# Pupil premium strategy statement (primary) 2017/18

**How Russell will be supporting pupil premium children**

* We will inform all families who attract the pupil premium funding and invite them to contribute (via Your thoughts questionnaire) to influence the provision they receive so that it has the greatest impact on raising attainment.
* All pupil premium pupils will have a ‘strengths and difficulties’ questionnaire completed by the pastoral support lead and the class teacher. These take place in the first few weeks of September to fine tune the provision to the needs of each individual. Following the analysis, actions and provisions are planned and delivered using our electronic mapping tool by class teachers. The impact is reviewed at least half termly and at Pupil Progress Meetings (PPMs) by teachers, Phase leaders, the Deputy Head and the Headteacher.
* All pupil premium pupils will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.
* All Pupil Premium children are tracked on a bespoke tracking system. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress target will have specific, relevant intervention identified by the teacher in conjunction with the Phase Leader. Teachers will report the progress of pupil premium pupils in Maths and English to the Deputy and Head through Staff development meetings and termly pupil progress meetings.
* All pupil premium pupils will be discussed thoroughly in transition between years. Specific strategies will be shared. All pupil premium pupils will be prioritised in class and interventions by their class teacher with specific strategies being recorded and monitored for impact on the provision plan via the mapping tool.
* Pupil Premium pupils will have trips and curriculum activities paid for. Extra curricula clubs will be considered on an individual basis.
* All pupil premium pupils will have access to Hummingbird Club at some point across the academic year which will focus on confidence building, social skills, vocabulary and social/emotional aspects of learning.
* The pastoral worker will carry out some specific interventions with the children as necessary. These are reviewed for impact on an ongoing basis.
* At parents’ evenings all parents are informed of how their children’s pupil premium is being used and the impact it is having.
* The DHT monitors the effectiveness of the PP spend via the provision mapping tool. This is reported to governors and the HT. Strategic spending decisions are made based on outcomes.
* The DHT will coordinate the provision with SLT, teachers and parents.
* The class teacher and pastoral support worker will regularly assess the children’s view of their own learning needs and social, emotional needs to ensure it is fully considered.

**How Russell will be supporting Vulnerable children**

* Russell will keep a register of vulnerable children. This will change regularly and will enable these children to access the same support mechanisms that are available for PP children.
* The school will monitor and track these children in the same way.
* Parents will be informed of these provisions.
* All vulnerable children will have a provision assigned and evaluated each half term.
* The DHT will coordinate their provision with SLT, teachers and parents.

**Summary**

* Pupil Premium children do not yet make progress at the same rates as non-pupil premium children. They lag behind others by 5% in reading, and 13% in Maths. They were +4% in writing last year. July 2018 reading 91.2% is the average progress across the school based on PPM data – 3.2% higher than SDP but -3.6% than all children; maths 93.5% is the average progress across the school based on PPM data – 5.2% higher than SDP but -2% than all children, writing 76% is the average progress across the school based on PPM data – 12% lower than the SDP and -15.6% than all children.
* Our belief is that all Pupil Premium children can progress as well as their peers
* Last year we provided many interventions which had a positive impact on children and reduced the progress gap in all 3 areas. We introduced a systematic method for evaluating the effectiveness of provisions being used and maximised the benefits from these provisions that were particularly effective. We also invested in more research based provisions such as Sounds~Write and Switch-On.
* This year teachers continue to be made aware of children’ prior attainment. This will ensure they plan effectively for good progress.
* This year we continue to use the provision mapping tool which enables us to evaluate provisions more precisely.
* This year Maths planning continues to be developed by the teachers with learning objective being directly linked to the KPIs or interim framework with a high level of challenge present.
* This year all PP children continue to have their own bespoke tracking system to track progress more regularly and carefully. The pastoral worker and Deputy Head have the responsibility for monitoring this system and for working with class teachers to overcome barriers to learning.

