

Alverton Primary School: Pupil Premium Strategy Statement 2018 - 2019

1. Summary information (as at September 2018)					
School	Alverton Primary School				
Academic Year	2018-2019	Total Pupil Premium budget	£89760	Date of most recent Pupil Premium Review	July 2018
Total number of pupils	304	Number of pupils eligible for PP	63	Date for next review of this strategy	July 2019

2. Current attainment (See documents detailing Pupil Premium Data for 2017 – 2018 for a fuller picture)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS in Reading, Writing and Maths at the end of Key Stage 2	50%	51%	70%
% achieving EXS in Reading	60%	64%	80%
% achieving EXS in Writing	60%	67%	83%
% achieving EXS in Maths	60%	64%	81%
% achieving EXS in SPaG	60%	67%	82%
Progress score Key Stage 2 for Reading	+0.63	-0.59	+0.31
Progress score Key Stage 2 for Writing	+1.72	+0.44	+0.24
Progress score Key Stage 2 for Maths	+1.58	-0.58	+0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	There is currently an attainment gap between those children identified as disadvantaged and those who are not which may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.
B.	Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs; we need to address this to ensure that they are able to achieve in line with their peers.
C.	Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met; this year we particularly need to be aware of this on entry into the EYFS.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Despite an improvement over the last year, attendance rates for pupils eligible for Pupil Premium are one of our lowest groups. This reduces their school hours and contributes to the attainment gap for some pupils.

E	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Targeted individualised support for identified Pupil Premium children enables them to make accelerated progress and to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for PP make at least expected progress relative to their individual starting points. Pupils eligible for PP achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.
B.	Disadvantaged pupils make accelerated progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make accelerated progress relative to their individual starting points in the strands of Communication and Language (Listening and Attention, Understanding and Speaking) in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.
C.	The school is able to address and meet children’s social and emotional needs including self-image and self-awareness, including in the EYFS.	Children’s social and emotional needs are met through an effective range of support mechanisms. This is evidenced through a range of feedback, anecdotal mechanisms and assessments.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Further reduce the Pupil Premium % of pupils who are Persistent Absentees. Overall Pupil Premium attendance improves further and is in line with that of all pupils. Pupil Premium children have free access to the school Breakfast Club and all extra-curricular clubs run in conjunction with this.
E.	Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (e.g. instrumental tuition, archery, etc) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it.

5. Planned expenditure						
Academic year	2018 - 2019					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A Raise standards in Writing across the school, particularly in boys in Key Stage 1 and the EYFS.	KS1 and KS2: Ensure SPaG is taught explicitly through the writing sequence as well as consolidated and applied across the curriculum. Continue to embed pupils' ability to improve their own work through the teaching sequence for writing. Ensure high-quality exemplar texts and modelled writing Increase children's stamina for writing, eg by ensuring sufficient independent / distanced writing tasks. EYFS: Identify children with fine motor issues early on and put intervention in place. Ensure that there are opportunities in all areas of the classroom for mark making, including outside. Provide initiatives to encourage boys to choose to write independently. Pay particular attention to the "boy-friendly areas" and ensure these activities are supported by adults.	<p>Our Key Stage 2 Writing results are strong, in line with all other measures and significantly above national %. However, this is not the case in Key Stage 1 where Writing % are lower than Reading or Maths, or in the EYFS where the fewest number of children achieve their ELG in Writing. This is also reflected in other cohorts across the school.</p> <p>We want to improve our Writing %,particularly in Key Stage 1 and the EYFS and particularly for boys, who perform less well in the younger year groups.</p> <p>Writing skills are an important part of communication and therefore it is essential that pupils can write well.</p> <p>Thinking forward to the next stage of their education, children will have fewer English lessons and therefore need to know that they have the skills to confidently tackle writing tasks across the curriculum.</p>	<p>Continuing to improve writing forms part of our School Development Plan and it will be monitored as part of that process.</p> <p>This will include lesson observations and learning walks, book scrutiny, writing moderation, ongoing professional dialogue and moderation within teams and termly data / progress review meetings with the Deputy Head.</p>	None	CW BCI COR JD KH	<p>Regular checks on children's progress in writing moderation and book monitoring.</p> <p>Termly pupil progress meetings.</p> <p>End of term data analysis.</p>

<p>A</p> <p>The teaching of writing includes the secure ability of pupils to spell words correctly.</p>	<p>Whole Class Feedback sheets have a Spelling section to identify common misconceptions to address.</p> <p>All classes have regularly timetabled Spelling sessions where spellings are explicitly taught.</p> <p>A range of spelling strategies and techniques are used.</p>	<p>Spelling was identified during our last Ofsted inspection as an area for development.</p> <p>Being able to spell accurately is important as spelling is a fundamental part of our language. Good spelling facilitates communication, enabling us to write so that our reader can understand us.</p> <p>Spelling is an integral part of the SPaG paper and a strong score for spelling is important in pupils' overall success in this assessment.</p>	<p>Monitoring and impact led by the SLT and English Subject Lead and evidenced through observations, learning walks, book monitoring and writing moderation.</p>	<p>None</p>	<p>CW BCI KH JD COR</p>	<p>At staff meetings, in moderation meetings and with the termly review of the English Action Plan and SDP.</p>
<p>A</p> <p>Improve the quality of teaching and learning through learning walks.</p>	<p>Learning walks will be completed to review the quality of teaching being delivered. These may have a particular focus or may focus more generally on teaching and learning.</p> <p>Effective practice to be shared.</p> <p>Under-performance will be challenged and support provided.</p> <p>Provide opportunities for all teaching staff to undertake individual focused learning walks within school or at other schools to share effective practice and provide support.</p>	<p>We are committed to providing all pupils with a high standard of education.</p> <p>Maintaining an unerring focus on providing high quality teaching is a key low-cost, high-impact strategy; raising the quality of teaching both increases attainment and helps to close the gap.</p> <p>Research consistently shows that high quality of teaching improves learning eg Ofsted 2013, NFER 2015.</p> <p>The Sutton Trust shows that poor teaching hampers the progress of disadvantaged pupils by, on average, six months per year and is a major contributory factor in the gap that exists between disadvantaged learners and others. The evidence also shows that excellent teaching disproportionately helps disadvantaged learners.</p>	<p>Regular learning walks planned.</p> <p>Learning walks to be undertaken primarily by the Headteacher; the Deputy Head; Team Leaders will also lead these.</p> <p>individual learning walk feedback will be monitored by the HT / DHT.</p> <p>Learning walks will show evidence of the quality of teaching and learning and where outstanding practice is occurring as well as showing if additional support is needed.</p>	<p>HLTA release time for teachers for learning walks</p> <p>£654</p>	<p>MH CW COR JD KH</p>	<p>Learning Walks are reviewed immediately after they have taken place by the HT / DHT.</p> <p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>

