

Hunslet Carr Pupil Premium Strategy Statement

1. Summary information					
School	Hunslet Carr Primary School				
Academic Year	2016-17	Total PP budget	£302,080	Date of most recent PP Review	Feb 17
Total number of pupils	463	Number of pupils eligible for PP	232	Date for next internal review of this strategy	Easter

2. Current attainment and progress		
EYFS 2015-16*	Pupils eligible for PP (26) (Local Authority 16/Nat 15)	Pupils not eligible for PP (33) (LA 16/NA 15)
*47% of this cohort are SEND and only 2% were ARE on-entry in Reading and Writing, 44% in Number.		
Proportion of pupils achieving a good level of development (GLD)	33% (46/52%)	63% (67/69%)
Proportion of pupils achieving at least the expected standard in Reading	33% (48/62%)	63% (70/79%)
Proportion of pupils achieving at least the expected standard in Writing	33% (48/56%)	63% (70/74%)
Proportion of pupils achieving at least the expected standard in Number	52% (55/64%)	71% (75/80%)
Year 1 Phonics 2015-16	Pupils eligible for PP(34)(National Average 16)	Pupils not eligible for PP (24) (NA 16)
Proportion achieving the expected standard in Year 1 Phonics	94% (70%) Sig above Nat DA	96% (83%)
KS1 2015-16	Pupils eligible for PP(31)(NA 16)	Pupils not eligible for PP (27) (NA 16)
Proportion achieving at least expected standard in reading	65% (62%)	89% (78%)
Proportion achieving at least expected standard in writing	48% (53%)	89% (70%)
Proportion achieving at least expected standard in maths	52% (60%)	85% (77%)
KS2 2015-16	Pupils eligible for PP (33)(NA 16)	Pupils not eligible for PP (19) (NA 16)
Proportion achieving at least expected standard in reading	45% (53%)	53% (71%)
Proportion achieving at least expected standard in writing	79% (64%)	84% (79%)
Proportion achieving at least expected standard in maths	42% (57%)	63% (75%)
Proportion achieving expected standard or above in R/W/M	27% (39%)	(60%)
Average progress score in reading	-1.00 (-0.72) In-line with Nat DA	-2.01
Average progress score in writing (TA)	3.00 Sig above Nat DA	2.27
Average progress score in maths	0.10 (-0.52) In-line with Nat DA	1.47

3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)		
In-school barriers <i>(issues to be addressed in school)</i>		
A.	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.	
B.	Reduced reading comprehension, especially in KS2, due to limited receptive vocabulary.	
C.	Lack of confidence and writing skills due to limited language acquisition and real-life experiences.	
D.	Reduced social and emotional development of PP pupils impacts on their readiness to learn.	
E.	Reduced reasoning skills due to lower language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally.	
External barriers <i>(issues which also require action outside school)</i>		
F.	Persistent Absence and lower punctuality rates are lower for PP pupils than for other pupils, this affects their attainment.	
G.	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment. Parental awareness and opportunities to support children in English due to own negative school experiences in this area.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved language acquisition; accessing the curriculum at the pupils level.	Pupils eligible for PP in EYFS will make accelerated progress by the end of the key stage so that the vast majority of PP pupils achieve age related expectations.
B.	Increase the % of KS2 Pupil Premium pupils in the Middle Prior Attainment band achieving the expected reading standard, to at least in-line with National 'other' data. As a result, this increase will enable the cohort to meet the FFT target of 58% meeting the expected standard in reading.	At least 50% of PP MA Prior-attainers to achieve expected standard at KS2, in-line with National data. PP Reading tracked across KS2 for progress from KS1 start points. Year 6 (Cohort 2017) MA Readers are tracked through on-going TA and targeted work is planned to meet the needs of individuals/planning adapted to meet any themes through data analysis of predictions.
C.	Increased confidence and knowledge in KS1 writing.	Diminish the in-school difference at expected standard in writing between PP and Non-PP at least in line with National (17%) from 2016 data (41%)
D.	Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn, resilience are noted in formal and formal monitoring.	Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it. Measured and evaluated by questionnaire responses.

