

# Pupil premium strategy statement: Cedar Children's Academy 2018-19

## July 2019 review

1. Summary information					
<b>School</b>	Cedar Children's Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£186,119	<b>Date of most recent PP Review</b>	Jan 2019, April 2019
<b>Total number of pupils</b>	NOI (Oct 2018): 576 NOI (March 19) 597 including Nursery	<b>Number of pupils eligible for PP</b>	October 2018: 128 April 2019: 144	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment (KS2 SATs 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	44%	School 62% Whole cohort 58% National 64%
<b>% achieving in reading</b>	78%	School 72% Whole cohort 73% National 75%
<b>% achieving in writing</b>	55%	School 87% Whole cohort 79% National 78%
<b>% achieving in maths</b>	50%	School 72% Whole cohort 66% National 76%
<b>Current attainment (KS1 SATs 2018)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	63%	School 70% Whole cohort 69%
<b>% achieving in reading</b>	63%	School 78% Whole cohort 75% National 75%
<b>% achieving in writing</b>	69%	School 80% Whole cohort 78%

		National 70%
<b>% achieving in maths</b>	75%	School 85% Whole cohort 83% National 76%

### 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)*

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|-----------|---|
| <b>A.</b> | Poor oral language skills is affecting progress of some children                                      |
| <b>B.</b> | Fewer PP children are achieving greater depth in Reading, Writing and Maths compared to Non- PP Peers |
| <b>C.</b> | There is a gap in attainment and progress in Maths between PP and Non PP                              |
| <b>D.</b> | There is a gap in attainment in Writing between PP and Non PP pupils in Y3, Y4 and Y5                 |
| <b>E.</b> | In-school variation in the quality of teaching and learning   |
| <b>F.</b> | Weaknesses in phonics skills impact reading ability   |

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

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|-----------|---|
| <b>G.</b> | Although attendance of PP (and FSM pupils) is above that of this group nationally, there is still a gap in attendance between PP and Non PP Peers |
| <b>H.</b> | PP pupils may lack wider opportunities and experiences  |

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in the oral communication skills of all PP children (including those receiving additional support) <i>(evidence: speech and language target reviews, reports, observations from speech and language TA and Class teachers)</i>	<ul style="list-style-type: none"> <li>- Children are confident in communicating</li> <li>- Childrens speaking skills are in line with other pupils</li> <li>- Children sustain focus</li> <li>- Children who receive external Speech and Language support will be signed off.</li> <li>- children on 'My Plans' will make significant progress towards their targets</li> </ul>
<b>B.</b>	Increased % of PP children achieve greater depth in Reading, Writing and Maths <i>(evidence: data- tracking and analysis, use of testing, intervention group entry and exit testing)</i>	<ul style="list-style-type: none"> <li>- progress and attainment of pupils will be regularly tracked</li> <li>- regular records maintained (including use of TAF sheets)</li> <li>- intervention and support will be in place to support pupils</li> <li>- moderation (in school and external) will verify that children are consistently working at greater depth</li> <li>- lessons will provide a range of opportunities for children to be stretched and challenged</li> </ul>
<b>C.</b>	To diminish the difference between PP and Non PP children in Maths	<ul style="list-style-type: none"> <li>- % who reach Age Related expectation will be broadly in line (between PP and non PP)</li> <li>- where gaps remain, these will have reduced based on the end of the previous year</li> </ul>

	<i>(evidence: triangulation of monitoring, data including from teacher assessment and tests, CPD and interventions)</i>	- children will be secure in the basics but have a developed ability to apply their knowledge to reasoning and problem solving
<b>D.</b>	To diminish the difference between PP and Non PP children in Writing in Years 3,4 and 5 <i>(evidence: triangulation of monitoring, data including from teacher assessment and tests, CPD and interventions)</i>	- % who reach Age Related expectation will be broadly in line (between PP and non PP) - where gaps remain, these will have reduced based on the end of the previous year - children will be able to write at length, applying their learning in a range of contexts and topics
<b>E.</b>	Continue to improve quality first teaching so 100% of teaching is good or better <i>(evidence: triangulation of monitoring, staff support plans and notes, Bluesky, CPD)</i>	-Improved outcomes for all children across the curriculum, every day -High challenge for all children - High level questioning extends and probes learning - Gaps in learning are targeted and supported at the point of learning - Feedback provides children with their next steps
<b>F.</b>	PP and non-PP learners perform in line with each other in the Y1 phonics screening check. This will lead to a secure base for application to reading. <i>(evidence: phonics groups, tracking, monitoring, notes from interventions, phonics screening tracking and analysis)</i>	- PP children make expected progress in Phonics -- 100% PP pass the phonics check - Children apply their decoding and blending skills to assist in reading - Children apply phonics knowledge to the reading of texts - PP children achieve in line with non-PP children.
<b>G.</b>	Attendance of PP pupils is in line with their non- PP peers <i>(evidence: attendance tracking, pupil conferencing, breakfast club records)</i>	- Reduce the number of persistent absentees among pupils eligible for PP - Attendance Officer involvement will not be needed - Attendance for PP children is in line with non PP peers both Nationally and within school - Punctuality improves
<b>H.</b>	The wider curriculum will be enhanced and PP pupils will have increased opportunities and experiences <i>(evidence: curriculum offer, attendance at trips and events)</i>	- good take up of wider curriculum events and activities i.e residential, trips, breakfast club