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| 1. **Summary information** | | | | | |
| **School** | Russell Lower School | | | | |
| **Academic Year** | 17-18 | **Total PP budget** | £33,003 | **Date of most recent PP Review** | October 2017 (internal)  Jan 2018 review  Review June 2018 |
| **Total number of pupils** | 355 | **Number of pupils eligible for PP** | 36 35 | **Date for next PP Strategy Review** | New to be written for September |

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| 1. **Previous years attainment** | | | |
|  | | *Pupils eligible for PP* | *Pupils not eligible for PP (all pupils)* |
| **% achieving ARE or above in reading, writing & maths (or equivalent)** | | R=52 69 W=47 48 M=51 69  Non SEN  R = 76 88 W =72 62 M= 79 92 | R= 83 86 W= 75 77 M= 81 85 |
| **% making at least expected levels of progress in reading (or equivalent)** | | 83 91    Non SEN 92 100 | 88 94 |
| **% making at least expected levels of progress in writing (or equivalent)** | | 92 76    Non SEN 96 85 | 88 92 |
| **% making at least expected levels of progress in maths (or equivalent)** | | 75 94  Non SEN 73 100 | 88 95 |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Poor attainment levels | | |
|  | Poor progress in maths | | |
| **C.** | Use of ineffective provisions | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Low parental engagement/ Home Learning | | |

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| **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria – achieved, partially, not started** | **Review – Autumn, Spring, Summer** |
|  | Individualised understanding of PP children  Teachers to be fully aware of previous attainment levels – tracking sheet  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs – analysis of classroom monitor (summative from previous year) and use of provision mapping tool  Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools  High expectations across all areas of the school for all abilities of children  Effective and timely feedback | Clear understanding of each PP child  Rigorous monitoring and use of data focusing on attainment.  Improved attainment at each PPM.  Phase leaders to monitor and support  Use of classroom monitor as both an assessment and planning tool.  SDM  Use of marking and feedback policy – monitoring and evaluation cycle | S&D questionnaires completed by staff and all staff aware of their own PP children.  96% at Autumn PPM  Monitoring and tracking systems in place and PP children discussed first during PPM and at mid-ways points between these meetings.  Phase leaders are clear on the PP children in their Phase.  Use of CM ongoing  Book scrutiny indicates that M&F is good across the school – staff have been directed to approach PP children first within lessons.  Attainment increases in all areas for PP children.  Phase leaders have carried out learning walks with a specific PP focus.  Book scrutiny indicates that the marking and feedback policy is being used for all children.  Following PP meetings with staff they are checking in with them first when marking. |
|  | Teachers to be fully aware of starting point level and target level to achieve good progress.  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs – analysis of classroom monitor (summative from previous year) and use of provision mapping tool  Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools  Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | As above  Appropriate resources, differentiation, challenge for all, team teaching monitoring and evaluation cycle, modelling by SLT. | Monitoring and tracking system in place at beginning of year and given to each member of staff indicating previous levels and starting point.  Use of provisions, planning and assessment all ongoing.  White Rose used to inform maths planning. Monitoring of T&L (through observations, data and book scrutiny) indicates the success criteria.  Following PPMs all children not on track to make a good level of progress or ARE are added to provisions.  Provisions are monitored for impact by the DH and disseminated to staff with key questions following analysis. Monitoring of T&L (through observations, data and book scrutiny) continues to indicate the success criteria. |