E.	Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS2.	PP children will achieve the expected standard in KS2 Maths so that the cohort is at least in-line with DA children nationally (2016 – 57%) The increase number of children achieving expected standard in Maths will contribute to meeting the overall Yr 6 FFT Target of 65%.
F.	Increase in attendance and reduced lates for PP children to diminish any difference between attendance of PP and Non-PP children in all cohorts.	Reduce the number of persistent absentees among PP children to 10% or below. <i>(In 2015-16, Under 90% PA for PP was 37%, whole school was 9%)</i> Reduce the difference in lates between PP and Non-PP. (2015-16 2133 lates: 59% PP, 41% Non-PP) The difference between PP and Non-PP attendance to reduce in Years 4 (Cohort 2019) and Year 6 (Cohort 2017)
G.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.	Parents will be able to access in school support to enable them to support their children at home. PP pupils reading attainment to be in line with non-PP pupils. School's weekly homework club is attended by at least 80% PP pupils to support homework activities. Increase number of parents attending events in school to support learning at home e.g. stay and play, stay and read, meet the teacher expectation evenings, Parents evening.

5. Planned expenditure					
Academic year		2016-17			
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Improved language development £21,000	<ul style="list-style-type: none"> Focus on developing oral language skills. Plan in S and L opportunities across the curriculum and in daily lessons. SalT training with all staff team, including 1 and 2-word level questioning. Employ a SaLT therapist 2 x a week. 	<p>EYFS on-entry data highlights only 7% are ARE in Reading and Writing.</p> <p>38% of children in EYFS assessed as SaLT as a barrier to learning.</p> <p>33% of PP children teacher assessed as SaLT as a barrier to learning (Y1-6) requiring SaLT support.</p> <p>EEF Toolkit Predicted Impact: Oral language Interventions (+4 months) Early Years Interventions (+5 months) Teaching Assistants (+1 month)</p>	<p>SaLT assessments/feedback. (JC)</p> <p>Early Years individual profiles tracking.</p> <p>EYFS Intervention tracking.</p> <p>Inclusion meeting minutes.</p> <p>Observations/ drop-ins by phase leaders and inclusion manager.</p> <p>Interventions impact report.</p>	<p>J. Wilson E.Boyce M.Turner J.Camplin</p>	<p>Weekly meetings and daily discussions.</p> <p>Termly Interventions report.</p> <p>Observations/drop-in feedback when monitoring taken place.</p> <p>Summer term assessments.</p>
B. Increase standards in reading in KS2 £48,000	<ul style="list-style-type: none"> Staff Training, including Rosa Pryke. Year 4/5 Friday Book Club with librarian. <i>(10 out of 11 children are PP)</i> Maintaining library for library sessions Phase Leader reading focus monitoring sessions. Funding dedicated to improving reading areas in every classroom. Dedicated member of staff in Breakfast club, listening to PP readers. Investment in Ebooks to promote 'reading for pleasure' Year 6 Easter School led to prepare for Reading End-of-Key stage assessments in Year 6. Employing a new teacher in Year 6 during morning lessons, including reading, to 	<p>2015-2016 data shows that 45% of our PP at KS2 achieved the expected standards; this is well below the performance of 'other' children nationally (71%) and is also below that of DA nationally (53%)</p> <p>At KS1, 65% DA children achieved expected standard; below 'other' children nationally.</p> <p>EEF Toolkit Predicted Impact: Reading Comprehension strategies (+5 months) Digital Technology (+4 months) One to One Tuition (+5 months)</p>	<p>Analysis of termly assessments, pupil progress meetings identifying focus children, specific wave 2 sessions planned.</p> <p>Year 6 prediction analysis</p> <p>Whole-school guided reading analysis, inc. planning and assessment.</p> <p>Co-ordinator to use reading benchmark kit, moderating Teacher Assessments.</p> <p>SLT Feedback on</p>	<p>K. Murphy and D.Bedlow HT and DHT Phase leaders.</p>	<p>Termly analysis of clubs.</p> <p>Termly monitoring, including learning walks.</p> <p>Moderation termly.</p>

