# Pupil premium strategy statement (primary) 2018/19

**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 team 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. Teacher will be expected to look at this during transition in order to quickly set individualised provisions in the Autumn term.
* Pupil Premium pupils will have educational visits and curriculum activities paid for (up to £20 per term, plus year 4 Condover residential). Extra curricula clubs will be considered on an individual basis.
* All pupil premium pupils will have access to Hummingbird Club (fun nurture 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 support team 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 team will regularly assess the children’s view of their own learning needs and social, emotional needs to ensure it is fully considered.
* Use of play therapist according to need.

**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 as required.
* The DHT will coordinate their provision with SLT, teachers and parents.
* Use of play therapy according to need.

**Summary**

* In July 18 Pupil Premium children did not yet make progress at the same rates as non-pupil premium children (all pupils). They lagged behind others by -3% in reading, -16% in Writing and -1% in Maths. When removing the SEN PP children, PP children made +6% (100%) progress in reading compared to all, -7% in writing and +5% (100%) in Maths. Both sets of figures above exceeded our School Development Priorities for 2017-2018. July 2019 reading the gap is still -3% (this is +4% with SEN children removed), writing the gap is -11% (-6% with SEN children removed), maths -14% (-10% with SEN children removed).
* 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 both reading and maths. Provisions continued to be systematically evaluated for their effectiveness and these were disseminated and good practice shared amongst colleagues in order to maximise the benefits from these provisions that were particularly effective. We also continued to invest in more research based provisions such as Sounds~Write and Switch-On as well as using the White Rose material for Maths across all year groups.
* Mid-point meetings with the DH were introduced where each class teacher met with the DH between PPMs to discuss attainment, progress and provisions for PP children. Action plans were set up during these meetings and monitored by Phase Leaders.
* At the beginning of the year staff were clearly made aware of children’s prior attainment and progress through the use of the tracking grids which enabled them to plan effectively.
* Our pastoral lead left mid –way through the year and another member of staff stepped in temporarily.
* This year we continue to use the provision mapping tool which enables us to evaluate provisions more precisely.
* This year spell, punctuation and grammar will become a SDP in order to further increase the progress of writing across the school.
* The Switch-On Programme will also be used as a writing provision as well as reading in 2018-2019.
* This year all PP children continue to have their own bespoke tracking system to track progress more regularly and carefully.
* The new pastoral support team will attend any relevant training and will be given dedicated time for all duties relating to PP children. They will also have regular meetings with the DH and Head in order to action plan and review.
* The new pastoral support team 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** | 18-19 | **Total PP budget** | £45, 360  (financial year)  £37,480  (academic year) | **Date of most recent PP Review** | September 2018 (internal) |
| **Total number of pupils** | 388 | **Number of pupils eligible for PP** | 19 PP 23  1 LAC 3  2 post LAC 3  3 Service 3 | **Date for next PP Strategy Review** | January 2019  Review June 19 |

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| 1. **Previous years attainment** | | | |
|  | | *Pupils eligible for PP*  *17/18 18/19* | *Pupils not eligible for PP (all pupils)*  *17/18 18/19* |
| **% achieving ARE or above in reading, writing & maths (or equivalent)** | | R= 69 80 W= 48 65 M= 69 65  Non SEN  R = 88 88 W =62 70 M= 92 79 | R= 86 82 W= 77 79 M= 85 82 |
| **% making at least expected levels of progress in reading (or equivalent)** | | 91 89    Non SEN 100 96 | 94 92 |
| **% making at least expected levels of progress in writing (or equivalent)** | | 76 78    Non SEN 85 83 | 92 89 |
| **% making at least expected levels of progress in maths (or equivalent)** | | 94 74  Non SEN 100 78 | 95 88 |
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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)* | | | |
|  | Detailed and accurate understanding of individual needs | | |
|  | Quality of provisions taking place and planning linked to this | | |
|  | Poor progress in writing (particularly non-SEN PP) | | |
| **D.** | High level of PP children with SEN | | |
| **E.** | New pastoral team | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **F.** | 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** |