|  | To ensure all provisions in place are SMART and effective.  Clear planning in place for provisions.  Detailed analysis of Pupil Premium provision impact.  To develop the role of the pastoral support worker  To develop the role of the intervention leaders  To increase the use of research based provisions within the school – specially within maths | SDM on effective target setting  Planning to be saved on the LP  Monitoring of provisions on provision mapping tool  Phase leaders to share effective provisions being used.  Training opportunities and planning time given.  To introduce a research based maths provision | SDM took place but some work still needed on ensuring planning for all provisions is happening prior to the provision being carried out.  Staff expected to review provisions this enables LW to compile a list of effective provisions.  Pastoral support worker has spent time with both the HT and DH to develop her role further and ensure what she is doing has impact. This has been around information gathering and planning.  Time has been given to intervention leads in order to plan, however this needs reviewing to ensure it is sufficient/ they are happy to plan for provisions they are carrying out.  DH has spoken to EP regarding maths provision but very little out there.  Provisions continue to be monitored by the DH – this is then analysed and feedback to staff to respond to.  Some staff are beginning to use the planning template but this is to varying degrees – SDM to be held in the Summer term around this.  Not all PP provisions are on the provision mapping tool especially non-academic ones.  Provisions are now much more SMART ensuring staff can review them accurately. Some of the barriers to100% effective provisions have been children not being of a suitable level to access or groups that are too big. Some of our SEN children also did not make as much progress as hoped. |
|  | For the ‘your view’ questionnaire to be completed by as many parents as possible.  Home learning procedures to be clear to parents.  Parents to be fully aware of the provisions their children are receiving  Parents to attend parent workshops to be more aware of school strategies. | Parents to be encouraged to complete the questionnaire  Communication to go out to parents about home learning and the expectations  Teachers to ensure parents are aware of how their child’s PPG is being spent and the impact this is having.  Workshops to be advertised. | 14 responses received.  This has gone out to parents regarding all homework.  Staff need to ensure they inform parents at appropriate opportunity i.e. parents evening how the PPG is being used for each child.  A signing in sheet will now be present at all workshops in order to monitor PP parent attendance. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017-2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **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?**  **Achieved, partially, not started** | **Staff lead** | **Review – Autumn, Spring, Summer** |
| Teachers to be fully aware of previous attainment levels | Tracking sheets produced for teachers indicating whole school and in year data, provisions and pastoral support. | | Previous year’s poor levels of attainment.  SDP priority 1 | Tracking sheets sent to the class teachers at the beginning of the year.  Dates set within the school calendar for them to be completed and sent to SLT.  Phase leaders to monitor within set dates. | CT  PL  SLT | Sent out at the beginning of the year and updated at each PPM.  Phase leaders have been asked to monitor the progress of PP children within their phase.  Staff have been very good at sending back the last set of tracking girds these also include P Levels where appropriate. |
| Clear understanding of the ‘gaps’ in learning – analysis of classroom monitor (summative from previous year) | Teachers to access the summative section of CM from the previous year to identify ‘gaps’ in learning in order to quickly and effectively set up provisions. | | ‘Gaps’ in learning not being identified quickly enough and some use of ineffective provisions in the previous year.  SDP priority 1 and 2  To ensure all provisions being used are effective | To ensure specific provisions are created quickly with a clear focus on ‘gaps’ in learning. | CT  SLT | Provisions now seem to be much more SMART.  18.9 Performance Management/ SMART targets for MAPS and Interventions/Evolve Refresher  Monitored by DH each term and effective provisions list sent to all staff members. Planning for provisions now expected and in place.  Provisions are still being monitored in all areas, setting up, planning and outcome. Phase leaders have been asked to monitor this moving forward.  SDM on provisions so staff are clear on the expectation in terms of planning and delivery. This will need to be monitored further next year. Staff are now quicker at setting up provisions, discussion have also been had around the need for a provision or continued QFT. |
| Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools | Teachers to ensure that all whole class planning and provision planning is based around the KPIs | | Some planning not focusing on drawing from KPIs in the previous year.  To ensure what is being taught matches what is being assessed.  SDP priority 1 and 2 | Phase leaders to monitor whole class planning.  DH to monitor provision planning | PL DH | Evidence from monitoring of A&L would indicate this is now happening.  Provision planning and effectiveness monitored at least termly. |
