

# Pupil Premium Strategy Statement:

1. Summary Information					
School	Fairway Primary				
Academic Year	2018/19	Total PP budget	£113, 480	Date of most recent PP Review	July 2017
Total number of pupils	209	Number of pupils eligible for PP	83	Date for next internal review of this strategy	July 2019

2. Outcomes – 2016 Statutory Testing Data				
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	Difference (National)	National average for all pupils
EYFS GLD	86%	73%	+13%	72%
PHONICS (Y1)	50%	95%	-45%	83%
KS1 EXPECTED STANDARD READING	60%	86%	-26%	75%
KS1 EXPECTED STANDARD WRITING	40% (72%)	81% (72%)	-41% (0%)	70%
KS1 EXPECTED STANDARD MATHEMATICS	60% (79%)	86% (79%)	-26% (0%)	76%
KS2 EXPECTED STANDARD READING, WRITING , MATHEMATICS	47% (67%)	92% (67%)	-45%	64%
KS2 EXPECTED STANDARD READING	59% (77%)	100% (72%)	-41%	75%
KS2 PROGRESS READING	-1.5	+2.1	n/a	
KS2 EXPECTED STANDARD WRITING	59% (81%)	100% (81%)	-41%	78%
KS2 PROGRESS WRITING	-0.6	+3.07	n/a	
KS2 EXPECTED STANDARD MATHEMATICS	53% (80%)	92% (80%)	-39%	76%
KS2 PROGRESS MATHEMATICS	-0.4	+0.73	n/a	

3. Barriers to Future Attainment (for pupils eligible for PP including high ability)	
<b>In-school Barriers</b>	
<b>A.</b>	Language skills in EYFS are lower for pupils eligible for PP than for other pupils (on entry?)
<b>B.</b>	Phonics outcomes in Key Stage 1 are lower for pupils eligible for PP than other pupils.
<b>C.</b>	English and maths outcomes in Key Stage 1 are lower for pupils eligible for PP than for other pupils.
<b>D.</b>	English and maths outcomes in Key stage 2 (particularly reading) are lower for pupils eligible for PP than for other pupils.
<b>External Barriers</b>	
<b>E.</b>	Circumstances in the home have an impact on pupil's emotional wellbeing in school, and low aspirations, self-esteem and motivation impact on attainment.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve language development and early reading skills in Reception	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that increasing proportions of pupils eligible for PP meet age related expectations, and the gap continues to be negligible
<b>B.</b>	Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP	An increased number of pupils eligible for PP achieve expected scores in the Year 1 phonics test and Year 2 re-takes, and the gap is closed compared to non PP peers
<b>C.</b>	Close the gap in english and maths outcomes for pupils eligible for PP in Key stage 1 in	Pupils eligible for PP in Key Stage 1 make rapid progress by the end of the year so that increasing proportions of pupils eligible for PP meet age related expectations.
<b>D.</b>	Close the gap in english and maths outcomes for pupils eligible for PP in Key Stage 2.	Pupils eligible for PP in Key Stage 2 make rapid progress by the end of the year so that increasing proportions of pupils eligible for PP meet age related expectations.
<b>E.</b>	Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school. Increase the self-esteem, emotional well-being, aspirations and motivation of pupils eligible for PP	Pupils express their feelings and emotions through PSHE and social skills sessions. Concentration levels are increased and pupils are able to better cope with the demands of the curriculum. Pupils have high expectations of themselves. Attendance and punctuality of PP pupils increases in line with peers. There is an increase in parental engagement with school events.

5. Planned expenditure					
Academic Year		2017/18			
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?
A. Improve language development and early reading skills in Reception	<p>Whole class baseline of language skills using WellComm assessments, then use of WellComm resources to supplement whole class learning</p> <p>At least 3 story sessions to take place daily – to ensure story language is shared with children.</p> <p>Distinct reading area to be set up in the classroom, to include purchase of new texts to ensure depth of reading opportunities</p>	<p>High quality Early Years intervention has proven to be very beneficial, especially when efforts are made to improve the quality, rather than quantity.</p> <p>Some pupils require targeted support to enhance their communication skills and develop language acquisition. The WellComm programme has proven to be an effective tool used in many schools, and was used with success at Fairway 2017-18.</p> <p>Sharing high quality reading texts and listening to stories is proven to support language development</p>	<p>Regularly review impact of Wellcomm through pupil progress meetings and dialogue with the SENCo</p> <p>EY lead to carefully monitor pupil progress and share with SLT</p>	SENCo EYFS Lead	Review end of each half term in EY lead report