|  | **Detailed and accurate understanding of individual needs.**  Teachers to be fully aware of previous attainment and progress levels.  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs.  Clear understanding of children’s strengths and challenges  Phase leaders to know the PP children within their phase.  High profile around PP children. | PP tracking sheets to be prepared by the DH and distributed to Phase Leaders, class teachers and HLTAs.  Staff will have a clear understanding of each PP child’s starting point and their needs from transition meetings, September tracking sheets, analysis of classroom monitor and provision mapping tool.  S&D questionnaires completed by staff and results discussed between PS team and DH. Staff to take time to look through ‘your views’ questionnaires from parents, transition.  Phase leaders are clear on the PP children in their Phase though drop-ins and learning walks.  Mid-point meeting to continue between PPMs planned into the yearly calendar – clear action plans to be created | SDQs completed for any children we felt may benefit from pastoral support or possible play therapy.  At the beginning of the academic year phase leaders completed a learning walk to become familiar with the PP children in their phase.  Two mid-point meetings have already taken place with actions shared with staff – phase leaders are also monitoring progress towards these.  PPMS  Mid-point meetings carried out throughout the year and PP children discussed at the beginning of each PPM.  During the monitoring of T&L cycle PP boys were the foci for the last book security and pupil voice. From this, year groups were given feedback with clear actions to move forward. |
|  | **Quality of provisions taking place and planning linked to this.**  To ensure all provisions in place are SMART, effective and pitched at the correct level  High quality planning in place for provisions.  All children within provisions make progress from their starting point | SDM on effective target setting/planning  Planning to be saved on the LP (good examples on there to refer to)  Monitoring of provisions on provision mapping tool  Provisions are reviewed at the end of the period using the GAS scale  Phase Leaders to be aware of effective and ineffective provisions and support accordingly within their phase | Provisions and planning are monitored by the PP lead (DHT) and the SENDCO.  Following PPMS any children requiring provision are placed in one including PP children.  Some planning is being saved on the provision planning tool or onto the LP – this needs further monitoring.  Monitoring of provisions continues into Spring term with use of the provision mapping tool. Staff are updating and reviewing provisions following PPMs and mid-point reviews.  Planning of provisions has become more focused and outcome driven, although this is not always accessible to all. All provisions are reviewed and all members of staff are made aware of effective and less effective provisions via the DH. See table to the left. |
|  | **Poor progress in writing (particularly non-SEN PP) –** To increase the ARE to 60%  Teachers to be fully aware of starting point level and target level to achieve good progress taking into consideration that of last year  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs with planning and provisions based around the KPIs  Switch-On Program to be used as writing intervention as well as reading  Highly effective provisions to be shared across the school  Accurate and challenging English planning and teaching that focuses on the needs of all children.  High expectations of all.  Opportunities for exciting writing and writing for a purpose linked to the thematic curriculum  Non-SEN PP children to have specific and effective provisions in place to ensure writing attainment increases and accelerated progress is made so it is more in-line with reading and maths. | As above. Regular PP meetings with PP lead and through pupil progress meetings  Regular and accurate use of Classroom Monitor for tracking and planning  Training to be disseminated and review of practice by PL/DH  PL/DH to analyse provisions on a regular basis and ensure good practice is shared.  SDM/training as required and then disseminated  Team teaching, monitoring and evaluation cycle, modelling by SLT and mentoring/coaching as required  Carefully considered topics, appropriate resources, differentiation and challenge for all.  Mid-point meetings to focus on provisions for non-SEN writing. | SDM around switch-on writing that is happening in year 4 – this now needs to be happening further down the school.  All provisions taking place (including those for PP children) are reviewed and those most effective are sharing across the whole of the school.  Various SDMs held around writing including SPAG, exciting writing, feedback from EY superhero course.  June 19 attainment:  All PP children 65% ARE+  +17% compared to last year  Non SEN PP children 70% ARE+  +8% compared to last year  Nationally pp writing attainment is 53% with a 20% attainment gap. This indicates that PP writing is a strength compared to national with the exception of year 1.  June 19 progress:  All PP children 78% good level  +3% compared to last year  Non SEN PP children 83% good level  -2% compared to last year  Although comparisons between 2017/18 and 2018/19 have been made not too much emphasis should be placed on this as the PP cohort has changed considerably over the course of the year. |