| High expectations across all areas of the school for all abilities of children | To further develop high expectations across the school.  Lead/organize staff development meetings/INSET.  Staff be given the opportunity to see effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking and feedback, challenge and modelling.  To ensure planning is pitched at a high enough level and appropriate scaffolding/resources are in place. | | Excellence for All policy  SDP priority 1, 2 and 3 | Monitoring and evaluation cycle, with individual feedback to staff as appropriate, focusing on raising expectations of what both teachers and pupils can achieve | CT  PH SLT | Evidence from monitoring of T&L would indicate high expectations are present with three levels of clear differentiation and star challenge present. Staff book scrutiny carried out.  11.9 Effective practice in Maths (link with review of T&L policy and Y2 moderation experience)  9.10 Phonics and GPS – ideas for games and activities for the ‘teach/practise’ section of the lesson  20.11 Outstanding Learning – six step plan – revisit, including effective use of LSAs. Share daily/weekly plans/ lesson study use of LSA?  Phase leaders continue to |
|  |  | |  |  |  | Involved in the monitoring of T&L cycle and provide feedback to teachers which they then support with as needed.  During the summer term all teaching staff were involved in observations of colleagues in order to further share good practice and support one another. |
| Effective and timely feedback | Provide feedback at the right time, with a specific purpose and desired outcome.  Ensure it is specific, accurate and clear e.g. “It was good because you...”.  Provide specific guidance on how to improve and not just tell students where they have gone wrong.  Model correct work/ processes where possible and appropriate.  Encourage peer and self-assessment.  Provide opportunities for pupils to make improvements following feedback.  LSA training around effective feedback (Nov 17) | | Proven strategy for closing the gap – Sutton Trust. | Monitoring and evaluation cycle.  Book scrutiny | CT  PL  SLT | Staff book scrutiny carried out with a focus on marking and feedback, more work needs to be done around next steps.  Some of evidence of peer and self-assessment but usually only higher up the school.  Within observations and learning walks the quality of marking and feedback is good from both teaches and LSAs. Lots of direct feedback happing and children responding within lessons.  Quality marking still happening within lessons but some areas of the school still need to work on providing children with enough time to respond to the feedback given. Evidence of peer and self-assessment through the use of rubrics. |
| Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | Ensure that teachers plan effectively for all pupils including Pupil Premium pupils in lessons, taking full account of their starting points and use support strategies that are time limited, highly focused and effective. | | Previous year’s data.  Monitoring over the previous year.  Teacher’s feedback | Monitoring and evaluation cycle. | SLT  CT | 11.9 Effective practice in Maths (link with review of T&L policy and Y2 moderation experience)  13.11 LSA training (2) – Maths in the classroom – language, methods and resources to use to support progress.  Planning from White Rose.  Ongoing.  Maths planning and work is now much more practical and continues to be supported by White Rose.  Maths progress is 95% average for all children and 93% for PP children. |
| **Total budgeted cost** | | | | | **££ Remaining PP money after targeted support costs goes on LSA support/QFT** | |

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| 1. **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** | **Review** |
| Individualised understanding of PP children | Letter to parents asking about strengths and difficulties (your views).  Teachers to also complete the above in order for pastoral support worker to create specific provisions.  Barriers to learning analysis completed by the pastoral support lead and class teacher (SDQ)  Transition meetings between years.  Find out how they prefer to learn and plan accordingly.  Find out about their hobbies and interests and ask them about them.  Find out information about their context and background. | To better understand the strengths and difficulties of our PP children in order to provide specific and effective provisions. | Letters being given out at the beginning of the year and again at parents evening if not completed.  Discuss PP pupils regularly and share good practice. | CT  PL  PS  SLT | 14 responses – teachers were also asked to complete.  PP children are discussed first at all PPMs and there are now mid-point review s.  Mid-point reviews continue to happen and ensure staff are focused on PP children across the whole of the school year and not just at assessment times. The PP lead from the receiving middle school recently comment on how useful these were for them to in order to see all the strategies that have been tried. |