<p>A</p> <p>Ensure progress for all groups of pupils through the collaborative development of chosen aspects of teaching and learning.</p>	<p>In groups, teachers choose and research an aspect of teaching and learning, planning three lessons together to develop this. Following a lesson study model, teachers work together to teach, observe and develop plans and ideas throughout the process. Findings are fed back to all staff who can then observe this pedagogy in practice.</p>	<p>Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged) pupils. The Sutton Trust (2011) confirms this: disadvantaged pupils made on average 15 months progress across a year with highly effective teaching; pupils made, on average, only 6 months of progress in a year with poor teaching.</p>	<p>Rationale for choice of aspect of teaching and learning, and plans to develop this, will be shared with the Headteacher.</p> <p>Proforma created to ensure consistency.</p> <p>Staff meeting where choices, the process and outcomes will be shared.</p>	<p>HLTA cover for series of lessons</p> <p>£1056</p>	<p>MH CW</p>	<p>Headteacher will quality assure process.</p> <p>All staff to share outcomes at staff meeting.</p>
<p>A</p> <p>Ensure progress for all groups of pupils in all phases of a lesson through effective use of additional adults throughout the school.</p>	<p>Increase subject knowledge in Spelling, SPaG and Maths by providing training for TAs during the Autumn Term in Spelling, SPaG and Maths.</p>	<p>We are conscious that some research (eg DISS report) highlights the low impact that TAs may have on pupil progress if used ineffectively and we want to ensure that we maximise their impact.</p> <p>Increasing TA subject knowledge in Maths and SPaG has been identified by TAs as an area in which they would like additional training. With the increased expectations in these areas, we feel it is important that all staff are confident in their own knowledge.</p>	<p>Sessions delivered by an experienced, specialist teacher.</p> <p>Feedback from TAs and teachers.</p>	<p>Cost of TA support in lessons covered through staffing (not PP) budget</p>	<p>MH CW</p>	<p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>

A, B, C, E Further engage parental support and better enable parents to support their child with their learning at home.	<p>Ensure that parents are actively engaged with, and able to, support their child's learning at home through holding parent workshops, for example about SPaG, Maths or Phonics, particularly in response to parent requests.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>Our events and celebrations of the children's learning are always extremely well-supported by parents.</p> <p>Many of our parents are very actively involved in their child's learning but there are specific aspects (eg UKS2 SPaG, Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive but that the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p> <p>Our own analysis would be that those children who are very well supported at home tend to achieve highly in relation to their own academic starting points.</p> <p>Our Parent Liaison role has very successfully been established. Primarily introduced to meet with parents where attendance was a concern, this has been extended and she is now available to meet with parents on any aspect or concerns affecting their child's learning. Parents are able to request meetings with her.</p>	<p>Team Leaders will take responsibility for ensuring the effectiveness of the workshops.</p> <p>Headteacher and Parent Liaison officer will continue to work together to ensure the role is effective.</p>	None	MH CW YD KH JD COR	<p>Review of success of each workshop at SLT meetings.</p> <p>Termly review of Quality of Teaching as the SEF and SDP are updated.</p>
Total budgeted cost						£1710

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A Enable children to make accelerated progress and attain national standards.	Provide 1:1 or small group teacher-led intervention support for identified pupils for Maths and SPaG in Year 6 and Writing and Maths in Year 2.	<p>End of Key Stage analysis consistently shows that pupils who received 1:1 or small group intervention made significant accelerated progress across the year and an increased number of pupils have reached age related expectations (please see the Impact section of the 2017 – 2018 Pupil Premium Strategy document for full details).</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that 1:1 tuition can be effective, on average accelerating progress by an additional five months.</p> <p>In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching. We also ensure that our 1:1 teachers are skilled, experienced, know the children well and can accurately identify individual children's specific learning needs in order to make their intervention highly effective.</p> <p>Further evidence comes from the increased confidence in these children and their belief in themselves as learners (see 17-18 Impact).</p> <p>Where appropriate and effective, we will create even more impact for the cost by having small group work rather than 1:1 work but this depends on individual circumstances and will be decided using sound and informed professional judgement.</p> <p>Our Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6) provides strong evidence for the effectiveness of this strategy in Year 6.</p> <p>The EEF Improving Literacy document for Key Stage 2 and Key Stage 1 recognise and recommend high-quality, targeted teaching and support such as this.</p> <p>This year we have extended this further to provide additional support through a weekly Year 6 Maths group after school for targeted pupils.</p>	<p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Regular assessment and moderation.</p> <p>Data progress meetings. Pupil conferencing.</p>	£13975	CW / MH / AH / AH / JD	<p>Ongoing review of pupils' needs and progress between 1:1 teachers and class teachers.</p> <p>Regular assessment and moderation.</p> <p>Termly pupil progress meetings.</p> <p>Pupil conferencing.</p>

