

Pupil Premium Strategy Statement: Fairway Primary

1. Summary Information					
School	Fairway Primary				
Academic Year	2019/20	Total PP budget	£104, 280	Date of most recent PP Review	July 2017
Total number of pupils	208	Number of pupils eligible for PP	77	Date for next internal review of this strategy	July 2020

2. Outcomes – 2019 Statutory Testing Data				
	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	Difference (National)	National average for all pupils
EYFS GLD	58% (57%)	94% (73%)	-36.1% (16%)	72%
PHONICS (Y1)	71.4% (84%)	91% (84%)	-19.5% (0%)	82%
KS1 EXPECTED STANDARD READING	45.5% (61.9%)	94.7% (78.4%)	-49.2% (-16.5%)	75%
KS1 EXPECTED STANDARD WRITING	45.5% (54.8%)	89.5% (73.1%)	-44% (-18.3%)	69%
KS1 EXPECTED STANDARD MATHEMATICS	63.6% (62.2%)	94.7% (79.2%)	-31.1% (-17%)	76%
KS2 EXPECTED STANDARD READING, WRITING , MATHEMATICS	46.7% (51.3%)	85.7% (70.7%)	-39% (-19.4%)	65%
KS2 EXPECTED STANDARD READING	66.7% (62.1%)	85.7% (77.9%)	-11% (-15.8%)	73%
KS2 PROGRESS READING	-2.21 (-1.35	-0.86	
KS2 EXPECTED STANDARD WRITING	66.7% (67.8%)	92.9% (83.1%)	-26.2% (-15.3%)	78%
KS2 PROGRESS WRITING	-1.25	-0.71	-0.46	
KS2 EXPECTED STANDARD MATHEMATICS	66.7% (67.4%)	85.7% (83.6%)	-19% (-16.2%)	79%
KS2 PROGRESS MATHEMATICS	-0.99	-2.08	+1.09	

3. Barriers to Future Attainment (for pupils eligible for PP including high ability)	
In-school Barriers	
A.	Language skills in EYFS are lower for pupils eligible for PP than for other pupils on entry (77% PP pupils identified as having speech and language delay on Baseline). 47% of pupils with SEN in KS1 and 2 have a communication need, of those 73% are PP. This language delay then impacts on reading comprehension and writing development.
B.	Significantly fewer pupils in receipt of PP achieve ARE in English, when compared to non PP pupils
C.	Significantly fewer pupils in receipt of PP achieve ARE in Maths, when compared to non PP pupils
D.	Mental Health and attachment difficulties have a significant impact on the attainment of disadvantaged pupils. 11 pupils with SEN have identified SEMH needs – 10 of these (91%) are in receipt of Pupil Premium.
External Barriers	
E.	Circumstances in the home have an impact on pupil's emotional wellbeing in school, and low aspirations, parental engagement, self-esteem and motivation impact on attainment.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and speech and language skills for pupils throughout EYFS, KS1 and KS2	Pupils eligible for PP make rapid progress with their language skills which will improve reading comprehension and writing outcomes
B.	Close the gap in reading outcomes for pupils eligible for PP throughout the school	Pupils eligible for PP make rapid progress by the end of the year so that increasing proportions of pupils eligible for PP meet age related expectations in reading.
C.	Close the gap in maths outcomes for pupils eligible for PP throughout the school	Pupils eligible for PP make rapid progress by the end of the year so that increasing proportions of pupils eligible for PP meet age related expectations in maths.
D.	SEMH – Mental Health first aid training Attachment Improve the emotional wellbeing and mental health of pupils eligible for PP	Pupils are better able to 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. Staff better understand the impact of ACEs and trauma on child development, and are able to use strategies to support with this more effectively.

E.	Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school, pupils have higher aspirations, and attendance improves	Attendance and punctuality of PP pupils increases in line with peers. There is an increase in parental engagement with school events. Pupils have high expectations of themselves, and high aspirations.
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5. Planned expenditure					
Academic Year	2019/20				
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?