|  | **High level of PP children with SEN**  For PP lead and Phase Leaders to be aware of all SEN PP children and their additional needs.  For SEN PP children to be fully supported according to their need  The quality of learning opportunities for SEND PP children to be at least good | To work closely with the SENDCo to ensure SEN and 1:1 LSAs are highly skilled and receive any additional training, mentoring or coaching needed.  SDM on effective target setting, support through SENDCo and PP lead  SENDCo to monitor the quality of learning opportunities through learning walks and analysis of provisions being delivered | All staff aware of all PP children.  PLs conducted drop ins in the Autumn term to familiarize themselves with all PP children.  PPL (DHT) is now the SENDCOs mentor having been the previous SENDCO. The two have met across the year to discuss all SEN children including those who are PP.  PPL has directed teachers towards speaking to the SENDCO around various needs and assessment.  PPL has challenged over some of the reported levels of attainment for SEN PP children. This has led to further moderation among staff across phases resulting in much more accurate assessment.  Most of the SEN PP children have made a good level of progress. Where this has not been the case conversations have been had with the SENDCo and other professionals about how to meet the needs of these pupils better such as the use of addition resources, staff training or consideration around placement. |
|  | **New pastoral team.**  Pastoral team to feel confident and skilled in their new roles  Pastoral team to have a clear understanding of their individual roles and collective goal  Pupil wellbeing to be high | Team to have dedicated time to their pastoral role  Team to have regular meetings with the PP lead/PL/HT  Training and development needs met as required.  Action plans to be put in place.  Increased sessions of play therapy resulting in lower SDQ scores at final assessment | Pastoral teaching and HT have attended training on the emotional wellbeing toolkit for Central Beds.  SDM around PSHE curriculum – what we are doing already and what could be improved.  PS have worked with a range of children over the year (9 PP). This can take the form of 1:1 sessions, group sessions or check-ins. As the year has progressed this has moved more towards using research based provisions such as lego therapy which has been used to support around 16 children. PS support have created a range of strategies to use with children and have also been available to support parents on an ongoing basis and have attended parent workshops as well as parents evenings.  PG have organised and run a Nurture Fun Club during Monday lunchtime on a fortnightly cycle consisting of 21 children. The aim of Fun Club is to increase children’s resilience, self-esteem and friendships across the KS.  Unfortunately play therapy was stopped mid-year due to the therapist having ongoing health issues. Therefore final SDQs were not completed and the impact is difficult to measure. However we have not felt the need to refer any of the children onto other external professionals for support indicating that there are no ongoing needs. |
|  | **Low parental engagement/ Home Learning.**  Parental voice  Parents to fully understand their role in home learning  Parents to be fully aware of the provisions their children are receiving  Parents to be upskilled in how they can best support their children at home and school strategies used  Effective links between home and school with appropriate actions in place | Your views questionnaire to be sent out to parents at the beginning of the year. Those not completed by the Autumn parents evening to be encouraged to complete.  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 and PP parents encouraged to attend. Signing in sheets to monitor PP parent attendance  Use of structured conversations in order to set SMART targets and ensure there is a plan, do, review cycle | All parents were given the opportunity to give their views.  Home learning expectations are made clear by each year group at the beginning of each year through a home learning letter and policy.  Parents are made aware of provisions their children are in through the open door policy and parents meetings, however more could be done to inform them of the impact these provisions are having.  Workshops are advertised well in advance via newsletters. The content of these workshops is then put on the website for parents to view.  Triple P workshops we offered directly to some PP parents. There was also a follow up session to this held by the pastoral team however very few parents attended.  In order to increase parental engagement we purchased packs from letterbox club for the first time this year. So far the response to this has been positive with both parents and children commenting on them. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-2019** | | | | |
| 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**  **Achieved, partially, not started** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Teachers to be fully aware of previous attainment levels | PP tracking sheets to be prepared by the DH and distributed to Phase Leaders, class teachers and HLTAs. | | Feedback from staff about how useful this is.  Enables PP lead to track the finer detail such as P levels. | Tracking sheets saved on the school server in order for staff to access, indicating whole school and in year data, provisions and pastoral support.  PP lead to update during pupil progress meetings.  Phase leaders to monitor within set dates.  Regular PP meetings with PP lead and through pupil progress meetings. | CT  PST  PPL | Completed and updated termly following PPMs by DH.  Discussions around PP children held at termly PPMs and also mid-point meetings. |
| Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs with planning and provisions based around the KPIs | Staff will have a clear understanding of each PP child’s starting point and their needs from transition meetings, September tracking sheets, analysis of classroom monitor and provision mapping tool. From this they will be able to quickly and effectively set up provisions.  Teachers to ensure that all whole class planning and provision planning is based around the KPIs | | Over 2017-2018 staff became much better at setting effective provisions for PP children however this still requires careful monitoring and support especially around writing.  To ensure what is being taught matches what is being assessed.  SDP priority 1 and 2 | To ensure specific provisions are created quickly at the beginning of the year (7th September).  Regular monitoring of provisions set and discussions around impact.  Phase leaders to monitor whole class planning.  PPL to monitor provision planning. | CT  PPL  PL | Monitoring of teaching and learning cycle and subject leader roles.  Provisions generally were set up quickly this year with the exception of 1 year group.  Provision dates have been added to the new calendar for next academic year.  Although provisions are now generally much more SMART there will need to be careful monitoring of the planning for these and session impact. |
| Clear understanding of children’s strengths and challenges | Transition meetings between years at end of pervious year.  S&D questionnaires completed by staff and results discussed between PS team and PPL.  Staff to take time to look through ‘your views’ questionnaires from parents, transition.  Staff take time to find out about their children including their hobbies and interests. | | SDQ enable us to fine tune provision and understand need.  Parents may highlight something staff were unaware of. | Pastoral team to carry out SDQ with all PP children in first half of Autumn tern and discuss with PP lead.  Staff to have a holistic understanding of their children. | CT  PST  PPL | Completed. |
| Highly effective provisions to be shared across the school | Use of the mapping tool for all provisions set up with a review at the end.  Dissemination to take place across the school.  Staff to have access to each other’s provisions. | | To further develop good practice | PL/PPL/SENDCo to analyse provisions on a regular basis and ensure good practice is shared. | CT  SLT | Staff are now setting and reviewing provisions regularly.  This needs more monitoring to ensure staff are sharing their planning in a shared space and that planning is effective and each session has impact. |
| Accurate and challenging English planning and teaching that focuses on the needs of all children. | Opportunities for exciting writing and writing for a purpose linked to the thematic curriculum.  Carefully considered topics, appropriate resources, differentiation and challenge for all.  SDM/training as required and then disseminated (10th September)  Team teaching. | | To improve the writing ARE for all children and progress for PP children in writing | Monitoring and evaluation cycle, modelling by SLT and mentoring/coaching as required  English lead to monitor and offer support | All staff | SDMs carried out at the beginning of the year around writing priority.  English subject lead has met with HT to discuss the area of writing – no nonsense spelling being trialed in year 2. This will not be spread out across the school due to limited impact.  School writing ARE is 79%, 1% higher than last year.  PP ARE   |  |  | | --- | --- | |  | **W** | | **1 (8)** | 25 | | **2 (6)** | 83 | | **3 (7)** | 71 | | **4 (10)** | 80 | | **Average** | **65** |   17% improvement from last year (unmatched)  PP progress   |  |  | | --- | --- | |  | **W** | | **1 (8)** | 50 | | **2 (6)** | 83 | | **3 (7)** | 100 | | **4 (10)** | 80 | |  | **78** |   3% improvement from last year (unmatched) |
| High expectations of all | To continue to 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 | Monitoring and evaluation cycle, with individual feedback to staff as appropriate, focusing on raising expectations of what both teachers and pupils can achieve.  Subject leads to monitor their own subject.  Assessment of all subjects using classroom monitor. | All staff | During the Autumn monitoring of teaching and learning cycle members of staff were given the opportunity to observe one another.  The GROW model is being used with phase leaders via the HT and DHT and coaching/mentoring are being used with other members of staff as needed such as the new to role SENDCO.  There are now subject leaders in place for all subjects. This year they have worked on becoming familiar with their subject and analyzing the strengths and weakness. Next year these roles will be progressed further with action plans and a focus on developing their areas. |

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| **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** |
| Phase leaders to know the PP children within their phase. | Phase leaders are clear on the PP children in their Phase though drop-ins and learning walks. | | Phase leaders need to have a clear understanding of all children within their phase particularly vulnerable children in order to analyse and explain data.  PLs to be on-hand to offer support to CT. | PLs to timetable learning walks and drops ins specifically around PP children.  PL to report on PP children’s data first in PPMs. | PL  SLT | Completed. |
