

Croftway Primary Academy:2017-2019 Pupil Premium Strategy and Self-evaluation: revised March 2019

1. Summary information for 2018-2019						
Total number of pupils	410	Number of pupils eligible for pupil premium funding	FSM & Ever 6 = 144 (45% of total on roll) Service children= 2 Pupil Premium Plus = 10			
Total pupil premium budget:	£187,947	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300				
Date of external pupil premium review: September 2017		Dates of internal half termly reviews: 16/7/2018, 30/10/18, 14/12/18, 19/2/19, 23/3/19, 4/6/19 & 7/7/19 Green = PP above non-PP Red = Below				
2. Key indicators summer 2018: Early Years and Phonics (Validated results) PPF = Pupil premium funding						
NA = National average for all pupils GD=Greater Depth		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 60 in cohort 19 PP 41 non-PP NA = 72% Cohort = 79% GLD		70.7%	68.4%	-2.3%	74%	-6% Gap closing

<p>% achieving expected standard in the 2018 Year 1 Phonics Check 62 in cohort 23 PP 39 non-PP NA =83% Cohort= 81% passed phonics test</p>	90%	70%	-20%	84%	-14% Gap closing
<p>End of Key Stage 1 (Year 2) attainment and progress data 54 in cohort 23 PP 31 non-PP 10 of the PP children (43%) are on the SEND register and a significant number have external agency involvement.</p>					
<p>% reaching expected standard in reading NA =75% Cohort=76% % reaching a high score/working at GD in reading NA =26% Cohort=22% making expected progress in reading (as measured in the school)</p>	90% 33%	58% 8%	-32% -25%	79% 29%	-21% Gap increasing -21% Gap closing
<p>% reaching expected standard in writing NA =70% Cohort=69% % reaching a high score/working at GD in writing NA=16% Cohort =7% % making expected progress in writing (as measured in the school)</p>	83% 10%	54% 4%	-29% -6% %	74% 18%	-20% Gap closing -14% Gap increased by 1%
<p>% reaching expected standard in maths NA = 76% Cohort =76% % reaching a high score/working at GD in maths NA=22% Cohort =20% % making expected progress in maths (as measured in the school)</p>	87% 30%	63% 8%	-24% -22% %	80% 25%	-17% Gap increasing -17% Gap closing

End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data					Attainment gap when compared to NAO		
50 in cohort	21 PP	29 non-PP	NOA =national averages for pupils not eligible for PP	Not PP	PP	Within school gap	NAO 2018
% reaching expected standard in reading, writing & maths NA=64% C=58% % reaching a high score/working at GD in RWM NA=10% Cohort =2%		62%	52%	-10%	70%		-18% Gap closing
		0%	5%	+5	12%		-7% Gap closing
% reaching expected standard in reading NA=75% Cohort =74% % reaching a high score/working at GD in reading NA=28% Cohort =20% Progress scores NA= 0.0 Cohort = +0.4		72%	76%	+4%	80%		-4% Gap closing
Progress scores		14%	29%	+15%	33%		-4% Gaps closing
		+0.03	+0.05	+0.02	+0.31		-0.29
% reaching expected standard in writing NA=78% Cohort= 80% % reaching a high score/working at GD in writing NA=20% Cohort= 24% Progress scores NA= 0.0 Cohort=+1.65		86%	71%	-15%	83%		-12% Gap closing
Progress scores		21%	29%	+8%	24%		+5% Above national others.
		+2.70	+0.24	-2.46	+0.24		Same as national others
% reaching expected standard in maths NA=76% Cohort=80% % reaching a high score/working at GD in maths NA=24% Cohort=12% Progress scores NA=0.0 Cohort = +0.86		86%	71%	-15%	81%		-10% Gap closing
		14%	10%	-4%	28%		-18% Gaps closing
		+2.19	-0.91	- 1.28	+0.31		-1.22

Progress scores					
% reaching expected standard in grammar, punctuation & spelling NA=78% % reaching a high score/working at greater depth in writing NA=34% Cohort expected standard =76% Cohort GD=16%	72%	81%	+9%	82%	-1% Gap almost closed
	14%	19%	+5%	39%	20% Gaps closing
Absence % Reception to Year 6 from 4/9/17 to 13/9/18	4.17%	-5.2%	-1.03%	3.8% (Non FSM)	-1.4% higher
Persistently absent % Reception to Year 6 from 4/9/17 to 13/9/18 (Pupils with an attendance rate of 90% or below)	8.33%	16.8%	8.47% higher	7.6% (Non FSM)	-9.2% higher

Year Group	Number of PP chn	% of Cohort
N	10/57	18%
R	14/45	31%
Y1	18/ 57	32%
Y2	22/59	37%
Y3	24/50	48%
Y4	29/55	53%
Y5	22/42	52%
Y6	26/50	52%

3.Current attainment and progress: Please see November 2018 cohort summary sheets.

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	When the children join the academy, many children are below age-related expectations and have poor language, communication and social skills.
B.	A high number of pupil premium children also have special educational needs, welfare and child protection issues.
C.	Low aspirations of some pupils and their parents.

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

D.	Poor attendance of some pupil premium children.
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5. Intended outcomes and how they will be measured

Success criteria

Actual Impact

A	EARLY YEARS To accelerate progress in all the early learning goals, so the results are in line with the national average for <i>all pupils</i> .	72% of PP pupils achieve GLD and the attainment gap between our pupils and the national benchmark continues to reduce.	62.5%% (9% below target)
B	Progress in MATHS for PP pupils is accelerated across all cohorts leading to cohort percentages achieving the EXPECTED STANDARD in maths being in line with or close to the national average for <i>all pupils</i> .	Maths PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=68% Y2=63% Y3=63% Y4=68% Y5=32% Y6=72%	<p>Attainment Y1- 56% (12% below target) Y2- 45% (18% below target) Y3- 45% (18% below target) Y4- 54% (14% below target) Y5- 45% (13% above target) Y6- 86% (14% above target)- 5% above national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6 steps/ Y6 KS2 SAT Data) Y1- 5.57 steps (above NPP 5.33) Y2- 4.55 steps (below NPP 5.73) Y3- 4.26 steps (below NPP 5.84) Y4- 6.96 steps (above NPP 6.27) above EXS progress Y5- 6.33 steps (above NPP 5.77) above EXS progress Y6- 0.25 (0.86 less than national other but still a positive progress score)</p>

C	Percentage of PP pupils passing the Y1 PHONICS CHECK is at least 70%. By the end of Y2 PP pupils passing the phonics check retake is in line with national all ie 92%.	Year 1 cohort percentage of children passing the Y1 phonics check and Y2 retake is in line with national <i>for all pupils</i> (NA: Y1 - 83%; Y2 - 92%) Year 1 PP=70% to pass the test.	Y1- 53% Y2- 38% Y2 PP chn passed retest Y2- 76% PP pass overall (9% below 2018 national other)
D	Progress in READING is accelerated, leading to cohort percentages achieving the EXPECTED STANDARD being in line with or close to the national average for <i>all pupils</i> .	Reading PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=63% Y2=50% Y3=58% Y4=68%Y5=50% Y6=64%	<p>Attainment Y1- 44% (19% below target) Y2- 40% (10% below target) Y3- 50% (8% below target) Y4- 36% (32% below target) Y5- 50% (target achieved) Y6- 55% (17% below target) 25% below national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6 steps/ Y6 KS2 SAT Data) Y1- 5.06 steps (below NPP 5.57) Y2- 3.8 steps (below NPP 5.27) Y3- 4.69 steps (below NPP 5.4) Y4- 6.68 steps (above NPP 6.29) above EXS progress Y5- 4.95 steps (below NPP 5.28) Y6- -2..44 (1.21 less than national other and needs to be a priority area)</p>
E	Progress in WRITING is accelerated, leading to cohort percentages achieving the EXPECTED STANDARD in WRITING and Grammar, Punctuation & Spelling (GPS) being in line with or close to the national average for <i>all pupils</i> .	Writing PP cohort exit targets for EXPECTED STANDARD are achieved:Y1=55% Y2=42% Y3=54% Y4=54% Y5=37% Y6=67% GPS Y3=63% Y4=60% Y5=42% Y6=64%	<p>Attainment Y1- 44% (11% below target) Y2- 25% (17% below target) Y3- 45% (9% below target) Y4- 39% (15% below target) Y5- 45% (3% above target) Y6- 77% (13% above target)- 6% below national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6 steps/ Y6 KS2 SAT Data) Y1- 5.13 steps (below NPP 5.54) Y2- 4.15 steps (below NPP 5.62) Y3- 4.0 steps (below NPP 5.72) Y4- 6.59 steps (above NPP 6.14) above EXS progress Y5- 4.84 steps (below NPP 5.05) Y6- 0.10 (0.65 less than national other but still a positive progress score)</p> <p>Progress gaps Y1- -0.41 Y2- -1.47 Y3- -1.72 Y4- ++0.45 Y5- -0.21 Y6- - 0.65</p>