<p>A. Improve communication and speech and language skills for pupils throughout EYFS, KS1 and KS2</p>	<p>Whole class baseline of EYFS language skills using WellComm assessments, then use of WellComm resources to supplement whole class learning</p> <p>CPD for Teaching assistants on how to use Wellcomm resources to support language development</p> <p>CPD for teachers on Identification of speech and language difficulties and strategies and resources to support development – use of Communication Trust resources</p> <p>Run ‘No Pen Wednesday’ to promote speaking and listening activities</p> <p>Aim to develop language rich environments to develop vocabulary:</p> <ul style="list-style-type: none"> • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). 	<p>Research indicates that the vocabulary used at age 5 is a strong predictor of qualifications at school leaving age and beyond.(Feinstein and Duckworth 2006), and 2/3 of children at risk of exclusion have language difficulties</p> <p>Oral language skills at Fairway are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years</p> <p>EEF states that overall, studies of oral language interventions consistently show positive impact on learning, including on language skills and reading comprehension. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger pupils and those from disadvantaged backgrounds.</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. This will now be extended into KS1 and KS2</p>	<p>Regularly review impact of Wellcomm through pupil progress meetings and dialogue with the SENDCo</p> <p>EY lead to carefully monitor pupil progress in Early Years and share with SLT</p> <p>Learning walks/pupil conversations to establish with pupils their views on language development</p> <p>Use of WellComm to track target pupils</p>	<p>SENDCo EYFS Lead</p>	<p>Review end of each half term in phase leaders reports</p> <p>Termly WellComm tracking</p>
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<p>B. Close the gap in outcomes in reading for pupils eligible for PP throughout the school</p>	<p>Training and support for two second year teachers – attendance on ‘Embedding good teacher programme’</p> <p>Whole school CPD on Guided Reading to be implemented</p> <p>Whole school focus – using feedback to accelerate progress</p> <p>Focus on instilling a ‘love of reading’ in pupils. Implement daily whole class story time, and purchase of additional high-quality texts to share.</p> <p>Purchase books for EYFS linked to other areas of curriculum eg buildings in construction area, vehicles with cars etc</p> <p>Staff CPD on providing effective feedback to pupils</p> <p>Trial of Close Reading strategy in Years 2 and 6 (supported by Trust Improvement Partners), to support reading fluency and vocabulary development</p>	<p>EEF Guide to the Pupil Premium states that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ and high quality and ongoing CPD is essential for this</p> <p>EEF studies demonstrate that high quality feedback can have a very beneficial impact on learning.</p>	<p>AHT to monitor the impact of new reading resources</p>	<p>AHT with responsibility for Literacy</p>	<p>Review half-termly via pupil progress meetings</p>
<p>C. Close the gap in outcomes in maths for pupils eligible for PP throughout the school</p>	<p>High quality CPD: Training and support for two second year teachers – attendance on ‘Embedding good teacher programme’</p> <p>Staff Inset for all teachers – teaching pupils to apply skills across the different maths domains</p>	<p>The EEF ‘Improving Mathematics’ research found that quick retrieval of number facts is important for success in mathematics</p> <p>EEF studies demonstrate that high quality feedback can have a very beneficial impact on learning.</p>	<p>AHT for numeracy to monitor and support the effective delivery of lessons and feedback to pupils</p> <p>AHT and Y4 class teacher to deliver parent workshop for Y4</p>	<p>AHT with responsibility for Numeracy</p>	<p>Review half-termly via pupil progress meetings</p>

	<p>Staff Inset on times table techniques and strategies, and how to link to other areas of learning</p> <p>Use of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval – including additional access to Rockstars via Ipad lunch club</p> <p>Parent workshops to be planned for Year 4 parents to support with learning times tables at home.</p> <p>Use of daily 'fast maths' sessions to improve quick mental recall</p> <p>Staff CPD on providing effective feedback to pupils</p>				
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<p>D. Improve the emotional wellbeing and mental health of pupils eligible for PP</p>	<p>Whole staff training in TIAAS (Trauma informed attachment aware schools), and emotion coaching. Emotion coaching to be used as a strategy throughout school Use of attachment friendly waves of intervention to support attachment needs</p> <p>Development of mental health team – training for two staff, purchase of resources and provision of support and interventions Develop a Mental Health Action plan to support positive mental health and wellbeing</p>	<p>Research indicates that an awareness of how to support children and young people’s emotional needs and development can promote better learning and health outcomes. National policy and guidance, like the Marmot Review, confirms this.</p> <p>2015 NICE Guidelines on children’s attachment indicate the importance of attachment issues in schools</p> <p>‘Attachment Aware Schools’(Rose et al 2016a, Dingwall and Sebba 2018) – work therapeutically, create safety for children with poor mental health and use universal interventions – for example ‘Emotion Coaching’(Rose et al 2015) – to ensure significantly improved mental health, whilst reducing the high rates of exclusion experienced by children with unmet mental health needs</p>	<p>DSLs to monitor emotional wellbeing as part of CAR meetings</p> <p>Use of TIAAS audits and development plans, and aim to attain the Bronze TIAAS award this academic year</p>	<p>DSLs (inc mental health lead)</p>	<p>Review half termly at CAR meetings and pupil progress Tracking of exclusions and number of red letters</p>
Total budgeted cost					<p>Embedding Good teacher programme – course costs and cover £3500 Purchase of additional high quality reading materials £2000 SENCO ½ day for assessment, support and monitoring with language development EYFS, KS1 and KS2 £5400 Mental Health Lead ½ day for monitoring and support of Mental Health £5400 Mental Health First Aid training £370 TIAAS training costs £1000</p>