| High profile around PP children. | Mid-point meeting to continue between PPMs.  First to be discussed in PPMs.  First when thinking about marking and feedback. | | Mid-point meeting were introduced part way through last year to ensure the profile of PP children remained high.  Action plans created from these enable PLs to monitor. | Planned into the yearly calendar – clear action plans to be created | PPL  CT  PL  SLT | Happened throughout the year and feedback sent to staff to action. All staff were made aware of actions for all PP children in order to disseminate and share good practice across the school. |
| To ensure all provisions in place are SMART, effective and pitched at the correct level | Staff to continue to use the mapping tool to plan appropriate provisions with a clear end date and expectation.  Staff to review at end date.  SDM on effective target setting/planning | | To ensure the high quality of provision setting remains.  To ensure provisions can be accurately measured and evaluated. | Monitoring of mapping tool.  Support to staff as and when needed | CT  PL  PPL | Staff are now quick to set up provisions following PPMs.  78% effective  12% limited  10% no impact  Objectives generally linked directly to schemes or researched based provisions such as letters and sounds, Rising Stars maths, Switch-On, Sunshine Circles or KPIs. This is a huge shift from last year where many provisions were previously ‘created’ by staff.  More work needed around saving and sharing provision planning in order to measure the effectiveness of individual sessions and the pitch of these. |
| High quality planning in place for provisions. | Planning to be saved on the LP (good examples on there to refer to) for all academic provisions and pastoral support.  SDM around effective provision planning.  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. | | 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.  To ensure that leading LSAs are clear on the expectation and outcome of the provision.  To share good practice. | Discussions with LSAs carrying out provisions.  Phase leaders/PP lead to monitor that planning is being provided.  PP lead to analyse provisions and disseminate good practice. | CT  PL  PPL | This needs more careful monitoring next year as only some planning is being saved in a shared location for others to access. |
| All children within provisions make progress from their starting point | Provisions to be evaluated at the end of their timescale (ideally no longer than every 6 weeks) using the GAS scale.  Teachers/LSAs/PST to use the scoring system on the mapping tool to evaluate the effectiveness of each provision.  Effective provisions to be disseminated across the school.  If a provision is not working for a child change it or set something different up. | | To ensure that only effective provisions are being used within the school as much as possible. | PPL to analysis the provisions on a half termly basis in-line with the school calendar and inform Phase Leaders to be aware of effective and ineffective provisions and support accordingly within their phase  Phase leaders to ensure their phase is aware of effective provisions and the strategies being used. | CT  PPL PL | Happening and ongoing. |
| Switch-On Program to be used as writing intervention as well as reading | Training to be disseminated and Switch-On program to be used in its entirety this year and not just for reading. | | Writing ARE and progress need to improve from last year.  Switch-on reading had great impact last year. | Learning walks to ensure provision is effective and having impact.  Monitor to see if any further training is required.  Ensure it is fully resourced. | All staff | SDM has taken place on this for teachers and LSAs – next step is for this to be happening further down the school. |
| Non-SEN PP children to have specific and effective provisions in place to ensure writing attainment increases and accelerated progress is made so it is more in-line with reading and maths | As above for provisions.  Mid-point meetings to focus on provisions for non-SEN PP writing. | | Lower % progress and attainment in writing for non-SEN PP children compared to reading and maths last year.  SDP 2 | PP meetings, PPMs, monitoring of teaching and learning cycle. | All staff |  |
| For PP lead and Phase Leaders to be aware of all SEN PP children and their additional needs. | To work closely with the SENDCo to ensure SEN and 1:1 LSAs are highly skilled and receive any additional training, mentoring or coaching needed. | | PPL is now not SENDCo so needs to be aware of all PP SEN children.  PL should be aware of all vulnerable children within their phase. | Learning walks and drop ins.  SLT meetings  PLs and SENDCo to attend PPMs and governor meetings where appropriate. | SLT | All staff aware of PP children including SEN PP children.  This has been a very challenging 1st year for the new SENDCO due to many high needs entering the school which has resulted in little time between her and the PPL to discuss specific PP children. This will need further work next year. Moving forward the SENDCO intends to meet with all 1:1 LSAs to discuss what is working well and what needs to be developed further. |
| For SEN PP children to be fully supported according to their need | PPL and SENDCo to work closely to understand the needs to SEN PP children particularly high needs SEN (EHCP).  Appropriate and effective provisions set up on a plan, do, review cycle.  Outside agencies/professionals to be called upon in a timely manner as and when needed.  Accurate assessment | | SEN PP children make limited progress and attainment | SENDCo to attend PPMs  PPL and SENDCo to meet regularly  Monitoring of provisions by SENDCo and PPL  Tracking sheets to be regularly updated to show small steps of progress | PPL  SENDCo | PPL (DHT) is now the SENDCOs mentor having been the previous SENDCO. The two have met across the year to discuss all SEN children including those who are PP.  PPL has directed teachers towards speaking to the SENDCO around various needs and assessment.  PPL has challenged over some of the reported levels of attainment for SEN PP children. This has led to further moderation among staff across phases resulting in much more accurate assessment. |