<p>A Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p>	<p>Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children.</p> <p>In 2017 – 2018, the Year 6 children working in a small English group made accelerated progress across the year: 15/15 made accelerated progress in Reading with 9 achieving the Expected Standard; 14/15 made accelerated progress in Writing with 9 working at the Expected Standard by the end of the year. An increased % of pupils, both Pupil Premium and not, were working within age-expected standards at the end of the year compared to July 2017.</p> <p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TA to frequently work 1:1 with children to support their learning.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; this group is taught by an experienced Year 6 teacher who is also an English specialist.</p> <p>The Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 2016 – 2017 and 2017 - 2018 provide further strong evidence for the effectiveness of this strategy.</p>	<p>Regular writing assessment and moderation.</p> <p>Pupil progress meetings.</p> <p>Lesson observation.</p> <p>Pupil conferencing.</p>	<p>£11541</p>	<p>CW</p>	<p>Regular assessment.</p> <p>Moderation and liaison with the other Year 6 teacher.</p> <p>Liaison with the 1:1 SPaG teacher.</p> <p>Pupil progress meetings.</p>
---	---	---	---	---------------	-----------	---

<p>A</p> <p>Accelerate progress and enable children to attain national standards in Maths at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p>	<p>Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children. From February to May, the Year 6 pupils who require additional support in Maths will be taught in a small group of approximately 15 pupils led by the Year 6 teacher who also delivers 1:1 Maths support for identified pupils (who will all be in this group). To do this, the Year 5 pupils who are normally part of this Maths group for the rest of the year will be taught separately and we will provide additional teaching time to do this.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; this target group is taught by a very experienced Year 6 teacher.</p> <p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TAs to frequently work 1:1 with children to support their learning.</p> <p>The Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 provides strong evidence for the effectiveness of a smaller group.</p>	<p>Regular assessment.</p> <p>Pupil progress meetings.</p> <p>Lesson observation.</p> <p>Pupil conferencing.</p>	<p>£2233</p>	<p>AH</p>	<p>Regular assessment.</p> <p>Liaison with the other Year 6 Maths teacher.</p> <p>Pupil progress meetings.</p>
--	--	--	--	--------------	-----------	--

<p>A</p> <p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards and to make expected progress.</p>	<p>1:1 (or small group) interventions delivered by TAs to provide rapid support.</p>	<p>Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading (including Phonics), Writing and Maths. Many of these children received TA led intervention. This has resulted in an increase in the number of children working at age-expected levels. Please see the Impact section of the 2017 – 2018 Pupil Premium Strategy Document for further details.</p> <p>Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly monitored by the English Lead and has been praised by a County advisor. It is proving to be very effective. Again, please see the Impact section of the 2017 – 2018 Pupil Premium Strategy Document for further details.</p> <p>The EEF Improving Literacy recommendations for Key Stage 2 and for Key Stage 1 recognise the importance of rapid provision of support which has been accurately assessed – through observation and assessment when teaching, and through marking as soon as possible after the lesson, class teachers identify those children who need additional support to meet the day’s learning and can pinpoint exactly what these “gaps” may be. Additional 1:1 support is then provided by TAs that afternoon to revisit the learning. Without this intervention, it would be very difficult for some of our children to keep up with the rigours of the curriculum and make expected progress.</p> <p>The EEF Guidance Report “Making the Best Use of Teaching Assistants” identifies that using TAs to deliver high-quality 1:1 and small groups support shows an impact of approximately 3 additional months’ progress when structured support is provided.</p> <p>Our own evidence (primarily from feedback from pupils, TAs and teachers) is that this intervention is much more effective when delivered 1:1.</p>	<p>Ongoing review of pupils’ needs and progress between TAs and class teachers.</p> <p>Use of achievement data and children’s work to frequently check whether our interventions are working and make adjustments accordingly.</p> <p>Regular assessment and moderation.</p> <p>Data progress meetings.</p> <p>Pupil conferencing.</p>	<p>£16028</p>	<p>CW / COR / JD / BC</p>	<p>Daily review of who is receiving intervention and what this is.</p> <p>Formal review with termly pupil progress meetings.</p>
--	--	---	--	---------------	---------------------------------------	--

A Accelerate progress in Reading for targeted children.	The Reading University programme.	<p>The children who have completed this ten week programme this year have made an average of between 18 months and 24 months of progress in their Reading Age and have moved through at least four book bands.</p> <p>The EEF Improving Literacy Recommendations recommends using high-quality, structured intervention programmes such as this.</p>	Regular discussion between the English lead, class teachers and those delivering the programme.	£1408	BC / AP	Formal review at the end of each programme (every eight – ten weeks).
A and B Accelerate progress for Pupil Premium children in the EYFS, in relation to their communication needs.	Pupil Premium children are “headlined” on entry and interventions immediately put into place to address specific areas for development, including specialist Speech and Language support. Good adult to child ratios in the EYFS.	<p>Children often come into the EYFS with entry data that is below the national average in the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</p> <p>Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations.</p> <p>Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on.</p>	Ongoing assessments by the EYFS team led by the EYFS lead who is a County moderator.	<p>Within staffing budget</p> <p>Sp and L below</p>	KH / YD / HH / SMC	<p>Ongoing</p> <p>Formal review at termly Pupil Progress meetings</p>
B Children receive specialist support to develop their language and communication skills.	<p>A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children’s language and communication skills and self-confidence.</p> <p>This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible.</p> <p>Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life.</p>	This provision is reviewed regularly alongside the SENDCo, class teacher and Speech and Language therapists.	£6704	SMC	<p>Regular monitoring of progress.</p> <p>Termly SENS meetings.</p> <p>Regular TAC meetings for some children.</p>