	<ul style="list-style-type: none"> reduce the class sizes from 30 to 20; creating a 3rd classroom to engage learners. Employ a tutor to run 1:2 sessions for 10 weeks per group to ensure identified PP children are on track for expected standard in reading. 	<p>Although the EEF toolkit highlights +3 months progress for reduced class size, this will enable more frequent and robust feedback opportunities(+8 months)</p>	<p>phase reading monitoring Observe Breakfast club, including 1:1 reading.</p>		
<p>C. Ensure the gap between PP and Non-PP IN KS1 writing is reduced to be at least in line with National data</p> <p>£26,000</p>	<ul style="list-style-type: none"> Whole school involvement in a 2-year Primary Writing Project project; adapting practice to be in-line with a 'Talk for Writing' approach, including TA's. Continue to employ a member of staff to lead on the 'Active Literacy Intervention' Continue to build on the successful Intervention of dedicated Phonics TA. 	<p>The in-school gap at expected standard at KS1 is the largest in all areas in writing between PP and Non-PP (41%) In 2015-16, 75% of children who participated in the programme, made accelerated progress.</p> <p>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month) One to One tuition (+5 months) Phonics (+4 months)</p>	<p>PWP project team training, dedicated Staff twilight sessions (with whole staff team) Dedicated SLT agenda items on reflective practice of PWP. PWP Challenge day with 2 cluster schools (16/11/16) including observations, pupil interview, staff interviews and book trawls.</p>	<p>PWP Team (Leadership Team+ Reading Co-ordinator)</p>	<p>In regular SLT meetings (between every 2-4 weeks) English End of year Report. Termly monitoring.</p>
<p>D Improved social and emotional development</p> <p>£30,000</p>	<ul style="list-style-type: none"> Staff training and school development of nurture team/provision/resources (inc. environment) organised based on child and staff needs to develop learning behaviours and readiness to learn. Employ staff for daily Breakfast club. Employment of a full time PSA to develop positive learning behaviours between school and home. 	<p>65% of PP were assessed by class teachers as 'social and emotional wellbeing' being a barrier to learning.</p> <p>Early Years Toolkit EEF Impact: Social and emotional interventions (+3 months)</p> <p>Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation. (NFER Research Report into Parental Engagement, 2013)</p>	<p>Through Pupil Progress meetings to monitor effect on child, monitoring of sessions inc. observations,</p>	<p>J.Wilson S. McGreavey</p>	<p>At the end of the school year, as part of the SEND report to Gobs. Termly tracking of pupils involved in interventions. Also, evaluation with the Teaching and Learning Committee during termly Gobs meetings.</p>

<p>A –E Quality of Wave 1 High Quality teaching increased so 80% is at least good with 30% outstanding</p> <p>£53,200</p>	<ul style="list-style-type: none"> Accountability of phase leaders opportunities to support and develop staff (shared leadership) TA's daily hours incorporate a morning meeting before school, for a collaborative approach to high quality teaching. TA line manager and Interventions manager to lead on 'Maximising TA support in closing the gap for disadvantage' training through Leeds City Council. TA line managers to create a tailored monitoring, evaluation and support schedule, linked to the EEF TA campaign: https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants This may include using the online training that is available on EEF. 	<p>NFER research found 'High Quality Teaching for All' is 1 of the 7 key building blocks for successful support of DA children. (Also see Page 8 of 'Supporting the attainment of disadvantaged pupils) This will emphasise aspirational expectations for both PP and Non-PP children.</p> <p>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</p>	<p>Phase leaders regularly feeding back to rest of SLT on quality of learning and teaching. Monitoring and Evaluation cycle, including observations, learning walks, book trawls (see Phase leader evidence files) TA line manager and Interventions manager to observe effectiveness of morning meetings and impact on best practice and areas for development. Morning meeting observations by a consultant Head teacher. Gov visits to school/attendance at meetings.</p>	<p>F.Pashby M.Lumb</p>	<p>Termly or if concerns are raised, immediately after this. Termly SLT meetings to review. Action plans reviewed as a working document. Termly Headteacher report to Governors.</p>
Total budgeted cost					£118,800 (2 terms) £178,200
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A Improved language development</p> <p>£11,000</p>	<ul style="list-style-type: none"> • Specific speech and language support from therapist 2 x a week or staff following input from the therapist. • Specific Narrative groups running: • 9 x PP children in Nursery Narrative Interventions. (9/15) • 4 x PP Reception children in Narrative Interventions (4/6) • 7 x PP children in KS1 Narrative Interventions. (7/12) • 8 x PP children in Y3/4 in Narrative interventions. (8/12) • Reinforcing a 'vocabulary-rich' learning environment through dedicated library sessions, a dedicated librarian with a modernised library area. 	<p>On Entry to Nursery, 2% of the cohort were at ARE in reading and writing in 2015/16. In 2016/17, significantly low starting points in reading and writing is mirrored with only 7% at ARE in both. EYFS profile scores indicate low levels of spoken language proficiency and high number of children higher up the school requiring SaLT support.</p> <p>EEF Toolkit Predicted Impact: Oral language Interventions (+4 months) Early Years Interventions (+5 months) Teaching Assistants (+1 month)</p>	<p>Through assessment by the Speech and Language therapist. Monitored by SENCO.</p>	<p>J.Wilson M.Turner</p>	<p>Termly SaLT Impact reviews. Weekly discussion on feedback/impact in inclusion team. Summer term assessments.</p>
<p>B. Increase reading standards of PP in KS2</p> <p>£5,500</p>	<ul style="list-style-type: none"> • Introduction of Reading Dog • PP Lead 1 x afternoon working with Yr 6 readers. • UPS Teacher working 1 AM on focussed reading interventions. • Employ Reading Recovery Teacher • Employ Year 11 mentors to work for 10 weeks (1 hr a week) with Yr 5 PP children who are at risk of not achieving the expected standards in reading; being a positive role-model. • Easter revision club lead by experienced staff to prepare for end-of-key-stage assessments. 	<p>Only half of PP children at KS2 achieved the expected standard in reading – below national DA and in comparison to 'Other' Nationally (71%).</p> <p>EEF Toolkit Predicted Impact: Reading Comprehension strategies (+5 months) One to One Tuition (+5 months)</p>	<p>Pupil Progress meetings. Year 6 predictions meeting with SLT. Interventions report of Reading interventions (pre-post assessments) and resulting outcomes. In-school data using Assessment spreadsheet.</p>	<p>Student co-ordinator (LL) F.Pashby M.Lumb</p>	<p>Termly reviews. Year 6 reviewed as appropriate. Pupil tracking termly.</p>