| The quality of learning opportunities for SEND PP children to be at least good | SENDCo/SLT to monitor the quality of learning opportunities. | | Lower % progress and attainment in writing for all PP children (including SEN) compared to reading and maths last year.  SDP 1 and 2 | Learning walks and drop ins.  Analysis of provisions  SLT meetings  SDM  Coaching/mentoring  Monitoring of teaching and learning cycle | SLT | Most of the SEN PP children have made a good level of progress. Where this has not been the case conversations have been had with the SENDCo and other professionals about how to meet the needs of these pupils better such as the use of addition resources, staff training or consideration around placement. |
| Pastoral support team to feel confident and skilled in their new roles | Team to have dedicated time to their pastoral role.  Training and development needs met as required. | | New team as from September 2018. | Team to have regular meetings with SLT.  Team to request CPD if needed/relevant. | PST  SLT | Pastoral teacher and HT have attended training on the Central Beds wellbeing toolkit.  Pastoral LSAs have attended:  Lego therapy Jan 19  Attachment theory training March 19 and June 19  They were also present at all Triple P sessions and held a follow up to this with parents.  They have also attended a range of CHUMS sessions held at the school over recent years. |
| Pastoral support team to have a clear understanding of their individual roles and collective goal | Meeting with SLT to decide our ‘vision’ for the team (12th September)  Ongoing meetings each half term between PST and SLT. | | New team as from September 2018. | Action plans to be put in place. | PST  SLT | PS have worked with a range of children over the year (9 PP). This can take the form of 1:1 sessions, group sessions or check-ins. As the year has progressed this has moved more towards using research based provisions such as lego therapy which has been used to support around 16 children. PS support have created a range of strategies to use with children and have also been available to support parents on an ongoing basis and have attended parent workshops as well as parents evenings.  PG have organised and run a Nurture Fun Club during Monday lunchtime on a fortnightly cycle consisting of 21 children. The aim of Fun Club is to increase children’s resilience, self-esteem and friendships across the KS. |
| Pupil wellbeing to be high | Continued work around growth mindset and positive mental attitude.  Increased sessions of play therapy resulting in lower SDQ scores at final assessment. | | Evidence from last academic year for a greater amount of play therapy. | Staff to plan and deliver lessons around positive mental attitude.  SDQs to be completed prior to play therapy and again at the end to determine impact. | SLT  PT  CT | SDM was dedicated to this along with overhauling the PSHE curriculum across the school. We had a visit from the DfE in the Summer term to showcase some of the improvements made in this area already.  Unfortunately play therapy was stopped mid-year due to the therapist having ongoing health issues. Therefore final SDQs were not completed and the impact is difficult to measure. However we have not felt the need to refer any of the children onto other external professionals for support indicating that there are no ongoing needs. |
| Parental voice | Your views questionnaire to be sent out to parents at the beginning of the year. Those not completed by the Autumn parents evening to be encouraged to complete. | | To further ensure the views of parents are taken into consideration. | Letter to be drafted by PPL and sent out by office within first 2 weeks of new year. | PPL  Office | Completed |
| Parents to fully understand their role in home learning | Communication to go out to parents about home learning and the expectations (home learning letter).  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 focus is upon the quality of piece and not necessarily the quantity.  Providing feedback on learning logs that is specific and timely. | | In order to consolidate learning from school.  To create opportunities for learning to be shared with parents.  To further support/develop 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  Parents | Learning logs are set at the beginning of each new topic either termly or half termly.  Learning logs are shared with the class and commented upon by the class teacher, this is given greater time and value in some classes than others.  In order to increase parental engagement some PP children were signed up to Letterbox Club through the Book Trust. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. |