<p>A and B</p> <p>Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and able to access, the Year 1 curriculum.</p>	<p>Reception and Year 1 teachers work closely together to increase children's independence in the Summer term and provide a more EYFS-like approach for those children who need this during the Autumn term.</p> <p>Increase transition arrangements to enable children to meet their new teacher and spend time in their new classroom with their new class during the Summer term.</p> <p>Develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED).</p> <p>Maximise the impact of the expertise of staff across both settings.</p>	<p>Over the last few years, some children have found the transition between the EYFS and Year 1 difficult.</p> <p>We have listened to parent feedback and increased our transition arrangements across the Summer term.</p> <p>Some children are not ready for the Year 1 curriculum at the start of the Autumn term and we have developed an outdoor Year 1 area to enable us to provide a more EYFS-like approach for those children who need this, particularly during the Autumn term.</p> <p>The EYFS and KS1 Leads have undertaken significant research into transition between the two key stages.</p>	<p>Regular review by the EYFS and KS1 team leaders.</p>	<p>£2000 to develop the outdoor area</p>	<p>JD / KH / HH / BC / YD</p>	<p>Regularly at SLT meetings.</p> <p>Termly for the Full Governor's Meeting.</p>
---	--	---	---	--	-------------------------------	--

<p>C Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it, including in the EYFS.</p>	<p>"Nurture" support is provided through 1:1 TIS support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS.</p> <p>TIS practitioner 4xpm weekly.</p> <p>Pastoral Lead weekly allocated time for pupil support.</p> <p>Pastoral Support daily in the library at lunchtime.</p> <p>Develop the role of Lunchtime Supervisors to include pastoral care.</p> <p>Range of social and emotional programmes in the EYFS including individualised support and Thrive to Five and a Nurture / Social and Emotional intervention group.</p> <p>Additional support in Key Stage 1</p> <p>SATs week support from Year 6 1:1 teachers.</p> <p>Introduce "Champion a Child" to provide additional support for those pupils who really need it.</p>	<p>We consider addressing children's social and emotional needs to be fundamental to our work.</p> <p>Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life's ups and downs.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment (four months additional progress on average) and appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>We have provided additional adult support in Key Stage 1, partly to aid transition from the EYFS into Year 1 and partly to support the cohort of children who were recognised on entry to the EYFS as needing additional social and emotional support.</p> <p>This year, we have also recognised that those Year 6 children who received 1:1 intervention during the year really benefitted from the reassurance of the presence of the 1:1 teachers during the SATs test; we feel that this it is important to provide this reassurance for these children again next year.</p> <p>We have identified that some of our children, including those in receipt of Pupil Premium, are particularly vulnerable whether because, for example, of factors outside of school or around their learning or behaviour. We plan to introduce a "Champion a Child" scheme to provide another layer of support for these children.</p>	<p>Our Pastoral Team Lead, who is a trained TIS practitioner, monitors the work of the team and its impact, including</p> <p>She ensures that appropriate assessments and programmes are in place and monitored.</p>	<p>£9662</p>	<p>AC / MH / KH / AS</p>	<p>These aspects are regularly reviewed as appropriate with formal review meetings held termly.</p>
--	---	--	--	--------------	--------------------------------------	---

C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.	<p>Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p>	<p>For some children and their families, the support provided by the Educational Psychologist or by specialist behaviour support workers is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn.</p> <p>Some children have other barriers to learning because of social and emotional needs; these need to be addressed so that the children are ready to access the school environment and to make progress in their learning. Educational Psychologist and Behaviour Support can help us to do this.</p>	<p>Visits are timetabled in advance to ensure maximum effectiveness for the visit and all staff involved have time to prepare.</p> <p>Progress against resulting action plans are monitored by the SENDCo and by the headteacher as necessary.</p>	£2240	HH / MH	Visits are reviewed on each occasion by the SENDCo and the Ed Psych or behaviour specialist (approx. half-termly) and by the headteacher as necessary.
Total budgeted cost						£65791

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
D Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.	<p>To continue to use the rigorous monitoring systems on a monthly basis.</p> <p>HT and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling PA pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p>	<p>We can't improve attainment for children if they are not actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels".</p> <p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, we will continue to focus on the attendance amongst PP children in 2018 – 2019.</p>	<p>The Headteacher is responsible for monitoring pupil attendance and ensuring appropriate support is in place to improve attendance.</p> <p>The Headteacher will liaise with the Pupil Premium Lead and the Parent Liaison Officer to review attendance and discuss pupils who are causing concern and the actions / support which may be needed.</p> <p>Effective liaison with EWO about existing absence issues.</p> <p>Regular monitoring meetings with the Governor focus group with responsibility for attendance.</p> <p>Regular review of progress of strategies and improvements in attendance figures.</p>	£2000	MH	<p>Ongoing monitoring.</p> <p>Formal review of progress at the end of each term and for Headteacher's Report to the governors.</p>

<p>C and D</p> <p>To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.</p>	<p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p>	<p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>We also use the Breakfast Club to further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>The number of children attending our Breakfast Club has increased and we know that it is of great value to all those parents who use it.</p>	<p>Regular meetings between MH and Breakfast Club staff to discuss provision, attendance etc.</p> <p>Pupil conferencing.</p> <p>Parent consultation on provision, requirements etc.</p>	<p>£4449</p>	<p>MH</p>	<p>Ongoing and as needed.</p>
<p>All</p> <p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governor) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p> <p>Our strategy and resulting action plan are implemented effectively.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	<p>Termly reviews with Pupil Premium governor who is very knowledgeable and provides robust challenge for our Pupil Premium strategy.</p> <p>Feedback to governor committee meeting termly.</p> <p>Pupil Premium report in the termly Headteacher's Report to the Governors.</p>	<p>£500</p>	<p>CW TB MH</p>	<p>Regular reviews on progress with HT / DHT.</p> <p>Termly meetings with Pupil Premium governor.</p> <p>Termly reports to the Governing Body.</p>