<p><b>B.</b> Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP</p>	<p>To consistently use the four-part model of phonics teaching across Foundation and Key Stage 1</p> <p>CPD on phonics for all staff in delivering high quality phonics lessons, plus additional support from Phase Leader for the new Y1 teacher</p> <p>Stream Y1 and Y2 phonics into smaller teaching groups to ensure coverage of all phases. Purchase of multisensory and kinaesthetic resources to support all learning styles</p> <p>Purchase of additional phonic based reading books (Dandelion Readers) to embed learning</p>	<p>The gap between PP children and their peers has widened in Y1. QFT is essential for development of phonics in all pupils, as recommended in the Rose Report.</p>	<p>Regular monitoring of phonics planning and delivery by SLT</p>	<p>KS1 Phase Lead Y1 teacher</p>	<p>Review half-termly via updated phonics assessments</p>
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<p><b>C.</b> Close the gap for pupils eligible for PP in Key stage 1 in English and Maths</p>	<p>Literacy SPAG day to be delivered by 'Sir Linkalot' using Thinkalink techniques to develop strategies for remembering spellings. This approach to then be used across the school to teach the words from the Statutory spelling word lists.</p> <p>Parents to be invited into school regularly to share books with their children, to improve parental engagement with reading</p> <p>Purchase of whole school spelling scheme – No nonsense spelling'</p> <p>Maths Regular CPD on use of concrete materials and pictorial representations (CPA – Concrete, pictorial, abstract). CPD on maths reasoning and questioning</p> <p>Relaunch of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval</p>	<p>EEF research recommends the explicit teaching of spelling, as this must become fluent before improvements can be seen in other areas. 'Children must develop their fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing'. (EEF - Improving literacy in KS1)</p> <p>The DfE document summarising the impact of parental support on education, found that children who were helped with their reading at home by their parents demonstrated a highly significant improvement compared to children who were not supported at home.</p> <p>Young-Loveridge (2002) notes that students who had a good grasp of part-part-whole made "greater gains" in mathematical concepts such as addition and fractions. When teaching for mastery, the CPA approach helps learners to be more secure in their understanding, as they have to prove that they have fully grasped an idea, providing a firm foundation for future learning.</p> <p>The EEF 'Improving Mathematics' research found that quick retrieval of number facts is important for success in mathematics</p>	<p>AHT to monitor the impact of new guided reading resources</p> <p>AHT for the phase to monitor and support the effective delivery of lessons and feedback to pupils</p> <p>AHT and maths coordinator to monitor planning and delivery of numeracy sessions</p>	<p>KS1 Phase Lead</p> <p>Literacy/ maths Leads</p> <p>SENCo</p>	<p>Review of progress half-termly as part of SLT monitoring cycle</p> <p>AHT to monitor parental engagement termly</p>
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<p><b>D.</b> Close the gap in english and maths outcomes for pupils eligible for PP in Key Stage 2.</p>	<p>Literacy SPAG day to be delivered by 'Sir Linkalot' using Thinkalink techniques to develop strategies for remembering spellings. This approach to then be used across the school to teach the words from the Statutory spelling word lists.</p> <p>Purchase of new whole school spelling scheme 'No Nonsense Spelling'</p> <p>Maths Regular CPD on use of concrete materials and pictorial representations.(CPA – Concrete, pictorial, abstract). CPD on maths reasoning and questioning</p> <p>Relaunch of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval</p> <p>Use of HLTA to provide additional targeted support in Y4, Y5 and Y6 and to allow for release of teacher to work with focus pupils in literacy and maths</p>	<p>The dyslexia association recommends 'linking' as a highly effective strategy for helping with memory, particularly related to spelling. Parents are an important part of the Thinkalink approach, and research demonstrates that children whose parents show a high level of interest in their learning make greater progress than those with less support</p> <p>EEF 'Improving Mathematics in KS2 and 3 Guidance Report' recommends the use of manipulatives and representations to reveal mathematical structures and enable pupils to understand and use mathematics independently – this was found to be particularly effective for pupils struggling with mathematical concepts</p> <p>The EEF 'Improving Mathematics' research found that quick retrieval of number facts is important for success in mathematics</p>	<p>AHT to monitor the impact of new texts and book club</p> <p>SENCo to monitor impact of Thinkalink strategies</p> <p>Maths coordinator and SLT to monitor use of CPA methods and reasoning and questioning</p>	<p>KS2 Phase Lead</p> <p>Maths/ Literacy Lead</p> <p>SENCo</p>	<p>Review half termly at Pupil Progress meetings and via SLT monitoring</p>
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	<b>Total budgeted cost</b>	Picture books £500 Phonic reading books and phonic games £1000 CPD £600 SENCO ½ day for support and monitoring with language development EYFS and spelling in KS1 and KS2 £5400
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**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?

