

Pupil premium strategy statement Avenue Junior School 2018-19

1. Summary information					
School	Avenue Junior School				
Teacher with overall responsibility	Debbie Dismore, Headteacher				
Supporting Lead	Claire Conway, Assistant Head & Standards				
Academic Year	18 - 19	Total PP budget allocation	£116, 420	Date of most recent PP Reviews	July 2018 & September 2018
Total number of pupils	477	Number of pupils eligible for PP	70 but awaiting final figures for Y3 which will be available January Currently only 5 pupils identified as receiving PP	Date for next internal review of this strategy	Dec 2018
2. Current attainment (KS2 Results 2017-18)					
		<i>Pupils eligible for PP</i> Number of children: 25 3 PP children joined within Y6		<i>Pupils not eligible for PP (national)</i> <i>(awaiting results – will insert before publication)</i>	
% of children achieving expected standard in R, W and Maths			40%		
% of children achieving expected standard in reading			68%		
% of children achieving expected standard in in writing			68%		
% of children achieving expected standard in in maths			40%		
Progress measure for Reading			-3.5		
Progress measure for Writing			-1.3		
Progress measure for Maths			-6.18		

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

NB: These are the general difficulties faced but it is not necessarily so that every child who is funded for PP will face all or any of these identified barriers.

In-school barriers

A.	Disadvantaged children are making poor progress in maths and not enough of them are reaching the ARE. Disadvantaged girls are a particular group of children with a pattern of underachievement. Prior High ability disadvantaged pupils are struggling to maintain their progress to greater depth and higher standard in upper school.
B.	Lower aspiration of parents and children & limited life experiences. Resilience is low.
C.	Poor oracy skills; understanding and use of subject terminology and developed vocabulary inhibits children from joining in discussions in classrooms and making progress
D.	Challenging Behaviour issues for a small group of children in Y6 is affecting performance in the classroom, affecting academic progress and disturbing education of their peers.
E.	On arrival in Y3, the gap between pupils with PP and others has already widened significantly and confidence is low.

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

A.	Difficult home learning environments (for some children) & lack of engagement with school
B.	Lack of routines for mornings leading to lateness and regular absences often affected by emotional/mental health needs
C.	Difficulties with past or recent experiences impacting on emotional well being, engagement and social skills
D.	Lack of suitable equipment or clothing to feel on a par with their peers

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Progress and attainment of PP children in maths improves to work towards national expectations.</p> <p>Progress and attainment of PP girls and those with higher prior attainment continue to this trajectory towards national expectations</p> <p>PP with SEN (cognitive) work more rapidly towards meeting ARE.</p>	<p>% of PP children achieving ARE in R, W and M increases in KS2 Sats particularly the maths results.</p> <p>Progress for HA PP improves throughout all years in school;</p> <p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.</p> <p>The gap between Progress of PP girl that of 'other' children narrows Termly tracking reports will monitor this.</p> <p>Progress of SEN children reflected in progress gains in reading, spelling and maths ages.</p>
B.	<p>Closer working partnership with the feeder school to develop programs of</p>	<p>Key teams worked together to develop maths calculations policy</p>

	support, share expertise and policies beginning in Y2 enabling a smoother transition and higher standards and confidence for PP children on arrival	& spelling expectations across the schools. Writing workshops enable families and teachers to work together. Summer projects and resources sent home by AJS for September start show parents and children have engaged in learning over the summer.
C.	% attendance of pupil premium children will continue to improve.	Target :Reduce the number of persistent absentees among pupils eligible for PP to less than national average for all pupils (less than 7%)
D.	Parents play a more active part in their children's education and enjoy a closer partnership with school	Participation in additional events increases. Parents feel happy to come into school and support their child. Where they are not able to do this they are engaging with the pastoral team.
E.	Children are engaged in learning, inspired to come to school and behavioural issues are resolved/reduced to lessen impact on learning	Incident reporting monitoring reflects a reduction in incidents of low level disruption/ absconding from classrooms. Children remain in class learning without disturbing others for greater periods of time.Incidents of internal (including low level lunchtime behaviour) and fixed term exclusions are reduced.
F.	Children have higher aspirations for the future and are resilient in overcoming their difficulties	Children want to succeed and have high aspirations for their future. They have high expectations of themselves. They understand the value of education. They persevere with their work & show determination to succeed. Measured by questionnaire/ discussions/involvement in programs

4. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and 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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					n?
<p>1. Progress and attainment of PP children in maths improves significantly towards national expectations. Those with higher prior attainment continue to this trajectory towards national expectations PP with SEN (cognitive) work more rapidly towards meeting ARE.</p> <p>Increased progress in RW & M</p>	<p>Improve quality of teaching and learning experiences in maths; Use White Rose Materials to raise challenge for all children supported by NT, NT and JC Maths leads INSET weekly including all TAs/ all support staff to plan as whole teams for next week for a term & then review (cost of additional hour per week for TAs beyond first half term budget 20 Tas = £1080 per ½ term) CPA approach to maths continue to be embedded in school – resources Bought (resource cost £2000 budget)</p> <p>Focus on developing vocabulary and oracy work started last year (longer term project). Language rich classrooms and explicit teaching of specific meaning of vocab especially in maths and comprehension Cost (1/5 salary DJ - £9880)</p>	<p>Biggest impact on raising achievement of PP children is high quality teaching. Thorough analysis and external reports on Maths reflects less consistency and challenge in maths throughout school (see maths action Plan) Trialled Summer term 2017 in Y3 with positive result gains. CPA approach has raised confidence and fluency in maths Ofsted inspector recognised the good work that had been started – to continue consistently supported by maths leads and SLT Maths lead to join professional network (£600)</p> <p>Evidence shows that children in receipt of PP have 1/3 vocab in KS1 as opposed to non PP. Children from the poorest 20% are already a year behind with spoken vocabulary by 5 years of age (Roulstone, Law et al 2010). Without support these children fall further and further behind. This is evident in our children and the Word Aware program is developing this vocab for all children across school – extended to maths this year. Education Edowment “ Overall, studies of oral language</p>	<p>Maths leads & DHT to ensure monitoring timetable is carried out and followed up where necessary to ensure good quality teaching Cost; release time for Maths leads to monitor and support (1 day supply per week - £210 x 38 = £7980 for monitoring work & time for Pupil progress meetings for maths – 3 x per year 1 week release to work alongside PP lead £3150) Training for maths leads on accountability & ensuring rigour in scrutiny (1 day in school SIA associates £500)</p> <p>Dawn Jones – SENDCo released a day a week to implement across school Training of staff (INSET) and supporting in class Supporting and coorinatoing language programmes where necessary (talk boost etc) Use of videoing to assess language used in teaching Claire Baber to support in language used in reading – working alongside less experienced staff, support</p>	<p>DHT/HT with maths leads</p> <p>Dawn Jones Claire Baber</p> <p>DD & CB</p>	<p>At SLT fortnightly meetings Termly tests will give indication of impact and feed into pupil progress meetings.</p> <p>Termly – INSET sessions to be booked and action plan created (See SEN/Vocab plns)</p> <p>Data presented to SLT half termly & action taken</p>

	<p>Pupil Premium 'champion' Claire Baber (PP lead) released 0.4 per week to support teaching and learning for all children & monitor PP progress in class situations in addition to coordinating & delivering additional support</p> <p>0.4 salary £22,664.12</p>	<p>interventions consistently show positive impact on learning ... Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. This is the focus this year</p> <p>Effective last year in ensuring that PP children are being supported and targeted for improvement in class – saw improvements in Yrs3 – 5 progress gains in initiatives introduced and supported – spelling & has been proactive in developing high quality reading through school. Is an outstanding teacher to work alongside others and raise expectations. Will now focus on vocabulary work – specifically the language around text comprehension- and developing writing.</p>	<p>in planning and modelling lessons Through weekly meetings with HT/DHT and SLT meetings – review of action plans</p> <p>Part of the SLT, time already planned and ring fenced for work</p>	<p>CB</p>	<p>form this as necessary</p> <p>Update reports termly to SLT & governors Meeting with PP governor & HT twice a year to review plan & impact</p>
Total Quality of Teaching for all budgeted cost					£47,824.12

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 implemen?