## 5. Planned expenditure

### Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### 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?
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<p>Improvement in the oral communication skills of all PP children (A)</p>	<ul style="list-style-type: none"> <li>- Ensuring the Cedar Curriculum is language rich</li> <li>- Promote speaking and listening within EYFS and KS1</li> <li>- To ensure personalised plans for identified pupils are being implemented within the classroom</li> <li>- Introduction of helicopter stories across EYFS and into Y1/Y2 to support oral communication</li> <li>- vocabulary enrichment i.e through word of the day, use of content domains on vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- 36% of pupils who require speech and language support are entitled to Pupil Premium</li> <li>- Reception on entry data last year and this year show speaking as a significant area of weakness on entry</li> <li>- through data analysis, we know children struggle with reasoning and some aspects of reading due to having a weaker vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring including lesson dips, reviews of plans etc</li> <li>- Review of My plans and SEN plans regularly for individual pupils</li> </ul>	<p>CM LC BL DH All CTs</p>	<p>Termly</p>
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**Review January 2019:**

- Helicopter stories have been introduced earlier this year in Reception and is done 3 times a week. This has already led to improvements in oral communication as shown by the sessions and written records of stories. Y1 have started to introduce this.
- Vocabulary enrichment is being discussed between SLT and the English team and requires further work currently.
- Through 2 no pens day so far and focus on our curriculum, there has been a much greater emphasis on being language rich but the impact of this is too early to measure.
- speech and language TA provides regular updates to class teachers about childrens individual plans and targets to be worked on in class. These are then also linked to new school based support plans written in December.

**Review April 2019:**

- Review of helicopter stories introduction needed in Y1. Helicopter stories are embedded in Reception and have been introduced into Nursery by the Early Years Lead.
- Vocabulary development continues to be an area of development as we look at our curriculum. Some teachers do this more naturally than others and therefore this needs tightening up.
- Termly no pens day allowed for a range of other oral development activities.
- speech and language TA provides regular updates to class teachers about childrens individual plans and targets to be worked on in class. These are then also linked to new school based support plans written and given to parents in April.
- Reception data shows that out of 8 children who are entitled to PP- 6 are on track in all strands of communication and language and 2 are not (75%)

**Review July 2019**

- continuation of no pens day
- speech and language TA continues to provide updates to teachers (and parents) about childrens plans and targets.
- end of year reception data shows 86% of children are a 2 or 3 in speaking at the end of the year. 8/9 PP children reached expected level (89%)

<p>Increased % of PP children achieve greater depth in Reading, Writing and Maths B</p>	<ul style="list-style-type: none"> <li>- Targeted tracking on TAFs for Y2 and Y6</li> <li>- Staff CPD on more able and challenge and stretch</li> <li>- mastery teaching approach (including being part of mastery work group in Maths)</li> <li>- Additional Teacher in Y6 AM to enable smaller groups and More able pupils to be targeted</li> <li>- Staff CPD on challenge and stretch</li> <li>- Increased expectations of Year Group Leaders- accountable for their year group</li> <li>- High expectations for all teaching and learning with any underperformance tackled</li> </ul>	<p>Data from last year shows: Y2 % of PP children at expected was above that of non PP peers (65% compared to 62%). However only 6% reached greater compared to 18% of non PP Peers. This highlights that PP children are not achieving greater depth.</p> <p>In Y6, PP children underperformed their non PP Peers when gaining scores of 100+ and 110+ (greater depth). Only 6% of PP children scores 110+ compared to 11% of non PP peers.</p>	<ul style="list-style-type: none"> <li>- Monitoring i.e lesson observations, dips, books to ensure challenge and stretch for these pupils</li> <li>- clear entry and exit data for interventions</li> </ul>	<p>CM-DHT JC SM</p>	<p>Termly</p>
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**Review January 2019:**