<p>D. Improved social and emotional development</p> <p>£20,000</p>	<ul style="list-style-type: none"> • Small group intervention and nurture support provided by the Nurture team. • Employment of 2 x Nurture mentors. • Employment of PSA to provide support and training for parents. 	<p>65% of PP assessed by class teachers as wellbeing as a barrier to learning. 38% of EYFS PP children teacher assessed by class teachers as wellbeing as a barrier to learning. Only 72% of children met the prime learning goal, Managing feelings and behaviour.</p> <p><i>Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation. (NFER Research Report into Parental Engagement, 2013)</i></p>	<p>Through the evidence in the Nurture planning, assessment and evaluation. (inc. evidence files) Tracking in EYFS through individual profiles. Continued high levels of staffing support in EYFS. Pupil Progress meeting reviews.</p> <p>Monitoring of Nurture interventions in 3 key areas: learning, emotional and conduct behaviours.</p>	<p>J.Wilson S.McGreevey E. Boyce (Interventions manager)</p>	<p>At the end of each nurture support programme. Through weekly Inclusion team meetings.</p>
<p>E Develop reasoning skills to raise standards in KS2 Maths</p> <p>£18,500</p>	<ul style="list-style-type: none"> • Introduction of Active Maths • Introduction of Athletics • PP Lead teaching 1 x a week Yr 6 Intervention on specific maths skills and vocabulary. • Employ a tutor to run 1:2 sessions for 10 weeks per group to ensure identified PP children are on track for expected standard in Maths, with a focus on reasoning. • ECaC lead working on basic skills and developing reasoning with focused PP children. • New style Maths books to highlight key vocabulary for sessions. 	<p><i>EEF Toolkit Predicted Impact: One to One Tuition (+5 months) Teaching Assistants (+1 month)</i></p>	<p>Monitoring and evaluation by subject and phase leaders. Observations from Interventions/Inclusion manager.</p>	<p>C.Sharpe Yr6 staff Phase leaders</p>	<p>Termly reports Monitoring in line with assessment schedule.</p>
<p>G Increased parental engagement / awareness of value of home support</p> <p>£20,000</p>	<ul style="list-style-type: none"> • Targeted parenting support groups to improve quality of home/school liaison and support. • Employment of a full-time PSA. • Employment of a full-time CP Lead. 	<p>Through termly school tracking data of identified pupils not achieving age related expectations.</p> <p><i>'Increased parental engagement can improve academic performance' (NFER Report into Parental Engagement, 2013)</i></p>	<p>Termly pupil progress meetings which then feed into weekly Inclusion meetings. Attendance numbers of parent drop ins/open mornings/workshops</p>	<p>J.Wilson C.Brain</p>	<p>At the end of the school year through data analysis and pupil progress meeting reviews.</p>
Total budgeted cost					£50,000 (2 terms) £75,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F Increased attendance and punctuality rates for PP pupils £10,000	<ul style="list-style-type: none"> Attendance Officer employed to be responsible for meeting parents, doing home visits and working with cluster staff for PP pupils whose attendance/ punctuality is causing concern. External services employed to support attendance procedures. 	<p>In 2015-16 PP attendance was 95.1% compared to 95.7% - we aim to diminish this difference. From the Teacher 'Barriers to Learning' Assessments, just over half of our PP children have attendance/punctuality as a barrier. (See separate Barriers to Learning Overviews for a more in-depth identification)</p> <p>Data analysis from 2015-16 shows 4 cohorts have a gap between PP and Non-PP attendance. Year 1 (-1.5%) Year 2 (-2.4%) Year 3 (-2.1%) Year 6 (-1.4%)</p>	<p>Through half-termly monitoring of attendance data, and evaluations of specific interventions (parenting contracts, fast track) for key pupils. Termly pupil progress meetings which then feeds into Inclusion weekly meetings.</p>	C.Mitchell	<p>Every term C. Mitchell (AO) will produce a report to Govs and will be discussed/challenged at Govs meetings. At the start of next academic year when we have a full year's attendance data to evaluate.</p>
D. Improved social and emotional development £15,880	<ul style="list-style-type: none"> Class budgets used to subsidise class trips and experiences so all learners access the same opportunities. Subsidise the Yr 4 trip to Eyam, Yr 6 trip to Kingswood residential, day trip to London; enabling all learners to access these experiences, developing key life skills. 	<p>During Pupil Interviews, experiences and trips are a key driver in engagement levels in school; hooking learning for pupils.</p>	<p>EVC to monitor standard of trips Pupil Interviews Monitoring of quality of T and L as a result of trips/experiences. HT report to Govs.</p>	SLT Phase leader s EVC	<p>Termly report to Govs. Termly Pupil Interviews Monitoring in line with school assessment calendar.</p>
D. Improved social and emotional development G Increased parental engagement / awareness of value of home support	<ul style="list-style-type: none"> Implementation of a new homework scheme used to engage all learners and develop the whole child through #30things. Dedicated homework club for Year 3/4 PP children to access the homework and develop a love for learning outside of the classroom. 	<p>In Pupil Questionnaires, children identified the learning environment at home was a barrier to completion of homework.</p> <p>80% of our children live in households classed as being amongst the 10% most deprived in England. Due to this, some of our children are unaware of some life experiences so it has become the</p>	<p>In HT report Termly monitoring Observe Homework club. Stakeholders invited to share ideas regularly.</p>	F.Pash by C. Johns on	<p>Termly review, informing the next term's focus on homework.</p>

<p>A –E Quality of Wave 1 High Quality teaching increased so 80% is at least good with 30% outstanding</p> <p>£23,000</p>	<ul style="list-style-type: none"> Development of 'learning to learn' whole-school approach by staff implemented, enabling learners to thinking about their learning explicitly. Phase leaders are released 1 day per week, rigorously monitoring and evaluating teaching and learning and impacting on CPD needs. CPD co-coordinator role developed to monitor closely CPD offered and impact. PP co-coordinator collaborative work with the local authority, inc local and regional conferences. CPD journals implemented for staff to reflect on practice and record best practice for strategies in diminishing difference. 	<p>NFER research found 'High Quality Teaching for All' is 1 of the 7 key building blocks for successful support of DA children. (Also see Page 8 of 'Supporting the attainment of disadvantaged pupils) This will emphasise aspirational expectations for both PP and Non-PP children.</p> <p>Continuous Professional Development is a key driver in supporting staff in leading our drive to diminish difference. In-school monitoring shows that where teaching has been consistently good and outstanding, all children have made accelerated progress.</p>	<p>Head teacher report to Govs on CPD. Lesson Study CPD teacher reflections. Monitoring of teaching and learning by phase leaders. Termly CPD journal monitoring.</p>	<p>F.Pash by Phase leader s SLT</p>	<p>Termly monitoring in line with school schedule. Termly Head teacher report to Govs.</p>
Total budgeted cost					£32,587 (2 terms) £48,880

e. Review of expenditure				
Previous Academic Year		2015-16 £302, 000 (approx, based on financial year figures) £298, 500 allocated		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved language development leading to diminishing difference in all subjects	Improved use of teaching assistants to support Wave 1 QFT, including improved deployment, preparedness and practice (see MITA) (including	Monitoring of TAs' work as part of robust PM systems for all staff (see Ofsted Pupil Premium 2013) shows improved performance and learning outcomes in supporting language development and independence across the curriculum in the majority of cases. EEF Toolkit Predicted Impact: Teaching Assistants (+1 month) In-school data suggests better impact than this, based on pupils outcomes from eg WAVE	This approach will be continued, with high quality 1:1 support and training offered to those members of staff who need it. Continue to find appropriate areas for training eg specific intervention training, Blooms questioning, effective scaffolding for independence.	£35 000

	changes to hours and payment for 5 training days)	2 interventions.		
Quality of Wave 1 High Quality teaching increased so 80% is at least good with 30% outstanding	Standard of learning and teaching is the best it can be for all pupils through a range of training	All teachers accessed a range of training to encourage all pupils to use, and become increasingly able to describe, metacognitive and self-regulatory strategies in their learning. Formal and informal lesson observations are beginning to produce evidence of pupils developing the desired capacities. <i>EEF Toolkit Predicted Impact: Meta-cognition and self-regulation (+8 months)</i>	Continue to identify the most appropriate and effective CPD to ensure that QFT is consistently of the highest possible standard.	£12 500
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved social and emotional development Increased attendance rates for PP pupils	Inclusion team: 0.8 SENCo, FT Child Protection Officer, FT Parent Support Adviser, PT Emotional Care Leader, PT Learning Mentor	Attendance, punctuality and behaviour data shows sustained improvement for the majority of targeted pupils, including a smaller proportion of 'Other' pupils. Improvements in behaviour have resulted in greater engagement in learning for all pupils during formal and informal lesson observations, enquiry walks etc. <i>EEF Toolkit Predicted Impact: Social and Emotional Learning (+4 months) Behaviour Interventions (+4 months) Parental Involvement (+3 months)</i>	Pastoral work to continue with appropriate refinements prompted by monitoring data.	£105, 000
Improved language development (leading to diminishing difference in all subjects see also F and H in 2016-17	WAVE 2 interventions in e.g. SONIT phonics interventions, FFT, ALK	Comprehensive termly data for all interventions for 2015-16 demonstrates impact in the vast majority of cases.	Repeat the interventions next year, with some fine-tuning in the light of experience, and to more closely meet the needs of varying cohorts. Match the interventions to more closely focused barriers to learning	£? (also SEND funding)

strategy)				
Raise standards in Maths	Employ a 1:1 ECC teacher	Intervention made a significant difference to the mathematical development of the 16 participating PP children (see individual evaluation data). EEF Toolkit Predicted Impact One to One tuition +5 months	Repeat the intervention next year.	£25 000 (1 term?)
Increase standards in Reading.	Reading interventions by additional adult support with eg KS1 PP children who are behind ARE - ECaR.	Reading test scores demonstrate impact of interventions for most participating children (see data on additional evaluation sheets for each intervention by pupil) EEF Toolkit Predicted Impact: One to One tuition (+5 months) Reading Comprehension Strategies (+5 months) Oral Language Interventions (+4 months)	Continue provision in 2016-17, with additional support for those children who didn't make the desired progress (see detailed evaluation documents)	FT TA (50% funded) PT HTLA (60% funded) £24 500
Improved language development leading to diminishing difference in all subjects	EAL numbers continue to increase, with some also being eligible for PP, so FT HLTA employed to support them; Rosetta Stone resources and refurbished room in PDC.	Individual scores of participating children show value of the interventions. EEF Toolkit Predicted Impact Oral Language Interventions (+4 months)	Continue the approach and integrate best practice into High Quality Wave 1 Teaching.	£26 000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved language development (leading to diminishing difference in all subjects see also F and H in 2016-17)	Pay 2 organisations to recruit and train volunteers to hear children read; renovate library.	Reading ages of participating PP (and to a lesser extent Other) pupils show accelerated progress during the course of the intervention. Library renovation completed and more children using and borrowing books, especially those eligible for PP.	Continue the additional reading. Increase profile of reading – add to School Improvement Plan. Increase clarity on reading expectations in Teaching and Learning.	(Part of £24 500 above)
	Broadening	Pupil and parent satisfaction and pupil	Continue with this valuable and inclusive use of the	£16 000