<p>A. Improve language development and early reading skills in Reception</p>	<p>Small group provision of 'Wellcomm' intervention by TAs for targeted children in Reception (identified via initial assessments with SENCo) to develop language skills</p> <p>Weekly Storysack group with targeted pupils led by HLTA, to develop language and enthusiasm for stories</p> <p>Targeted pupils to participate in the Beanstalk Storystarters trial</p>	<p>Some pupils require targeted support to enhance their communication skills and develop language acquisition. WellComm has proven to be an effective tool used in many schools, and was used successfully at Fairway 2017-18.</p> <p>Research suggests that several positive impacts result from using the Storysack approach, including increased enjoyment of reading, and increased motivation to engage in reading activities. Exposure to good quality texts is proven to impact positively on language acquisition</p> <p>Beanstalk has proven impact, with 'significant evidence of positive impact on the children's attainment, confidence and enjoyment of reading, as well as of narrowing the achievement gap between the children that are behind their peers' (Beanstalk 2016-17 Impact report). Storystarters is the Beanstalk EYFS equivalent which has been launched as a pilot with the same aims, and to encourage early reading development.</p>	<p>Regular monitoring of the impact of interventions by SENCO/PP Champion</p>	<p>EYFS Lead</p> <p>HLTA</p> <p>SENCO</p>	<p>EYFS Lead to report on progress half-termly</p> <p>Review each half term as part of pupil progress meetings</p>
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<p>B. Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP</p>	<p>Targeted use of the 'Nessy' programme to boost phonics – purchase of Nessy subscriptions for additional targeted pupils in Year 1 (plus purchase of additional sets of ipad headphones to enable pupils to better hear the differences in sounds)</p> <p>Phonics booster sessions in Key Stage 1 with additional resourcing from TA's</p> <p>English Lead/Phase Lead to run training for parents to support at home</p>	<p>Research evidence demonstrates significant improvement in reading and spelling ability for pupils regularly using the Nessy programme</p>	<p>Monitoring of phonic knowledge via pupil progress meetings by KS1 Phase Leader</p> <p>Monitoring of Nessy by SENCo</p>	<p>KS1 Phase Lead</p> <p>TAs</p> <p>SENCo</p>	<p>Review each half-term as part of pupil progress meetings</p>
<p>C. Close the gap for pupils eligible for PP in Key stage 1 in English and Maths</p>	<p>Literacy Targeted daily reading for identified pupils</p> <p>Ongoing use of Nessy for pupils making reduced progress with spelling</p> <p>Maths Targeted maths tutoring for identified pupils with TA 4xweekly</p> <p>Use of TT Rockstars to aid fluency.</p> <p>Purchase of CPG revision guides for pupils to use at home</p>	<p>We want to provide additional support to maintain and improve high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p> <p>The purchase of revision guides will enable less confident parents to better support at home</p>	<p>Monitoring of impact by of Nessy by SENCo/PP Champion</p> <p>Monitoring of Rockstars by Maths coordinator</p>	<p>KS1 Phase Lead</p> <p>SENCo</p> <p>Maths Lead</p>	<p>Review each half-term as part of pupil progress meetings</p> <p>Ongoing monitoring of progress at SLT meetings</p>