| Parents to be fully aware of the provisions their children are receiving | Teachers to ensure parents are aware of how their child’s PPG is being spent and the impact this is having. | | 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.  This requires further work from previous year – some staff were sharing this and some weren’t. | Staff will be expected to discuss provisions 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 | Provisions for PP children are discussed during parents evening in the Autumn and Spring term.  The use of the ‘parental engagement’ option on the provision mapping tool will be discussed with the SENDCo next year once she has completed a full year in post. |
| Effective links between home and school with appropriate actions in place. | Use of structured conversations in order to set SMART targets and ensure there is a plan, do, review cycle.  Additional training around structured conversations if needed. | | To ensure clear action planning and evaluation of this linked to areas such as attendance, behavior etc. (non-academic areas). | PPL to ensure structured conversations are being held with PP parents as needed and saved to the mapping tool. | PPL  Staff | These are being used by the HT, DHT and phase leaders as needed. These have mainly been used to tackle attendance, behavior and SEM areas this year. |
| Parents to be upskilled in how they can best support their children at home and school strategies used | Range of parent workshops to be offered such as reading, maths, phonics, CHUMS etc.  Workshops to be advertised through the newsletter, website and via class teachers.  Parents to attend parent workshops to be more aware of school strategies.  Parents guided on how best to support their child at home through meetings with class teachers. | | In order for parents to support their children at home being clear on the strategies used within school. | Workshops to be on whole school calendar.  Attendance of PPG parents to be monitored.  Parent questionnaire. | All staff | Across the year various parent sessions and workshops have run including maths, reading, phonics, Triple P and CHUMS. Some parents were specifically invited to the Triple P sessions including PP families.  All sessions conducted in school are put up on the school website via the website. |

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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** | | **2017/18 (**£33, 003**) See separate document for further breakdown** | | |
| 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  ***See previous year’s PP strategy review July 2018***. | **Lessons learned**  (and whether you will continue with this approach)  Autumn 17  Spring 18  Summer 18 |  |
| 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. |  | 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.  To continue into next year. |  |
| 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. |  | 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.  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.  To continue into next year. |  |
| 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 |  | 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.  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.  To continue into next year. |  |
| 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. |  | 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.  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.  To continue into next year. |  |
| 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) |  | 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. |  | **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. |  |

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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.  ***See previous year’s PP strategy review July 2018***. | **Lessons learned**  (and whether you will continue with this approach)  Autumn 17  Spring 18  Summer 18 |  |
| 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. |  | 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 continue into next year. |  |
| 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 |  | 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.  To continue into next year. |  |
| 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. |  | 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.  To continue into 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 |  | 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.  To continue into next year |  |
| Development of a pastoral support worker. | Pastoral support worked to support individual children focusing on specific strengths and needs. |  | 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.  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.  Continue into 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’ |  | 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. |  | 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.  Continue into next year |  |
| 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. |  | 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.  Some teachers are discussing provisions with parents but this is not consistent across the school.  To continue into next year |  |
| 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 |  | 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 simple 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 |  | 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.  Continue into next year |  |
| 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. |  | 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. |  |

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| **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) |
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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. |