<p>C and E To continue to find ways to help promote children's wellbeing, confidence and resilience as well as engagement.</p>	<p>Ensure that children eligible for Pupil Premium are encouraged to take part in arts-based activities.</p> <p>Continue to keep the arts high profile across the school.</p> <p>Continue to provide a range of arts-based activities and to look to extend this further where possible.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Further increase the range of books available in class libraries.</p>	<p>Studies into the effect of arts activities on pupil wellbeing show that the arts can make a "powerful contribution ... [to] health and wellbeing" Lord Howarth of Newport, <i>Creative Health: The Arts for Health and Wellbeing</i>.</p> <p>Rebecca Johnson of Breathe Arts Health Research believes that "access to programmes which incorporate arts-based interventions leads to increased independence, improved self-esteem, confidence and resilience".</p> <p>The EEF confirms this: although involvement in artistic and creative activities has a "positive but low" impact on academic learning, wider benefits such as more positive attitudes to learning and increased wellbeing [are] consistently reported".</p> <p>We already have a strong tradition of arts-based activities and encouraging pupils' creativity at Alverton including Mazey, our annual musical production, various choirs participating in concerts, the Lantern Walk, Art Club, ukulele club, specialist Art and Music teachers and much more. We have seen first-hand the benefits that this has for our pupils and will continue to promote this still further amongst our Pupil Premium children.</p> <p>We encourage a love of reading and have a whole-school culture of enjoyment in books. We consider this to be very important in broadening children's horizons as well as developing the essential skill of reading.</p>		<p>Pupil Premium case studies</p> <p>Termly reviews of Pupil Premium children</p> <p>Completed planning and evaluation form</p>	<p>£1000 to enable the school to take part in activities attracting a cost element</p> <p>£2400 for books (£200 per class)</p>	<p>CW COR KHo BCI</p>	<p>December, March, July</p>
<p>C and E Ensure that Pupil Premium children are financially able to attend school camps.</p>	<p>Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.</p>	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>Last year this funding enabled all but two of our Pupil Premium pupils in Key Stage 2 to go to camp; the children who decided not to go decided this for reasons other than financial ones.</p>		<p>School office staff hold records to ensure Pupil Premium money is used for this purpose.</p> <p>If Pupil Premium children do not opt to go to camp, office staff and teachers liaise with parents to ensure that the reasons for this are not financial.</p>	<p>£4505</p>	<p>VG AS</p>	<p>Ongoing and June / July annually</p>

C and E Children are able to talk part in the opportunities available to them enabling any financial or aspirational barriers to be removed.	Parents of Pupil Premium children can use up to £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform). Some funding is also allocated to enable us to respond to individual need.	We consider children’s cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision (see above). We want all children to access all the opportunities available to them and to take part in a wide range of enrichment activities and actively encourage all parents of children eligible for the Pupil Premium to do so. Last year, almost all of the parents of our Pupil Premium children used this funding and the feedback from them was overwhelmingly supportive and recognised that it enabled their children to access activities they couldn’t otherwise have afforded. We consider it important to ensure well-being and readiness for school as well as try to help to reduce financial concerns for some families.	School office staff hold records to ensure money is used and reminds parents if this funding has not been taken up. Letters re trips etc include an option to tick to use this funding.	£7800	VG AS	Ongoing and June / July annually
Total budgeted cost						£22654