6. Planned expenditure 2018-2019			Total budget =£187,947	
i) Strengthen the quality of teaching and learning			Total budgeted cost = £7,000	
Intended outcomes	Actions It is essential and expected that all teachers adopt these strategies in their everyday teaching.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p> <p>Staff lead= HT & DHT</p>	<ol style="list-style-type: none"> 1. Identify your PP and HA PP children on seating plans, closely track their progress and provide in-class support every lesson. 2. Do gap analysis on a regular basis to identify and address gaps in their learning. 3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience. 4. It is important to model what great performance looks like in your subject and even more important that you model the process (META-COGNITION) of how to approach problems/tasks. 5. Target disadvantaged students with probing questions each lesson. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood. 6. Prioritise PP for booster classes, interventions and key responsibilities. 7. Mark the work of pupil premium/SEND children in great detail, so your pupils know how to improve their work and marking impacts strongly on progress. Pupil progress books for all PP learners. Live Marking' where possible with verbal feedback during lesson. Ensure they respond to marking prompts their purple pens. 8. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge. 	<p>Research and national data indicates that pupil premium children need additional strong support to help them achieve as well as their peers.</p>	<p>QA planning records</p> <p>Book scrutinies</p> <p>Learning walks</p> <p>QA teaching assistant intervention folders to ensure stretch and challenge.</p> <p>Performance management targets linked to PP/SEND outcomes.</p>	<p><u>December 2018</u></p> <p>Quality First Teaching has improved, and marking is now of a higher standard. Teachers are more aware of the learning needs of their PP children and are challenging the higher PP children more. SLT are more aware of the progress of PP children in each class and provide regular feedback for classroom teachers on how to address weak progress.</p> <p><u>March 2019</u></p> <p>Teachers subject knowledge, questioning skills, feedback and marking continue to improve. During the spring term teachers benefitted from INSET on the use of data to address gaps in learning and inform planning and teaching. Assessment is more accurate due to internal and external moderation.</p>

ii) Targeted support for pupil premium children.		Total budgeted cost = £160,000		
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far
<p><u>EARLY YEARS</u> AHT (Early Years) <u>Progress</u> Pupils arrive in nursery/reception well below age related standards. We will strive to ensure our PP children are at age related expectations when they leave the reception class.</p> <p><u>Attainment</u> 72% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to continue to close.</p>	<ol style="list-style-type: none"> 1. Embed Eiklan training and the Wise Launch Pad to improve speech and language. Fully implement a communication policy which includes visualisation strategies. 2. WISE Early Years baseline assessment introduced and new writing learning journals for nursery and reception classes. Close tracking of development/ progress. 3. Continue with Talk Boost, Early Talk Boost and CLIC Maths. 4. Organise parents' workshops to help them feel more confident about supporting home learning. Also "Stay & Learn" sessions. 5. Create story sacks that can go home to be shared at bedtime. 6. Develop the outdoor learning spaces and programmes. 7. Fully implement the speech/language small steps progress tracker and the 2Simple apt that takes photos to demonstrate progress and links with the EYFS profile to identify gaps in learning. 8. Introduce nursery greater depth challenges and continue with GDS challenges in reception. 9. Half termly launch event for parents/carers to launch new learning programmes and celebrate achievement. <p><u>Terms 2 & 3</u></p> <ol style="list-style-type: none"> 1. Extend Launchpad to Years1/2 to identify and address gaps in communication and language. 2. Too Simple app used by parents. 3. Use LaunchPad scheme within RWI format to support low attaining readers and writers, including PP children. 4. Nursery and Reception to include PP children on weekly microscope target sheet. 	<p>The vast majority have poor speech and language skills when they start nursery.</p> <p>PP learners need more targeted support to achieve GLD and greater depth.</p>	<p>Learning walks, lesson observations and workbook scrutiny.</p>	<p><u>December 2018</u> Early language and communication skills are developing well due to Launchpad and additional guidance from the Speech and Language Consultant and the WISE Director of Early Years, who have provided high quality INSET for the EYFS team. The daily assessments identify misconceptions which are addressed in the afternoons and the learning needs for the next day.</p> <p><u>March: Progress</u> NURSERY PP progress—4/17 areas at expected standard and 13/17 are more than expected. PP learners are making better progress than non-PP in writing – only 2 PP children in N2 and one of these is a SEND male. RECEPTION PP children made more progress than non-PP in 5/17 areas. All PP children made more than expected progress across all areas. Progress in reading, writing and maths is less than non-PP.</p> <p><u>March: Attainment</u> <u>Nursery</u> - Attainment for Reading, Writing and Maths is equal for PP and non-PP. However, Speaking is below ARE for PP child with SEND. <u>Reception</u> - 63% of PP Reception children on track to achieve GLD from Spring 2 review of data:- Number =88% Reading=79% Writing =79% <u>If Spring 2 predictions for GLD are achieved then this would mean an 8% gap.</u></p>