| To ensure all provisions in place are SMART and effective. | Staff to continue to use the mapping tool to plan appropriate provisions half termly.  Staff to review at least half termly and at pupil progress meetings.  SDM on SMART targets | To ensure provisions can be accurately measured and evaluated. | Monitoring of mapping tool. | CT  SLT | All staff now using the provisions planning tool to set up and evaluate provisions. The effectiveness of these provisions is then shared by the DH to all staff.  Provisions now have much clearer outcomes and the new planning template will ensure the quality of what is being delivered. |
|  |  |  |  |  | Provisions are still being monitored in all areas, setting up, planning and outcome. Phase leaders have been asked to monitor this moving forward. |
| Clear planning in place for provisions. | Class teacher’s to provide planning for provisions that are being led by LSAs (unless the LSA leading has been specifically trained in the provision and given planning time) indicating the entry and exit level, session learning objectives, activities to be carried out and resources to be used. | Some use of ineffective provisions last year.  To ensure that leading LSAs are clear on the expectation and outcome of the provision. | Discussions with LSAs carrying out provisions.  Phase leaders to monitor that planning is being provided | CT  PL  SLT | This still needs to become embedded across the school. The quality of this planning also needs monitoring to ensure it is an effective useful tool.  SDM on provisions so staff are clear on the expectation in terms of planning and delivery. This will need to be monitored further next year. Staff are now quicker at setting up provisions, discussion have also been had around the need for a provision or continued QFT. Slight tweaking to the review scoring in line with the GAS model (Goal Attainment Scaling). This will need further monitoring next year. |
| Detailed analysis of Pupil Premium provision impact. | Provisions to be evaluated at the end of their timescale (ideally no longer than every 6 weeks).  Teachers/LSAs to use the scoring system on the mapping tool to evaluate the effectiveness of each provision  Effective provisions to be disseminated across the school | To ensure that only effective provisions are being used within the school as much as possible. | DH to analysis the provisions on a half termly basis in-line with the school calendar and inform Phase leaders of the most effective  Phase leaders to ensure their phase is aware of effective provisions and the strategies being used. | CT  DH PL | Some provisions are still running longer than 6 weeks which is fine if they are proving to be effective.  All staff now using the provision planning tool to set up and evaluate provisions. The effectiveness of these provisions is then shared by the DH to all staff – this is only happening termly at the moment due to the timescales of provisions running.  Provision report being shared with all staff and key questions posed.  Phase leaders now beginning to follow up with their phases regarding effective provisions following information from DH. |
| Development of a pastoral support worker. | Pastoral support worked to support individual children focusing on specific strengths and needs. | Personalised provision for all PP children regardless of their ability.  Focus on the ‘whole’ children not just academic ability. | Regular meetings between PS worker and teacher and SLT.  Clear timetable of provision for PP children. | PS | Hummingbird clubs are now running for a half term with a group of children focusing on specific areas of need such as self-esteem, sharing, working with others.  The planning of these clubs still needs some work to ensure they are outcome focused and that each session is developing/supporting a specific skill.  The pastoral support worker left in Feb and one of our LSAs agreed to take over the role temporarily. The DH has had various meetings with her around provisions and planning. PP children have continued to receive hummingbird provision with focuses outcome orientated group sessions.  This continued into the summer term with LSA supported by other staff members. This LSA has agreed to increase her hours to further support next year. |
| To develop the role of the intervention leaders | To ensure that intervention leads have had time to gain specific training.  To ensure they have sufficient planning time.  To raise their profile in school as ‘specialists’ | To develop the use of more research based provisions within the school | Regular meetings between ILs, teachers and SLT.  Clear timetable of ‘intervention’ time. | SLT | MW – Switch-on  CH – Sounds~Write  Planning time needs further discussion as some LSA’s are planning all of their own provisions and do not feel they have the time to do so.  LSAs have been disseminating their training for Switch-On and Sounds~Write. Further to conversations in the Autumn term leads are now recieving sufficient planning time.  Provisions now being used by new members of staff. Switch-On reading has had significant impact. |