- Through the following, Year group leaders are much more accountable for their year group this year: leading PPMs, Year group leader termly reviews and meetings, release time when possible to see year group.
- Maths lead had run 3 x CPD sessions so far with clear links to mastery approach. The school has joined a maths mastery workhub as part of local teaching school alliance and are working alongside an advisor currently.
- Y2 have started tracking on TAFs as have Y6 for writing but this will increase in frequency from January onwards.
- CPD on more able highlighted that some year groups and classes do not have many identified children (especially PPG pupils) and this requires monitoring and further probing to ensure the daily diet is challenging and pitched correctly.
- Additional Teacher in Y6 is allowing for smaller targeted group teaching in core subjects and gaps to be plugged more rapidly.

**Review April 2019:**

- continues to be additional teachers in Y6 (now DHT and HT) to plug gaps for a target group and extend challenge greater depth pupils.
- recent work and CPD on working memory, retrieval and interleaving has started to become embedded in classes.
- Y2 are using TAFs to ensure they have a secure evidence base and have taught Greater depth objectives alongside the working at objectives to ensure challenge for all. Additional groups are being run by teaching staff in assembly to stretch and challenge greater depth pupils further.
- Continuation of working as part of the Maths Mastery Workhub with observations and feedback given recently by Maths lead and local advisor.
- Year Group Leaders continue to be more accountable for their year groups (leading PPMs, Year group leader termly reviews and meetings, release time when possible to see year group) and they are secure in this.

**Review July 2019**

- recent work and CPD on working memory, retrieval and interleaving has started to become embedded in classes.
- Y2 are using TAFs to ensure they have a secure evidence base and have taught Greater depth objectives alongside the working at objectives to ensure challenge for all. In Y2, 14% achieved Greater depth in Reading, 3% in writing and 15% in Maths. In Y6 22% achieved in writing, 11% Reading and 11% Maths in the year group. These percentages are still lower than hoped and form part of school improvement plan for next year.
- In Y2 7% of PP children reached greater depth in Reading, 14% in Maths and 0 in writing- this shows that more work needs to be done.
- Continuation of working as part of the Maths Mastery Workhub with observations and feedback given recently by Maths lead and local advisor.
- the school needs to continue to focus on this and are developing tighter structures and leadership of this

<p>To diminish the difference between PP and Non PP children in Maths C</p>	<ul style="list-style-type: none"> <li>- Staff CPD targeted to Maths Term 1</li> <li>- release time for Maths subject lead to monitor in Term 1 and provide support in T1 and throughout the year</li> <li>- Visits from advisor as part of Maths workload project</li> <li>- Mastery teaching approach</li> <li>- audit of resources and wider use of manipulatives- ordering additional resources required</li> <li>- focus on exploratory maths led by subject lead.</li> <li>-High expectations for all teaching and learning with any underperformance tackled</li> <li>- sharing good practice using swivl technology</li> </ul>	<p>End of last academic year the gaps between PP and Non PP children were:</p> <ul style="list-style-type: none"> <li>- Y1 27%</li> <li>-Y2 12%</li> <li>- Y3 10%</li> <li>- Y4 20%</li> <li>- Y5 25%</li> <li>- Y6 15%</li> </ul> <p>Year groups are the current ones.</p>	<p>Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points.</p> <ul style="list-style-type: none"> <li>- Tracking of data for all children, including vulnerable groups.</li> <li>- Clear CPD with manageable steps which are checked up on and supported where there may be issues.</li> </ul>	<p>CM- DHT SM- Maths lead</p>	<p>Termly</p>
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Review January 2019:

- Maths lead had run 3 x high quality CPD sessions so far with clear links to mastery approach and subject knowledge. These were planned based on a week's release time to observe maths across the school and identify emerging needs.
- The school has joined a maths mastery workhub as part of local teaching school alliance and are working alongside an advisor currently.
- differences between PP and non PP Peers for attainment are widest in Y4 and Y5 and this needs further focus and has been discussed as part of Pupil Progress Meetings and through identification of new target children. Interventions for Years 4,5,6 for PP and SEN children are focused on Maths in Terms 3 and 4 and this should lead to significant improvements in these gaps next term. Interventions will be tracked as they go on and entry and exit data is collected.