Review of expenditure – Impact of Pupil Premium Funding 2018 – 2019 as at 31 March 2019						
Current Academic Year		2018 – 2019				
i. Quality of teaching for all – Impact as at 31 March 2019						
Desired outcome	Chosen action / approach		Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
A Raise standards in Writing across the school, particularly in boys in Key Stage 1 and the EYFS.	KS1 and KS2: Ensure SPaG is taught explicitly through the writing sequence as well as consolidated and applied across the curriculum. Continue to embed pupils' ability to improve their own work through the teaching sequence for writing. Ensure high-quality exemplar texts and modelled writing Increase children's stamina for writing, eg by ensuring sufficient independent / distanced writing tasks. EYFS: Identify children with fine motor issues early on and put intervention in place. Ensure that there are opportunities in all areas of the classroom for mark making, including outside. Provide initiatives to encourage boys to choose to write independently. Pay particular attention to the "boy-friendly areas" and ensure these activities are supported by adults. Identify children who need Phonics interventions and put 1:1 phonics practice in place.	Our end of year aims are that: End of Key Stage 2 Writing continues to be above national %. The % achieving the Expected Standard in Writing at the end of Key Stage 1 is closer to Reading and Maths. The % achieving Greater Depth at Key Stage 1 increases. The % of children who meet the ELG in Writing increases. The % of boys achieving the expected standard in Key Stage 1 and the EYFS increases. Across the school, a greater % of children are working at, or closer to age-expected standards. Lesson observations demonstrate strong and effective shared and modelled writing, including clearly taught SPaG. Writing standards in Key Stage 1 have improved over the last year because we have explicitly linked writing across different genres to the children's own experiences. Units of work have been shorter but are still following the writing sequence: starting with a 'hook' to ensure engagement, using exemplar texts to teach key features of the genre and word and sentence-level targets on spellings, grammar and punctuation. SPaG linked to the exemplar text is taught explicitly as part of the writing sequence before final pieces are drafted and redrafted. Because the units are shorter, we are able to revisit key genres more frequently than would otherwise be possible and shorter, more accessible tasks are proving very successful in engaging and holding the focus of boys. The outdoor area enabled an easier transition for some of the younger Year 1 boys who are making good progress as a result. As a result, boys writing at KS1 is proving to be at a higher standard this year than last and the % achieving EXS should increase; we anticipate 60% of boys achieving EXS (last year 41%). The % of children on track to achieve GDS in Writing has increased this year to 16% (13%) and to achieve at least EXS has increased to 65% (62%). Highly successful introduction days and activities for writing genres, eg using drama and roleplay and various scenarios around the school grounds! This ensures that the children are engaged from the outset and "hooked" onto the genre. SPaG is taught explicitly through the English sequence; objectives are also covered through exemplar texts. SPaG is also taught and tested in discrete lessons. It is included in planning phases and identified in whole class feedback, enabling teachers to identify common mistakes or misconceptions and then teach or reinforce these with the whole class. Pupils display a good knowledge of SPaG during writing or in Novel Study and are much more confident using the language around SPaG. SPaG linked to writing genres is having an impact on writing – more children are using taught aspects independently in their writing. There are high expectations for all children – the quantity expected is more, longer exemplar texts etc which is increasing children's stamina for writing (especially independently). This is evidenced through writing moderation and book monitoring. There is a strong focus on developing pupils' vocabulary and there is evidence across the key stage of more ambitious vocab being used in writing. Developing pupils' vocabulary features strongly; this has clearly retained its high focus (Flash Visit Dec 18). Learning walks evidence a great atmosphere in lessons and a high level of motivation. Pupils love to share their work. Having three key worker groups in the Reception class is working very well and ensuring that all children's strengths and areas for development are known to all staff, allowing effective interventions to be put into place. We continue to explore opportunities for mark making, particularly thinking about how we can do this in the outdoor area. Those children who continue to need daily practice with Phase 2 and Phase 3 phonics are having this on an individual basis as well as in group time. Approximately 40% of the boys in the class are confident writers, which is different from previous years, and are choosing to take the opportunities provided to write. We anticipate a higher % of boys achieving the ELG for Writing. With the take-up of two-year-old spaces in the Nursery, we are now better placed to identify children who have fine and gross motor issues and support them from an earlier age.			Raising standards in writing, particularly in the earlier age groups, remains a focus for us, particularly for boys, and we will continue to make this a priority.	None from PP budget
A The teaching of writing includes the secure ability of pupils to spell words correctly.	Whole Class Feedback sheets have a Spelling section to identify common misconceptions to address. All classes have regularly timetabled Spelling	Whole class feedback is highly effective in identifying consistent spelling errors which are taught and / or revisited. <i>It was clear that whole-class feedback is having a positive impact as almost all sessions featured common spellings identified from this.</i> All classes report children's spellings are improving in their independent writing. Spelling has become much higher profile across the curriculum and there are lower incidences of high-frequency words being spelt incorrectly. Interventions: Nessler licences increased by 25% as this has proved very beneficial for these identified pupils for whom a timetable is in place; 1:1 precision teaching is also included for some Nessler pupils. EYFS: interventions include reading every day and phone flash cards with targeted children. KS1: common exception words are being taught as part of English lessons and / or spelling / phonics sessions. <i>Independent learners – the culture within the classrooms has clearly provided opportunities to promote independence.</i>			Although we have seen an improvement in children's spelling, we will continue to focus on this and ensure that every opportunity is taken to	None from PP budget

	<p>sessions where spellings are explicitly taught. A range of spelling strategies and techniques are used.</p>	<p><i>Staff subject knowledge – consistent in the language used, actions, technical terms.</i></p> <p>KS2</p> <p>Spelling displays in each classroom; pupils using working walls and other resources independently.</p> <p>A greater focus has been placed on spelling with targeted intervention at the start of English lessons.</p> <p>Weekly spelling test scores show that spelling has improved.</p> <p>Children’s responses show engagement and ability to apply spelling skills and patterns.</p> <p><i>Lots of different strategies seen to develop children’s spelling, alongside many prompts and reinforcements displayed around the room.</i></p> <p><i>The atmosphere for learning in every class visited was fantastic – really positive, great relationships, all children eager to take part and to learn.</i></p> <p><i>(Flash Visits December 1)8</i></p>	<p>promote spelling across the curriculum.</p>	
<p>A</p> <p>Improve the quality of teaching and learning through learning walks.</p>	<p>Learning walks will be completed to review the quality of teaching being delivered. These may have a particular focus or may focus more generally on teaching and learning.</p> <p>Effective practice to be shared.</p> <p>Under-performance will be challenged and support provided.</p> <p>Provide opportunities for all teaching staff to undertake individual focused learning walks within their own team or at other schools to share effective practice and provide support.</p>	<p>Regular learning walks have ensured a continual focus on providing high-quality teaching across the school. Areas for development are followed up, challenged and supported.</p> <p>We have provided CPD opportunities for all teaching staff to enable them to carry out a focused learning walk observing teachers and lessons whose practice will be of benefit to their own. In this way, good practice is shared and support provided where needed.</p> <p>Book scrutinies have a focus which enables us to identify our strengths and areas for development as a staff; this has also enabled staff to work together to review the impact of our marking system which maximising the impact of feedback to pupils.</p>	<p>Individual learning walks for CPD have proved very successful. We will continue this into 2019 – 2020 as all staff agree that it is an ideal opportunity to explore an aspect of teaching and learning of their own choosing and to learn from each other.</p> <p>Whole class marking strategies are enabling teachers to address misconceptions and target areas for development at the beginning of the next lesson and the feedback from this. even at this</p>	<p>£654</p>
<p>A</p> <p>Ensure progress for all groups of pupils through the collaborative development of chosen aspects of teaching and learning.</p>	<p>In groups, teachers choose and research an aspect of teaching and learning (linked to the SDP), planning three lessons together to develop this. Following a lesson study model, teachers work together to teach, observe and develop plans and ideas throughout the process. Findings are fed back to all staff who can then observe this pedagogy in practice.</p>	<p>Our ongoing focus on developing teaching and learning continues to evolve.</p> <p>Whole-school priorities, identified in the SDP, are addressed collaboratively.</p> <p>All pupils continue to be provided with high-quality teaching.</p> <p>Teachers have supported each other with their own CPD, developing an aspect of teaching and learning of their own choice, ensuring that we continue to move forward and develop our pedagogy and practice across the school; teaching has also become more consistent as a result of the shared development of an aspect of pedagogy.</p>	<p>The impact of this project on pedagogy and practice has been such that many teachers are planning a second one. We will repeat this process again next year.</p>	<p>£1056</p>