<p>Progress and attainment of PP children in maths improves significantly ensuring good progress is made</p>	<p>Interventions for individual/small groups: 1. Catch Up Numeracy (£2143.44) 2 x TAs x 3 afternoons a week 2. Talk for Maths 3 hours per week (£1053) 3. Breakfast club maths for targeted children Y3 -5 (Budget £2000) to pre teach concepts before whole class teaching & consolidate number work 4. Y6 targeted groups of children – maths Keep up groups (SLT teachers – weekly sessions) 5. Easter booster sessions (Also for higher prior attainers) Budget £6000</p>	<p>All interventions showed gains for the vast majority of children in maths ages & improved confidence in class for all. Successful interventions to compliment work done in class Keep up groups targeted in year 6 to ensure that PP children are given timely additional support. Breakfast club for 3 – 5 has a different focus this year – suggestions from class teachers as being beneficial to their teaching.</p>	<p>Catch up Numeracy, & keep up sessions – monitored by Maths team – regular meetings with lead TAs Talk for maths – DJ Trial of a term for Breakfast maths to see impact – year leaders to monitor with teachers to see if this reduces the need for additional support following lessons Easter Boosters – Y6 lead & CB PP champion</p>	<p>Maths Team & DHT/HT</p>	<p>At pupil progress meetings & also by intervention providers – if children are not making good progress intervention will need to be changed or investigated. Results from testing will be analysed for impact</p>
<p>Increased Progress and attainment of PP in reading – gains in reading age and in test performance</p>	<p>High quality whole class teaching as above Targeted gender based intervention groups for reading comprehension/1:1 based on ability – using language development work (4 hours per year group per week – £5472.00 Talk Boost sessions (R Allain) 2 x per week £30 pw = £1140</p>	<p>Delivered by AHTs & DT(music lead)</p> <p>Previous trials of gender tables in maths showed success for girls but not necessarily boys. For PP girls needing support to meet projected targets the additional groups will be gender based. EEF – high impact for little cost – on average adds 6 months learning to a child’s ability where used effectively CB to deliver training to TAs on effective reading comprehension teaching.</p> <p>Successful with children in lower school. To continue this year.</p>	<p>Regular discussion (weekly) with Y6 teachers</p> <p>CB to oversee project. New comprehension resources purchased £500 for intervention work</p> <p>Under supervision of DJ – provision mapped. CT to liaise with RA</p>	<p>MB Y6 lead</p> <p>CB</p>	<p>Reviewed by SLT in fortnightly meetings Y6 in PPA meetings</p> <p>Reviewed a part of PP reviews every half term & termly test cycle. Reading ages checked</p>

	<p>Catch Up reading developed further Meeting for parents Folders created and new books purchased Cafes run for parents (resources £1000)</p> <p>Literacy club run for PP children – Awful Auntie Project. Theatre trip followed up by 6 week project out of school hours (cost £192.50 theatre & Books (£95.55) and librarian time to plan/deliver £100</p>	<p>Catch up Reading is a successful scheme in school for most children with good gains in reading age seen when the program is delivered effectively and also has greater gains with support of home. Need to engage the parents in supporting with reading with their children at home. Attractive packs of books/ supporting materials and advice/practice on using them would be hugely beneficial</p> <p>Intervention for Y6 Replacing the Brilliant Club in opening up experiences and improving writing/reading as a focus. Felt this was more likely to inspire children. Low cost – good impact – taught by literacy lead and librarian</p>	<p>DJ, DD & Lauren Sherwood to organise. Invitation to all parents with children on Catch Up (majority PP) Lauren to run session with DJ TA to make up CU bags (Resources £1000)</p> <p>Visit booked and time identified</p>	<p>DJ</p> <p>CB RR</p>	<p>In place Autumn term Review impact spring term.</p> <p>Pre & post project reviews. If successful rolled out to other year groups</p>
<p>Children are engaged in learning, inspired to come to school and behavioural issues are resolved/reduced to lessen impact on learning</p>	<p>Pastoral programme of support Getting into the classroom: Target groups/individulas 1. Sensory circuits (TA costs to run - £2100) extend if possible to playground workouts Additional TA salary 2. Before school clubs/ activities</p>	<p>Previous experience & case studies of children engaging in lessons, being less disruptive and settling more quickly to work.</p> <p>Sensory circuit has been hugely successful for children accessing this last year.</p>	<p>All the projects/ initiatives in this section are overseen by DJ & pastoral team including representation by HT/DHT</p> <p>As above</p>	<p>DJ</p> <p>DC & RN</p> <p>SL</p>	<p>Pastoral review teams monthly to discuss PP children in need of support/review provision</p>

