type: none"> <li>-In Year 5, at the end of the year, 66.3% of the cohort met expected standard.</li> <li>- In year 5 at the end of the year 42.9% of PPG pupils met expected standard. This figure increases to 69% when SEND children were removed.</li> <li>-Year 5 cohort (without PPG) made, on average, 6.4 steps progress in their writing.</li> <li>-Year 5 PPG cohort made, on average, 6.3 steps progress in their writing.</li> <li>-6.2 steps progress, on average, made by those pupils accessing reflection mentoring.</li> </ul> <p><b>YEAR SIX:</b></p> <ul style="list-style-type: none"> <li>-95.7% of Y6 pupils made 6 steps progress</li> <li>-92.8% of Y6 PPG children made 6 steps progress</li> </ul>	<p><b>FOCUS:</b></p> <p>The reflection mentor has shown to be very effective in raising attainment and progress; this will continue and expand to include YR4s next year.</p> <p>PPG lead has had a significant impact on raising writing attainment in Year 6 – this focus will continue in the new academic year.</p> <p>.</p>

		<ul style="list-style-type: none"><li>-6.9 steps of progress made, on average, by Yr6 cohort in their writing.</li><li>-7.4 steps of progress made, on average, by Yr6 PPG pupils in their writing.</li> <li>-91% of Y6 met the expected standard, in writing, according to published data.</li> <li>-80% of Y6 PPG met the expected standard, in writing, according to published data.</li> <li>- 100% of the advanced skills English group made 6 steps or more in their writing.</li> <li>- 84.6% of the advanced skills English group met the expected standard in writing.</li> <li>100%of Y6 pupils who received reflection mentoring have made at least 6 steps progress.</li> <li>-Average progress for Y6 pupils attending reflection mentoring: 9.25%</li></ul>	.
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**Priority B**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Application of core number skills and calculations in answering word problems Measure: Age Related Expectation and Progress, Target Tracker, Rising star assessments, mental arithmetic tests, times tables assessment.</p>	<p>Additional maths teacher and CPD support for teachers  Advanced skills Maths teacher  Math tuition  Maths breakfast club  Power of 2 maths resource</p>	<p><b>AIM:</b></p> <p>Maths results: -20% increase in the number of PPG pupils achieving national expectation in each year group (4,5,6) -On average the PPG cohort make 6+ steps progress over the year -Over 90% of non-SEND PPG pupils make good progress in maths</p> <p><b>RESULTS:</b></p> <p><b>Progress:</b> Year 3: Cohort-7.0 PPG – 6.6 6 steps – 81%</p> <p>Year 4: Cohort-6.5 PPG –6.3 6 steps-91%</p> <p>Year 5: Cohort-6.4 PPG –6.3 6 steps-86%</p> <p>Year 6: Cohort-6.9 PPG –7.1 6 steps-100%</p> <p><b>Attainment:</b> Year 3: Cohort-68% exp PPG – 27% exp</p>	<p>-The additional maths set continues to enable rapid progress and supports PPG children attainment.</p> <p>-Maths tutors have had a positive impact on progress and attainment</p> <p><b>FOCUS:</b></p> <p>Benefits of a smaller, focused maths groups are clear. This will now be included in Year 5 to drive their attainment.</p> <p>Current year 4 data:</p> <p>Year 4: Cohort-6.5 PPG –6.3 6 steps-91%</p>



		<p>Year 4: Cohort-72% PPG – 36%</p> <p>Year 5: Cohort-70% PPG – 43%</p> <p>Year 6: Cohort-80% PPG – 78%</p> <p>- 92% of the additional Yr6 maths teacher group made 6 steps or more progress.</p> <p>-Pupils that attended maths tutors made on average 8.4 steps within the year – all children made 7+ steps progress.</p> <p>- Pupils that attended maths breakfast club made 6.7 steps on average over two terms.</p> <p>-Pupils that received the Power of 2 programme made 6.5 steps on average – all children made 6+ steps progress.</p>	
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Priority C			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Low levels of self-esteem, high levels of stress and poor confidence in their learning. Measure: data provided by school counsellor, surveys, target tracker, qualitative data from teachers / parents.</p>	<p>Year 6 revision booklets</p> <p>Reflection coach</p> <p>Library / Homework support</p> <p>School counsellor</p> <p>Drawing and Talking</p> <p>Gardening groups and resources</p> <p>Cooking groups and resources</p> <p>Financial support for visits, school uniform, music lessons</p>	<p><b>AIM:</b></p> <p>Surveys of pupil show a positive evaluation of intervention and support. Children feel more positive about school and their readiness to learn.</p> <p><b>RESULTS:</b></p> <p>Counsellor end of year report shows a more even spread of boys and girls assessing the service. There is also a fairly even mixed of pupils from different year groups. The main reasons for referral are anxiety / stress. On average there is a 44% positive change following sessions with 100% of pupils saying it was valuable.</p> <p>-Drawing and Talking has shown a significant impact on pupils' well-being at school. Staff who work with the pupils see a change week on week which in turn is having a positive effect on their access to the curriculum.</p> <p>-100% of pupils who attended gardening and cookery rated the sessions 10 out of 10 with also 100% saying others would benefit from this support.</p>	<p><b>FOCUS:</b></p> <p>Staff, parents and pupils have responded well to the revise booklets and this is something we will continue to subsidise next year.</p> <p>Drawing and talking to continue next year with a focus on group therapy (facilitators can now deliver this as a result of their further training) to enable a wider outreach.</p> <p>Counsellor to continue next year.</p> <p>As a result of the recent 'Child &amp; Young People Wellbeing Service- Parent Anxiety Workshop' we would like to ensure further training for all parents re mental health worries and anxieties – parents felt this was very beneficial and that further insights would be invaluable.</p> <p>Emotional Health Service to work with children directly to support more specific needs.</p>

Priority D			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Persistent absence and unauthorised absence for PP and FSM	<p>Attendance</p> <ul style="list-style-type: none"> <li>- Increase the number of monitoring meetings to twice a half term.</li> <li>- Develop a spread sheet to monitor and capture the progress of all key groups</li> <li>- Ensure all teaching staff are aware of PA children</li> </ul>	<p>AIM:</p> <p>For absence figures for PPG and FSM to be less than 1.4% compared to the cohort.</p> <p>For Persistent absent figures for PPG pupils to be less than 7% of the group.</p> <p><b>RESULTS</b></p> <p>The difference between whole school absence and FSM absence is 1.42 which matches the target set.</p> <p>By the end of the academic year there were 7 PA who were identified as PPG. This equates to 11.84% of the group.</p>	<p>An improvement to attendance has been seen (from 1.47% last year to 1.42% this year) however we need to continue to work with key families and support them to ensure that children attend school regularly.</p> <p>Earlier meetings with parents need to continue to ensure messages are clear.</p> <p>Pupils should also have a better awareness of their own attendance record.</p>