A Ensure progress for all groups of pupils in all phases of a lesson through effective use of additional adults throughout the school.	Increase subject knowledge in Spelling, SpG and Maths by providing training for Tas during the Autumn Term in Spelling, SpG and Maths.	<p>The information contained within the EEF report on Making the Best Use of Teaching Assistants has been considered by all staff and advice is followed.</p> <p>Having identified TA subject knowledge, through our self-evaluation and through TA request, as an area to develop, two teachers have led training for all TAs in SPaG, Maths and Spelling. These have been universally well-received and were extremely enjoyable and staff involved have been very appreciative of our investment in their professional development. At the TAs' request, iPad training has also now been delivered.</p>	Ensuring that the impact of TAs on children's learning is maximised will be an ongoing focus area.	No cost from PP budget
A, B, C, E Further engage parental support and better enable parents to support their child with their learning at home.	<p>Ensure that parents are actively engaged with, and able to, support their child's learning at home through holding parent workshops, for example about SpG, Maths or Phonics, particularly in response to parent requests.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>Parents are better equipped to support their children at home as they have an increased knowledge of the curriculum and the skills needed in specific and important areas such as Phonics.</p> <p>Parent workshops for Phonics have been held, led by our EYFS teachers, empowering parents to be better equipped to support their children at home. These were attended by seven parents. We have ten family members who come in and support individual reading across the school.</p> <p>Our approachable and knowledgeable Parent Liaison Officer has provided support for parents where there are any concerns or issues affecting their children. She is increasingly sought out for support and advice.</p>	Although we have success with our strategies to engage with parents, we know that we need to do more with some of our harder-to-reach parents.	No cost from PP budget
Total budgeted cost				£1710

ii. Targeted support – Impact as at 31 March 2019

Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	--------------------------	--	--	------

<p>A Enable children to make accelerated progress and attain national standards.</p>	<p>Provide 1:1 or small group teacher-led intervention support for identified pupils for Maths and SpaG in Year 6 and Writing and Maths in Year 2.</p>	<p>1:1 and small group support ensures targeted support is provided for identified Year 6 and Year 2 Pupil Premium children.</p> <p>Assessments show that, at the end of the Spring term, a greater % of targeted pupils are on track to achieve EXS.</p> <p>In Year 6, 14 of the 15 children receiving 1:1 teaching for SPaG have made accelerated progress in SPaG scores (including 4/5 Pupil Premium); a further impact of the 1:1 SPaG teaching has seen an increase in accuracy of sentence structure and punctuation in these children's independent writing; 12/13 children have also made accelerated progress in Writing (including 5/5 Pupil Premium) and a greater number are now expected to reach the Year 6 expected standard.</p> <p>14 out of 17 children receiving 1:1 teaching in Maths have made accelerated progress (including 5/5 Pupil Premium). Again, even if these children do not reach EXS by the end of the year, they are now working closer to this and are therefore better prepared for the next stage of their education.</p> <p>In Writing, SPaG and Maths, the number of Pupil Premium children now working at age-related expectations (ARE) has increased and, although not all will achieve ARE, they are now working closer to this.</p> <p>In Year 2, 1:1 teaching has supported identified children in Writing, which has been a whole key stage priority. The progress of these children relative to their starting points has been very good and all children who have been supported are showing accelerated progress. At the beginning of the year, 1/8 Pupil Premium child was working at the expected level for Writing; we now anticipate an additional 3 Pupil Premium children to work at the expected level by the end of the year.</p>	<p>This has continued to be a very successful and valued approach and we will continue with it again in 2019 – 2020.</p> <p>As well as the obvious accelerated progress made by the children, the increase in their self-confidence and self-esteem and belief in themselves as learners is quite remarkable.</p>	<p>£13975</p>
<p>A Accelerate progress and enable children to attain national standards in English at the end of Key Stage 2.</p>	<p>Additional Teacher time to enable small group work in English in Year 6 for identified pupils.</p>	<p>Those Year 6 children identified as needing additional support and intervention through lessons in order to achieve EXS in Reading and Writing (including Pupil Premium children) have been able to work in a small group led by an experienced Year 6 teacher supported by a specialist Year 6 TA. This has had a significant impact on the progress of these pupils and led to accelerated progress: Current data shows that:</p> <p>All 13 pupils have made accelerated progress in Reading.</p> <p>12/13 have made accelerated progress in SPaG.</p> <p>13/13 have made accelerated progress in Writing.</p> <p>In addition, the number of pupils now working at, or expected to achieve, EXS has increase in Reading, Writing and SPaG. Those who have not yet reached these standards will be working closer to them and will therefore be better prepared for the next stage of their education.</p>	<p>This has again been a very successful approach which we will continue in 2019 – 2020.</p>	<p>£11541</p>
<p>A Accelerate progress and enable children to attain national standards in Maths at the end of Key Stage 2.</p>	<p>Additional teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p>	<p>Year 6 children (including those in receipt of Pupil Premium) identified as needing additional support in order to achieve the Expected Standard in Maths benefit from working in a small group led by an experienced Year 6 teacher with additional TA support and excellent adult : pupil ratios.</p> <p>An increased % will have achieved nationally expected standards at the end of the key stage in Maths; those who have not yet reached these standards will be working closer to them and will therefore be better prepared for the next stage of their education. Current data shows that 9/12 targeted children are currently working at EXS.</p> <p>The Year 5 children from this Maths group also benefit as they are in a similarly small group for this time and will enter Year 6 in a very strong position mathematically.</p>	<p>This has a real benefit for these children, in terms of both Maths ability and confidence boosting and we will continue with this strategy again next year.</p>	<p>£2233</p>