	<p>(part of pastoral team salary)</p> <p>3. Connections sessions for groups in each year to support with social situations, resolving issues and engaging in learning (pastoral LG 4 x afternoons per week & 1 afternoon individual work £8478.36) & SL to support (SL pastoral salary for all work (£17129.00)</p> <p>4. Mindfulness sessions 3 hours a week, individual and group sessions £994.50</p> <p>5. Involvement in Green Goblin project (STEM) for identified group of children at risk of exclusion/ hard to reach and engage (kit £1250 & events costs so budget £2000)</p> <p>6. Support for engagement in residential visits, music lessons, PE clothing/resources etc Budget £3000 based on past years (&</p>	<p>Connections group – history of success in children finding this supportive and enabling them to have structured time out from the classroom and work as a small group. Impact shown back in class with friendships/ learning.</p> <p>Parent feedback and child feedback overwhelmingly positive. Children overcoming barriers to their learning and able to engage more positively in class</p> <p>Chosen by children as a project to be involved in – mechanics and engineering. New project led by S L Children then compete against others in the county. Children also to raise money for the project by writing to local businesses to support.</p> <p>Essential support given – low cast positive impact on children feeling included and parents feeling supported</p>	<p>1 morning per week dependent on children fulfilling behaviour plan expectations that week SL to begin process September 2018 MH to oversee</p> <p>JW to ensure letters sent include reference to support. Follow up for those children not returning forms through PSA PSA to advise of support needed for uniform/resources</p>	<p>SL & LG</p> <p>MS</p> <p>SL/ MH</p> <p>JW/PSA</p>	<p>Review 6 weekly to see if further support/different support is needed/</p>
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	increasing numbers)		etc		
Total Targeted Groups budgeted cost					52, 898.35

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance – reduced persistent absences Last year overall 95% with 12.6% PA	<p>Breakfast club 3 staff providing a structured support to the day (£5852.52 salary costs & £400 per term food) Budget £250 new games/books Children to take responsibility for helping choose menus, budgeting writing letters to invite others</p> <p>Parent support advisor working with families to improve attendance and punctuality Cost £7427.64</p>	<p>Run last year – very successful in getting persistent absent children into school avoiding the need for further attendance officer intervention for some families. Pressure taken off families in the morning & ensuring children have a good start to the day</p> <p>Continuation of effective support engaging with hard to reach families, giving support as necessary and supporting referrals for early help</p>	<p>Already in progress. Need to increase numbers – targeted campaign planned.</p> <p>LG is part of pastoral management. Line managed by DD/MH & working in partnership with DJ</p>	<p>JW</p> <p>LG</p>	Reviewed half termly – looking at figures for absence and used at attendance meetings by PSA/ attendance leads