<p>PHONICS 70% of Year 1 pupil premium children to pass the phonics test in 2019. Staff lead =AA (Phonics Lead) for EYFS & Y1)</p>	<ol style="list-style-type: none"> 1. Annual Read Write Inc refresher training and in-house CPD for all staff. New phonics lead working with EYFS lead to strengthen the teaching of phonics and link Launchpad. 2. Intensive daily phonics for this group from Year 1 teachers. 3. Refined and improved RWI assessments. 4. New phonics lead working with EYFS lead to strengthen the teaching of phonics and link Launchpad. 5. Phonics workshop for parents held in September so they feel confident to help their children with their phonics homework. Also provided with free resources they can use at home. 6. Additional bespoke phonics CPD for teachers and TA's who need to be more effective. 7. Continue to provide strong support for Year 2/3 pupils who failed the Year 1 phonics test to ensure they make strong phonics progress. <p>Terms 2 & 3</p> <ol style="list-style-type: none"> 8. Additional phonics training for staff and after school booster phonics for targeted Y1/2 children. 9. Gaps in phonics knowledge identified identified in recent phonics screening check to inform phonics teaching. Additional phonics teaching—daily sounds, 2 syllable words etc 10. Launchpad approaches woven into RWI planning in Reception to impact on low attaining PP children. 	<p>We need to maintain and if possible exceed the good results achieved in 2018.</p>	<p>Lesson observations to QA phonics teaching and learning.</p> <p>Regular tests and close monitoring of progress.</p>	<p><u>December 2018</u> Phonics training has strengthened the teaching of phonics and phonics skills are developing well.</p> <p><u>March 2019</u> % of Year 1 PP learners on track to pass phonics test = 39% Non-PP =52% Gap = 13% Phonics screening has identified gaps which staff will address in term 3.</p>
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<p>MATHS End of KS1 63% of pupil premium children to achieve expected standard. End of KS2 72% of pupil premium children to achieve expected standard. Staff lead=CW, supported by LD (Y1 teacher)</p>	<ol style="list-style-type: none"> 1. Intensive CPD, model lessons and team teaching to upskill staff, so they can confidently deliver the Maths Mastery programme. 2. Introduce Maths Mastery programme for the whole school. 3. Maths Leader working with the White Rose and Northern Maths Hubs to develop a quality maths scheme of work for Croftway and Malvins Close. 4. Targeted interventions and after school booster classes for Years 1-6. 5. Continue to develop Star maths challenges to provide greater stretch/challenge for all pupils, especially for reasoning/problem solving. 6. SAT's question level analysis to identify and address gaps in learning. 7. WISE maths policy introduced & adjusted so it supports current learning needs. 8. CPD on teaching tables and counting. 9. Maths workshops for parents to help them support home learning. <p>TERM 2</p> <ol style="list-style-type: none"> 10. Creation of a 3rd Y6 teaching group. 11. Introduction of Times Tables RockStars –trialled with Y6 spring 1. 12. Work and planning scrutiny for Y3 to improve sequence of learning, pitch, challenge and progress. <p>TERM 3</p> <ol style="list-style-type: none"> 13. CPD on maths mastery and varied fluency. Introduce “Fluent in Five. 14. Bespoke CPD to further develop subject knowledge to improve planning and sequencing of learning. 15. Maths lead and DHT to analyse test scores for maths and moderate against teacher judgements. 	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others.</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p>	<p><u>March 2019: Progress</u> In Years 1,4,5 and 6 PP progress is better than non-PP progress. Progress of PP is above expected in Years 4,5 and 6. However, progress of Year 3 PP children is well below expected progress.</p> <p><u>March 2019: Attainment</u> % of PP learners on track to achieve expected standard: Y1=47% Y2=52% Y3= 45% Y4=46% Y5=57% Y6=79%</p> <p>% of non-PP learners on track to achieve expected standard: Y1= 62% Y2=70% Y3=92% Y4=75% Y5=78% Y6=81%</p> <p><u>Maths priorities for term 3</u> Increase maths progress, particularly Year 3 which is lower than other year groups. Increase PP attainment in Years 1-5, so attainment gaps between PP and non-PP close significantly.</p>
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<p>READING End of KS1 50% of pupil premium children to achieve expected standard. End of KS2 64% of pupil premium children to achieve expected standard. Staff lead=DHT & English Leader (LT)</p>	<ol style="list-style-type: none"> 1. Read Write Inc refresher training. Wise reading training. CPD on Accelerated Reader. Wise Assessment schedule implemented. 2. Class readers (quality text) introduced, with pre-reading for low ability to help them access text. 3. Embed Elkan training to enable speech and language screening with programme of support to be introduced. 4. PIRA Reading test every term for Years 1,3, 4 & 5 to identify weaknesses/support required. Years 2 & 6 complete half termly reading tests based on past SAT's papers. 5. Re-stock new library and increase pupil access. 6. Reading reward scheme introduced to improve reading skills and reading frequency; pupils select appropriate reading books as their prizes. New reading record diaries with key vocab introduced. 7. Purchase new age/ability appropriate reading books. 8. After school reading boosters for Years 1-6. 9. Phonics/reading workshops for parents to help them support home learning in terms 1 and 2. 10. Develop reading spine, Guy Claxton's Reading into Writing and the Power of Reading. 11. TERMS 2 & 3 Accelerated Reader piloted for Year 5 in term 2 and introduced for Years 3 and 4 in term 3. 12. Introduction of independent reading 20-25 mins daily. 13. Additional time for HLTA's to deliver targeted interventions for children in all year groups. 14. Introduction of WISE reading lessons for KS2 learners and additional reading lessons for Year 2. 15. English leaders have quality assured reading lessons and outstanding approaches have been modelled. 16. TERM 3 Fine-tune support for PP children, especially those with SEND and those that arrived mid-year. SLT/SENCO to closely monitor progress of PP/SEND through work scrutiny and pupil progress books as Scholar Pack does not show small step progress. SENCO to suggest actions/next steps where appropriate. 17. Learning walks/pupil voice planned to monitor the quality of reading 	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly for KS1.</p>	<p>Lesson observations and learning walks.</p> <p>TA's trained so they provide high quality reading support.</p>	<p><u>March 2019: Progress</u> Non-PP learners are making more progress than PP learners in Years 1,2,3, 5 and 6. In Year 4 PP learners are making slightly more progress than non-PP. The progress of PP learners in Year 2 is well below expected.</p> <p><u>March 2019: Attainment</u> % of PP learners on track to achieve expected standard: Y1=41% Y2=33% Y3= 40% Y4=50% Y5=52% Y6=63%</p> <p>% of non-PP learners on track to achieve expected standard: Y1=56% Y2=70% Y3=81% Y4=89% Y5=78% Y6=70%</p> <p>Gaps have widened in all year groups, except Years 5 and 6.</p> <p><u>Reading priorities for term 3</u> Monitor the quality and provision of reading lessons - teaching, learning, feedback to children, use of AFL, breadth and balance of questions Monitor the progress and attainment of PP children (particularly in Year 2 and Year 3 where there are largest gaps) Feedback findings and actions to teachers Monitor the impact of AR on reading data, compare to teacher assessment data on Scholar pack Use AR to track and improve the frequency of reading, the choice of text for reading ability for PP children as a focus group.</p>
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	lessons, findings shared with staff and further actions identified.			
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<p><u>WRITING</u> End of KS1 42% of pupil premium children to achieve expected standard. End of KS2 64% of pupil premium children to achieve expected standard. Staff lead=DHT & English Leader (LT)</p>	<ol style="list-style-type: none"> 1. Continue with increased time for English lessons ie 1 hour and 45 mins every day. Each foundation subject to have a subject specific learning objective and an English objective. 2. Additional CPD how to teach spelling and on raising boys' achievement through texts and literacy strategies. 3. Continue to provide and monitor extended/creative writing opportunities across the curriculum and in English 4. Develop higher expectations re writing standards from nursery to Y6. 5. Working walls in every classroom to model expected and greater depth writing standards. 6. Introduce Pie Corbet "Talk for Writing" programme and Alan Peat sentence curriculum. 7. SLT closely monitoring writing progress and helping teachers to address gaps in learning. <p><u>Term 2</u></p> <ol style="list-style-type: none"> 1. WISE CPD via joint planning, team teaching and model lessons. 2. WISE writing scheme introduced, and additional time allocated to the teaching of writing. 3. <u>TERM 3</u> Revise/improve assessment and teaching of handwriting. 4. Summer 1 monitoring focus is writing attainment and progress from EYFS to Y6- this includes planning, feedback and book scrutinies, pupil voice, lesson observation, ensure actions from Spring 2 are embedded 5. DHT to further support teachers with planning, including quality assuring the Excellence Models 6. SLT/ SENCO to monitor progress of SEND chn (including PP/ SEND) through work scrutiny and pupil progress books as Scholar Pack does not show small step progress 7. SENCO to suggest actions and next steps where appropriate. 	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly at KS1.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	<p><u>December 2018</u> Greater differentiation in the teaching of spelling now taking place. Assessment and moderation strengthened, so more accurate.</p> <p><u>March 2019: Progress</u> PP children are making good progress in Years 4 and 6. Year 6 PP learners are making better progress than their classmates. PP progress is below expected in Years 1,2, 3 and 5.</p> <p><u>March 2019: Attainment</u> % of PP learners on track to achieve expected standard: Y1=47% Y2=24% Y3= 40% Y4=29% Y5=43% Y6=63%</p> <p>% of non-PP learners on track to achieve expected standard: Y1=55% Y2=73% Y3=77% Y4=64% Y5=57% Y6=70%</p> <p>Non-PP children outperform PP children across the school. The largest gaps between PP and non-PP are in Years 2, 3 and 4.</p> <p><u>Writing priorities for term 3</u> Moderate PP children's writing to ensure gaps are identified and addressed.</p> <p>Year 2 need to make more rapid progress in writing, so they achieve their challenging summer attainment target.</p> <p>Increase PP attainment in writing in all year groups, so attainment gaps between PP and non-PP are reduced.</p>
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<p>HIGH ATTAINING PP CHILDREN % of PP to achieve at greater depth. Staff Lead =HT <u>End of KS1 Year 2</u> Reading 6% Writing 6% Maths 6% <u>End of KS2 Year 6</u> Reading 24% Writing 24% Maths 24% SPAG 24% RWM 24% Staff lead = HT & DHT</p>	<ol style="list-style-type: none"> 1. Compile a most able register, adding potential high attaining PP children by September 2017. 2. Monitor planning via book scrutinies to ensure plenty of stretch/challenge for most able. 3. Planned intervention sessions in maths and English for most able. 4. Refine Blooms Taxonomy questions in maths and English. 5. Continue to QA stretch/challenge for their high ability pupils through questioning and use of WAGOLL (WAGOLL=What a good one looks like) 6. Half termly close monitoring of the impact of teaching on the progress of the most able, which feeds into staff appraisal. 7. Sentence stems introduced and question skills for reading and maths to help learners provide more complete answers. 8. Term 2 CPD on modelling of use of higher level vocabulary. 9. Term 3 Year 2 PP learners capable of achieving greater depth to be targeted in lessons. 	<p>High attaining PP children do not achieve as well as their peers and others nationally. Gaps are closing, but need to be further reduced.</p>	<p>Book scrutinies, learning walks and lesson observations . Termly HT reports to governors.</p>	<p>March 2019 Teacher expectations have been raised, so it is now harder for the children to achieve greater depth; assessment is now in line with national expectations.</p> <p>% of PP learners on track to achieve the higher threshold/greater depth:-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>24%</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>Year 2</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 3</td> <td>5%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Year 4</td> <td>7%</td> <td>7%</td> <td>14%</td> </tr> <tr> <td>Year 5</td> <td>14%</td> <td>5%</td> <td>24%</td> </tr> <tr> <td>Year 6</td> <td>17%</td> <td>13%</td> <td>13%</td> </tr> </tbody> </table> <p>% of Non-PP learners on track to achieve the higher threshold/greater depth:-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>23%</td> <td>5%</td> <td>16%</td> </tr> <tr> <td>Year 2</td> <td>16%</td> <td>11%</td> <td>19%</td> </tr> <tr> <td>Year 3</td> <td>19%</td> <td>12%</td> <td>27%</td> </tr> <tr> <td>Year 4</td> <td>21%</td> <td>14%</td> <td>29%</td> </tr> <tr> <td>Year 5</td> <td>35%</td> <td>9%</td> <td>43%</td> </tr> <tr> <td>Year 6</td> <td>22%</td> <td>33%</td> <td>26%</td> </tr> </tbody> </table> <p>Year 1 PP learners are doing slightly better than their classmates in reading, but in all other year groups and core subjects non-PP learners are outperforming PP children.</p>		Reading	Writing	Maths	Year 1	24%	0%	7%	Year 2	0%	0%	0%	Year 3	5%	10%	10%	Year 4	7%	7%	14%	Year 5	14%	5%	24%	Year 6	17%	13%	13%		Reading	Writing	Maths	Year 1	23%	5%	16%	Year 2	16%	11%	19%	Year 3	19%	12%	27%	Year 4	21%	14%	29%	Year 5	35%	9%	43%	Year 6	22%	33%	26%
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<p><u>PUPIL PREMIUM PLUS CHILDREN</u></p> <p>Ensure all PP+ children make good progress from their starting points.</p> <p>Staff Lead =HT</p>	<ol style="list-style-type: none"> LAC children to have half termly LAC/PEP reviews and 2 key workers (the SENDCO and their class teacher). Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. Term 2 HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors. Term 3 Include post-LAC children making less than expected progress in the work scrutiny and pupil voice checks. 	<p>Research and data shows that PP+ children need additional support to help them do as well as their peers.</p>	<p>Progress and attainment to be closely tracked</p>	<p><u>December 2018</u> Individualised programmes to ensure progress and well-being are working well and one child is no longer LAC due to high quality pastoral care from this academy.</p> <p><u>March 2019</u> We currently have 9 children who are post LAC, one of these children is currently being educated at a PRU</p> <p>Attainment Reading- 44% are below ARE 56% at ARE or above 11% are at GDS</p> <p>Progress Reading slightly less than expected progress (3.25) 33% made expected progress 11% made more than expected progress</p> <p>Attainment Writing- 67% are below ARE 33% at ARE or above 11% are at GDS</p> <p>Progress Writing Less than expected progress (2.62)- in line with other school progress scores 33% made expected progress 0% made more than expected progress</p> <p>Attainment Maths 44% are below ARE 56% at ARE or above 11% are at GDS</p> <p>Progress Maths Expected progress (4) 56% made expected progress 44% made more than expected progress</p>
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iii) Other approaches to raise attainment and progress of pupil premium children.				Total budgeted cost = £20,947
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact so far