<p>D. Close the gap in english and maths outcomes for pupils eligible for PP in Key Stage 2.</p>	<p>Literacy Targeted pupils are chosen to read regularly with Beanstalk reading volunteers</p> <p>Sir Linkalot – focussed spelling groups and follow up sessions with TAs</p> <p>HLTA to run regular library visits to promote reading for pleasure</p> <p>Maths Use of creative interventions with HLTA to develop maths and social skills – cookery club and enterprise challenges.</p> <p>Ongoing use of TT Rockstars to aid fluency, including targeted pupils attending IPad lunch club to improve access</p> <p>Targeted pupils are part of intervention groups run by TAs, SENCO and literacy and numeracy coordinator</p> <p>Purchase of CPG revision guides for pupils to use at home</p>	<p>Data demonstrates that children who read regularly with Beanstalk demonstrate accelerated reading progress, along with improved confidence and attitudes.</p> <p>The dyslexia association recommends teaching children to make links to improve the ability to remember spellings</p> <p>Research from the National Literacy Trust found that young people that use their public library are nearly twice as likely to be reading outside of class every day. • Young people reading below the expected level for their age are twice as likely not to be public library users.</p> <p>TT Rockstars was described by TES as 'Homework which has an impact'. Quick recall of times tables is a crucial skill for the foundations of mathematical development</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. Lack of electronic devices at home limited Access of some pupils to these resources last year</p> <p>The purchase of revision guides will enable less confident parents to better support at home</p>	<p>Monitoring of Thinkalink and intervention groups by strategies by SENCo/PP Champion</p>	<p>KS2 Phase Lead</p> <p>SENCo</p> <p>Maths Lead</p>	<p>Review each half-term as part of pupil progress meetings</p>
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<b>Total budgeted cost</b>	Wellcomm group - £1000 Purchase of Ipad Headphones £200 TA booster groups across KS1 and KS2, including Nesy - £28000 Beanstalk £700 PP Champion ½ day for monitoring, support and targeted intervention (£5400) HLTA intervention groups and resources – including Storysacks /Enterprise challenge/ library visits/ cookery club - £16000 CPG guides - £400
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**iii) Other Approaches**

<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>
Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school Increase the self-esteem, emotional well-being, aspirations and motivation of pupils eligible for PP	A new pastoral team has been established, which includes Senior Learning Mentor, SENCo, DSL and Attendance Lead. This team will meet regularly to monitor outcomes for vulnerable pupils.  External Family Support Worker (Cornerstone) used to provide additional support to vulnerable families  Lunchtime clubs established to support	Research by EEF Toolkit on social and emotional learning has proven to have significant impact on attitudes to learning, social relationships and attainment itself.  Intervention from Cornerstone delivered positive impacts at Fairway 2017-18  A number of parents have expressed difficulty in supporting their children at	Use of evaluations to check emotional wellbeing – monitored by SENCo and Learning Mentor  Monitoring of pupil attendance, and parental engagement with school life by attendance lead and Parent Partnership Worker  Monitor whether improvements in social and emotional wellbeing translate into improved attainment – SENCo/Learning Mentor  Monitor engagement of pupils with Nesy and Rockstars – SENCo	Pastoral Team  SENCo  Learning Mentor  TAs	Termly reviews of parental engagement  Vulnerable pupils identified via termly Pastoral meetings  Assessment tools used at the beginning and end of interventions