<p>To enrich life-experiences for children to stimulate and engage further learning.</p>	<p>pupils' horizons by providing experiences, such as theatre and music groups, trips to local places of interest, and ingredients for cooking in the curriculum</p>	<p>engagement ratings show gains during the academic year, and language acquisition through additional experiences. <i>Interventions focusing on both academic outcomes and parenting skills are more effective than interventions addressing either aspect in isolation.</i> <i>(NFER Research Report into Parental Engagement, 2013)</i></p>	<p>funding, whilst developing additional, more focused and accurate measures of impact, especially in academic-related outcomes (eg vocabulary, use of language, logical thinking, cultural appreciation).</p>	
<p>'Close the gap*' between PP and Non-PP Year 2 and Year 6 by tailored interventions.</p> <p>*Diminish Difference</p>	<p>Targeted 1:2 tutor support, revision and Easter clubs (Y11 former pupils mentoring) for Y2 and Y6 pupils to ensure that the maximum number of PP pupils reached nationally expected standards</p>	<p>See headline data from statutory tests at the top of the document for broad impact. Individual data for those participating in the various strategies shows which approaches were most and least effective. See Intervention results on separate sheets.</p> <p><i>EEF Toolkit Predicted Impact:</i> <i>One to One tuition (+5 months)</i> <i>Peer Tutoring (+5 months)</i> <i>Summer School (+2 months)</i></p>	<p>Adjust all interventions based on data gathered, but in principle repeat them all in 2016-17.</p>	<p>£14 000</p>
<p>Improved language development leading to diminishing difference in all subjects</p> <p>Improved social and emotional development</p>	<p>Differences already evident at the beginning of EYFS lead to deployment of additional TAs in Nursery, Reception and Year 1.</p>	<p>These additional Teaching Assistants allowed vulnerable children to access areas of provision more effectively in order to close the gap as soon as possible. See EYFS Data on front page. <i>EEF Toolkit Predicted Impact:</i> <i>Early Years Intervention (+5 months)</i> <i>Teaching Assistants (+1 month)</i> <i>EEF Early Years Toolkit Predicted Impact:</i> <i>Communication and language approaches (+ 6 months)</i> <i>Early numeracy approaches (+ 5 months)</i> <i>Early literacy approaches (+ 4 months)</i></p>	<p>Continue to ensure deployment of staff meets the growing number of needs in early language acquisition to enable children to work through school at a higher starting point.</p>	<p>£33 500</p>

<p>Improved social and emotional development</p> <p>Increased attendance rates for PP pupils</p>	<p>Breakfast club (staff and equipment)</p>	<p>As well as the language and social skills targeted, this club made a real contribution to many pupils being physically and emotionally ready for learning (awake and well-fed).</p> <p><i>(See EEF positive report on Breakfast Clubs Autumn 2016)</i></p>	<p>Develop questionnaires and other measures to establish impact of this intervention with greater accuracy. Continue for 2016-17</p>	<p>£5 000</p>
<p>All stakeholders have an awareness of PP practice, including internal and external factors) and the impact.</p>	<p>Training for school leaders on developing PP systems and choosing / evaluating strategies to be used.</p>	<p>Notes and presentations from training attended, as well as strategic plans, are evident.</p> <p>Governing Body is well informed and beginning to participate more fully in strategic planning for PP spending, including the evaluation stage.</p>	<p>Further training and consultant support to be accessed as required, developing further leadership in Pupil Premium. Complete an Audit with relevant stakeholders for short and long term goals.</p>	<p>£2 000</p>

f. Additional detail

Data used to inform this report:

- School tracking data
- School attendance data
- Speech and language therapist notes
- Nurture evaluations
- Learning mentor files and records of parent course
- Guidance and support referrals
- EYFS profile data
- Pupil progress meeting minutes
- Government paper of 'Supporting the attainment of disadvantaged pupils'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE_RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
- Rapid review of parental engagement and narrowing the gap in attainment for disadvantaged children Research Report by Hilary Grayson June 2013
- EEF TA Campaign review: <https://educationendowmentfoundation.org.uk/resources/making-best-use-of-teaching-assistants>