<p><u>ATTENDANCE</u></p> <p>The attendance rate of pupil premium children to improve from 95% to 96% or better.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 16.8% to 10% or less by July 2019.</p> <p>(Aspirational targets)..</p> <p>Staff lead = HT</p>	<ol style="list-style-type: none"> 1. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. School liaises closely with external agencies to boost attendance. 2. Continue with weekly attendance reward system and weekly getting to school on time awards. Weekly attendance rewards for best classes; alligators for best EYFS class and KS1 class and a cup full of sweets for best KS2 class. Every week the 100% attenders have their names in a draw for a £5 gift voucher. 3. Visual display created in the hall to celebrate good attendance. 4. Attendance leaflet created and re-issued September 2018. 5. Weekly attendance noted in the school newsletter and best class awarded with treats. 6. Audit lateness and agree new strategies to promote improved punctuality. Lateness is being tracked and parents who are consistently late will become liable for penalty notices. 7. Holidays taken in term time not authorised. Penalty fines to be continued 8. Early morning collections and free breakfasts when required. 9. Home visits for absent children where no reason for absence given. If still cannot get an answer, refer to social care and if still no response refer to social care under the neglect category. 	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p><u>September to December 2018</u> Comment PP attendance rate = 96.74% NO GAP Non-PP attendance rate= 96.73% PP persistent absence rate = 6.29% (9 pupils) Very low Non-PP persistent absence rate = 7.83% (18 pupils)</p> <p><u>Sept 18 to March 2019</u> Within school gap PP attendance rate = 96.51% Very small gap Non-PP attendance rate= 96.96% Only 0.45% PP persistent absence rate = 3.47% +0.78% Non-PP persistent absence rate = 4.25% These figures do not include children who were below 5 years of age Superb attendance during autumn and spring terms for both PP and non-PP.</p> <p><u>Sept 17 to July 2019</u> Within school gap PP attendance rate = Non-PP attendance rate= PP persistent absence rate = Non-PP persistent absence rate =</p>
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	<p>10. Police to do " safe and welfare checks" to hard to reach parents.</p> <p>11. Sentence to be included in reports to emphasise the importance of good attendance, linking attendance to progress.</p> <p>12. Family Support Worker to do home visits to new nursery and reception starters to identify potential barriers to attendance.</p> <p>13. Parent drop in's encouraged to address issues that may affect attendance and progress.</p>			
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<p><u>ENGAGING PARENTS</u> 80%attendance rate and 100% contact rate for parents’ evenings.</p> <p>90% attendance rate for “Stay and Play” sessions.</p> <p>75% attendance rate for parents’ workshops.</p> <p>30% attendance rate for half termly parent assemblies</p> <p>Staff lead= SLT & subject leaders</p>	<ol style="list-style-type: none"> 1. Maths, reading, phonics, writing, science and behaviour support workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home. 2. “Stay and Learn” sessions for parents of nursery and reception children from December 2017. 3. SENCO and Family Support Worker will continue to support parents with external problems (debt, housing problems, food shortages etc) and help them to be more involved in their children’s learning. 4. Twitter notifications, FSM talks, parents taken to Gateway/social services meetings, helped to fill in forms, put in touch with food banks, baby clothes provided etc. 5. Every half term parent’s invited to celebration assemblies, special Easter event and Christmas Carol Service. 6. Regular newsletters to celebrate wider experiences and half termly curriculum leaflets on targets for maths and English. 7. Continue with Parent Forums—3 per year 2.30pm and 6pm. Use feedback from parents to move school forward. (Attendance rate –at least 5%) <p><u>Term 2 Stories by camp fire/bed time stories and hot chocolate for children and their parents.</u></p>	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Keep records of the number of parents attending parents’ evenings and other events.</p> <p>Analyse increase in attendance.</p>	<p><u>December 2018</u> 60% attendance rate at autumn parents evening, however, all parents received progress and attitude forms. Teachers provided new meeting times for parents that did not attend parents evening and SLT spoke to parents on the school yard.</p> <p>Fantastic attendance rates for Christmas celebration assembly, church visit and Christmas Fayre.</p> <p><u>April 2019</u></p>
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<p><u>ENRICHMENT AND RAISING ASPIRATIONS</u> Children to become resilient learners, eager to learn. Staff lead = SLT and all leader</p>	<ol style="list-style-type: none"> 1. The school will continue to pay for or subsidise educational visits, residential, snacks, uniform, PE kits and breakfast club. 2. 3D virtual reality IT purchased to widen the experiences. 3. Theatre visit for Year 6, Enrichment Days eg Mexican Cooking, Titanic Day, sports competitions, School Choir visits to community venues. 4. Terms 2/3 Organise Enterprise Week, STEM challenges, Crime Scene Day with police etc to further raise aspirations. 5. Year 6 visit to Newcastle University for STEM experience. 6. Develop the creative curriculum and produce an overall plan for visits and school trips. 7. Aspirations survey term 3. 	<p>We need to continue to enrich our children's educational experience to improve aspirations and life chances.</p>	<p>Learning walks to observe learning resilience.</p>	<p><u>March 2019</u> All PP children went on at least one school trip and benefitted from extra enrichment activities.</p>
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7. Review of expenditure for previous academic year 2018-2019		Total budget = £187, 947		
Key PP cohort Info				
PP shows a discrepancy in numbers between KS1 and KS2- PP chn are not being identified until Y3 onwards (FSM scheme)				
PP/ SEND- 35/ 128 (27%) - almost 1/3 of the PP children have identified SEND				
PP/ chn's services- 18 PP chn have current children's services involvement				
28 PP chn have had recent children's services involvement				
High % of chn migrating in and out of school are PP with chn's services e.g. 8 transfers between September 2018 and July 2019 5 of which came with children's services involvement				
1 was EAL and a Syrian refugee				
1 was a managed move from another school				
i. Strengthen the quality of teaching.		Total cost = £7,000		