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?
A. Improve communication and speech and language skills for pupils throughout EYFS, KS1 and KS2	<p>Small group provision of 'Wellcomm' intervention by TAs for targeted children in Reception, KS1 and KS2 (identified via initial assessments with SENDCo) to develop language skills</p> <p>Use of pre-tutoring to develop vocabulary of targeted pupils, and increase access to the curriculum</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>Pre-tutoring gives pupils the tools to better access the curriculum</p>	Regular monitoring of the impact of interventions by SENCO/PP Champion	EYFS Lead SENCO	Review each half term as part of pupil progress meetings

<p>B. Close the gap in outcomes in reading for pupils eligible for PP throughout the school</p>	<p>Literacy Targeted pupils are chosen to read regularly with Beanstalk reading volunteer</p> <p>Training for TAs on using Paired Reading as a targeted intervention</p> <p>Targeted daily reading for identified pupils</p> <p>Small group phonic intervention for pupils in Year 3 and Year 4 – targeted at those who achieved a ‘low-pass’ score in the Phonics screening test – led by TA with high level of experience in phonics</p> <p>Targeted pupils to read weekly with Woody the therapy dog</p> <p>Targeted intervention for focus pupils to increase sight vocabulary – direct instruction, peer tutoring and precision teaching (EYFS-Y5)</p> <p>Targeted Y6 booster group for reading with HT/AHT</p>	<p>Data demonstrates that children who read regularly with Beanstalk demonstrate accelerated reading progress, along with improved confidence and attitudes.</p> <p>Paired reading, peer tutoring, precision teaching and direct instruction are research-based fluency strategies used with readers who lack fluency.</p> <p>Research shows that young people can become nervous and stressed when reading to others in a group. However, when a PAT Dog enters the group, they often become less stressed, less self-conscious and more confident as the dogs are non-judgemental. Therapy Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun</p>	<p>Regular monitoring of the impact of interventions by SENCO</p>	<p>SENDCo TAs</p>	<p>Review each half-term as part of pupil progress meetings and SEN reviews</p>
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<p>C. Close the gap in outcomes in maths for pupils eligible for PP throughout the school</p>	<p>Use of TT Rockstars to aid fluency.</p> <p>Targeted Y6 small booster groups for maths with senior teachers</p> <p>Use of Plus1/Power of 2 as 1:1 Wave 3 interventions</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>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>Monitoring of impact of interventions by SENDCo</p> <p>Monitoring of Rockstars by Maths coordinator</p>	<p>SENDCo</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. Improve the emotional wellbeing and mental health of pupils eligible for PP</p>	<p>Y5 has been identified as a class with very high numbers of PP disadvantaged pupils, and a high level of emotional need which is a barrier to learning. Senior Learning Mentor to support within the Y5 classroom each morning to facilitate engagement and resilience.</p> <p>Senior Learning Mentor and SENDCo as mental Health First Aiders, to provide additional support and signposting for vulnerable pupils.</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.</p> <p>The National Foundation for Educational Research finds that students' self-esteem and confidence improve as a result of seeing a learning mentor, as does their behaviour, motivation and ability to relate to their peers and teachers. Its research has also found that work improved, and classroom disruption was reduced.</p>	<p>Monitoring of impact of support by SENDCo</p>	<p>SENDCo</p> <p>Senior Learning Mentor</p>	<p>Review each half-term as part of CAR meetings</p>

					Total budgeted cost	TA support groups for targeted language, literacy and maths interventions £33000 SLT support for Y6 interventions £1500 Beanstalk £700 Learning Mentor support for Y5 every morning £18500
iii) Wider Strategies						
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?	
Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school Increase the mental-health, self-esteem, emotional well-being, aspirations and motivation of pupils eligible for PP	Termly CAR meetings run by DSLs to identify vulnerable families and monitor attendance External Family Support Worker (Cornerstone) used to provide additional support to vulnerable families Lunchtime clubs established to support the development of social relationships. Participation in the Children's University for PP pupils in Y3, Y4 and Y5 – to encourage participation in extra-	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 2018-19 Pupils with SEMH needs can find lunchtimes overwhelming, which then impacts on their ability to access the afternoon curriculum. By providing calm and structured indoor activities (including Lego therapy and sensory regulation activities), pupils should be better prepared to access the afternoon. 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	Use of evaluations to check emotional wellbeing – monitored by SENDCo and Learning Mentor Monitoring of pupil attendance, and parental engagement with school life by attendance lead and Learning Mentor Monitor whether improvements in social and emotional wellbeing translate into improved attainment – SENDCo/Learning Mentor Track behaviours of target pupils in the afternoons following lunch clubs Register of attendees Monitoring of Passports by Children's University Lead	Pastoral Team SENDCo 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>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>Gardening club</p>	<p>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>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"> • Become stronger, more active learners capable of thinking independently and adapting their skills and knowledge to new challenges • Become stronger, more active learners capable of thinking independently and adapting their skills and knowledge to new challenges at school and in future • Gain a more resilient, confident and responsible approach to life Learn vital job skills • Embrace a healthier lifestyle • Develop communication skills • The running of the club in the previous year had a very positive impact, and so it is important that it continues 	<p>TeamWorx evaluations</p> <p>Pupil feedback Observations of Gardening club and pupil engagement</p>		
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	Total budgeted cost Learning Mentor - £18500 Cornerstone - £4000 Lunch clubs staffing and resources - £1500 Gardening club – staffing and materials - £2000 TeamWorx staffing and transport - £2000 Children’s University – passports, activities and administration - £3000 Subsidising of other trips - £2000
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6) Review of Expenditure				
Previous Academic Year (2018-19)				
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
<ul style="list-style-type: none"> 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>Assessments were completed at the beginning, mid-point and end of the year, to target Wellcomm support effectively within planning</p> <p>The gap between disadvantaged pupils and non-disadvantage pupils was much smaller for communication and language (16.7%), than for other areas of literacy (36.1%)</p> <p>Although these figures are not as positive as last year, this cohort had a higher number of disadvantaged pupils within it than 2017-18.</p> <p>The new reading area has inspired a love of reading in the Reception class, and pupils are demonstrating enjoyment of texts.</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. A primary version has also been developed, so this will be purchased and implemented throughout the next academic year.</p>	

<ul style="list-style-type: none"> Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP 	<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>CPD, mentoring and purchase of resources led to high quality and consistent teaching of phonics, as evidenced by lesson observations.</p> <p>There was a significant closing of the gap between disadvantaged and non-disadvantaged pupils from a 45% difference last year to a 19.5% difference this year in Year 1.</p> <p>Only one child within Year 2 did not pass the phonics re-test this year.</p>	<p>Continue use of the 4-part model to teach phonics</p> <p>Provide whole school CPD for teachers and TAs and not just those in Year 1/2</p>	
<ul style="list-style-type: none"> Close the gap for pupils eligible for PP in Key stage 1 in English and Maths 	<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>Whole school/key stage approaches have had a positive impact in the attainment of all pupils in writing and maths, with overall attainment increasing to 73% and 83% respectively. In reading the overall percentage remained roughly the same. However, these whole class approaches appear to have had more impact on non-disadvantaged pupils, as the gap in attainment has widened in all areas.</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.</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>			
<ul style="list-style-type: none"> Close the gap in english and maths outcomes for pupils eligible for PP in Key Stage 2. 	<p>Literacy SPAG day to be delivered by 'Sir Linklalot' 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>There was an increase in the number of disadvantaged pupils working at the expected standard in all areas of English and maths this year. There was also a closing of the gap between disadvantaged and non-disadvantaged pupils. In Reading this was a decrease of 22% (from -41 to -19). In writing a decrease of 15% (from -41 to -19), and in maths a decrease of 20% (from -39 to -19). Combined scores showed a closing of the gap between disadvantaged and non-disadvantaged pupils of 6% (from -45 to -39).</p>	<p>Good practice in place to continue.</p> <p>Refresh making links this academic year.</p>	<p>Total £ EYFS Lead £4600 Books £100 CPD £300 SENCO ½ day for support and monitoring £4500</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			
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
A. Improve language development and early reading skills in Reception	<p>Small group provision of 'Wellcomm' intervention by TAs for targeted children in Reception (identified via initial assessments with SENDCo) 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>Groups and interventions were put in place Unfortunately we were not picked for the Storystarters trial.</p> <p>Disadvantaged pupils showed good levels of attainment, with 83% working at expected levels for communication and language.</p> <p>For those disadvantaged pupils who were not working at the expected level in literacy, the biggest barrier was lack of resilience and independence, which limited their ability to demonstrate their skills.</p>	<p>WellComm will continue to be used in the next academic year following its previous positive impact (and rolled out across KS1 and KS2)</p> <p>Targeted reading groups will also continue, focussing on disadvantaged pupils and supporting their language development</p> <p>There will be a focus on resilience as part of a whole school approach developing Attachment Aware schools next year.</p>	<p>Wellcomm £5000 Nessy plus TA support £1000 TA booster groups across KS1 and KS2 £47000 Beanstalk £700</p>

<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>Nessy was popular with pupils, and did have some impact on pupil confidence. However lack of parental engagement with supporting this at home meant that it was not as effective as it could have been.</p> <p>There was a significant closing of the gap between disadvantaged and non-disadvantaged pupils from a 45% difference last year to a 19.5% difference this year in Year 1.</p> <p>Booster groups within Year 2 proved to be very effective, and only one child within Year 2 did not pass the phonics re-test this year.</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>Booster groups for the pupils who did not reach the expected standard in phonics as they move into Y2 proved very successful – this should continue next year</p> <p>Parent workshops to continue next year</p>	
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<ul style="list-style-type: none"> Close the gap for pupils eligible for PP in Key stage 1 in English and Maths 	<p>Literacy Targeted daily reading for identified pupils</p> <p>Ongoing use of Nesy 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>Whole school/key stage approaches have had a positive impact in the attainment of all pupils in writing and maths, with overall attainment increasing to 73% and 83% respectively. In reading the overall percentage remained roughly the same. However, these whole class approaches appear to have had more impact on non-disadvantaged pupils, as the gap in attainment has widened in all areas</p> <p>Revision guides were purchased for all pupils, but it is unclear what level of support the disadvantaged pupils had with this at home.</p> <p>Targeted pupils have read daily, Nesy log-ins were also sent home to support phonics, spelling and reading at home.</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>Homework club to access these digital interventions was offered to pupils, however the take-up was quite poor.</p> <p>A high correlation of SEN with cognition and learning needs and PP within this class has also had a negative impact on attainment. (Of the 6 pupils with a SEND in this class, 5 were also disadvantaged)</p>	<p>Lack of parental support at home in some families means that ICT strategies and purchase of revision guides do not have the desired impact when used for homework.</p>	
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<ul style="list-style-type: none"> Close the gap in english and maths outcomes for pupils eligible for PP in Key Stage 2. 	<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>Targeted pupils took part in interventions with TAs, SENDCo, maths coordinator and other members of SLT – these groups had a positive impact.</p> <p>Targeted pupils also read weekly with Beanstalk.</p> <p>TT Rockstars continued to be promoted to pupils</p> <p>Sir Linkalot strategies continue to be used, however spelling continues to be a whole school area of difficulty</p> <p>HLTA groups were established, however these did not run for as long as had been planned due to staff absences</p>	<p>Carefully targeted intervention groups run by members of SLT had positive impacts prior to SATs</p>	
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i. 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
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<p>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</p>	<p>A new pastoral team has been established, which includes Senior Learning Mentor, SENDCo, DSL and Attendance Lead. This team will meet regularly to monitor outcomes for vulnerable pupils.</p> <p>External Family Support Worker (Cornerstone) used to provide additional support to vulnerable families</p> <p>Lunchtime clubs established to support the development of social relationships, and completion of homework (including access to I pads 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>Additional support for disadvantaged families has contributed to two focus families moving from CIN to Early Help</p> <p>Pastoral team is established, and works to put in place early identification strategies for vulnerable families.</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. 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.</p> <p>The Family Support worker and mentoring service have engaged with 9 vulnerable pupils and their families over the year. They have helped to encourage improvements in attendance for targeted pupils, along with improvements in emotional wellbeing and behaviour.</p> <p>TeamWorx has proved to be a very positive intervention. Pupils involved have reported improvements in self-esteem, and teachers have reported increased motivation and enthusiasm for school in many cases.</p> <p>Friends For Life was not able to run this year due to staff shortages</p>	<p>Our approaches to supporting the whole family have had positive impacts on parental engagement and support within school</p> <p>The positive impact of gardening club means that this will definitely continue in the coming year.</p> <p>TeamWorx and Children's University will continue this year</p>	<p>Learning Mentor - £30000 PP Lead ½ day weekly - £4500 Mentorlink - £600 Cornerstone - £4000 Lunch club - £1500 Gardening club £2000</p>
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