<p>Transition for PP children between infant and junior is smoother and has a higher profile for learning as well as emotional</p>	<p>Year leader & subject leads working together across schools to develop joint policies (release time 5 staff 2 days = £2100)</p> <p>Summer work packs developed for PP children Resources £500</p>	<p>Joint planning across maths and spelling/phonics a priority. These are the areas Y2 and Y3 staff have identified as the barriers to children achieving/being secure at ARE Joint policies of approaches will enable this to improve</p> <p>Pastoral support for children transferring has developed well over the past few years however often gains made by lower ability PP children by the end of Y2 are lost over the summer break.</p>	<p>Year 3 lead NT & HT of both schools to facilitate & oversee</p>	<p>NT Subjects leads Maths and English HT</p>	<p>Review of calculations policies & spellings End Autumn 2018 Draft Policies in place by Spring term 2019 Review November of progress</p>
<p>Children have higher aspirations for the future and are resilient in overcoming their difficulties</p>	<p>Inspirational speakers in assembly and working with the children in small groups – writers, illustrators, STEM</p> <p>Budget £1000</p> <p>Counselling support for children where necessary</p> <ul style="list-style-type: none"> • Benjamin Foundation £3500 budget • Art therapy session & ongoing school support CG - part of salary costs £7700.16 & £300 for resources 	<p>Children are inspired by the authors who visit school and the impact this makes on their work is valuable however a more workshop based approach will enable groups of children to have more personal contact and engage more fully</p> <p>Enables children to have support to cope with challenging times. Develops resilience. Past work with these approaches has been successful</p>	<p>Engage staff in putting forward suggestions Use assembly time once a half term assembly followed by a workshop for targeted PP children and others.</p> <p>Whole school mental health action plan to support emotional and mental well being being developed for the year</p>	<p>JRB & SMSC lead</p>	<p>Termly as part of the pupil premium plan review & following feedback from children</p>

<p>Parents play a more active part in their children's education and enjoy a closer partnership with school</p>	<ul style="list-style-type: none"> • PSA supporting families (cost included as above) • PSA & Pastoral team informal coffee mornings • More opportunities built into the curriculum for parents to come and share children's work • Assemblies more inclusive – encouraging parents to stay behind with other parents • Visits for families/ parent and child to attend together (part of connections work) Including invitation to breakfast club with siblings – once a term Budget £1000 • Parent and child art sessions after 	<p>Research shows levels of parental engagement are consistently associated with children's academic outcomes however the EEF also recognises that despite many projects taken place in school take up is always low and has little impact.</p> <p>More impact is made on a 1:1 basis rather than groups (our experience tells us this) However when it involves the children there is more engagement.</p> <p>PSA support is crucial for morning routines to combat lateness/ texting parents when child is absent/ important event happening(referred to in EEF as having positive effect)</p> <p>Families more likely to attend if child invites them to school/visit Support family through PSA to come if possible.</p>	<p>LG (PSA) & pastoral group plan for year overseen by HT/DHT</p>	<p>DD MH with LG</p>	<p>Review provision as part of monthly pastoral meetings. Discuss needs of individual children/ impact and other strategies.</p>

	school (CG salary)	Previous success in reaching parents and in encouraging joint projects with child.			
Total for other approaches					£30,030.32
Overall Total budgeted cost					£130,752.79
Allocation for this academic year					116,420.00 & carry over £22,454.35= £138,874.35 Leaving contingency of £8121.56 for additional projects/ costs to support developing quality of teaching and learning in maths