| Home learning procedures to be clear to parents and children | Make the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.  Set learning logs that include a variety of tasks with different levels of challenge  Ensure that the fois is upon the quality of piece and not necessarily the quantity.  Providing feedback on learning logs that is specific and timely. | To consolidate learning from school  To create opportunities for learning to be shared with parents  To help support developing specific skills such as reading and spelling | Clear guidelines and timetable set for homework/learning logs  Good examples of work done at home to be valued and shared with the rest of the class – learning log trophy, displays  Learning walks to monitor | CT | Home learning letter has now gone out to all parents highlighting the purpose and expectation of homework.  A learning log trophy has been introduced to each class as a means of encouraging children to complete their LL and to a good standard. |
|  |  |  |  |  | Some children still not reading at home/practicing spellings which has been addressed by class teachers during parent’s evenings.  Good sharing of learning logs with these now being valued and children receiving the learning log award. |
| Parents to be fully aware of the provisions their children are receiving | PP provision to be discussed with parents and parents guided on how best to support their child at home. | Teaching and learning toolkit - +3 months.  Parents to be informed of their child’s provision and feel they have a say on what their child will benefit from. | Staff will be expected to discuss provision set up for PP children following pupil progress meetings. Further down the line we will use the ‘parental engagement’ option on our provision map tool. | CT | Following the mid-point meetings in January staff have been directed towards sharing what is in place for PP children on a more regular basis and also to try and encourage parents to have a supporting and/or consolidative role at home.  This requires further work next year and will be discussed during parents evening with parents. |
| To increase the use of research based provisions within the school – specially within maths | To research specific effective research based maths interventions  To create a ‘specialist’ within the school  To have the programme being delivered within school | Maths progress is still weak  To ensure we have provisions in all three core areas. | Programme found and being introduced within school | DH | DH has spoken to EP and other professionals around maths interventions – there seems to be very little out there at a reasonable cost.  Will continue to research.  SLT looked into Maths Whizz but felt this was not appropriate for our setting or need at this time.  Rising stars on track maths purchased. This has been trialed with the DH and appears simply to use with some good activities. This will further feed into the school next year. |
| Parents to attend parent workshops to be more aware of school strategies. | Workshops to be advertised through the newsletter, website and via class teachers | In order for parents to support their children at home being clear on the strategies used within school. | Attendance of PPG parents to be monitored | SLT | Various workshops have run including maths and phonics – more work needs to be done to specifically invite pp children.  CHUMs workshop around anxiety to run 31.1.18 appropriate PP parents will be targeted.  CHUMs workshop around understanding your child’s emotions. Initially the take up for this was poor when targeting specific families but when whole school take up was max. Some PP adults asked to be sent the handouts from sessions as couldn’t attend. |
| Parents to engage with their children outside of school | To create a ‘Russell Challenge’.  To be carried out during one of the school holidays and awards given for the amount completed. | Linked to National Trust ’50 things to do before you are 11 ¾’. | Assembly to introduce and celebrate. | SLT  PS | Not yet begun.  There has been no time for this this year. It will possibly to written for the Summer holidays but if not will carry over to next year. |
| **Total budgeted cost** | | | | **£**15,865.75 | |

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| 1. **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** | **Review** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016/17 (**£27 160**)** | | |
| 1. **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** |