	<p>the development of social relationships, and completion of homework (including access to Ipads to use Nessy and Rockstars for those pupils without access at home)</p> <p>Participation in the Children’s University for PP pupils in Y3 and Y4 – to encourage participation in extra-curricular activities, plus subsidising of extra-curricular activities for targeted pupils</p> <p>Participation in the TeamWorx Project (30 days plus 420 taxi costs)</p> <p>Friends for Life – Use of this intervention to help build resilience/self-esteem amongst vulnerable pupils in Year 4</p>	<p>home. Homework club was well attended 2017-18, and pupils and parents have been positive about it.</p> <p>EEF research found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months’ additional progress for pupils who had participated in Children’s University. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations</p> <p>TeamWorx aims to raise aspirations, improve confidence, prevent entry into the criminal justice system as a victim or offender, and to help build the child’s self-worth. Pilots of this project in Sandwell delivered positive outcomes for pupils.</p> <p>FRIENDS for Life is a social skills and resilience building program that has been recognised by the World Health Organisation as an effective means to prevent anxiety for children aged 8-11. It is proven to reduce anxiety and provide participants with the tools to rise to life’s challenges, and make the most of setbacks and adversity. FRIENDS also improves participants’ social and emotional skills, ability to focus, confidence, and the capacity to relax and regulate emotions. Year 4 have been identified as having a particularly high number of pupils with social and emotional needs.</p>	<p>Register of attendees</p> <p>Monitoring of Passports by Children’s University Lead</p> <p>Teamworx evaluations</p> <p>Use of Social/Emotional questionnaires</p>		
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	Gardening club	<p>The RHS research report 'Gardening in Schools' A vital tool for children's learning' identified 3 core areas in which children's lives are radically improved by gardening. They become: 1. Ready to learn 2. Resilient 3. Responsible</p> <p>Specifically it found that gardening in schools encourages children to:</p> <ul style="list-style-type: none"> <li>• Become stronger, more active learners capable of thinking independently and adapting their skills and knowledge to new challenges</li> <li>• Become stronger, more active learners capable of thinking independently and adapting their skills and knowledge to new challenges at school and in future</li> <li>• Gain a more resilient, confident and responsible approach to life Learn vital job skills</li> <li>• Embrace a healthier lifestyle</li> <li>• Develop communication skills</li> <li>• The running of the club in the previous year had a very positive impact, and so it is important that it continues</li> </ul>	Pupil feedback Observations of Gardening club and pupil engagement		
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	<p><b>Total budgeted cost</b></p> <p>Learning Mentor - £36000  PP Champion ½ day weekly (including Friends for Life)- £5500  Cornerstone - £4000  Lunch club - £1500  Gardening club – staffing and materials - £2000  Teamworx staffing and transport - £2000  Childrens University – passports, activities and administration - £3000</p>
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6) Review of Expenditure				
Previous Academic Year (2017-18)				
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
Improve social skills and language development in Reception	<p>Baseline assessments of whole class using Wellcomm resources by SENCO, plus ongoing monitoring</p> <p>Results from Wellcomm assessments feed in to EYFS planning.</p> <p>Establish high quality reading area within the classroom – purchase of appropriate resources to develop this</p> <p>Appointment of EYFS Lead</p>	<p>Assessments were completed at the beginning, mid-point and end of the year, to target Wellcomm support effectively within planning</p> <p>Disadvantaged pupils showed good levels of progress, 86% of disadvantaged pupils achieved ARE, compared to 77% of non-disadvantaged pupils. Similarly 86% of disadvantaged pupils achieved ARE in PSED, compared to 77% of non-disadvantaged pupils. This is a significant improvement on the previous year.</p> <p>The appointment of a new EYFS lead led to rapid improvements in all areas of learning for all pupils. Changes to the learning environment, including the provision of a high quality reading area have had a positive impact on language development. The impact of EYFS lead has ensured rapid and significant improvements in early years provision and outcomes</p>	<p>The EYFS lead will continue in post, to continue to develop provision within EYFS</p> <p>WellComm will continue to be used as a resource to support whole class language development, to hopefully then feed into improved outcomes for KS1</p>	

<p>Increased phonics knowledge in KS1 so that PP children make the same progress as other children</p>	<p>To consistently use the four-part model of phonics teaching across Foundation and Key Stage 1</p> <p>CPD on phonics for all staff in delivering high quality phonics lessons</p>	<p>A targeted action plan was created by Phase leader to target and close gaps more quickly</p> <p>The 4 part model is now used consistently across the key stage. Consistent use of the 4 part model was positive for all children overall, as the number of pupils in Y1 working at the phonics threshold increased to 80%. This is the highest it has been at the school for a number of years. Y2 retakes were also significantly increased from 72% to 94%. The pupils who did not pass had significant SEN which have impacted on their understanding of phonics.</p> <p>CPD was postponed due to trainer illness. Date TBA in next academic year</p>	<p>Use of the 4-part model to continue across EYFS and KS1.</p> <p>Further training will be necessary for new staff to the key stage over the coming year</p>	
<p>Improve English and mathematical outcomes for pupils eligible for PP in Key stage 1</p>	<p>Purchase of differentiated guided reading books to include titles of interest to boys</p> <p>Regular conferencing with class teacher to enable editing and improving of work</p> <p>Support from Maths coordinator with planning, training and moderation. Introduction of additional daily arithmetic sessions</p>	<p>Conferencing is happening regularly</p> <p>Audit of current books still needs to be completed before new texts are purchased</p> <p>Daily arithmetic sessions are now in place. Maths coordinator has attended additional training and moderation sessions</p> <p>Whole school/key stage approaches have had a positive impact in the attainment of all pupils in reading and writing, with overall attainment increasing to 77% and 68% respectively. In maths the overall percentage remained the same. However, these whole class approaches appear to have had more impact on non-disadvantaged pupils, as the gap in attainment has widened to 26% in reading and maths, and 41% in writing.</p>	<p>It is clear that whilst whole school approaches benefit all pupils, a more targeted approach is necessary to boost the attainment of disadvantaged pupils, particularly in writing</p>	