Review April 2019:

- Exit data from interventions for Maths shows: Y4: PP pupils made significant progress ranging from 8mths to 19mths when working on On Track Maths. Some of these pupils are additionally SEN. Y5 progress was more mixed with three pupils regressing or making 2 months or less progress. These pupils also have some SEN

needs. Some PP pupils made between 9 and 24 months progress. Y6 also used On track Maths and made between 4 and 22 months progress with 3 pupils now being in line with their chronological age and the others have narrowed the gap significantly.

- Continuation of working as part of the Maths Mastery Workhub with observations and feedback given recently by Maths lead and local advisor and CPD based on this from Maths lead.

- differences have reduced in Y2 and Y5 from the end of last year however the gap between pp and non pp remains largest in Y4 and now Y1. YGL have clear plans in place.

**Review July 2019**

Y2 the gap between those achieving ARE or exceeding between PP and non PP is 5%. (with figures of 71% and 76% respectively) At the end of the previous year the gap was 12% so this has been reduced.

In Y1, Y3, 4, 5, 6 data analysis shows that gaps are still sizeable and haven't reduced over this year. SLT and Maths lead will need to review in advance of next year.

<p>To diminish the difference between PP and Non PP children in Writing in Years 3, 4 and 5 (D)</p>	<ul style="list-style-type: none"> <li>- Staff CPD term 1 on colourful semantics, phonics for TAs</li> <li>- Introduction of new spelling scheme with more diagnostic focus</li> <li>- release time for English subject lead to monitor and provide support in T1 and throughout the year</li> <li>- Improve shared, guided and modelled writing across the school</li> <li>- High expectations for all teaching and learning with any underperformance tackled</li> <li>- sharing good practice using swivl technology</li> </ul>	<p>End of last academic year the gaps between PP and Non PP children were:</p> <ul style="list-style-type: none"> <li>- Y3 11%</li> <li>- Y4 22%</li> <li>- Y5 27%</li> </ul> <p>Year groups are the current ones.</p>	<p>Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points.</p> <ul style="list-style-type: none"> <li>- Tracking of data for all children, including vulnerable groups.</li> <li>- Clear CPD with manageable steps which are checked up on and supported where there may be issues.</li> </ul>	<p>CM- DHT RH- English lead</p>	<p>Termly</p>
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**Review January 2019:**

- CPD has been targeted on specific areas and opened up to TAs as well as teachers (Colourful semantics, phonics, spelling scheme)

- New spelling scheme introduced and currently being rolled out with a greater focus on diagnostic assessment and teaching of rules/generalisations. To early currently to gauge impact.

- Writing CPD and moderation planned for Term 3

- differences between PP and non PP Peers in attainment are less than in Maths. Y3 gap is 11.9%, Y4 is 14.7% and Y5 is 15.6%. This is being looked at by PP lead and English lead and sharing of good practice and high expectations are key.

**Review April 2019**

- Writing CPD by English lead focused on high quality shared, modelled and guided writing and all staff recorded themselves using video technology which was looked at by year groups and next steps actions developed.
- New spelling scheme has had an impact on standards as shown by individual scores and trackers held by PP lead and spelling lead.
- Writing data shows gaps remain in these year groups and are being targeted by year group leaders in T5 and T6.

**Review July 2019**

End of year data shows there is still a gap between PP and their non PP peers. It is 16% in Y3 which has increased, 17% in Y4 and 22% in Y5 which is a decrease but still too large. There are a number of children within these cohorts who also have SEN needs and are working on another curriculum. These figures do not show progress which is recorded separately. The approach for next year will be reviewed by SLT and English lead.

<p>PP and non-PP learners perform in line with each other in the Y1 phonics screening check. This will lead to a secure base for application to reading.</p> <p>F</p>	<ul style="list-style-type: none"> <li>- High quality targeted daily phonics lessons across KS1 and in KS2 where needed</li> <li>- Specialist Phonics intervention teacher to provide guidance and support</li> <li>- Staff CPD (consistency in phonics, phonological awareness, team teaching and observations)</li> <li>- Regular tracking of data from mock screenings</li> <li>- Phonics groups flexible and regularly changed</li> <li>- Observation and lesson dips</li> </ul>	<ul style="list-style-type: none"> <li>- Staff need updated CPD (new to KS1 or phonics teaching)</li> <li>- Improvement made from 79% to 90% last year needs to be maintained and the gap between PP and non PP reduced to 4% last academic year. This evidence supports the effectiveness of the strategies used last year.</li> </ul>	<p>Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points.</p> <ul style="list-style-type: none"> <li>- Tracking of data for all children, including vulnerable groups.</li> <li>- Clear CPD with manageable steps which are checked up on and supported where there may be issues.</li> </ul>	<p>CM- DHT AM- Phonics intervention teacher NK- Phonics lead</p>	<p>Termly</p>
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**Review January 2019:**

- Data from most recent phonics screening shows that 77% (10/13 ppg pupils) are on track to pass at the end of Y1. 4 have already achieved 28+ out of 40.
- Specialist phonics teacher alongside phonics lead has provided support and advice including the adjusting of reading lessons to ensure phonics and reading are more explicitly linked, moving some year groups to sounds write
- There has been regular tracking of pupils and they are moved round as needs and strengths emerge. From mock screenings, an analysis has been developed to aid teaching staff to tackle next steps.

**Review April 2019:**

- Data from most recent phonics screening shows that 83% of the cohort are on track to pass the screening in June. For PPG pupils shows 67% on track to pass (8/12 children) with 4 not currently on track but making significant progress.
- Specialist phonics teacher alongside phonics lead has provided support and advice including the adjusting of reading lessons to ensure phonics and reading are more explicitly linked, moving some year groups and groups of pupils to sounds write and careful rebanding of books to ensure they are correct and challenging.
- There has been regular tracking of pupils and they are moved round as needs and strengths emerge. From mock screenings, an analysis has been developed to aid teaching staff to tackle next steps.

Review July 2019

87% of the Y1 cohort passed the phonics screening check and 94% of Y2 cohort have now passed. In Y1, there was a marginal gap between PP and non PP Peers (82.4% and 87.5% respectively) This gap is only slightly larger than last years 4% gap. In Y2 the gap is larger (96% to 86%=10%) but there is a large crossover with SEN and PP in this group.

<p>Continue to improve quality first teaching so 100% of teaching is good or better (E)</p>	<ul style="list-style-type: none"> <li>- High expectations of all (no excuses)</li> <li>- Tailored support and CPD based on need</li> <li>- CPD on Feedback following new Feedback and marking policy</li> <li>- Observations and learning walk</li> <li>- Regular and Robust monitoring i.e book scrutiny</li> <li>-High quality questioning</li> <li>- High level of challenge and mastery curriculum for all</li> <li>- Increased expectations of middle leaders and subject leaders.</li> <li>- sharing good practice using swivl technology</li> </ul>	<ul style="list-style-type: none"> <li>- Improved quality first teaching will make the biggest impact to PP children’s progress and reduce the attainment gap</li> <li>- In Year 4, 5 the gaps between PP children and non PP peers is most significant and needs to be reduced in all subject areas. Teachers in these year groups are strong practitioners and are led by strong Year group leaders to drive improved outcomes.</li> <li>- % of teaching which is currently good or outstanding is 81%</li> <li>-EEF information shows that feedback can have a high impact, for low cost</li> </ul>	<ul style="list-style-type: none"> <li>-Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points.</li> <li>- Tracking of data for all children, including vulnerable groups.</li> <li>- Clear CPD with manageable steps which are checked up on and supported where there may be issues.</li> </ul>	<p>CM- DHT SLT All teaching staff</p>	<p>Ongoing- weekly use of triangulation document</p>
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Review January 2019:

- Through the school vision, all leaders are reinforcing high expectations of all.
- CPD is tailored where possible based on needs but this needs to continue to be an area of focus including further use of swivl.
- There are increased expectations of middle leaders this year this is currently being embedded but is already showing improvements in shared high expectations and outcomes (especially Year Group Leaders)
- Quality of teaching and learning is currently: 42% Good, 36% Outstanding and 18% Requires Improvement and these teachers are being provided with support.

Review April 2019:

- There has been increased use of swivl to improve the teaching of writing this term and this will be monitored further. There needs to be continued use of video technology to improve T and L in certain classes or to share good practice.
- There are increased expectations of middle leaders this year which is embedded but is showing improvements in shared high expectations and outcomes (especially Year Group Leaders)
- continued focus on high expectations for all, any weaknesses being tackled.
- quality of teaching and learning is now 50% good, 36% outstanding and 14% requires improvement and these teachers are being provide with support.