5. 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

<p>Improved progress & attainment of disadvantaged pupils</p>	<p>1. Focus on oracy and language development in all classrooms SENCO & English Leads Trained in Word Aware & this is cascaded through classes – team teach/ peer work/observations (long term work)</p> <p>2. Reading comprehension work improved – Q of T & L in Reading supported by English leaders (CB & RM) % of AHT salary & cover supervision for SEND</p> <p>3. Introduction of new spelling scheme in school – training and coaching of staff to use effectively in class</p> <p>4. Release by AHT to allow maths leads to work alongside NQTS and any other teachers in need of developing models approach to maths</p> <p>5. ½ termly pupil/ teacher interviews children</p>	<p>Word Aware is a staged long term project and began with curriculum/literacy topic. Learning walks & observations show that word aware was being used in all classrooms– needs time to embed so that impact can be measured & needs to be extended to maths this year. Reading results for expected standard rose to 68% from 60% last year. All classes now using whole class guided reading. Reading data through school is very positive with improvements in GDS in all years. In yr 3 8.25% rise, Y4 20.5% rise, Y5 26% rise – all based on test data. Spelling scheme very successfully introduced. KS2 SATs showed moderate improvement (only 1 year of scheme) with a rise of 14% getting 11-20. Throughout school using Vernons – rise in Y3 made 18 months progress in 6 months, Y4 the same, Y5 13 months progress. Overall the ARE for R, W & M fell to 40% from 58%. This was impacted particularly by the maths data & 3 children (14%) joined in Yr 6 (1 in</p>	<p>Greater emphasis needed this year on oracy and language - & extended to used in maths and guided reading</p> <p>New approaches to reading and spelling are working – continue to develop this.</p> <p>Maths is high priority in school for children but particularly disadvantaged. See maths action plan for specifics on raising achievement. White Rose resources have been purchased to provide greater challenge. New approach introduced 17 – 18 (CPA) has begun to reflect improvements</p>	<p>Salary cost – contribution from PP - £22 761.60 Training course costs: £245.99</p> <p>Resources £750.30 & £37.18 £336 (reading journals) £2185 spelling resources Twilight training £230.00</p> <p>(cover supervisor salary 8 days per half term of staff release = 10 weeks of salary) £3557.17</p>
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<p>Prior higher attainment are challenged to continue to achieve beyond ARE</p>	<p>CPD on challenging the most able pupils. Inset sessions – twilights from maths leads</p> <p>Easter Maths booster sessions led by teachers to target PP & other children to reach higher targets</p>	<p>Target not achieved in Y6 SATS this year. Further work needs to be done to ensure more accurate tracking of these children from Y3 upwards using test data and support put in as necessary. However data from Y3 – 5 shows an increase in children achieving higher levels in reading & CPD has had an impact of increasing the depth within lessons as demonstrated by the work accessed in books.</p> <p>Attendance at Booster sessions good Consolidated work in class overall HA in Maths rose and PP children did benefit although overall results from tests do not capture this.</p>	<p>CPD will continue throughout the year led by Maths leads and in weekly planning sessions, subject leads will ensure challenge.</p>	<p>Booster session costs 8 staff £260 per day x 3 days £6240.00</p>
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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
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Increased Progress & attainment (particularly but not solely PP girls)	Targeted intervention teaching by trained teacher for identified children pre Y6 (Y5 identified as greatest need) in Maths 6 x twice weekly sessions	Has had an impact when consistently taught Increased numbers of children now on target to meet expectations	This needs to continue in Y6 for targeted groups in order to improve the % of children reaching expected target based on KS1 data	£2268
Improve Reading attainment & enjoyment	Targeted group of 6 children individual weekly Beanstalk readers	Didn't have the impact intended although a further volunteer scheme had better impact	Beanstalk would not be used again. Poor attendance and swapping adult readers did not help with continuity for children.	£1284
PP with SEN (cognitive) work more rapidly towards meeting ARE.	<p>1.Catch up Numeracy 2 groups TAs trained to deliver 4 afternoons per week</p> <p>2.Before & after Maths Clubs Y3 – 5</p> <p>3.Arrow intervention</p> <p>4.Talk for Maths sessions 1 x 4 hours pw TA costs</p> <p>Brilliant Club for 12 pupils Cambridge University</p>	<p>Impact seen in confidence & contribution in class. Results reflect gains made</p> <p>3. Little impact</p> <p>4.Very successful in developing necessary language in maths</p>	<p>2 new TAs highly effective – continue this approach for Catch Up Numeracy</p> <p>No plans to continue with Arrow at this present time despite previous year good results, this year the children did not engage</p> <p>TFM - To continue – need to train other support assistants to deliver this.</p>	<p>% of Salary costs £5966.14</p> <p>£668</p> <p>£1701 £1053</p>
Improving aspirations and achievement of Higher achieving PP in Y6	Weekly smaller group extension in Reading (Spring 18) and Maths (Wed& Thurs) from Spring 1 to Summer 2 to extend the highest ability Y6.	<p>Children achieved highly. Raised aspiration. Enjoyed trips to the university</p> <p>Despite intervention the children did not achieve the higher grades but in year improvement was good.</p>	<p>The children found it hard to motivate themselves to the work. Subject matter was challenging and found the work very hard despite intensive support from school. Different project is being pursued next year.</p> <p>Smaller groups were beneficial to support children to consolidate and extend learning with experienced teachers</p>	<p>£1436.76 (12 children= £1920)</p> <p>Supply costs for release for group = 1 day per week summer= £5040</p>
Behaviour & social needs are addressed	<p>Pastoral support team Connections groups & 1:1 work (3 members of team – 1 full time & 2 part time)</p> <p>Support at unstructured times</p>	<p>Definite correlation between engagement with pastoral team and inclusion in school</p> <p>Case studies show children reluctant to stay in class now achieving and participating</p>	<p>Pastoral team to continue (mental health focus in addition). All of the pastoral team play a significant role in school especially with PP children who make up the vast majority of their work. All these roles will continue in school & where we can we will offer additional sessions as demand and outstrips supply.</p>	<p>Contribution from PP to salaries (3 staff) 80% £18,601.79 (proportional to % of children</p>