| High expectations for all | Lead/organise staff development meetings/INSET, model effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking and feedback, challenge and modelling  Focus during the year on ‘Higher Expectations’ themes | Various SDM and INSET sessions about high expectations.  Whole staff book scrutiny.  Various staff members guided and supported to improve their practice through use of DH or personalised support plans. | Writing has the largest number of children not making expected progress 8 children (4 are not SEN). Switch-On to be used next year as a writing intervention as well as just reading.  We still need to further raise the expectations of staff across the school to ensure a great percentage of children are achieving ARE by the end of each year.  Continue into next year with a mind to keep the high profile around PP children. |  |
| Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | Ensure that teachers plan effectively for Pupil Premium pupils in lessons, taking full account of their starting points and use support strategies that are time limited, highly focused and effective | Summer ARE+  FS 100%  Yr1 25%  Yr2 33%  Yr3 55%  Yr4 40%  As of 2017-2018 we will be moving totally away from the abacus scheme of work. Teachers will be expected to plan from the KPIs which they assess against to ensure full coverage as well as increasing expectations as the year progresses. | White Rose has really improved maths planning and delivery this year.  ARE+  FS 50% - 5/9 children are SEN, 2 with EHCPs  Yr1 88%  Yr2 50%  Yr3 77%  Yr4 80%  14% (5 children) did not make a good level of progress, all of these made at least small steps of progress many only behind by one sub level, apart from 1 high needs SEN.  11% (4 children) made better than good progress  93.5% is the average progress across the school based on PPM data – 5.2% higher than SDP. This is 100% for non-SEN children. |  |
| Effective provisions | Staff to use the new mapping tool to plan appropriate provisions.  Staff to review at least half termly and at pupil progress meetings. | PP children on the agenda for all PPM. Provisions put in place for all children below target. | Staff to continue using the new tool and share good practice.  Phase leaders to monitor the effectiveness of provisions within their Phase and ensure good planning is disseminated.  During PPMs an agreement to be made if children requires a provision or simply more QFT. |  |
| Effective provisions | Review the current approach to intervention and support for PP pupils, compile a menu of suitable support strategies for these pupils. | SDM on the Russell teaching and learning tool kit. Effective provisions shared with staff and support given when needed. New intervention LSA’s to be brought in for next year. | DH to continue reviewing overall provision outcomes and challenging/supporting staff around this.  Good practice has already been shared this year and now needs to be put into practice next year. |  |
| Good progress aided by differentiation | Ideally, using all three types of differentiation to accommodate the different learning styles in the classroom:  ***Differentiation by task***, which involves setting different tasks for pupils of different abilities.  ***Differentiation by support***, which means giving more help to certain pupils within the group.  ***Differentiation by outcome***, which involves setting open-ended tasks and allowing pupil response at different levels.  Following the school’s policy of at least 3 levels of differentiation within lessons. | Non-SEN PP  FS  R100%  W100%  M100%  Yr1  R75% CB (during moderation it was felt she was on the cusp but not quite secure. Sophie believes she will be by the end of the year).  W100%  M75% KF (his maths generally is strong, don’t know his 2s, 5s ad 10s)  2 – R100%  W100%  M100%  3 – R100%  W100%  M88.9% MB  4 – R80% focus IT, RF  W80% focus, RF  M40% focus CM, RF, IT (  Whole school:  R – 91%  W – 96%  M – 80.8%  All types of differentiation seen within lesson observations/drop ins across the whole of the school. | **Maths**  93.5% is the average progress across the school based on PPM data – 5.2% higher than SDP. This is 100% for non-SEN children.  **Reading**  91.2% is the average progress across the school based on PPM data – 3.2% higher than SDP. This is 100% for non-SEN children.  **Writing**  76% is the average progress across the school based on PPM data – 12% lower than the SDP. This is 85% for non-SEN children.  Current year 1 and 3 (next year’s year 2 and 4) will need to be monitored carefully to ensure a higher % of PP children make expected progress, especially those not on the SEND register (only 4 children across the school and not in all areas).  A SEN child in current FS and year 1 next year will need to be monitored carefully to ensure we are doing all possible for her to make progress. Conversations have already taken place about a change of placement moving forward.  Funding will need to continue to go into support staff, play therapy and training in research based provisions. |  |

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| 1. **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** |