Intended outcome	Actions	Impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this approach.
<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p> <p>Staff lead= HT & DHT</p>	<p>9. Identify your PP and HA PP children on seating plans, closely track their progress and provide in-class support every lesson.</p> <p>10. Do gap analysis on a regular basis to identify and address gaps in their learning.</p> <p>11. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience.</p> <p>12. It is important to model what great performance looks like in your subject and even more important that you model the process (META-COGNITION) of how to approach problems/tasks.</p> <p>13. Target disadvantaged students with probing questions each lesson. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood.</p> <p>14. Prioritise PP for booster classes, interventions and key responsibilities.</p> <p>15. Mark the work of pupil premium/SEND children in great detail, so your pupils know how to improve their</p>	<p>Teachers were all aware of PP chn and could talk about their attainment and progress</p> <p>Some teachers were more confident than others about chn's individual strengths and areas for development</p> <p>PP children were targeted for after school booster sessions but did not always attend</p> <p>See pupil progress scores for reading, writing and maths</p>	<p>It would be valuable to</p> <p>Teacher target setting can be adapted further so that PP is a high priority</p> <p>Writing assessment needs to carefully track a target PP group so that gaps can be addressed effectively</p> <p>There is further need to improve quality first teaching, including effective use of assessment in some year groups (e.g. Year 3) so that teaching and learning leads to higher attainment and progress</p> <p>SLT and subject leaders to carefully track progress and attainment of PP children RWM C and science</p> <p>See Individual Subject Action Plans linked to teaching priorities for individual subjects.</p> <p>https://drive.google.com/drive/folders/1JEJkSk6HO71szmspavOSeVfgWz-tM-OV</p> <p>Deep Dive process and lesson obs to include PP focus children so that progress, attainment, behaviour, engagement, etc can be properly evaluated</p>

	<p>work and marking impacts strongly on progress. Pupil progress books for all PP learners. Live Marking' where possible with verbal feedback during lesson. Ensure they respond to marking prompts their purple pens.</p> <p>16. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge.</p>		
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li Targeted support for pupil premium children. Total cost =£160,000

<p><u>EARLY YEARS</u></p> <p>AHT (Early Years)</p> <p><u>Progress</u> Pupils arrive in nursery/reception well below age related standards. We will strive to ensure our PP children are at age related expectations when they leave the reception class.</p> <p><u>Attainment</u> 72% of</p>	<p>10. Embed Elklan training and the Wise Launch Pad to improve speech and language. Fully implement a communication policy which includes visualisation strategies.</p> <p>11. WISE Early Years baseline assessment introduced and new writing learning journals for nursery and reception classes. Close tracking of development/ progress.</p> <p>12. Continue with Talk Boost, Early Talk Boost and CLIC Maths.</p> <p>13. Organise parents' workshops to help them feel more confident about supporting home learning. Also "Stay & Learn" sessions.</p> <p>14. Create story sacks that can go home to be shared at bedtime.</p> <p>15. Develop the outdoor learning spaces and programmes.</p> <p>16. Fully implement the speech/language small steps progress tracker and the 2Simple apt that takes photos to demonstrate progress and links with the EYFS profile to identify gaps in learning.</p>	<p>57% (15% below school target)</p> <p>In line with national 2018</p> <p>Last minute changes to the PP cohort with twins being admitted just before EYFS deadline. Previous school assessment was not judged to be accurate by CW teachers. These chn increased the % of PP not achieving a GLD</p>	<p>Continue to use Launchpad to identify and address small step gaps appropriately</p> <p>Staff training and coaching opportunities for staff new to CW EYFS</p> <p>Further CPD on RWI, maths mastery,</p> <p>Continued liaison with Di Jeffreys</p> <p>PP focus of pupil progress and attainment meetings- this process continues to be refined and enhanced to support teacher AFL</p> <p>https://docs.google.com/document/d/1KEvADB DnDCk7ieymkgQ3il3X0y7U3Qv3q5ntd7OeJkQ/edit</p>
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<p>pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to continue to close.</p>	<p>17. Introduce nursery greater depth challenges and continue with GDS challenges in reception. 18. Half termly launch event for parents/carers to launch new learning programmes and celebrate achievement.</p> <p><u>Terms 2 & 3</u></p> <ol style="list-style-type: none"> 1. Extend Launchpad to Years 1/2 to identify and address gaps in communication and language. 2. Too Simple app used by parents. 3. Use LaunchPad scheme within RWI format to support low attaining readers and writers, including PP children. 4. Nursery and Reception to include PP children on weekly microscope target sheet. 		
<p><u>PHONICS</u></p> <p>70% of Year 1 pupil premium children to pass the phonics test in 2019.</p> <p>Staff lead =AA (Phonics Lead) for EYFS & Y1)</p>	<ol style="list-style-type: none"> 11. Annual Read Write Inc refresher training and in-house CPD for all staff. New phonics lead working with EYFS lead to strengthen the teaching of phonics and link Launchpad. 12. Intensive daily phonics for this group from Year 1 teachers. 13. Refined and improved RWI assessments. 14. New phonics lead working with EYFS lead to strengthen the teaching of phonics and link Launchpad. 15. Phonics workshop for parents held in September so they feel confident to help their children with their phonics homework. Also provided with free resources they can use at home. 16. Additional bespoke phonics CPD for teachers and TA's who need to be more effective. 17. Continue to provide strong support for Year 2/3 pupils who failed the Year 1 phonics test to ensure they make strong phonics progress. <u>Terms 2 & 3</u> 18. Additional phonics training for staff and after school 	<p>Y1- 53% (17% below target) Y2- 38% Y2 PP chn passed retest Y2- 76% PP pass overall (9% below 2018 national other)</p> <p>PP Cohort 7 PP chn that didn't pass Y1 71% of the Y1 PP chn that didn't pass had chn services involvement</p> <p>43% SEND for S&L</p>	<ol style="list-style-type: none"> 1. Analysis of 2018-2019 phonics screening results to analyse cohort gaps and individual pupil gaps https://drive.google.com/drive/folders/13xGm9BgLk4OH9CLYEIC4eEX00ItXsYbR Use of this sheet to address gaps for these chn in Y2 2. Increased use of phonics screening data to identify gaps early on for chn at risk of not passing 3. Further analysis of 2018-2019 data to look at thresholds for at risk chn 4. Buddy Reading System to be implemented for at risk chn to increase amount of time spent reading to someone 5. Refinement to the RWI structure to include memory retention activities, greater focus on fluency, sight recognition and comprehension 6. RWI home reading books purchased to enhance home reading and ensure reading is correctly matched to chn's phonic levels

	<p>booster phonics for targeted Y1/2 children.</p> <p>19. Gaps in phonics knowledge identified identified in recent phonics screening check to inform phonics teaching. Additional phonics teaching—daily sounds, 2 syllable words etc</p> <p>20. Launchpad approaches woven into RWI planning in Reception to impact on low attaining PP children.</p>	<p>Y1- Ind chn's profiles https://docs.google.com/document/d/13I9woiMS1BSOAPyj0PktS1EGBc0W4t1d9Q3NDaWcrE4/edit</p> <p>Y2- Ind chn's profiles 5 PP chn that didn't pass 4/5 SEND- 80% 4/ 5 Chn's services/ beh support (80%) 1/ 5 EAL (20%)</p>	<p>7. Refined RWI progress tracking system to track reading progress of children on RWI program</p> <p>8. Refined school systems for tracking home reading</p> <p>9. New RWI lead</p> <p>6.coaching and mentoring for NQT around phonics and RWI</p> <p>7. Coaching sessions for RWI teachers (inc all TAs)</p> <p>8. Lesson obs/ RWI linked to reading in Aut term</p> <p>9. Work sampling to look at application of phonic knowledge into writing (spelling) Careful targeting of chn for accelerated progress- PP chn have been carefully selected for this</p>
<p><u>MATHS</u></p> <p>End of KS1 63% of pupil premium children to achieve expected standard.</p> <p>End of KS2 72% of pupil</p>	<p>16. Intensive CPD, model lessons and team teaching to upskill staff, so they can confidently deliver the Maths Mastery programme.</p> <p>17. Introduce Maths Mastery programme for the whole school.</p> <p>18. Maths Leader working with the White Rose and Northern Maths Hubs to develop a quality maths scheme of work for Croftway and Malvins Close.</p> <p>19. Targeted interventions and after school booster classes for Years 1-6.</p> <p>20. Continue to develop Star maths challenges to provide greater stretch/challenge for all pupils, especially for</p>	<p>Attainment</p> <p>Y1- 56% (12% below target)</p> <p>Y2- 45% (18% below target)</p> <p>Y3- 45% (18% below target)</p> <p>Y4- 54% (14% below target)</p> <p>Y5- 45% (13% above target)</p>	<p>1. New Maths subject leads with regular/ allocated time for the development of reading within school</p> <p>2. Regular subject lead meetings across Blyth Hub</p> <p>3. Support from DoL and J Holmes with maths monitoring</p> <p>4. CPD for the further development of maths mastery across school- varied fluency, challenge and differentiation maths mastery style</p> <p>5. CPD from experienced Maths Mastery Lead- L Tullock</p> <p>6. Year 2 of the Maths Mastery CPD programme</p>

<p>premium children to achieve expected standard.</p> <p>Staff lead=CW, supported by LD (Y1 teacher)</p>	<p>reasoning/problem solving.</p> <ol style="list-style-type: none"> 21. SAT's question level analysis to identify and address gaps in learning. 22. WISE maths policy introduced & adjusted so it supports current learning needs. 23. CPD on teaching tables and counting. 24. Maths workshops for parents to help them support home learning. <u>TERM 2</u> 25. Creation of a 3rd Y6 teaching group. 26. Introduction of Times Tables RockStars –trialled with Y6 spring 1. 27. Work and planning scrutiny for Y3 to improve sequence of learning, pitch, challenge and progress. <u>TERM 3</u> 28. CPD on maths mastery and varied fluency. Introduce “Fluent in Five. 29. Bespoke CPD to further develop subject knowledge to improve planning and sequencing of learning. 30. Maths lead and DHT to analyse test scores for maths and moderate against teacher judgements. 	<p>Y6- 86% (14% above target)- 5% above national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6 steps/ Y6 KS2 SAT Data)</p> <p>Y1- 5.57 steps (above NPP 5.33)</p> <p>Y2- 4.55 steps (below NPP 5.73)</p> <p>Y3- 4.26 steps (below NPP 5.84)</p> <p>Y4- 6.96 steps (above NPP 6.27) above EXS progress</p> <p>Y5- 6.33 steps (above NPP 5.77) above EXS progress</p> <p>Y6- 0.25 (0.86 less than national other but still a positive progress score)</p>	<ol style="list-style-type: none"> 5. Times Tables Rockstars introduced from Year 2- regular time table slots 6. Increased TA support across KS1, including Y2 to support during maths lessons and lead interventions <p>https://docs.google.com/document/d/1KEvADB DnDCk7ieymkgQ3il3X0y7U3Qv3q5ntd7OeJkQ/edit</p>
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<p>READING</p> <p>End of KS1 50% of pupil premium children to achieve expected standard.</p> <p>End of KS2 64% of pupil premium children to achieve expected standard.</p> <p>Staff lead=DHT & English Leader (LT)</p>	<ol style="list-style-type: none"> 18. Read Write Inc refresher training. Wise reading training. CPD on Accelerated Reader. Wise Assessment schedule implemented. 19. Class readers (quality text) introduced, with pre-reading for low ability to help them access text. 20. Embed Elkan training to enable speech and language screening with programme of support to be introduced. 21. PIRA Reading test every term for Years 1,3, 4 & 5 to identify weaknesses/support required. Years 2 & 6 complete half termly reading tests based on past SAT's papers. 22. Re-stock new library and increase pupil access. 23. Reading reward scheme introduced to improve reading skills and reading frequency; pupils select appropriate reading books as their prizes. New reading record diaries with key vocab introduced. 24. Purchase new age/ability appropriate reading books. 25. After school reading boosters for Years 1-6. 26. Phonics/reading workshops for parents to help them support home learning in terms 1 and 2. 27. Develop reading spine, Guy Claxton's Reading into Writing and the Power of Reading. 28. TERMS 2 & 3 Accelerated Reader piloted for Year 5 in term 2 and introduced for Years 3 and 4 in term 3. 29. Introduction of independent reading 20-25 mins daily. 30. Additional time for HLTA's to deliver targeted interventions for children in all year groups. 31. Introduction of WISE reading lessons for KS2 learners and additional reading lessons for Year 2. 	<p>Attainment</p> <p>Y1- 44% (19% below target)</p> <p>Y2- 40% (10% below target)</p> <p>Y3- 50% (8% below target)</p> <p>Y4- 36% (32% below target)</p> <p>Y5- 50% (target achieved)</p> <p>Y6- 55% (17% below target) 25% below national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6 steps/ Y6 KS2 SAT Data)</p> <p>Y1- 5.06 steps (below NPP 5.57)</p> <p>Y2- 3.8 steps (below NPP 5.27)</p> <p>Y3- 4.69 steps (below NPP 5.4)</p> <p>Y4- 6.68 steps (above NPP 6.29) above EXS progress</p>	<p>See Phonics and RWI actions above</p> <p>Some of the additional actions are</p> <ol style="list-style-type: none"> 1. New Reading subject lead with regular/ allocated time for the development of reading within school 2. Regular subject lead meetings across Blyth Hub 3. Reading firm priority for SLT monitoring - work sampling, pupil voice, lesson obs 4. CPD for subject leads/ SLT into process of 'Deep Dive' into reading 5. Information sessions and leaflets about ways that they can support reading at home 6. Increased parent information sessions to take place in school- one per term 7. Parents to be informed clearly of home reading expectations 8. Home reading frequency to be closely monitored 9. Reward system to be implemented for regular home reading (parent raffle/ child rewards each half term) 10. Actions to be taken to address insufficient home reading- letter home (praise/ reprimand), opportunities for chn to read in school to be provided for chn not reading at home 11. WISE reading lesson to be further enhanced (Quality First Teaching of reading enhanced) 12. Increased TA support across KS1, including Y2 to support during maths lessons and lead interventions <p>See the English Action Plan for further details</p>
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	<p>32. English leaders have quality assured reading lessons and outstanding approaches have been modelled.</p> <p>33. TERM 3 Fine-tune support for PP children, especially those with SEND and those that arrived mid-year. SLT/SENCO to closely monitor progress of PP/SEND through work scrutiny and pupil progress books as Scholar Pack does not show small step progress. SENCO to suggest actions/next steps where appropriate.</p> <p>34. Learning walks/pupil voice planned to monitor the quality of reading lessons, findings shared with staff and further actions identified.</p>	<p>Y5- 4.95 steps (below NPP 5.28)</p> <p>Y6- -2..44 (1.21 less than national other and needs to be a priority area)</p>	
<p><u>WRITING</u></p> <p>End of KS1 42% of pupil premium children to achieve expected standard.</p> <p>End of KS2 64% of pupil premium children to achieve expected</p>	<p>8. Continue with increased time for English lessons ie 1 hour and 45 mins every day. Each foundation subject to have a subject specific learning objective and an English objective.</p> <p>9. Additional CPD how to teach spelling and on raising boys' achievement through texts and literacy strategies.</p> <p>10. Continue to provide and monitor extended/creative writing opportunities across the curriculum and in English</p> <p>11. Develop higher expectations re writing standards from nursery to Y6.</p> <p>12. Working walls in every classroom to model expected and greater depth writing standards.</p> <p>13. Introduce Pie Corbet "Talk for Writing" programme and Alan Peat sentence curriculum.</p> <p>14. SLT closely monitoring writing progress and helping teachers to address gaps in learning.</p> <p><u>Term 2</u></p>	<p>Attainment</p> <p>Y1- 44% (11% below target)</p> <p>Y2- 25% (17% below target)</p> <p>Y3- 45% (9% below target)</p> <p>Y4- 39% (15% below target)</p> <p>Y5- 45% (3% above target)</p> <p>Y6- 77% (13% above target)- 6% below national other</p> <p>Progress (Y1-5 using Scholar Pack Target 6</p>	<p>Y2 teacher to be moderator trained at KS1</p> <p>Increased TA support across KS1, including Y2 to support during maths lessons and lead interventions</p> <p>Refine the WISE writing</p> <p>Writing assessment adapted to allow for termly assessment and moderation of results</p> <p>HA, MA and LA PP child to form part of the 7 children cohort</p> <p>PP children have been identified and targeted for accelerated progress See the English Action Plan for further details</p>

<p>standard.</p> <p>Staff lead=DHT & English Leader (LT)</p>	<ol style="list-style-type: none"> 1. WISE CPD via joint planning, team teaching and model lessons. 2. WISE writing scheme introduced, and additional time allocated to the teaching of writing. 3. <u>TERM 3</u> Revise/improve assessment and teaching of handwriting. 4. Summer 1 monitoring focus is writing attainment and progress from EYFS to Y6- this includes planning, feedback and book scrutinies, pupil voice, lesson observation, ensure actions from Spring 2 are embedded 5. DHT to further support teachers with planning, including quality assuring the Excellence Models 6.SLT/ SENCO to monitor progress of SEND chn (including PP/ SEND) through work scrutiny and pupil progress books as Scholar Pack does not show small step progress 7. SENCO to suggest actions and next steps where appropriate. 	<p>steps/ Y6 KS2 SAT Data)</p> <p>Y1- 5.13 steps (below NPP 5.54)</p> <p>Y2- 4.15 steps (below NPP 5.62)</p> <p>Y3- 4.0 steps (below NPP 5.72)</p> <p>Y4- 6.59 steps (above NPP 6.14) above EXS progress</p> <p>Y5- 4.84 steps (below NPP 5.05)</p> <p>Y6- 0.10 (0.65 less than national other but still a positive progress score)</p>	
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<p><u>HIGH ATTAINING PP CHILDREN</u></p> <p>% of PP to achieve at greater depth.</p> <p>Staff Lead =HT</p> <p><u>End of KS1 Year 2</u></p> <p>Reading 6%</p> <p>Writing 6%</p> <p>Maths 6%</p> <p><u>End of KS2 Year 6</u></p> <p>Reading 24%</p> <p>Writing 24%</p> <p>Maths 24%</p> <p>SPAG 24%</p> <p>RWM 24%</p> <p>Staff lead = HT & DHT</p>	<p>10. Compile a most able register, adding potential high attaining PP children by September 2017.</p> <p>11. Monitor planning via book scrutinies to ensure plenty of stretch/challenge for most able.</p> <p>12. Planned intervention sessions in maths and English for most able.</p> <p>13. Refine Blooms Taxonomy questions in maths and English.</p> <p>14. Continue to QA stretch/challenge for their high ability pupils through questioning and use of WAGOLL (WAGOLL=What a good one looks like)</p> <p>15. Half termly close monitoring of the impact of teaching on the progress of the most able, which feeds into staff appraisal.</p> <p>16. Sentence stems introduced and question skills for reading and maths to help learners provide more complete answers.</p> <p>17. <u>Term 2 CPD on modelling of use of higher level vocabulary.</u></p> <p>18. <u>Term 3 Year 2 PP learners capable of achieving greater depth to be targeted in lessons.</u></p>	<p>PP Writing Attainment at GDS</p> <p>Y2 School - 0%</p> <p>Y2 - 18%</p> <p>The gap has widened between school and national since 2018- 4% drop in school PP GD attainment and an 8% national other increase</p> <p>PP Writing Y6</p> <p>Y6 school- Y6- 14%</p> <p>Y6 National Other 24%</p> <p>Last year school PP GDS writing attainment was above national and this year it was below- this is largely due to variation in prior attainment of previous year's cohort</p> <p>PP KS1 HA outperformed NPP HA</p>	<p>We need to continue to target PP children effectively for Accelerated Progress in RWM through better assessment and quality feedback, teaching which effectively addresses chn's gaps</p> <p>See Subject Action Plans for Quality First Teaching Actions</p> <p>Ensure PP children continue to be targeted for GDS and continue to receive targeted support</p> <p>https://drive.google.com/drive/folders/1JEJkSk6HO71szmspavOSeVfgWz-tM-OV</p> <p>Continue to embed the WISE reading and writing approaches and ensure expectations for all children are high</p> <p>Implement strategies to engage and inform parents with PP chn;s learning such as increased reading at home, include strategies for stretch and challenge</p> <p>Continue to monitor the progress and attainment of PP chn</p> <p>Set up PP groups on AR to carefully track progress and home reading</p> <p>See 2019-2020 PP doc for further details</p>
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		<p>in reading and maths</p> <p>PP Prior Attainment (KS1) Reading/ Writing 50% HA achieved GDS Maths 75% HA achieved GDS</p> <p>Last year there were no PP chn who achieved GDS comb in RWM- this year there were 2</p>	
<p><u>PUPIL PREMIUM PLUS CHILDREN</u></p> <p>Ensure all PP+ children make good progress from their starting points.</p>	<ol style="list-style-type: none"> 5. LAC children to have half termly LAC/PEP reviews and 2 key workers (the SENDCO and their class teacher). 6. Post-LAC children to have their action plans reviewed every half term and achievement monitored and evaluated. 7. <u>Term 2</u> HT to include a paragraph on the impact of the Pupil Premium Plus funding in the school SEF and termly HT reports for governors. 8. <u>Term 3</u> Include post-LAC children making less than expected progress in the work scrutiny and pupil voice checks. 		<p>We will continue with our successful strategies.</p>

Staff Lead =HT			
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ii. Other approaches to improve the attainment and progress of pupil premium children.

Total cost = £20,947

Intended outcomes	Actions	Impact	Lessons Learned
<p>ATTENDANCE The attendance rate of pupil premium children to improve from 95% to 96% or better.</p> <p>The persistent absence rate of pupil premium pupils to reduce from 16.8% to 10% or less by July 2019.</p> <p>(Aspirational targets).. Staff lead = HT</p>	<ol style="list-style-type: none"> 14. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. School liaises closely with external agencies to boost attendance. 15. Continue with weekly attendance reward system and weekly getting to school on time awards. Weekly attendance rewards for best classes; alligators for best EYFS class and KS1 class and a cup full of sweets for best KS2 class. Every week the 100% attenders have their names in a draw for a £5 gift voucher. 16. Visual display created in the hall to celebrate good attendance. 17. Attendance leaflet created and re-issued September 2018. 18. Weekly attendance noted in the school newsletter and best class awarded with treats. 19. Audit lateness and agree new strategies to promote improved punctuality. Lateness is being tracked and parents who are consistently late will become liable for penalty notices. 20. Holidays taken in term time not authorised. Penalty fines to be continued 21. Early morning collections and free breakfasts when required. 22. Home visits for absent children where no reason for absence given. If still cannot get an answer, refer to social care and if still no response refer to social care under the neglect category. 	<p>PP attendance = 96% (target achieved) PA absence rates = 4.41 (5.19 below national PA)</p>	<p>Continue to implement successful strategies and act quickly for any chn in danger of becoming persistent absentees</p>

	<p>23. Police to do "safe and welfare checks" to hard to reach parents.</p> <p>24. Sentence to be included in reports to emphasise the importance of good attendance, linking attendance to progress.</p> <p>25. Family Support Worker to do home visits to new nursery and reception starters to identify potential barriers to attendance.</p> <p>26. Parent drop in's encouraged to address issues that may affect attendance and progress.</p>		
<p>ENGAGING PARENTS 80%attendance rate and 100% contact rate for parents' evenings.</p> <p>90% attendance rate for "Stay and Play" sessions.</p> <p>75% attendance rate for parents' workshops.</p> <p>30% attendance rate for half termly parent assemblies Staff lead= SLT & subject leaders</p>	<p>8. Maths, reading, phonics, writing, science and behaviour support workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home.</p> <p>9. "Stay and Learn" sessions for parents of nursery and reception children from December 2017.</p> <p>10. SENCO and Family Support Worker will continue to support parents with external problems (debt, housing problems, food shortages etc) and help them to be more involved in their children's learning.</p> <p>11. Twitter notifications, FSM talks, parents taken to Gateway/social services meetings, helped to fill in forms, put in touch with food banks, baby clothes provided etc.</p> <p>12. Every half term parent's invited to celebration assemblies, special Easter event and Christmas Carol Service.</p> <p>13. Regular newsletters to celebrate wider experiences and half termly curriculum leaflets on targets for maths and English.</p> <p>14. Continue with Parent Forums—3 per year 2.30pm and 6pm. Use feedback from parents to move school forward. (Attendance rate –at least 5%) Term 2 Stories by camp fire/bed time stories and hot</p>	<p>Attendance at Curriculum info sessions was around 40% of year group</p> <p>Attendance at Christmas Craft, Church, Christmas Fayre events, Summer Fayre events was closer to 75%</p> <p>CW is developing a growing reputation for its strong practice and inclusive approach</p> <p>-children are transferring from other local primary schools because of the positive reports from the local community and professionals that work amongst us</p> <p>(Recruitment- we have a rapidly increasing number of teachers and TAs who are applying for positions based on this good reputation) This is furthered by the amount of cover staff who are actively seeking employment in our schools</p>	<p>Off ice to contact parents who have not booked an appointment prior to parents evening to encourage a higher attendance</p> <p>Increase the use of Twitter, Scholar pack to prompt, encourage and remind parents to attend pupil</p> <p>Yearly planner sent to parents so that they have advance notice of key dates</p> <p>At least 2 weeks notice for parents about school events (longer wherever possible)</p> <p>Market parent events as children/ parent craft/ activity workshops as these have the best engagement</p> <p>Continue to establish the role of the PTA and use as a parent messaging forum</p> <p>Continue to promote the positive changes that the school has undergone</p> <p>Re-establish parent forums once per term</p> <p>Continue to form strong relationships with all parents including parents with chn on PP register</p> <p>EYFS to hole an open event for prospective</p>

	chocolate for children and their parents.		parents (October 2019) Support and engage chn with how they can support at home- Reading/ maths workshops (increase the frequency of these- parent request from recent feedback) Incentives for home support- e.g.raffle ticket rewards - aimed at PP families in particular
<u>ENRICHMENT AND RAISING ASPIRATIONS</u> Children to become resilient learners, eager to learn. Staff lead = SLT and all leader	<ol style="list-style-type: none"> 7. The school will continue to pay for or subsidise educational visits, residentials, snacks, uniform, PE kits and breakfast club. 8. 3D virtual reality IT purchased to widen the experiences. 9. Theatre visit for Year 6, Enrichment Days eg Mexican Cooking, Titanic Day, sports competitions, School Choir visits to community venues. 10. Terms 2/3 Organise Enterprise Week, STEM challenges, Crime Scene Day with police etc to further raise aspirations. 11. Year 6 visit to Newcastle University for STEM experience. 12. Develop the creative curriculum and produce an overall plan for visits and school trips. 7. Aspirations survey term 3. 	<p>All planned activities went ahead</p> <p>See Progress and Attainment Data for impact</p>	

8. Additional detail

In this section you can annex or refer to **additional** information you have used to support the sections above.

Summary- Across the school PP chn make progress in RWM

Standards across the school are improving

In EYFS PP chn make accelerated progress

In Upper KS2 (Years 4-6) PP chn make accelerated progress, this is similar to last year's progress trend - Differences in the teaching profile

Many of the PP chn and families are accessing our in school support and nurture (this includes support for families (financial, emotional and behavioural))