	<p>(lunch & break) for identified children</p> <p>Sensory circuits for targeted children - 2 staff</p> <p>Football start to day prior to going into school – targeted group – SL running</p>	<p>Crucial in avoiding conflict and potential exclusion Exclusion over the year was 5 ½ days for 3 pupils. None of the exclusions were repeated.</p> <p>Children all going into classrooms on a morning more successfully and ready to work – massive impact on readiness to learn</p>	<p>Lunchtime supervision crucial to continue to support children in conflict resolution. Alternative provision at lunchtime in the form of structure activity such as gardening to be developed further to allow for ‘time out’</p> <p>To continue with more children targeted as necessary</p>	<p>worked with) 2 x MSA support £4391.52</p> <p>3 hours per week x 2 TA salary £1026 x 2 £2052 SL Pastoral salary included</p>
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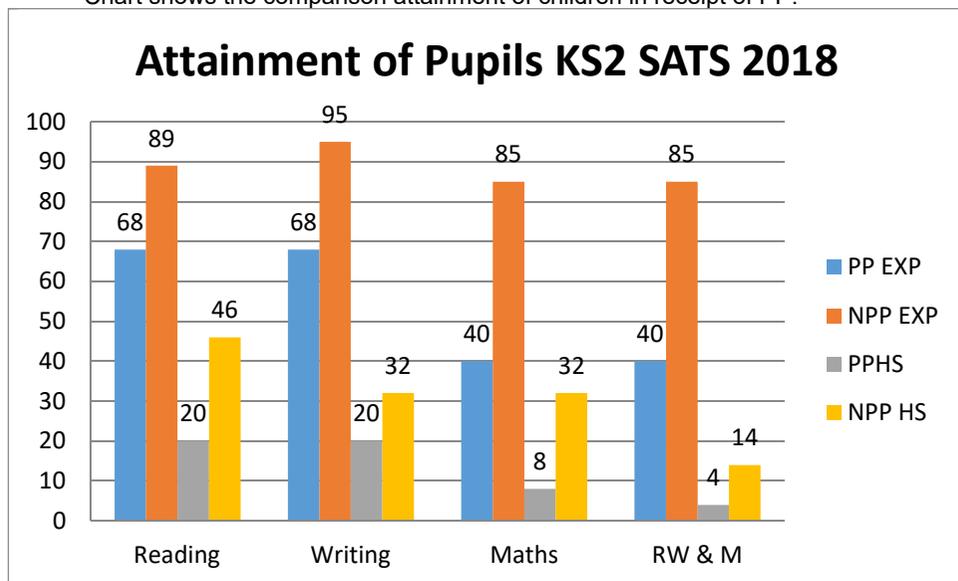
iii. Other approaches