| Individualised understanding of PP children | Letter to parents asking about strengths and difficulties.  Barriers to learning analysis completed by the pastoral support lead and class teacher.  Transition meetings between years.  Find out how they prefer to learn and plan accordingly.  Find out about their hobbies and interests and ask them about them.  Find out information about their context and background. | Although a letter was sent out there was very little response.  The pastoral support lead has asked members of staff to complete strength and difficulties questionnaires over the year for PP children. | Letter to still be send out at beginning of year but class teachers to encourage parents to complete.  Approaches from this year to continue. |  |
| Individualised understanding of PP children | Detailed tracking sheets so staff are aware of children’s starting points and can accurately measure progress. | All staff now have tracking sheets and are asked to fill in their section of the whole school one so they are clear about starting points and progress being made. | To continue into next year. |  |
| Higher parental engagement | Parents invited to contribute to their child’s provision via a ‘Your thoughts’ letter. | Parents are still not engaging fully. | Letter to still be sent out at beginning of year but class teachers to encourage parents to complete.  Approaches from this year to continue. |  |
| Higher parental engagement | PP provision to be discussed with parents and parents guided on how best to support their child at home. | Staff have discussed the provisions for their PP children during parents evenings and also as and when needed through appointment. | Some teachers are discussing provisions with parent but this is not consistent across the school.  Next year staff to make parents aware of provisions at parents evening - printed from the provision mapping tool. |  |
| Improved attendance (for some) | All PP children will have their attendance monitored monthly.  If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned. | If any child’s attendance has fallen below 95% a clear plan has been put in place and monitored to improve attendance. | PP 95.67% compared to 96% whole school  Attendance is monitored by the DH regularly – this will be ongoing for next year. |  |
| Introduction of a pastoral support worker. | Pastoral support worked to support individual children focusing on specific strengths and needs. | Pastoral support worker to be supporting on a 1:1 and small group basis. | Our previous and ‘stand-in’ pastoral support workers both offered 1:1 and small group support through Hummingbirds.  Some of our PP children have also accessed play therapy and this will continue into next year. |  |

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| 1. **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** |
| Good progress aided by effective and timely feedback | Providing feedback at the right time, with a specific purpose and desired outcome.  Ensuring it is specific, accurate and clear e.g. “It was good because you...”.  Providing specific guidance on how to improve and not just tell students where they have gone wrong.  Modelling correct work/ processes where possible and appropriate.  Avoiding comparison to other pupils.  Encouraging peer and self-assessment.  Providing opportunities for pupils to make improvements following feedback. | From the most recent book scrutiny all staff are now using the marking and feedback policy to provide timely and immediate feedback to support progress. More work still needed to embed the use of verbal feedback.  Lots of peer and self-assessment within the school within all years.  Clear to see that children have opportunity to respond to the feedback although again this could do with development in some areas of the school. Use of purple pens from year 1 next year. |  |  |
| Social and emotional support for children | Hummingbirds Club offered to all PPG children  Weekly club enabling children to undertake some ‘play therapy’  Opportunity to share worries using ‘worry bricks’ and to build social relationships across year groups and beyond their classes  CHUMS trained staff support children’s social, emotional needs | Alaine to fill in?? |  |  |
| Appropriate and timely intervention | Staff training and guidance of PP children benefiting from the 3 waves:  Wave 1 - The effective inclusion of all children in high quality teaching & learning.  Wave 2 - Additional time-limited provision in the form of small-group intervention outside the normal classroom.  Wave 3 - Specific targeted interventions for identified pupils outside the classroom. | Research based provisions now being used within the school such as Switched-On, FFT and precision teaching. Various staff members and LSA’s have been trained in the use of these provisions. Next year to develop the role of intervention leads across the school.  All staff are clear about the SEN processes and graduated response. |  |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |