

## Shanklea Primary School: 2018-2019 Pupil Premium Strategy Statement

| 1. Summary information   |          |  |                           |
|--|----------|--|---------------------------|
| Total number of pupils   | 342      | Number of pupils eligible for pupil premium funding  | 59 (17% of total on roll) |
| *Number of pupil premium children in each year group: Reception = 7 Yr1 = 5 Yr2 = 9 Yr 3 = 6 Yr 4 = 6 Yr 5 = 15 Yr 6 = 6 |          |  |                           |
| Total pupil premium budget:  | £80, 835 | Amount per pupil/group:<br><br>FSM Years 1 to 6 = £63,360<br><br>Early Years & Armed Forces children = £1,800<br><br>Looked After = £15,675<br><br>Early Years Pupil Premium = (TBD) |                           |
| Date of external pupil premium review: September 2018  |          | Date of internal reviews: 1/10/2018, 1/12/2018, 1/2/2018, 31/3/2019, 1/5/2019 & 1/7/2019   |                           |

\*Numbers are subject to change due to changing circumstances    \* Green indicates above the provisional national average for attainment and progress.

| 2. Early Years: Children achieving a Good Level of Development in 2018 (Reception class) |   |               |               |                      |                                |
|--|---|---------------|---------------|----------------------|--------------------------------|
| Attainment of our Year 2 pupils eligible for pupil premium funding ( 5 pupils)           |   |               |               |                      |                                |
| Average total point score  | End of EYFS<br>(RECEPTION) 2018<br>GLD (50) | National 2018 | Pupil Premium | School<br>Attainment | Expected or<br>better progress |
| % achieving good level of development  | Average total point score                   |               | 32.0          | 38.2                 | -                              |

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| <b>% achieving at least expected in all 17 early learning goals</b> | <b>% achieving good level of development</b>                        |                               | <b>60%</b>                                | <b>88%</b>                               | <b>88%</b>                                    |
| <b>Working At or Above Expectation in Prime Areas</b>               | <b>% achieving at least expected in all 17 early learning goals</b> |                               | <b>80%</b>                                | <b>92%</b>                               | <b>92%</b>                                    |
| <b>Working At or Above Expectation in Specific Areas</b>            | <b>% achieving at least expected in specific areas</b>              |                               | <b>80%</b>                                | <b>87%</b>                               | <b>87%</b>                                    |
| <b>Areas of Learning</b>  |   | <b>% at expected National</b> | <b>School Pupil Premium % at expected</b> | <b>School Whole Cohort % at expected</b> | <b>% achieving at least 6 steps progress.</b> |
| <b>Listening and attention</b>                                      |   |                               | <b>80%</b>                                | <b>94%</b>                               | <b>100%</b>                                   |
| <b>Understanding</b>  |   |                               | <b>80%</b>                                | <b>92%</b>                               | <b>80%</b>                                    |
| <b>Speaking</b>   |   |                               | <b>80%</b>                                | <b>96%</b>                               | <b>80%</b>                                    |
| <b>Moving and handling</b>  |   |                               | <b>80%</b>                                | <b>94%</b>                               | <b>80%</b>                                    |
| <b>Health and Self care</b>   |   |                               | <b>80%</b>                                | <b>96%</b>                               | <b>60%</b>                                    |
| <b>Managing feelings and behaviour</b>                              |   |                               | <b>80%</b>                                | <b>96%</b>                               | <b>80%</b>                                    |

|                                 |  |  |             |             |             |
|---------------------------------|--|--|-------------|-------------|-------------|
| <b>Making relationships</b>     |  |  | <b>100%</b> | <b>98%</b>  | <b>80%</b>  |
| <b>Reading</b>                  |  |  | <b>60%</b>  | <b>88%</b>  | <b>100%</b> |
| <b>Writing</b>                  |  |  | <b>60%</b>  | <b>88%</b>  | <b>80%</b>  |
| <b>Numeracy</b>                 |  |  | <b>60%</b>  | <b>92%</b>  | <b>100%</b> |
| <b>Shape Space and measure</b>  |  |  | <b>60%</b>  | <b>92%</b>  | <b>100%</b> |
| <b>People and communities</b>   |  |  | <b>80%</b>  | <b>92%</b>  | <b>80%</b>  |
| <b>The world</b>                |  |  | <b>80%</b>  | <b>92%</b>  | <b>80%</b>  |
| <b>Technology</b>               |  |  | <b>100%</b> | <b>100%</b> | <b>100%</b> |
| <b>Using media and material</b> |  |  | <b>80%</b>  | <b>96%</b>  | <b>80%</b>  |
| <b>Being imaginative</b>        |  |  | <b>80%</b>  | <b>96%</b>  | <b>100%</b> |

| <b>3. (End of Year 1 2018) Attainment Figures</b>  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>% reaching expected standard in Y1 Phonics Screening (% Whole Cohort)</li> </ul>  | (% Whole Cohort)   | <i>Attainment of our Year 1 pupils eligible for pupil premium funding ( 9 pupils)</i> |
|  | <b>School 92.15%</b><br><b>[Prov National 81%]</b>   | <b>School 88% EXP</b>   |
| <ul style="list-style-type: none"> <li>% reaching expected standard in reading % (Whole Cohort)</li> <li>% reaching a high score/working at greater depth in reading - % (Whole Cohort)</li> </ul> | <b>School 92.2%</b><br><b>[Prov National 87.5%]</b><br><b>(31.4% Greater Depth)</b><br><b>School [Prov National 29%]</b> | <b>School 88% EXP</b><br><b>School 33% GDS</b>  |
| <ul style="list-style-type: none"> <li>% reaching expected standard in writing % (Whole Cohort)</li> <li>% reaching a high score/working at greater depth in writing</li> </ul>                    | <b>School 86.3%</b><br><b>[Prov National 75%]</b><br><b>School (21.5% Greater Depth)</b><br><b>[Prov National 10.4%]</b> | <b>School 89% EXP</b><br><b>School 22% GDS</b>  |

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|--|--|---|
| <ul style="list-style-type: none"> <li>• % reaching expected standard in maths % (Whole Cohort)</li> <li>• % reaching a high score/working at greater depth in maths % (Whole Cohort)</li> </ul>       | <b>School 94.1%</b><br><br><i>[Prov National 89.6%]</i><br><br><b>School (35.3% Greater Depth)</b><br><br><i>[Prov National 14.6%]</i> | <b>School 100% EXP</b><br><br><b>School 88% GDS</b>                                   |
| <b>4. End of Keystage 1 2018 (Year 2) Attainment Figures</b>   |  |   |
| <ul style="list-style-type: none"> <li>• % reaching expected standard in Y2 Phonics Screening (% Whole Cohort)</li> </ul>  | (% Whole Cohort)   | <i>Attainment of our Year 2 pupils eligible for pupil premium funding ( 6 pupils)</i> |
|  | <b>School 93.75%</b><br><br><i>[Prov National 92%]</i>   | <b>School 100%</b>  |
| <ul style="list-style-type: none"> <li>• % reaching expected standard in reading % (Whole Cohort)</li> <li>• % reaching a high score/working at greater depth in reading - % (Whole Cohort)</li> </ul> | <b>School 92.2%</b><br><br><i>[Prov National 87.5%]</i><br><br><b>School (31.4% Greater Depth)</b>                                     | <b>School 100% EXP</b><br><br><b>School 40% GDS</b>                                   |

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|---|---|--|
| <ul style="list-style-type: none"> <li>• % reaching expected standard in writing % (Whole Cohort)</li> <li>• % reaching a high score/working at greater depth in writing</li> </ul> | <p><b>School 91.7%</b></p> <p><i>[Prov National 68%]</i></p> <p><b>School (31.2% Greater Depth)</b></p> <p><i>[Prov National 16%]</i></p> | <p><b>School 100% EXP</b></p> <p><b>School 20% GDS</b></p> |
| <p>% reaching expected standard in maths % (Whole Cohort)</p> <p>% reaching a high score/working at greater depth in maths</p> <p>% (Whole Cohort)</p>                              | <p><b>School 93.8%</b></p> <p><i>[Prov National 75%]</i></p> <p><b>School (31.2% Greater Depth)</b></p> <p><i>[Prov National 21%]</i></p> | <p><b>School 100% EXP</b></p> <p><b>School 40% GDS</b></p> |

\* Awaiting National validated results

## 5. End of Key Stage 2 (Year 6) 2018 Attainment Figures and Progress Key Stage 1 to Key Stage 2

|  |  |   |
|--|--|---|
|  | % (Whole Cohort)                                       | Attainment of our Year 6 pupils eligible for pupil premium funding (7 pupils) |
| % reaching expected standard in reading, writing & maths   | School 71%   | School 85% EXP  |
| % reaching a high score/working at greater depth in reading, writing & maths<br>% (Whole Cohort) | [Prov National 78%]<br>School [23%] GDS                | School 14.2% GDS<br>School 100% Expected progress                             |
| % making expected progress in reading, writing and maths   | [Prov National 10%]                                    |   |
| % reaching expected standard in SPAG<br>% (Whole Cohort)<br>st. score (Whole Cohort)             | School 90%<br>[Prov National 78%]                      | School 100%   |
| % reaching a high score/working at greater depth SPAG<br>% (Whole Cohort)                        | School [35.4%] GDS<br>[Prov National 34%]              | School [42.8%] GDS<br>School 100% Expected progress                           |
| % making expected progress in reading: <i>Confidence Interval</i> -                              |  |   |
| % reaching expected standard in reading<br>% (Whole Cohort)<br>st. score (Whole Cohort)          | School 85.4% (+0.8) (106.6)<br>[Prov National 75% 105] | School 100%<br>School [14.2%] GDS   |
| % reaching a high score/working at greater depth in reading<br>% (Whole Cohort)                  |  | School 100% Expected progress   |
| % making expected progress in reading: <i>Confidence Interval</i> -                              | School (37.5% Greater Depth) (+13%)                    |   |

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| <b>% reaching expected standard in writing</b><br><b>% reaching a high score/working at greater depth in writing</b><br><b>% (whole Cohort)</b><br><b>% making expected progress writing: <i>Confidence Interval</i></b> | <b>School 90%</b>                                       | <b>School 100%</b>                   |
|  | <b>[Prov National 78%]</b>                              | <b>School [42.8%] GDS</b>            |
|  | <b>School [31%] GDS</b><br><b>[Prov National 20%]</b>   | <b>School 100% Expected progress</b> |
| <b>% reaching expected standard in maths</b><br><b>% reaching a high score/working at greater depth in maths</b><br><b>% making expected progress in maths <i>Confidence Interval</i></b>                                | <b>School 79.2%</b>                                     | <b>School 100%</b>                   |
|  | <b>[Prov National 76%]</b>                              | <b>School [14.2%] GDS</b>            |
|  | <b>School [35.4%] GDS</b><br><b>[Prov National 24%]</b> | <b>School 100% Expected progress</b> |

\* Awaiting National validated results



| 6. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019 EXAMPLES |   |
|---|---|
| A.  | An increasing number of pupil premium children also have special educational needs.                                 |
| B.  | Some parents do not support home learning well e.g do not hear their children read.                                 |
| C.  | Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children. |
| D.  | An increasing number of children requiring additional speech and language support.                                  |
| E.  | Low self-esteem and low aspirations of some pupil premium children.   |

| 6. Outcomes and success criteria for summer 2018 EXAMPLES |  |
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| A.  | <b>Early Years:</b> 90% of the cohort to achieve a GLD (Good Level of Development) and 75% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to reduce from 20% or less.  |
| B. 0  | <b>Year 1 phonics screening:</b> 98% of cohort to pass the phonics test and 80% of pupil premium children. (2016 pass rate was 100%).  |
| C.  | <b>End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading 95%, Writing 90%, Maths 90% and combined RWM 88%. Currently there are 9 pupil premium children in this year group.  |
| D.  | <b>End of KS2 (Year 6) 90% to achieve expected standard:</b> Reading 90%, Writing 90%, Maths 90% and combined RWM 85%. There is likely to be a gap between the attainment of our 6 pupil premium children and others nationally as there are a proportion of children on the SEN register. |
| E.  | <b>Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children.</b>  |

## 7. Planned expenditure 2018-2019

**Quality of teaching for all: to improve the percentage of good and outstanding teaching.**

| Desired outcome   | Actions   | What is the | How will you ensure it is  | Staff      | Review  | Impact   |
|---|---|-------------|--|------------|---|--|
| <b>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.</b> | <p>* External pupil premium review, new pupil premium strategy statement published online and CPD on expectations/strategies to improve the progress/attainment of pupil premium children. November 2018.</p> <p>* Subject leaders and HT to QA lesson planning to make sure tasks are matched to ability and are challenging. Will also monitor the quality of teaching and the primary curriculum to ensure both secure good progress.</p> <p>* Lesson observations focused on PP pupils which show that staff always have them as a priority. (SIP visit – September 2018)</p> |             | <ul style="list-style-type: none"> <li>• QA planning records</li> <li>• Book scrutinies</li> <li>• Learning walks</li> </ul> <p>Introduce teaching assistant intervention timetables and deploy key staff then QA these to ensure dialogue and tasks question, probe, stretch and challenge.</p> | HB/SBa /LG | Autumn 1;<br>Autumn 2;<br>Spring 1;<br>Spring 2;<br>Summer 1;<br>Summer 2 | <p>Jan 2019- 95% teaching good or better; April 2019- 95% teaching good or better;</p> <p>95% of PP pupils making good progress; Autumn term 2018;</p> <p>95% of PP pupils making good progress in maths Spring term and 95% making good progress in English Spring term 2019.</p> |

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| <b>2) All teachers and TAs have a performance management target linked to pupil premium or SEND outcomes.</b>                     | <p>* Performance management targets linked to pupil premium/SEND outcomes agreed by end of Oct for teachers and TAs. (November 2018)</p>  | <p>Pupil premium outcomes were excellent in 2018 but wish all staff to feel more accountable for raising the attainment and progress of pupil</p> | <p>HT and performance management governors to QA.</p>  | <p>HT - teachers<br/>HT-TAs</p>              | <p>Autumn 1;<br/>Autumn 2;<br/>Spring 1;<br/>Spring 2;<br/>Summer 1;<br/>Summer 2</p> | <p>Monitoring during Spring Term will show PP pupils are well known to staff on an individual basis and their learning needs are being addressed.</p>  |
| <b>3) Further improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</b> | <p>* As well as marking disadvantaged pupils' books first, all teachers to speak to each disadvantaged pupil every lesson and give them personalised support to move their learning on.</p> <p>* Pupil/parent voice survey (9/18) to find out if marking and homework is helping pupils to significantly improve their work.</p> <p>*Teachers to give 5 minutes at start of each lesson or registration for pupils to respond to marking.</p> <p>*Teachers to increase the number of challenges given as feedback.</p> <p>*Marking code to help pupils respond to feedback by giving examples introduced.</p> | <p>High quality next steps marking that sets additional age/ability appropriate learning challenges to remedy challenge aspects</p>               | <p>Half termly book scrutinies and learning walks to see if next steps marking is moving the learning on rapidly.</p> <p>Survey has shown that we need to increase the time pupils have to respond to feedback and marking. Increased frequency of challenges for all abilities.</p> | <p>All teachers<br/><br/>HT and KS to QA</p> | <p>Autumn 1;<br/>Autumn 2;<br/>Spring 1;<br/>Spring 2;<br/>Summer 1;<br/>Summer 2</p> | <p>Monitoring should indicate all subject leaders have increased challenge and pupils are achieving more highly.</p> <p>Performance Management reviews Spring Term 2018 to demonstrate PP targets being met.</p> <p>High quality feedback and marking in maths English and science.</p> <p>Feedback and marking remains strong and is having an impact. Marking codes in English and Maths are enabling pupils to respond effectively to feedback.</p> |

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|  | <p><b>TERM TWO</b></p> <p>*Sharing good practice training session to identify strategies used successfully in one subject that could help in another.</p> <p>*Introduce SPAG tests in science, history and geography to enhance spelling and extend subject specific vocabulary.</p> <p><b>TERM 3</b></p> <p>*In depth thematic activities/ intervention marking with increased challenge for PP pupils at EYFS in Maths and English.</p> <p>Creative and imaginative enhancement opportunities through forest schooling.</p> |  |  |  |  | <p>Clear next steps marking which is age and attainment appropriate should help pupils make outstanding progress. 80% PP pupils made outstanding progress Autumn term 2018.</p> |
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| <p><b>7. MATHS</b></p> <p>End of KS2 (Yr6) % of pupil premium children to achieve expected standard.</p> <p>End of Yr2 % of pupil premium children to achieve expected standard.</p> <p>End of Yr 1 % of pupil premium children to achieve expected standard.</p> <p>End of EYFS % of pupil premium children to achieve expected standard.</p> | <p>* Continue to improve targeted support via “360 VLE ”<br/>Acceleread, My Maths, Rising Stars, Sum Dog and pupil support books.</p> <p>Maths Mountain reward system</p> <p>Magic Maths</p> <p>*Dyscalculia tests for disadvantaged pp pupils to identify areas of weakness and appropriate intervention.</p> <p>* NCETM subject knowledge audit to be done online by all teachers. 12/18</p> <p>* INSET by Great North Maths Hub to improve subject knowledge. 11/18<br/>'Bar Modelling' 6 teachers to attend training.</p> | <p>Pupil premium maths outcomes require aspirational targets so performance is well below the average for others nationally.</p> <p>Maths Recovery Programme.</p> <p>Use of specialist Maths teachers.</p> <p>Additional specialist Maths teacher for smaller, focussed groups.</p> | <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Establishment of 'Aspire' groups for PP/LAC children to secure higher outcomes.</p> | <p>Maths leader<br/>GB</p> | <p>% Yr 6 at expected standard. % above expected standard. All Yr 6 pupils made good progress from starting point.</p> | <p>End of Autumn term assessments show :-<br/>80% Yr 6 at expected standard. All YR 6 PP pupils made good progress from their starting point.</p> <p>In Yr 2, 80% PP pupils on target to get expected standard</p> |
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|  | <p><b>TERM TWO</b></p> <p>* Maths TAs to boost year 6 maths skills.</p> <p>* After School Booster/ Homework Classes from 1/19.</p> <p>* maths intervention. One hour weekly sessions one to one for 11 weeks. Involving all PP pupils</p> <p>*Weekly booster classes in place for more able pupils and pupils who need support to achieve expected standard.</p> <p>* PP pupils in Yr 6 diagnosed with dyscalculia have daily one to one 10 minute interventions.</p> <p>* Learning TAs weekly session with year 6 pupils to boost maths+ English skills.</p> <p>*After school Booster classes after January 2018 involving teaching assistants. Programme of sessions targeted at specific groups of children in place to meet individual needs.</p> | <p>Lunchtime e-learning sessions</p> <p><b>TERM THREE</b></p> <p>Increase daily dyscalculia one to one session to 20 minutes for one pupil.</p> |  |  | <p>Yr 2/1/YR % on target to reach expected standard.</p> <p>All pupils made good progress from starting point.</p> <p>Y2/1/YR % on target to reach standard. All pupils made good progress from starting point. % attendance</p> <p>(95% of PP pupils to meet national expectation) and persistence absenteeism to be reduced</p> | <p>In Yr 1, 80%PP pupils on target to get expected standard</p> <p>YR PP pupils made good progress from their starting point.</p> <p>English and Maths intervention should increase pupil confidence and engagement resulting in increased progress.</p> <p>Detailed feedback has enabled teachers to monitor progress of individuals carefully and plan for next steps learning which has increased progress.</p> |
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| <p><b>READING</b><br/> <b>Raise the importance of reading across the school and quickly establish a stronger reading culture.</b></p> <p><b>End of KS2 (Yr6) 80% of pupil premium children to achieve expected standard.</b></p> <p><b>End of Yr 2 80% of pupil premium children to achieve expected standard.</b></p> <p><b>End of Yr 1 80% of pupil premium children to achieve expected standard.</b></p> <p><b>End of EYFS 80 % of pupil premium children to achieve expected standard.</b></p> | <p>* Whole school subscribed to First News. Weekly homework and classwork. Advice given to parents about using at home. Including an app they can download.</p> <p>*Use Motivation for Reading Tests/NFER to identify and remove barriers to reading.</p> <p>* English coordinator to attend Newcastle Book Festival for schools 11/18 and Reading Training implement at least three strategies with all staff. Use of reading quadrants and post- it note priority.</p> <p>* 1st 10 mins of each morning is spent reading; pupil premium children obtain support from, teachers, and specialist TAs.</p> <p>* Use of Accelerad Reader Programme to motivate readers and assess progress.</p> <p>* Reading reward scheme; pupils select appropriate reading books as their prizes – Reading Rollercoaster.</p> | <p>Some pupil premium children have low reading ages and reading records show parents do not hear them read at home on a regular basis. Low reading ages impact on achievement across the curriculum.</p> <p>The need to provide more opportunities for pupils to read an increased range of texts which are appropriately challenging.</p> <p>Pupil premium reading outcomes are too low and well below the average for others nationally.</p> <p>Lunchtime e-learning sessions</p> <p>Coaching Cycles</p> | <p>Lesson observations and learning walks to QA quality of reading support provided.</p> <p>New “Reading champions” and TAs to be trained so they provide high quality reading support.</p> <p>Attendance registers for Read, Write Inc parent workshops (YR, 1, 2 ) 9/18</p> | <p>English leader<br/>KS2 staff</p> |  | <p>Reading reward scheme and other actions we have taken have seen a rise in pupils reading for pleasure. This is backed up by comments from parents.</p> <p>PP pupils in Year 6 on track to achieve 95% target. The remainder have significant SEND and behavioural issues which impact on progress.</p> <p>More Able PP pupils in Year 6 on track to achieve standardised scores of 110+.</p> <p>PP pupils in Year 2/1/YR on track to achieve 95% target</p> |
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|  | <p>*Exciting new reading area established open to pupils every lunchtime and mobile library.</p> <p>*Reading display established in main corridor which is focus for a termly reading quiz. Whole school take part and winners choose book of choice.</p> <p>*Visit of authors 1/19 session with whole school then writing workshops with KS2 children.</p> <p><b>TERM TWO</b></p> <p>*Further analysis of Motivation for Reading tests for PP pupils to identify specific barriers.</p> <p>*Introduce two times 15 minute reading sessions for the whole school with all PP pupils having one to one support.</p> <p>*Develop a reading group for girls based on the bloggers they follow on YouTube and using books Book Talk recommended by WH Smith.</p> <p>*Reciprocal reading intervention 2X20 minute sessions for KS2 pupils.</p> |  |  |  |  | <p>PP pupils should have achieved % target<br/>More able pupils in year 6 (%) working above expected standard.</p> <p>All PP pupils have made good progress from starting point.</p> <p>Reading Rollercoaster -% non PP got progress award and % PP.</p> <p>Increased frequency of reading and range of text types read.</p> |
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|  | <p>* Reading Rollercoaster and half marathon reading challenge introduced for whole school. Parents invited to join in.</p> <p>* Reading developments included in half termly newsletter to parents.</p> <p><b>TERM THREE</b></p> <p>*Continue with twice weekly paired reading sessions with all PP pupils working with an adult.</p> <p>*Continue to prioritise and publicise reading marathon to pupils and parents.</p> <p>* Develop indoor and outdoor reading/library area.</p> <p>*Reading display with focus on favourite place to read/person to read with.</p> |  |   |                          |   |  |
| <p><b>WRITING</b></p> <p><b>End of KS2 (Yr6) % of pupil premium children to achieve expected standard.</b></p> <p><b>Most able pupil in year 6 to achieve higher standard.</b></p> | <p>* Audit /increase extended writing opportunities across the curriculum and in English. 11/18.</p> <p>* Arrange for 2 guest authors to visit in January &amp; April to promote reading for enjoyment and develop extended writing.</p>   | <p>The need to maintain current high standards in writing achieved at the end of KS2 in 2016 and further improve writing across all year groups.</p> | <p>English lead to quality assure for maximum impact.</p> <p>All teachers will be made accountable for raising attainment in writing.</p> | <p>English leader KS</p> | <p>Too early to monitor impact of author visit but end of Autumn Term assessments show that PP pupils in all year groups are on track to achieve their targets including the more able year 6 pupils who are on target to achieve the higher level.</p> |  |

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| End of Yr % of pupil premium children to achieve expected standard. | Attractive displays in every classroom to celebrate improved writing standards.   | Whole school Writing theme linked with KS2 comedy performance.                       |  |  | Yr 6, 80% at expected standard achieving target. Need to push more able pupil to exceed standard. |
| End of Yr % of pupil premium children to achieve expected standard. | <p>* Author visit, Whole school talk then workshops with year 6 + Able Writers in KS1 and KS2. Teachers to develop the writing the pupils completed with author.</p> <p><b>TERM TWO</b></p> <p>*Female author visit with workshop for KS2 .</p> <p>*Extended writing displays in all classrooms linked to author visit.</p> <p>*RWI training "Talk for Writing" for new NQT and teachers, 2/18 cascaded to TAs to ensure greater consistency. New resources purchased.</p> <p>*SPAG boosters in place weekly for more able year 6 pupils.</p> <p><b>TERM THREE</b></p> <p>*Female author, to work with girls in all year groups 5/17</p> <p>*English coordinator KS to run writing workshop with boys 5/17</p> <p>*Use the local environment more as a stimulus to creative writing.</p> <p>*Develop "recount" writing with a focus on writing newspaper reports following "Talk for writing" training.</p> | Aspire groups to established to ensure accelerated progress and timely intervention. |  |  | YR2/1/YR, 80% on target to achieve expected standard reach expected standard.                     |

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|   | Enter national Writing Competitions<br>Further training session based on "Talk for Writing" looking at persuasive writing 5/19.   |   |  |  |   |
| <b>MOST ABLE</b><br><b>To significantly improve the attainment and progress of the most able, particularly those in receipt of pupil premium funding, so they all achieve a high score and exceed age related expectations.</b> | <p>* Update your most able register.</p> <p>* Focused learning walks/book scrutinies to check most able are being stretched, challenged and moved on to more demanding work.</p> <p>* As a staff development opportunity identify a member of staff to:</p> <ul style="list-style-type: none"> <li>organise the Challenge Club/STEM Club for most able pupils,</li> <li>establish links with a local university to organise competitions and raise aspirations and</li> <li>register/coach pupils for the UKMT challenge/ Sumdog national competition entries .</li> </ul> <p><b>TERM TWO</b><br/>*Registered for UKMT weekly sessions starting 13/2/18</p> | <p>Ofsted stated that the "most able, including those who are disadvantaged have too few opportunities to tackle more challenging tasks."</p> <p>Appointment of a specialist sports coach to expand extra-curricular provision – broad and balanced curriculum. Access to School Games competitions and signposted to external arts and sports clubs.</p> | <p>Book scrutinies, learning walks and lesson observations.</p> <p>Termly MA lead reports and HT reports to governors.</p> | <p>HT &amp; SLT most able gov lead</p> | <p>More able pupils EYFS/KS1/Yr 6 achieving standardised scores 110+ in M/R end of Autumn term 2017.</p> <p>Data analysis at end of autumn term shows 100% progress</p> <p>More able made good progress in maths and reading and 95% made good progress in writing.</p> <p>More able pupils in Yr 6 achieving standardised scores 110+ in M/R end Spring term 2019. In writing working at expected standard.</p> <p>Data analysis at end of Spring term shows 100% of more able made good progress in writing and maths and 95% in reading.</p> |

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|  | <p>*ICT lessons about programming and algorithms, Lego masters</p> <p><b>TERM THREE</b></p> <p>*5/18 greater focus on writing in Year 6. More able pupil supported by TAs during writing sessions to enable them to achieve above age related expectations.</p> |  |  |  |  |
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| <b>i. Targeted support for pupil premium children.</b>  |   |   |   |   |   |
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| <b>Desired outcome</b>  | <b>Actions</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>   | <b>Review checkpoints</b>   |
| <p>To support those children with additional welfare needs.</p> <p>To improve the attendance of those pupils at risk of persistent absence.</p> <p>Support for learning is accessible to those vulnerable students who have no access to technology/e-learning.</p> | <p>Retention of the ICT technician.</p> <p>Coaching cycles and modular virtual training through the 'Achievement For All' portal and achievement advisor mentoring core staff - SLT, SENCOs, Link Governors and Inclusion teaching assistants</p> | <p>Nationally and within our school catchment area, barriers to learning exist. We endeavour to support and mentor families and work in partnership with them based on current research from the Suffolk Trust Institute.</p> | <p>Daily briefings and robust and rigorous monitoring systems to regulate pupil achievement and attendance.</p> | <p>HB</p> <p>Lead Pupil Premium Governors (KL and JG)</p> | <p>Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2</p> |
| <p>To accelerate the learning of targeted pupil premium children so the gap/difference between non PP and PP children is reduced.</p>   | <p>1:1 tuition in KS2</p> <p>One to one tuition support for under attaining pupils and pupils whose progress needs to be accelerated.</p> <p>Specialist subject leaders/tutors to secure depth of knowledge and skills in English and Maths.</p>  | <p>Research has proven that specific, regular pre-tutoring impacts positively on pupil confidence and application of basic skills.</p>  | <p>Self-evaluation and analysis of attainment and achievement</p>   | <p>HB</p> <p>Lead Pupil Premium Governors (KL and JG)</p> | <p>Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2</p> |

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| To ensure that those students who are <u>disadvantaged</u> but <u>more able</u> achieve their full potential and have life-long aspirations | More able children boosters KS2;   | Small class/group sizes support learning preferences and facilitate accelerated progress.  | Half termly progress meetings<br><br>Primary Pupil Data Tracker  | HB<br><br>Link Governors (KL and JG) | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |
| To ensure and promote positive behaviour, attitudes and socialisation.  | Lunchtime and playtime supervision support for vulnerable boys - social, emotional well-being.<br><br>Cross-phase ownership of positive behaviour management | Positive behaviour management and one-to-one mentoring; rewards and pairs impact upon individual pupils' self-esteem linked to lunchtime behaviour.<br><br>SEND – staff directed time to develop personalised action plans and PEPS. | Behaviour records and deployment of additional leadership roles for students –play leaders<br><br>Attendance Officer and EWO to monitor attendance and fast track family support action plan for those children with persistent absence. |                                      | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |

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| <p>To enrich and provide equality of opportunity irrespective of personal circumstances</p> | <p>Music therapy and specialist instrumental or vocal tuition.</p> <p>Emotional coaching support for underachieving children.</p> <p><b>TERM TWO</b></p> <p>*Training session run by Achievement For All</p> <p>*Action plan following analysis of needs audit completed and actions implemented.</p> <p>*Northumberland Education Business Partnership work related learning sessions, Duck Production whole school and tetrahedron for KS2 . All disadvantaged pupils involved.</p> <p><b>TERM THREE</b></p> <p>*Education Business Partnership work related sessions planned. Enterprise 'Virgin Money Year 6</p> <p>"Your teacher is a Vampire" 7/18. Years 6 "Brilliant Bags" 6/17.</p> <p>Residential visit to Edinburgh for all PP pupils in years 6.</p> | <p>Action plan completed following Achievement For All audit.</p> <p>All staff have greater awareness of PP pupils' needs and how actions in school affect them.</p> <p>New procedures in place to ensure PP pupils not discriminated against in any aspect of school life</p> |  | <p>HT</p> | <p>. Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2</p> |
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| ii. Other approaches to raise the attainment and progress of pupil premium children. |   |  |   |            |  |
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| Desired outcome  | Actions   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead | Review checkpoints   |
| <b>Analysis of Needs audit to raise attainment and progress of PP children</b>       | <p>* Identify each pupil premium child's barriers to learning and produce a personalised action plan (Pupil Passport) to show what we are doing to overcome the barriers, develop confidence and aid progress.</p> <p>*Whole school Barriers To Learning Spread sheet in place. Staff identified barriers and appropriate support for individuals. Reviewed termly or more frequently if needed.</p> <p>* CPD on "Challenge and differentiation"</p> <p><b>TERM TWO</b></p> <p>*CPD session for staff on stretch and challenge run by Achievement For All</p> <p><b>TERM THREE</b></p> <p>*In Maths, English and Science pupils in all year groups to start working in new exercise books after Whit which will transfer with them to the High school</p> | <p>These barriers are affecting the progress of disadvantaged pupils</p> <p>Measure impact of CPD session but monitoring shows PP pupils more involved in answering deeper questions during lessons. Embedment of mastery of basic skills and application in varied contexts.</p> <p>*Continue to implement actions from Achievement For All Action Plan.</p> <p>Personalised support for pupils has raised self- esteem particularly for PP pupils across the phases who are showing greater engagement in lessons.</p> | <p>INSET and guidance to aid a consistent approach.</p> <p>All PP pupils in KS2 have been on residential visits which have impacted on self- esteem and social ski resulting in increased progress and motivation in lessons. The other % of year 6 attending residential during summer term.</p> <p>Meet with PP lead from CLV to discuss transition of PP children including pupil passports and other actions suggested in Achievement For All audit and the Bubble.</p> | HT         | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |



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| To improve reading, writing spelling and maths calculation skills                        | <p>Teachers and support staff have developed high quality 'wave 1' teaching and learning strategies to improve the 'universal' offer to all young people , and work closely together to implement effective planned intervention strategies when required.</p> <p>Effective Access to the 360 VLE 'I am Learning' and 'My Maths' – ICT Maths and English tuition, Mathletics and Spellodrome; Accelerad.</p> <p>'Power of Reading' and 'Power of Pictures' staff training to adopt best Literary practice and hook the learner.</p> | Research by the Basic Skills Agency and Book Trust suggest that self-study and e-learning packages engage boys/girls more. | It is a key priority on the School Improvement Plan | <p>HB/<br/>E-safety governor.</p> <p>Performance Improvement committee</p> | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |
| To promote children's confidence to apply their deeper understanding in varied contexts. | <p>KS2 Homework Club</p> <p>Online simulations for the application of literary and mathematical skills.</p> <p>Blogging outcomes of learning.</p>   | Pre-tutoring and personalised/specialist teaching improve learning outcomes.   | Mastery approaches                                  | All UPS teachers   | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |

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| The whole learning community (including children and families are aware of the importance of developing core strength (thinking skills, character, resilience, self-esteem etc) | There are setting-wide strategies and practice that celebrate diversity and difference through embedded curriculum examples.<br><br>Achievement For All CPD to support, coach and plan with core staff around explicit or embedded curriculum opportunities (lesson content, suspended timetable workshops etc) to deliver PSHE, SEAL, self-regulation and therapeutic interventions. | The educational setting has clear values in terms of mutual understanding, tolerance and respect which are explicit through behaviours, reward systems measured and monitored through Governors reports. | SDQs of Looked After Children and Previously Looked After children. | HB, EYFS Manager and SENDCOs                 | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |
| To promote community aspirations  | Access to OOSC provision for extended childcare for Child Protection/Children in Need/LAC/Services pupils to support employment patterns and vulnerability  | A multi-agency approach; partnership working around the family leads to success  | EHA Pupil Premium Action Plan CPD training/employment               | HB and SENDCOs/ Pupil Premium Link Governors | Autumn 1; Autumn 2; Spring 1; Spring 2; Summer 1; Summer 2 |
| <b>Total budgeted cost</b>  |   |  |   |  | <b>£80, 835</b>  |
|   |   |  |   |  |  |

| Review of expenditure Previous Academic Year  | 2017-2018 Total pupil premium budget = £73,440   |
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| <p>1 Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community, as well as role and referral systems of specialist providers and local services, particularly Virtual Schools, both whilst on roll and during times of transition.</p> <p><b>The way forward:</b></p> <p>AW Module Unit 1.1 - Emotional Wellbeing Big Picture</p> <p>Exploring the intimate link between academic progress and emotional wellbeing; the importance of whole school approaches</p> <p>LiFT Module Unit 4: Working effectively with Foster Carers and Social Workers</p> <p>Tools to help you engage more effectively with key professionals in the life of a child in care</p> <p>LiFT Module Unit 5 - Working Effectively with Virtual Schools</p> <p>Understanding the role of the virtual school and how to best access and use PP+ funding to support looked after and previously looked after children</p> <p>LiFT Module Unit 7: Transition and Post-16</p> <p>An understanding of the impact of change and how to support children looked after to transition between schools, foster care placements and into post16 education.</p> | <p><b><i>The school has a strong sense of community and relationships are very good. The school has strengths in terms of awareness and promotion of wellbeing but is less secure in effectively identifying and responding to mental health needs. There is a need for raising the awareness of governors also.</i></b></p> |

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| <p><b>2</b> The whole learning community (including foster carers, families and social workers) are aware of the importance of developing <b>core strength</b> (thinking skills, character, resilience, self-esteem, etc.) and the learning context of children in the care system.</p> <p><b>The way forward:</b><br/>If Core Strength is assessed to be a significant aspect of setting-wide improvement, consider following up the Achieving Wellbeing Programme with Achievement for All's Core Strength Programme (they are complementary one year Programmes).</p> <p><b>LiFT Module Unit 1: Becoming Care Aware</b><br/>A guide to legislative framework, hearing the voice of the child and understating the roles and challenges of the professional team around the child</p> <p><b>LiFT Modules Unit 4: Working effectively with Foster Carers and Social Workers</b><br/>Tools to help you engage more effectively with key professionals in the life of a child in care</p> | <p><i><b>The development of independence, character and resilience has been a school focus for some time. Visitors such as SIP comment upon this area as a strength.</b></i></p>   |
| <p><b>3</b> All teaching and support staff are aware that all behaviour is a form of communication that needs to be understood and investigated (understand the "Communication Iceberg")</p> <p><b>The way forward</b><br/>AW Module Unit 2.1: Making sense of behaviours<br/>There are sometimes complex and profound reasons for poor behaviour: understanding why is a first step towards dealing with it!</p> <p>LiFT Module Unit 2: Understanding Children Looked After<br/>An overview of ACEs, attachment styles, trauma and loss and their impact on wellbeing and readiness to learn</p> <p>LiFT Module Unit 6: Working Effectively with Children Looked After<br/>An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.</p>  | <p><i><b>Behaviour and relationships are very good, but some staff require refresher training and support in positive behaviour management.</b></i></p> <p><i><b>Revisiting the policy would be helpful with a focus on wellbeing and the needs of vulnerable pupils, particularly in light of the new documents 'Keeping Children Safe In Education' and 'Working Together to safeguard Children'</b></i></p> |

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| <p>4a Staff are “attachment-aware” and implement strategies to overcome low-level attachment issues</p> <p><b>The way forward</b><br/> AW Module Unit 2.2: Why attachment matters<br/> Strategies, tips and guidance to help you become an "Attachment aware" education setting.</p> <p>LiFT Module Unit 2: Understanding Children Looked After<br/> An overview of ACEs, attachment styles, trauma and loss and their impact on wellbeing and readiness to learn</p>   | <p><b><i>Staff have had attachment training but would welcome an update on identification and effective responses.</i></b></p> |
| <p>4b Staff are trauma- and neglect-aware, and refer any suspected cases through appropriate and agreed systems and processes.</p> <p><b>The way forward</b><br/> AW Module Unit 2.3: Impact of trauma and neglect</p> <p>Why holding ACEs in your hand (Adverse Childhood Experiences) can have a profoundly negative impact on your life course.</p> <p>LiFT Module Unit 2: Understanding Children Looked After</p> <p>An overview of ACEs, attachment styles, trauma and loss and their impact on wellbeing and readiness to learn</p> |  |

5 The education setting has clear values in terms of mutual understanding, tolerance and respect, which are explicit through prospectus, displays, behaviours, reward systems, measured and monitored through Governors' Reports, etc.

### **The way forward**

AW Module Unit 3.1: The classroom community

Creating a positive culture and ethos around emotional wellbeing in your education setting: small steps - big impact

LiFT Module Unit 1: Becoming Care Aware

A guide to legislative framework, hearing the voice of the child and understanding the roles and challenges of the professional team around the child

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.

***The school has a clear ethos of valuing everyone. Parents and carers are welcomed and are engaged in pupils learning and the school community. British Values are well embedded.***

6 There are setting-wide strategies and practice that celebrate diversity and difference, through embedded curriculum examples, behaviours, explicit lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc.

**The way forward**

AW Module Unit 3.1: The classroom community

Creating a positive culture and ethos around emotional wellbeing in your education setting: small steps - big impact

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.

7 Teachers and support staff have developed high quality “wave 1” teaching and learning strategies to improve the “universal offer” to all young people, and work closely together to implement effective planned intervention strategies (Wave 2) when required.

### **The way forward**

AW Module Unit 3.1: The classroom community

Creating a positive culture and ethos around emotional wellbeing in your education setting: small steps - big impact

LiFT Module Unit 5 - Working Effectively with Virtual Schools

Understanding the role of the virtual school and how to best access and use PP+ funding to support looked after and previously looked after children.

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions to diminish the difference, a CLA sensitive curriculum and Emotion Coaching.

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions to diminish the difference, a CLA sensitive curriculum and Emotion Coaching.

***100% of PP pupils achieved expected or better this year. LAC children exceeded expectations. The school's results were in the top 5%. Identification of need is very strong. Evidence based interventions are implemented robustly. Partnership with parents and carers is a strength including successful parent workshops.***



8 The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance and school Council (or equivalent student body)

**The way forward**

AW Module Unit 3.1: The classroom community

Creating a positive culture and ethos around emotional wellbeing in your education setting: small steps - big impact

LiFT Module Unit 3: Understanding current practice and barriers

A range of audit tools to support improved understanding of current practice and policies and thus plan for improvement

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.

***The school has achieved the ABA award. Pupil have a good understanding (NSPCC assemblies etc) but parents are less informed. Cyber bullying has been an issue.***

9 Every teacher (including NQTs) are supported and trained in positive behaviour management techniques. Plans are in place to collectively address any difficulties that emerge. There is cross-team ownership of behaviour management. Behaviour “under self-control” is evident.

**The way forward:**

AW Module Unit 3.2: Finding a new authority

A wealth of tips and strategies to improve behaviour and support learning in your classroom.

Thinking about behaviour

The power of positive behaviour management

- Descriptions of difficult and challenging students
- Preparing for difficult students
- The power of positive behaviour management
- The importance of building trust
- The power of positive feedback
- More tips and strategies

Developing Social and Emotional Learning

LiFT Module Unit 2: Understanding Children Looked After

An overview of ACEs, attachment styles, trauma and loss and their impact on wellbeing and readiness to learn

LiFT Module Unit 6: Working Effectively with Children Looked After

An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.

***Behaviour is generally excellent. Respect is a clear value across the school. A revisit to the Behaviour policy by all staff would be useful to ensure a cross team response to behaviour and wellbeing issues.***

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| <p>10 There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver PSHE, SEAL, self-regulation, therapeutic interventions.</p> <p><b>The way forward</b></p> <p>AW Module Unit 3.2: Finding a new authority</p> <p>LIFT Module Unit 6: Working Effectively with Children Looked After</p> <p>An exploration of measuring wellbeing, improving attendance and reducing exclusions, targeted teaching and learning interventions, a CLA sensitive curriculum and Emotion Coaching.</p> <p>Therapeutic Interventions</p> <p>As we build new partnerships and develop new strategies to address emotional wellbeing, they will appear here.</p> <p>Mindfulness Meditations</p> <p>For additional information and evidence relating to this plan please see SIP reports, Ofsted Report, tracking grids, monitoring recorded and head teacher's reports for governors.</p> <p>These activities are evidences by the Suffolk Trust Research Project, the Education Endowment Trust and others to have greater impact on accelerating pupil progress and attainment.</p> | <p><b><i>The school has well embedded SEAL and PSHE programmes. The use of therapeutic interventions is yet to be explored.</i></b></p> |
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