<p>Improve reading and mathematical outcomes for pupils eligible for PP in Key stage 2.</p>	<p>New set of shared reading texts to be purchased for Key Stage 2, taking into account boys' interests</p> <p>Use of pupil conferencing to identify and support reluctant and vulnerable readers</p> <p>Book club sessions to be included within the weekly timetable in KS2</p> <p>Support from Maths coordinator with planning, training and moderation. Introduction of additional daily arithmetic sessions</p>	<p>Pupil conferencing is being used effectively to support reluctant readers</p> <p>Book club sessions have been introduced across the key stage</p> <p>Additional maths insets have been led by the maths coordinator to support implementation of arithmetic sessions</p>	<p>Although there was a small increase in the combined score for disadvantaged pupils at KS2, there was a decrease in individual subjects.</p> <p>Whilst conferencing and book club will continue as positive actions for the whole Key Stage. However more carefully targeted support needs to be directed towards disadvantaged individuals to help close the gap.</p>	<p><b>Total £ EYFS</b>  Lead £4600  Books £100  CPD £300  SENCO ½ day for support and monitoring £4500</p>
<p><b>ii. Targeted Support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b>  (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Improve social skills and language development in Reception</p>	<p>Small group provision of 'Wellcomm' intervention by TAs for children in Reception</p> <p>Targeted PP groups receive additional twice weekly reading sessions to enhance language development</p>	<p>Small group WellComm interventions were put in place – a positive impact was noticed and led to a change in focus pupils. Only one disadvantage pupil did not achieve ARE by the end of the year (although he had made good progress from his starting point).</p> <p>Targeted PP reading groups were set up and happening regularly to support language development</p> <p>Disadvantaged pupils showed good levels of progress, 86% of disadvantaged pupils achieved ARE, compared to 77% of non-disadvantaged pupils. Similarly 86% of disadvantaged pupils achieved ARE in PSED, compared to 77% of non-disadvantaged pupils. This is a significant improvement on the previous year.</p> <p>Regular targeted reading also had a positive impact on attainment. Literacy scores for disadvantaged pupils were 86% for the year 2017-18, compared to 77% for non-disadvantaged pupils. This again was a significant improvement on the previous academic year.</p>	<p>WellComm will continue to be used in the next academic year following its positive impact 2017-18</p> <p>Targeted reading groups will also continue, focussing on disadvantage pupils and supporting their language development</p>	<p>WELLcomm £5000 Nessy plus TA support £1000 TA booster groups across KS1 and KS2 £47000 Beanstalk £700</p>
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<p>Increased phonics knowledge in the Key Stage 1 so that PP children make the same progress as other children</p>	<p>Purchase and targeted use of the 'Nessy' programme to boost phonics</p> <p>Phonics booster sessions in the Key Stage 1 with additional resourcing from TA's</p> <p>Phonics lead to run training for parents to support at home</p>	<p>Phonics booster sessions were set up in Y1 and Y2. Parents received guidance on how to support at home, and TAs received training on how to support in school. Nessy sessions were set up in the latter half of the year, and were then running regularly.</p> <p>Phonics booster sessions were planned and it was predicted that an increased number of PP pupils would achieve the required standard in phonics as a result. However, prolonged staff absence in Y1 meant that fewer booster sessions were held than planned. This had an adverse impact on results, and unfortunately the gap between disadvantaged and non-disadvantaged pupils increased this year. Booster groups in Y2 were able to run more consistently, and had a much greater impact, enabling 80% of disadvantaged pupils who had not passed the phonics screen in Y1, to do so in Y2, and close the gap between disadvantaged and non-disadvantaged to 20% (this was just 2 pupils)</p> <p>Phonics based Inspire parent workshops were held by both Reception and Year 1 teachers and were well attended, with over 80% of parents attending.</p>	<p>Technical issues meant that Nessy was unable to be purchased until the latter part of the year. This meant that it was unable to have the impact which was hoped for. However it had started to have some beneficial results and so would be worth continuing with in the coming year, particularly for the Y2 pupils who did not pass the phonics screen in Y1. With technical issues resolved there will hopefully be seen a more significant impact from this intervention.</p> <p>It would be beneficial to run booster groups with the pupils who did not reach the expected standard in phonics as they move into Y2</p>	
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<p>Improve English and mathematical outcomes for pupils eligible for PP in Key stage 1</p>	<p>Targeted daily reading for identified pupils</p> <p>Targeted maths tutoring for identified pupils with TA 4xweekly</p> <p>Purchase of TT Rockstars to aid fluency.</p>	<p>Targeted pupils have read daily, Nesy log-ins were also sent home to support phonics, spelling and reading at home.</p> <p>Outcomes for disadvantaged pupils in reading improved overall from 60-67%. However the gap between disadvantaged and non-disadvantaged remained the same for reading, and increased in writing.</p> <p>Targeted maths tutoring was in place for pupils in Y2, and TT Rockstars was purchased and log-ins given to each pupil. Despite these interventions however, the gap between disadvantaged and non-disadvantaged pupils remained the same.</p>	<p>It appears that a number of disadvantaged pupils have had difficulty accessing digital support such as Nesy and Rockstars at home. As a result, disadvantaged pupils will be offered the opportunity to attend an additional digital lunchtime homework club to access these resources in school over the next academic year.</p>	
<p>Improve reading and mathematical outcomes for pupils eligible for PP in Key stage 2.</p>	<p>Targeted pupils are part of intervention groups run by TAs, SENCO and literacy coordinator</p> <p>Targeted pupils are chosen to read regularly with Beanstalk reading volunteers</p> <p>Establish lunchtime reading peer support groups – to include training for the tutors</p> <p>Purchase of TT Rockstars to aid fluency.</p>	<p>Targeted pupils took part in interventions with TAs, SENCo, Literacy Coordinator, and maths coordinator.</p> <p>Targeted pupils also read weekly with Beanstalk.</p> <p>Peer support groups were been set up in upper KS2.</p> <p>TT Rockstars were purchased and log-ins given to all pupils</p> <p>Although these interventions were in place, they did not have the required impact on outcomes for disadvantaged pupils and the gap between disadvantaged and non-disadvantaged pupils widened. Pupil mobility (a new starter in the Spring of 2018 who was working below expected standard), and a high level of SEN within the cohort also impacted on outcomes.</p>	<p>Pupil progress meetings for the coming year will focus teachers more closely on the attainment of disadvantaged pupils.</p> <p>Additional projects led by a newly appointed HLTA and overseen by PP champion will closely monitor the progress of disadvantaged pupils</p> <p>The SIP will have a strong focus on outcomes for disadvantaged pupils</p>	
<p><b>i. Other approaches</b></p>				