Review July 2019:

Ofsted rated the quality of teaching and learning to be good.

YGL are strong leaders who are accountable for their year groups and this has lead to sustained improvements across the school.

<b>Total budgeted cost</b>					£50,900
<b>ii. Targeted support</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>
Improvement in the oral communication skills of PP children (including those receiving additional support) A	Specific and targeted support from Speech and Language specialist TA. - Specific and targeted support from Speech and Language therapist (bought in service) -Tracking of progress of children who are having additional speech and language support both in terms of their individual targets and my plan, and progress in other core subjects.	36% of children who currently have a plan for speech and language intervention are entitled to Pupil Premium Funding. Specialist speech and language TA has shown excellent impact in supporting children and a number have been signed off as a result of this in previous years so this is an effective intervention.	-Tracking of progress of children who are having additional speech and language support both in terms of their individual targets and my plan, and progress in other core subjects. - Working closely with Speech and language TA and SENCO to revise actions and amend regularly as necessary.	CM- DHT DH- Speech and Language TA BL- SENCO	Termly

Review January 2019:

- 9 children who are entitled to PPG are currently being supported by the speech and language TA.
- Individual records (held by TA and PPG lead) show that children are regularly assessed, targets altered and reviewed by speech and language therapist. Children are also supported in class by speech and language TA and own teachers. All children have made progress on their targets (see individual records) with some significant achievements made so far.

Review April 2019:

- 11 children who are entitled to PPG are currently being support by the speech and language TA.
- Individual records (held by TA and PPG lead) show that children are regularly assessed, targets altered and reviewed by speech and language therapist. Children are also supported in class by speech and language TA and own teachers.
- children are making good progress on targets with two awaiting or recently receiving new plans with new targets on them.

Review July 2019

12 children who are entitled to PPG are currently being supported by the speech and language TA  
 Individual records (held by TA and PPG lead) show that children are regularly assessed, targets altered and reviewed by speech and language therapist. Children are also supported in class by speech and language TA and own teachers.  
 Speech and Language TA regularly updates PPG lead and clear plans of support in place for next year. Majority of children have achieved or almost achieved their recent targets so clear progress and impact.

<p>To diminish the difference between PP and Non PP children in Writing in Years 3,4 and 5 D</p>	<ul style="list-style-type: none"> <li>- Structured interventions established for Term 1 and Term 2 for all PP children who have areas of weakness in writing.</li> <li>- Interventions set up by SENCO with clear progression and entry and exit tests.</li> <li>- Writing is the sole focus of interventions in T1 and T2 to ensure children are not overloaded.</li> <li>-Regular feedback is provided to class teachers to ensure that learning is applied in class.</li> </ul>	<p>-Recent TA audit (as part of Inclusion project) showed interventions to be highly effective.                  This is supported by exit testing data from last year.                  57 pupils across the school are having writing interventions in Term 1 and Term 2.31 of these are in Y3-Y5                  Y3 and Y4 interventions: colourful semantics, phonics-segmenting for spelling, letter formation/handwriting.                  Y5 interventions: , letter formation/handwriting, spelling, sentence structure and phonics</p>	<ul style="list-style-type: none"> <li>- entry and exit data</li> <li>- monitoring by PP lead, SLT and SENCO on effectiveness of interventions</li> </ul>	<p>CM- DHT                  BL- SENCO                  TAs and                  CTs</p>	<p>Termly</p>
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Review January 2019:

- entry and exit data has been collated for individual children and is kept in files by SENCO. This shows good progress made. Due to nature of interventions (writing) there will not be test scores to reflect progress but work samples.
- Feedback from interventions to class has been tightened up this term with the introduction of feedback walls and post its so teachers know exactly what has been done and how to build that into the classroom and reinforce.

Review April 2019:

- although most year groups shifted focus of interventions to other subject areas, writing has been supported by CPD for teachers as this need emerged. Writing CPD by English lead focused on high quality shared, modelled and guided writing and all staff recorded themselves using video technology which was looked at by year groups and next steps actions developed.

New spelling scheme has had an impact on standards as shown by individual scores and trackers held by PP lead and spelling lead.

Review July 2019

End of year data shows there is still a gap between PP and their non PP peers. It is 16% in Y3 which has increased, 17% in Y4 and 22% in Y5 which is a decrease but still too large. There are a number of children within these cohorts who also have SEN needs and are working on another curriculum. These figures do not show progress which is recorded separately. The approach for next year will be reviewed by SLT and English lead

<p>PP and non-PP learners perform in line with each other in the Y1 phonics screening check. This will lead to a secure base for application to reading. F</p>	<p>-Specialist Phonics intervention teacher and other staff to lead targeted phonics interventions in small groups and apply this to reading teaching and observations) - Regular tracking of data - Phonics groups flexible and regularly changed -</p>	<p>- Improvement made from 79% to 90% last year needs to be maintained and the gap between PP and non PP reduced to 4% last academic year. This evidence supports the effectiveness of the strategies used last year. - evidence shows a number of new Y1 pupils have significant needs in phonics and reading, so phonics interventions commenced immediately.</p>	<p>Observations and learning walks tracked on triangulation document and on consistent forms and repeat visit made to follow up on action points. - Tracking of data for all children, including vulnerable groups. -</p>	<p>CM- DHT AM- Phonics intervention teacher NK- Phonics lead</p>	<p>Termly  (See review in section above)</p>
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<p>To diminish the difference between PP and Non PP children in Maths C</p>	<ul style="list-style-type: none"> <li>- Structured interventions planned for Term 3 and Term 4 for all PP children who have areas of weakness in writing.</li> <li>- Interventions set up by SENCO with clear progression and entry and exit tests.</li> <li>- Maths will be the sole focus of interventions in T3 and T4 to ensure children are not overloaded.</li> <li>-Regular feedback is provided to class teachers to ensure that learning is applied in class.</li> </ul>	<p>-Recent TA audit (as part of Inclusion project) showed interventions to be highly effective.This is supported by exit testing data from last year.</p> <p>Significant gaps are shown in the data from last year in Maths between PP and Non PP peers</p>	<ul style="list-style-type: none"> <li>- entry and exit data</li> <li>- monitoring by PP lead, SLT and SENCO on effectiveness of interventions</li> </ul>	<p>CM- DHT BL- SENCO TAs and CTs</p>	<p>Termly</p>
<p>Review January 2019:  - Based on feedback from year group leaders about the needs of their year group, interventions for term 3 and 4 have been based on the most prominent need in that year group. These are: - Y1: Reading (8 PP children will be working on phonics, and additional guided reading sessions) - Y2: Reading (5 PP children will be working on inference and literal retrieval in comprehension groups) - Y3: Reading (2 PP children will be working on literal retrieval in comprehension groups) - Y4: Maths (6 PP children will be working on on track maths intervention) - Y5: Maths ( 6 PP children working on on track maths) - Y6: Maths ( 6 PP children working on on track maths and 5 having small group reading sessions with TA) - Entry testing to be done in January 2019</p> <p>Review Aril 2019:  Exit data from interventions for Maths shows: Y4: PP pupils made significant progress ranging from 8mths to 19mths when working on On Track Maths. Some of these pupils are additionally SEN. Y5 progress was more mixed with three pupils regressing or making 2 months or less progress. These pupils also have some SEN needs. Some PP pupils made between 9 and 24 months progress.Y6 also used On track Maths and made between 4 and 22months progress with 3 pupils now being in line with their chronological age and the others have narrowed the gap significantly. Review July 2019- see data in section above.</p>					

Increased % of PP children achieve greater depth in Reading, Writing and Maths B	<ul style="list-style-type: none"> <li>- Targeted tracking on TAFs for Y2 and Y6</li> <li>- Staff CPD on more able and challenge and stretch</li> <li>- small group boosters and support including 1-1 support</li> <li>- mastery teaching approach (including being part of mastery work group in Maths)</li> <li>- Additional Teacher in Y6 AM to enable smaller groups and More able pupils to be targeted</li> </ul>	<p>Data from last year shows: Y2 % of PP children at expected was above that of non PP peers (65% compared to 62%). However only 6% reached greater compared to 18% of non PP Peers. This highlights that PP children are not achieving greater depth.</p> <p>In Y6, PP children underperformed their non PP Peers when gaining scores of 100+ and 110+ (greater depth). Only 6% of PP children scores</p>	<ul style="list-style-type: none"> <li>- Monitoring i.e lesson observations, dips, books to ensure challenge and stretch for these pupils</li> <li>- clear entry and exit data for interventions</li> </ul>	CM-DHT JC SM	(see review in section above)
<b>Total budgeted cost</b>					£46,752
<b>iii. Other approaches</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>
Attendance of PP pupils is in line with their non- PP peers (G)	<ul style="list-style-type: none"> <li>-Attendance officer to check attendance daily and closely monitored PP attendance rates, meet with parents and offer support.</li> <li>- Rewards for good attendance given out regularly (i.e off curriculum time, attendance award trophies)</li> <li>- Breakfast club is offered at a subsidised or for free for parents (some families whose attendance is causing concern will be directly invited)</li> <li>- Children can wear own clothes on birthday to</li> </ul>	<p>The role of the attendance officer has made a positive impact over recent years with attendance improving.</p> <p>PP attendance last academic year was 94.11 compared to overall attendance of 95.60</p> <p>Breakfast club helps children be ready for the school day and will enable them to have a good attitude to learning and make good progress</p>	<p>Weekly updates from Attendance officer</p> <p>Use of attendance data to identify trends or issues.</p> <p>Attendance reported to AAB</p> <p>Ensuring parents of PP children know about Breakfast club and monitor attendance at breakfast club to see the impact this is having.</p> <p>Regular meetings with attendance officer to identify children at earliest point whose attendance is causing concern.</p>	CM (DHT) LS(Attendance officer) JB LS (Breakfast club manager)	Termly

	<p>encourage children to attend school on this day</p> <ul style="list-style-type: none"> <li>- Attendance is followed up rigorously in line with Trust attendance policy</li> <li>-Use of pastoral support including Family Liason Officer to support families where other issues are impacting attendance.</li> </ul>				
<p>Review January 2019:</p> <ul style="list-style-type: none"> <li>- PP attendance is currently 95.8% with whole school attendance being 96.2% showing a smaller gap then previously and overallly higher percentage of attendance for this group. This attendance is monitored by the PP lead and attendance officer and strategies for individuals and families have been put in place. Some examples of this are shown in case studies.</li> <li>- On average 29% of pupils who are entitled to FSM attend Breakfast Club.</li> </ul> <p>Review April 2019:</p> <ul style="list-style-type: none"> <li>- PP attendance is currently 95.52% with non pupil premium attendance being 96.4% . This attendance is monitored by the PP lead and attendance officer and strategies for individuals and families have been put in place including targeted monitoring, speaking with children and rethinking strategies for target children allocated to members of SLT.</li> </ul> <p>Review July 2019:</p> <p>Whole school attendance is currently 96.2% and PP is 95.37% (up to 16<sup>th</sup> July), This attendance is monitored by the PP lead and attendance officer and strategies for individuals and families have been put in place including targeted monitoring, speaking with children and rethinking strategies for target children allocated to members of SLT. Unfortunately a number of families have gone on holiday which has affected this.</p>					
<p>The wider curriculum will be enhanced and PP pupils will have increased opportunities and experiences</p> <p>H</p>	<ul style="list-style-type: none"> <li>- Y6 residential trip to Marchants Hill to be subsidised (half price for children entitled to Pupil Premium)</li> <li>- Subsidising school trips to enable parents to be more able to afford them.</li> <li>- Breakfast club will be subsidised for FSM pupils.</li> <li>- Skillsforce programme to run for whole academic year for Y6 to improve confidence, self esteem and team work skills.</li> </ul>	<p>Parents of PP children are not always able to afford for their children to attend residential. By subsidising this trip, it makes it more affordable for them, ensuring their children do not miss out.</p> <p>Some parents like to pay at least part of trips. By subsidising the trips, it makes them more affordable.</p> <p>PP children will have an opportunity to experience activities they may otherwise not</p>	<ul style="list-style-type: none"> <li>-Monitoring numbers of children attending residential.</li> <li>-Annual review of trips</li> <li>- monitoring and evaluation of skillsforce</li> </ul>	<p>DHT</p>	<p>Annually</p>

		be able to have and this supports the holistic development of the child. Skillsforce led to significant improvements in confidence and self esteem last year.			
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**Review July 2019:**

Skillsforce programme continues to aid children with resilience, teamwork and social skills but will be moved to new Y5 next year due to the needs of this cohort and also they are a high PP cohort.

Each year group has had a trip where financial support was available and 30 Y6 children attended residential.

Breakfast club continues to be generally well attended with on average 30% of those entitled to FSM attending. This will continue to be worked on next year to ensure all who are entitled are benefitting from this and aware of this.

**Total budgeted cost** £83,003

**6. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

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)	Cost

**ii. Targeted support**

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)	Cost

**iii. Other approaches**

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)	Cost

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)

**Separate 2017-18 review of expenditure is available on the school website**