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
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<p>Improved attendance</p>	<p>Breakfast club provided daily. Approx 20 children</p> <p>Part time PSA working directly with parents following up absences & offering early help support</p>	<p>Attendance has improved for individuals where support has been targeted. Breakfast club has seen a gain of 3.7% for the PP children attending. Case study support evidence Very effective PSA in improving attendance but limited by CS acceptance of early help referrals</p>	<p>Continue and try to extend number of children attending. Advertising club needs a rethink PSA to continue support with targeted families Attendance gap between PP and school overall target 1.74% a slight improvement on previous year but overall attendance affected by new families arriving mid-year with history of non-attendance. Targeted families this year. Persistent absence affected by this also. Overall would have been 9.5% without families. The majority of this was in Y6 and Fast track processes were followed.</p>	<p>Total spend £3659.19</p> <p>(% of PSA salary – £5983.51 reflecting growing % of time with families in receipt of PP)</p>
<p>Parents play a more active part in their children's education and enjoy a closer partnership with school</p>	<p>Role of PSA above & Pastoral team Regular targeted coffee mornings with themes</p> <p>Parent & Child art sessions (CG)</p> <p>Parent & Child mindfulness sessions</p>	<p>Attendance at parents meetings 100% - whole school strategy approach. Limited success with coffee mornings as very small number of parents attending despite pastoral team reaching out individually Very successful – feedback from parents and children. Demand is high Feedback sheets show parents are using the strategies at home</p>	<p>Attempt more open classrooms events for everyone – less stigma Coffee mornings for vulnerable families – more informal and as support rather than information</p> <p>Continuation & CG completing a counselling qualification to support work</p> <p>Teachers report a more positive attitude to school/life wellbeing for children taking part in the project. This will be repeated</p>	<p>Budget from PSA team salaries</p> <p>Part of salary costs (Resources £300)</p> <p>£420 for mindfulness sessions</p>

<p>Children have access to additional therapeutic support as necessary to achieve good academic outcomes and good mental health</p>	<p>Therapy/Counselling work Break Confidence through craft Benjamin Foundation</p>	<p>Children are becoming more able to apply the strategies they are taught to deal with difficulties and there has been a reduction in amount of time out of class for targeted children</p>	<p>The school will continue to support targeted PP children who continue to need support/ or new identified children into school who</p>	<p>Total Budget £3237.50 & £700</p>
<p>Children are able to play a full part of school life and continue to develop social skills in line with their peers</p>	<p>Contribution from the PP grant for music tuition, educational visits, holiday provision clubs</p>	<p>Low cost overall for good impact on children's engagement in school. Provision has included educational visits, clothing and PE kit. Clubs such as after school, dance etc and for targeted groups of children visits to new experiences – Go Ape etc "I had to be challenge myself to go on the zip wire. I had to keep trying. I've learnt that this is what I should keep trying to do in class as well."</p>	<p>The school will continue to support all PP children to experience school in a similar way to their peers and open up life experiences for them. The school is currently exploring the findings from a North East project Poverty Proofing the school day http://www.povertyproofing.co.uk/</p>	<p>£2100 &£1000 connections budget</p>
<p>Total Budget for Pupil Premium 2017-18= £120,660</p> <p>Total Budget spend= £98, 205.65</p> <p>Balance to carry over into 2018-19 = -£22, 454.35 (costs budgeted for interventions, therapy and resources were lower than originally planned) As the funding is from April to April the funding can be carried over to the plan for September 2018</p>				
<p>1. Additional detail</p>				

Chart shows the comparison attainment of children in receipt of PP.



5 of the 25 pupil premium children joined since Y5 (3 in Y6 – 1 a few weeks before sats) accounting for 20% of the cohort. This has had a significant effect on scores overall. Their achievement and progress is as follows:

Pupil	R	progress	W	progress	M	progress
1	NS	-10.07	WTS	-1.39	NS	-8.84
2	NS	-10.64	WTS	2.55	NS	-7.67
3	NS	-14.11	WTS	-5.76	NS	-12.54
4	AS	-8.58	EXS	-3.87	AS	-3.59
5	NS	-14.91	WTS	-8.42	NS	-9.39