

Hunslet Carr Pupil Premium Strategy Statement

Summary information					
School	Hunslet Carr Primary School				
Academic Year	2017-18	Total PP budget	£315,900	Date of most recent PP Review	Jan 18
Total number of pupils	430	Number of pupils eligible for PP	238	Date for next internal review of this strategy	Apr 18

Current Attainment and	KEY: PP = Pupil Premium LA = Local Authority NA = National Average DA = Disadvantaged	
EYFS 2016-17*	Pupils eligible for PP (20) Local Authority 17/Nat 16	Pupils not eligible for PP (35) LA 17/NA 16
* Only 7% of this cohort were ARE on-entry in Reading and Writing, 8% in Number.		
Proportion of pupils achieving a good level of development (GLD)	45% (48%/52%) In-line with LA PP	51% (69%/70%)
Proportion of pupils achieving at least the expected standard in Reading	60% (55%/62%) Above LA PP	66% (76%/79%)
Proportion of pupils achieving at least the expected standard in Writing	44% (49%/56%)	52% (71%/74%)
Proportion of pupils achieving at least the expected standard in Number	60% (58%/64%) Above LA PP	71% (77%/80%)
Year 1 Phonics 2016-17	Pupils eligible for PP (29) (National Average 16)	Pupils not eligible for PP (28) (NA 16)
Proportion achieving the expected standard in Year 1 Phonics	76% (69%) Above 2016 Nat DA	89% (83%)
KS1 2016-17	Pupils eligible for PP (36) (NA 16)	Pupils not eligible for PP (22) (NA 16)
Proportion achieving at least expected standard in Reading	75% (62%) In-line with Nat Other	95% (78%)
Proportion achieving at least expected standard in Writing	72% (70%) Above Nat Other	100% (70%)
Proportion achieving at least expected standard in Maths	67% (60%) Above Nat PP	95% (77%)
Proportion achieving at least expected standard in R/W/M combined	61% (47%) Sig Above Nat Other	95% (65% FFT)
KS2 2016-17	Pupils eligible for PP (40) (NA 16)	Pupils not eligible for PP (18) (NA 16)
Proportion achieving at least expected standard in Reading	44% (53%) Ave SS 97.8	47% (71%) Ave SS 101.9
Proportion achieving at least expected standard in Writing	61% (64%)	65% (79%)
Proportion achieving at least expected standard in GPS	56% (61%) Ave SS 101.8	59% (78%) Ave SS 104.7
Proportion achieving at least expected standard in Maths	54% (57%) Ave SS 100.7	77% (75%) Ave SS 104.2
Proportion achieving expected standard or above in R/W/M	37% (39%) In-line with Nat PP	41% (60%)
Average progress score in Reading	-3.37 (-0.72)	-3.18 (0.33)
Average progress score in Writing (TA)	-2.24 (-0.30)	-2.14 (0.12)
Average progress score in Maths	-1.32 (-0.52)	-1.12 (0.24)

Barriers to future attainment (E.g. Characteristics which pupils eligible for PP are more likely to display)		
In-school barriers (issues to be addressed in school)		
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 and experiences.	
C.	Lack of confidence and writing skills due to limited language acquisition and real-life experiences.	
D.	Reduced social and emotional development (inc. mental wellbeing) of PP pupils impacts on their readiness to learn. Reduced resilience in PP children to challenge themselves and be aspirational.	
E.	Reduced Reasoning skills due to lower language acquisition, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS 1 and KS2.	
External barriers (issues which also require action outside school)		
F.	Attendance and lower punctuality % rates are lower for PP pupils than for other pupils; this affects their attainment and progress.	
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 and progress. Parental awareness and opportunities to support children in English due to own negative school experiences and possible low aspirations in this area.	
Desired outcomes (Links to 2017-8 School Improvement Plan)		Success criteria
A.	Improved language acquisition; accessing the curriculum at the pupils level. (SIP objectives 4.1, 5)	<ul style="list-style-type: none"> • Diminish difference between % of PP achieving ARE in Reading Specific Learning Goal, compare to School Non PP and LA PP. (2017 - 6% Difference School Vs Nat Other) • Continue to build on positive trend and diminish difference in Prime Learning Goal of Language and Communication (2017 Data -13% to Nat Other)
B.	<p>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.</p> <p>As a result, this increase will enable the cohort meet the FFT target of 66% meeting the expected standard in reading. (17% GD)</p> <p>Diminish difference in all cohorts between PP and Non-PP in Reading.</p> <p>(SIP Objectives 2.2, 2.6, 4.2)</p>	<ul style="list-style-type: none"> • 100% of KS1 2a children (15) to achieved at least the expected standard in Reading. (2017 Data 71% 10/14 Chn achieved) • At least 75% of the 8 PP (2b) Prior-attainers to achieve at least expected standard at KS2, in-line with National data. (2017 Data 33% 3/9 Chn) • At least 50% of the 2 PP (2c) Prior-attainers to achieved expected standard in Reading. (2017 – 20% 1/5 Chn) • % of PP children making good or better progress is in-line with Non-PP children. (Early Essence, Chris Quigley Depth of Learning and National Tests to be used to assess progress) • As a result of raising standards in KS2 Reading, it will increase the % of PP achieving at least expected+ in KS2 RWM combined.

C.	Increased confidence and positive attitudes to writing across school. <i>(SIP objectives 2.2, 2.5)</i>	<ul style="list-style-type: none"> • % of PP achieving ARE in Writing Specific Learning Goal will at least be in-line with % of Local Authority Non-PP (2017 – 71%) • Diminish the in-school difference at Expected standard+ in Writing between PP and Non-PP in all cohorts.
D.	Improved positive learning behaviours and learning stamina through the adoption of the whole-school Growth Mindset Ethos e.g. confidence in talking about learning, participation in lessons, readiness to learn, resilience are noted in formal and informal monitoring. <i>(SIP objective 2.3)</i>	<ul style="list-style-type: none"> • 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 Pupil Interviews. Monitored in AHT formally and informally. • Peer and self-feedback in books. • Increased attendance of PP children due to attendance at Breakfast club, Walking Bus, mentoring.
E.	Increased confidence in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS 1 and KS2. <i>(SIP objective 2.7)</i>	<ul style="list-style-type: none"> • PP children will achieve the expected standard in KS 1 Maths so that the cohort is at least in-line with PP Other children. <i>(2017 – Maths only subject where Nat Other outperformed KS1 School PP)</i> <ul style="list-style-type: none"> • Increase in % of 2b Prior Attainers achieving expected at KS2 <i>(2017=46% to 2018 Target =60%)</i> • The increase number of children achieving expected standard in Maths will contribute to reducing in-school difference between PP and Non PP RWM combined at KS1. <i>(2017 Data: EYFS Nat Other = 80%, KS1 Nat Other = 77% & KS2 Nat Other = 75%)</i>
F.	Increase in attendance and reduced late % for PP children to diminish any in-school difference between the attendance of PP and Non-PP children throughout the school. <i>(SIP objective 3.1)</i>	<ul style="list-style-type: none"> • Ensure the vast majority of PP cohorts meet the School Target of 96% Attendance. • Diminish difference in the vast majority of cohorts between PP and Non-PP % Attendance. • Reduce the % difference in lates between PP and Non-PP in each cohort From Sept to July 2018. • Reduce the % difference in lates between PP and Non-PP for each cohort, comparing 2016-17 data each half term.
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. <i>(SIP objective 3.4)</i>	<ul style="list-style-type: none"> • Parents will be able to access in school support to enable them to support their children at home. • PP Reading attainment and progress in EYFS, KS1 and KS2 to be in line with School Non-PP Reading Attainment and progress. • 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.

1. Planned expenditure					
Academic year		2017-18			
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 £11,000	<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. SoLT training with all staff team, including 1 and 2-word level questioning. Employ a SoLT therapist 2 x a week. (50% wage) 	<p>Reception on-entry data highlights only 7% are ARE in Reading and Writing.</p> <p>38% of children in EYFS assessed as SoLT as a barrier to learning.</p> <p>33% of PP children teacher assessed as SoLT as a barrier to learning (Y1-6) requiring SoLT support.</p> <p>EEF Toolkit Predicted Impact: Oral language Interventions (+4) Early Years Interventions (+5) Teaching Assistants (+1 month)</p>	<p>SoLT 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 T.Gray 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 £60,000	<ul style="list-style-type: none"> Staff Training, including SLA through Leeds CC. Maintaining library for library sessions AHT 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 to prepare for Reading End-of-Key stage assessments in Year 6. Employing a third teacher in Year 4 during morning lessons, including reading, for focussed, targeted reading sessions. 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>2016-17 data shows that 44% of our KS2 PP chn achieved the expected standard; this is well below the performance of 'other' children nationally (76%) and is also below that of School Non-PP (47%)</p> <p>EEF Toolkit Predicted Impact: Reading Comprehension strategies (+5 months) Digital Technology (+4 months) One to One Tuition (+5 months) Although the EEF toolkit highlights +3 months progress for reduced class size, this will enable more frequent and robust feedback opportunities in Year 4 (+8 months)</p>	<p>Steve Dawson (LCC) Reading Advisor observations and reports.</p> <p>Analysis of termly assessments, pupil progress meetings identifying focus children.</p> <p>X3 Year 6 prediction analysis</p> <p>Whole-school guided reading analysis, inc. planning and assessment.</p> <p>Pupil Views on reading pre and post PP interventions. E.g. Mentoring</p>	<p>E.Whitfield, HT, DHT, KS and MW</p>	<p>Termly analysis of clubs.</p> <p>Termly monitoring, including learning walks.</p> <p>Moderation termly.</p>

	<ul style="list-style-type: none"> Run a 6th Form Reading Mentoring scheme for targeted Year 6 PP children. Run a staff mentoring scheme for focussed Year 5 PP children, which will include check-in sessions on reading. Organise a mobile library session 1 x ½ term to engage parents of KS2 readers. Investment in increasing variety of challenging KS2 texts to support increase level in End-of-Key Stage Assessments PP champions to work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. 		Co-ordinator to use reading benchmark kit, moderating Teacher Assessments. SLT Feedback on KS2 phase reading monitoring. Observe Breakfast club, including 1:1 reading. PP Champion Feedback meetings with PP Lead.		
<p>C. Increased confidence and positive attitudes to writing across school.</p> <p>£26,000</p>	<ul style="list-style-type: none"> Participation in 2nd year of Whole-School Primary Writing 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. PP Champion to have PP children to work with and focus on supporting High Quality Writing. Employing school staff member to run a PP Handwriting Lunchtime group. 	<p>In comparison to Maths and Reading, Writing in EYFS had the lowest % at Expected Standard - 45% PP and 51% Non PP.</p> <p>KS1: All Non-PP achieved Exp+ standard in writing, compared to 72% PP.</p> <p>KS2: Although out of the R,W,M, KS2 PP has the highest % of Exp+ in Writing (61%), there is still an in-school gap and gap to National Data with only 65% Non-PP achieving Exp+.</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 (29/11/17) including observations, pupil interview, staff interviews and book trawls. Pupil Progress and Target setting meetings. PP Champion meetings</p>	<p>PWP Team (Leadership Team+ Reading Co-ordinator)</p>	<p>In regular SLT meetings (between every 2-4 weeks)</p> <p>English End of year Report. Termly monitoring. Termly pupil progress meetings. Monthly PP Champion Meetings with PP lead.</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. Employ staff for a Walking Bus to support 'Readiness to Learn' Invest in Therapeutic Story Writing training for Nurture Mentors. Invest in supporting Mental Wellbeing Training for Nurture Mentors. 	<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</p>	<p>Through Pupil Progress meetings to monitor effect on child, monitoring of sessions inc. observations, Nurture assessments focused on behaviours.</p>	<p>J.Wilson S. McGreavey</p>	<p>At the end of the school year, as part of the SEND report to Govs. Termly tracking of pupils involved in interventions. Also, evaluation with the Teaching and Learning Committee during termly Govs meetings.</p>

	<ul style="list-style-type: none"> • Employment of a full time PSA to develop positive learning behaviours between school and home. • Introduction of Staff mentor to focussed PP Year 5 children. 	<p><i>either aspect in isolation. (NFER Research Report into Parental Engagement, 2013)</i></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 Assistant Head Teacher 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 hours to include a Friday 'review' meeting with teachers to reflect on practice and prepare for following week of learning and Teaching. • TA line manager and Interventions manager to lead on 'Maximising TA support in closing the gap for disadvantage' training through Leeds City Council. • Invest in 'Consistently good Teaching' Collaborative project with PP Advisor on developing • 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>AHTs regularly feeding back to rest of SLT on quality of learning and teaching. Monitoring and Evaluation cycle, including observations, learning walks, book trawls (see Assistant Headteacher evidence files)</p> <p>TA line manager and Interventions manager to observe effectiveness of morning meetings and impact on best practice and areas for development. Morning meeting observations and Friday Review meetings by a SLT. Gov visits to school/attendance at meetings. 'CGT' project meeting minutes, observation feedback, reports.</p>	<p>F.Pashby M.Lumb N.Bishop AHTs C.Burgess</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					<p>£120,133 (2 terms) £180,200</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved language development £21,000	<ul style="list-style-type: none"> From Spring Term, focussed Narrative groups, with the majority of group PP children. (3x HLTA/TA) Reinforcing a 'vocabulary-rich' learning environment through dedicated library sessions, a dedicated librarian with a modernised library area. 	<p>On Entry to Reception, 7% of the cohort were at ARE in Reading and Writing in 2016/17. In 2017/18, significantly low starting points in reading and writing is mirrored with 0% 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. All 3 Prime Learning Goals for C&L had the lowest % achieved. (73.1 – 76.6%)</p> <p>Early Years Toolkit Predicted Impact: Communication and Language Approaches (+6 months) EEF Toolkit: Early Years Intervention (+5 months) Teaching Assistants (+1 month)</p>	<p>Through assessment by the Speech and Language therapist. Monitored by SENCO.</p>	<p>J.Wilson T.Gray J.Camplin</p>	<p>Termly SaLT Impact reviews. Weekly discussion on feedback/impact in inclusion team. Summer term assessments.</p>
B. Increase Reading standards of PP in KS2 £5,500	<ul style="list-style-type: none"> Introduction of Reading Dog in Years 3 and 4. Introduction of mobile library to support parental engagement with Reading. UPS Teacher working 1 AM on focussed reading interventions in Year 6. Employ Year 11 mentors to work for 10 weeks (1 hr a week) with Yr 6 PP children who are at risk of not achieving the expected standards in Reading; being a positive role-model. Level 2 Prior Attainers and GD children tracked throughout KS2 to ensure progress is at least on track. 	<p>Only 44% 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 J.Wilson E.Boyce</p>	<p>Termly reviews. Year 6 reviewed as appropriate. Pupil tracking termly.</p>

	<ul style="list-style-type: none"> Investment in increasing variety of challenging KS2 texts to support increase level in End-of-Key Stage Assessments PP champions to work with specific children to pre teach vocabulary, increase opportunities to read and build reading strategies. 				
<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 4 learning mentors (50% wage PP/50% SEND) 	<p>65% of PP assessed by class teachers as wellbeing as a barrier to learning.</p> <p>38% of EYFS PP children teacher assessed by class teachers as wellbeing as a barrier to learning.</p> <p>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 L.Lilley 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 Continue to use Mathletics and Times Tables Rockstars programmes 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 Maths, with a focus on reasoning. ECaC lead working on basic skills and developing reasoning with focused PP children. (50% of wage) New style Maths books to highlight key vocabulary for sessions. Invest in Maths No Problem! Scheme with Year 1 and 3 cohorts, developing a no ceiling to learning approach to Maths. 	<p><i>EEF Toolkit Predicted Impact: One to One Tuition (+5 months) Teaching Assistants (+1 month)</i></p>	<p>Monitoring and evaluation by Maths Leader, Charlie Sharpe. and Assistant Headteachers. Observations from Interventions/Inclusion manager.</p>	<p>C. Sharpe Yr6 staff Assistant Headteachers Spring</p>	<p>Termly reports Monitoring in line with assessment schedule.</p>

G Increased parental engagement / awareness of value of home support £20,000	<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>'Increased parental engagement can improve academic performance' (NFER Report into Parental Engagement, 2013)</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.Parish</p>	<p>At the end of the school year through data analysis and pupil progress meeting reviews.</p>
Total budgeted cost					£56,667 (2 terms) £85,000

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. Employ resources for Walking Bus to collect children so they arrive to school and on time. Fund Staff mentors with selected Year 5 PP children. As part of mentoring, staff to check in with attendance/punctuality and encourage positive learning behaviours. Fund rewards for peer check-in initiative for Year 2 and Year 5 selected PP children where children work in pairs to encourage each other to come to school consistently. 	<p>In 2016-17 PP attendance was 93.9% below the school and National attendance Target. 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 2016-17 shows that in our current Year 2 and Year 5 cohorts, PP attendance was 91.1% (Year 1) and 92.9% (Year 5)</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>	<p>L.Lilley</p>	<p>Every term L.Lilley (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 £27,700	<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. 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 key life experiences.</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>	<p>SLT AHTs EVC</p>	<p>Termly report to Govs. Termly Pupil Interviews Monitoring in line with school assessment calendar.</p>

<p>D. Improved social and emotional development</p> <p>G Increased parental engagement / awareness of value of home support</p>	<ul style="list-style-type: none"> Continuation of homework scheme used to engage all learners and develop the whole child through #30things. Dedicated homework club for PP children to access the homework and develop a love for learning outside of the classroom. Employment of PSA to support and provide opportunities for home-school learning. 	<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 amongst the 10% most deprived in England. Due to this, some of our children are unaware of some key life experiences so it has become the focus on home-school learning.</p>	<p>In HT report Termly monitoring Observe Homework club.</p> <p>Stakeholders invited to share ideas regularly.</p>	<p>F.Pash by</p>	<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>£13,000</p>	<ul style="list-style-type: none"> Development of 'Growth Mindset' whole-school approach by staff implemented, enabling learners to thinking about their learning explicitly. Assistant Headteachers are released ½ a day per week, rigorously monitoring and evaluating learning and Teaching; 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.</p> <p>Lesson Study CPD teacher reflections.</p> <p>Monitoring of teaching and learning by phase leaders.</p> <p>Termly CPD journal monitoring.</p>	<p>F.Pash by AHTs SLT</p>	<p>Termly monitoring in line with school schedule.</p> <p>Termly Head teacher report to Govs.</p>
<p>Total budgeted cost</p>					<p>£33,800 (2 terms) £50,700</p>

e. Review of expenditure				
Previous Academic Year		2016-17 £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 changes to hours and payment for 5 training days)	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 e.g. WAVE 2 interventions.	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 e.g. specific intervention training, Blooms questioning, opportunities for Growth Mindset, effective scaffolding for independence.	£35 000
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. EEF Toolkit Predicted Impact: Meta-cognition and self-regulation (+8 months)	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
<p>Improved social and emotional development</p> <p>Increased attendance rates for PP pupils</p>	<p>Inclusion team: 0.8 SENCo, FT Child Protection Officer, FT Parent Support Adviser, PT Emotional Care Leader, PT Learning Mentor</p>	<p>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.</p> <p>EEF Toolkit Predicted Impact: Social and Emotional Learning (+4 months) Behaviour Interventions (+4 months) Parental Involvement (+3 months)</p>	<p>Pastoral work to continue with appropriate refinements prompted by monitoring data.</p> <p>More focussed approach to Pupil Premium Attendance and Punctuality from Sept '17 through tracking and regular meetings between PP Lead and Attendance Lead.</p>	<p>£105, 000</p>
<p>Improved language development (leading to diminishing difference in all subjects see also F and H in 2016-17 strategy)</p>	<p>WAVE 2 interventions in e.g. SONIT phonics interventions, FFT, ALK</p>	<p>Comprehensive termly data for all interventions for 2016-17 demonstrates impact in the vast majority of cases.</p>	<p>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, using the School's 'Value for Money' document.</p>	<p>£10,000 (also SEND funding)</p>
<p>Raise standards in Maths</p>	<p>Employ a 1:1 ECC teacher</p>	<p>Intervention made a significant difference to the mathematical development of the 16 participating PP children (see individual evaluation data).</p> <p>EEF Toolkit Predicted Impact One to One tuition +5 months</p>	<p>Repeat the intervention next year.</p>	<p>£25 000</p>
<p>Increase standards in Reading.</p>	<p>Reading interventions by additional adult support with eg KS1 PP children who are behind ARE - ECaR.</p>	<p>Reading test scores demonstrate impact of interventions for most participating KS1 children (see data on additional evaluation sheets for each intervention by pupil) but less impact noted in KS2.</p> <p>EEF Toolkit Predicted Impact: One to One tuition (+5 months) Reading Comprehension Strategies (+5 months) Oral Language Interventions (+4 months)</p>	<p>Using 'PP Value for Money Document' adapt reading interventions to maximise impact. Enhanced provision in 2017-18 for PP reading and will form part of the whole-school priority of raising standards in KS2 Reading.</p>	<p>FT TA (50% funded) PT HTLA (60% funded) FT HLTA £50 500</p>

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. <i>EEF Toolkit Predicted Impact Oral Language Interventions (+4 months)</i>	Continue the approach and integrate best practice into High Quality Wave 1 Teaching.	
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)
To enrich life-experiences for children to stimulate and engage further learning.	Broadening pupils' horizons by providing experiences, such as theatre and music groups, trips to local places of interest, and ingredients for cooking in the curriculum	Pupil and parent satisfaction and pupil 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. (NFER Research Report into Parental Engagement, 2013)</i>	Continue with this valuable and inclusive use of the funding, whilst developing additional, more focused and accurate measures of impact, especially in academic-related outcomes (e.g. vocabulary, use of language, logical thinking, cultural appreciation).	£16 000
'Close the gap*' between PP and Non-PP Year 2 and Year 6 by tailored interventions. *Diminish Difference	Targeted 1:2 tutor support, revision and Easter clubs (Y11 former pupils mentoring) for Y2 and Y6 pupils to	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.	Adjust all interventions based on data gathered, including the 'PP Value for Money' document for 2017-18.	£14 000

	ensure that the maximum number of PP pupils reached nationally expected standards	EEF Toolkit Predicted Impact: One to One tuition (+5 months) Peer Tutoring (+5 months) Summer School (+2 months)		
Improved language development leading to diminishing difference in all subjects Improved social and emotional development	Differences already evident at the beginning of EYFS lead to deployment of additional TAs in Nursery, Reception and Year 1.	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. EEF Toolkit Predicted Impact: Early Years Intervention (+5 months) Teaching Assistants (+1 month) EEF Early Years Toolkit Predicted Impact: Communication and language approaches (+ 6 months) Early numeracy approaches (+ 5 months) Early literacy approaches (+ 4 months)	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.	£33 500
Improved social and emotional development Increased attendance rates for PP pupils	Breakfast club (staff and equipment)	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). (See EEF positive report on Breakfast Clubs Autumn 2016)	Develop questionnaires and other measures to establish impact of this intervention with greater accuracy. Continue for 2017-18	£5 000
All stakeholders have an awareness of PP practice, including internal and external factors) and the impact.	Training for school leaders on developing PP systems and choosing / evaluating strategies to be used.	Notes and presentations from training attended, as well as strategic plans, are evident. Governing Body is well informed and beginning to participate more fully in strategic planning for PP spending, including the evaluation stage.	Further training and consultant support to be accessed as required, developing further leadership in Pupil Premium. Complete an Audit in Sept 2017 with relevant stakeholders for short and long term goals.	£2 000

f. Additional detail

Data used to inform this report:

- School tracking data
- School attendance data
- Average Scaled Scores and Exp+ % data **Perspective Life - KS2 Test Gap Report (DfE)**
- 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>