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
<p>Improve pupil's emotional wellbeing in school and their readiness for learning</p> <p>Improve the support for families provided through the pastoral team so that parents engage and work in partnership with the school</p>	<p>A new pastoral team set up, which includes a Senior Learning Mentor, SENCo and Attendance Lead.</p> <p>External mentoring and Family Support Worker used to support vulnerable families</p> <p>Lunchtime clubs established to support the development of social relationships and completion of homework</p> <p>Gardening club</p>	<p>MyConcern software has been purchased, which has supported with identifying vulnerable pupils and applying early intervention and support.</p> <p>Lunchtime clubs running 3xweekly – these are well attended by disadvantaged pupils (70% of pupils attending homework club regularly were in receipt of Pupil Premium)</p> <p>Gardening club has been a very positive experience for pupils. It ran during the autumn term, and again from March. At the end of the gardening season, the pupils cooked the produce they had grown and invited family members to a meal. This was well attended with 7/10 parents supporting, including several who are usually hard to engage in school life. Feedback from pupils and staff about gardening club has been very positive. Class teachers report increased confidence and concentration from pupils who have attended club. Parents have commented positively also. One parent stated that gardening had become a 'salvation' for her daughter who had experienced some trauma and emotional difficulties. One child commented 'Thursday is the best day of the week, I LOVE gardening!'</p> <p>The Family support worker and mentoring service have engaged with 10 vulnerable pupils and their families over the year. They have helped to encourage improvements in attendance for targeted pupils, along with improvements in behaviour.</p>	<p>Additional support for disadvantaged families has contributed to one focus family moving from CP to Early Help, and another from CIN to early Help.</p> <p>The positive impact of gardening club means that this will definitely continue in the coming year.</p>	<p>Learning Mentor - £30000 PP Lead ½ day weekly - £4500 Mentorlink - £600 Cornerstone - £4000 Lunch club - £1500 Gardening club £2000</p>