<p>A</p> <p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards and to make expected progress.</p>	<p>1:1 (or small group) interventions delivered by TAs to provide rapid</p>	<p>To date, progress across the school shows that Pupil Premium children are making at least expected progress relative to their individual starting points in each cohort in Reading, Writing and Maths. This means that an increased % of pupils are working at, or closer to, national age-related standards. The majority of these children receive intervention, often 1:1.</p> <p>Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly monitored and has been praised by a County advisor. It is proving to be very effective: 4/7 Pupil Premium children are on track to achieve the national standard this year and those not expected to achieve it are receiving personalised, targeted intervention.</p>	<p>Our assessments and pupil progress meetings show that intervention in Reading, Writing and Maths, which the majority of our Pupil Premium children receive, has a real impact on the children and allows them to keep up with the rigours of the new curriculum. It cannot be underestimated that this is a real challenge for some children but specific and targeted intervention enables them to make at least expected progress. Without this intervention, this would be very difficult for some children.</p>	<p>£16028</p>
<p>A</p> <p>Accelerate progress in Reading for targeted children.</p>	<p>The Reading University programme.</p>	<p>The children who have completed this ten-week programme this year have made an average of between 12 months and 18 months of progress in their reading age and have moved through several book bands. They have gone from reading ages of 4 or 5 months below their chronological age to between 7 months and 11 months above.</p> <p>The children's confidence in themselves as readers and learners has also increased.</p>	<p>The Reading University programme has demonstrated great success for all the pupils who it has supported to date. This success is measured not just in rapid improvements in reading ages but also in less tangible benefits such as increased confidence. Parents are equally pleased with the results.</p>	<p>£1408</p>
<p>A and B</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their communication needs.</p>	<p>Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development, including specialist Speech and Language support.</p>	<p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate and effective interventions have been put into place as soon as possible.</p> <p>Accelerated progress is being made by many of the children receiving these interventions, which should lead to an increased % of children achieving a GLD and the ELGs in Communication and Language. If GLD is not achieved, the attainment "gaps" with other children will have narrowed as progress accelerates and the children will be better able to access the Year 1 curriculum that they would otherwise have been.</p> <p>A key action has been to provide additional support for Pupil Premium children - even those who would not normally be identified as requiring additional support - to ensure that they don't fall behind.</p> <p>Parent workshops for Phonics have been held, led by our EYFS teachers, empowering parents to be better equipped to support their children at home. These were attended by seven parents. This was a disappointingly low number of attendees and the Reception teachers have met individually with the parents whose children's progress in Phonics is causing concern to engage them in their children's learning and show them ways in which they can support at home with ideas, resources etc. This has had a very positive impact and the children's progress in phonics is now much improved.</p> <p>The EYFS are fortunate in having a range of students and volunteers working with the children for four days each week. The EYFS staff have a readily available detailed list of individual interventions which the students and volunteers work through. This is regularly reviewed and is proving very successful in enabling the children to meet key skills.</p> <p>This year, there should be an increase in the % of Pupil Premium children who reach GLD compared to last year but these are all girls. Interventions are in place to support the boys with their individual areas of need through targeted interventions.</p>	<p>We will continue with interventions in a similar way next year because progress is evident as having a positive impact on the children's readiness to learn.</p>	<p>No specific cost from PP budget except Sp and L below</p>

<p>B Children receive specialist support to develop their language and communication skills.</p>	<p>A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence.</p> <p>This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Through this intervention, children are empowered to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life.</p> <p>Specialist HLTA intervention with pupils across the school has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision is reviewed regularly. In 2018 – 2018 so far, ten children have been discharged from the Speech and Language therapist, including three Pupil Premium children. Our HLTA is currently working with four Pupil Premium children. The HLTA attends SENS review meetings, meaning that all those involved with the children know how best to support their learning needs.</p> <p>Our HLTA works primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life.</p>	<p>The aim of speech and language support is to enable children to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life. We consider that it is necessary to address speech and language concerns as early as possible in order to provide children with the best opportunities to succeed as early in their school life as possible.</p>	<p>£6704</p>
<p>A and B Ensure that transition between EYFS and Year 1 enables all pupils to be ready for, and able to access, the Year 1 curriculum.</p>	<p>Reception and Year 1 teachers work closely together to increase children's independence in the Summer term and provide a more EYFS-like approach for those children who need this during the Autumn term.</p> <p>Increase transition arrangements to enable children to meet their new teacher and spend time in their new classroom with their new class during the Summer term.</p> <p>Develop the Year 1 outdoor space, ensuring opportunities are built in to develop key areas (eg Communication and Language, PSED).</p> <p>Maximise the impact of the expertise of staff across both settings.</p>	<p>Pupils have settled well into Key Stage 1. The Key Stage 1 outdoor area, which is now an attractive and welcoming area that has been resourced to encourage children to continue learning through playing and exploring, was used regularly by Year 1 for outdoor learning during the Autumn term and transition activities have helped to improve transition from the EYFS for key children. More children moved confidently into Year 1 and are making good progress as a result. Targeted children, especially boys, have transitioned more easily into Year 1. This has been evidenced by anecdotal information and teacher / TA observation as well as by the engagement and learning of the children.</p> <p>The outdoor space was effectively used in the Autumn term, allowing the children to access a wider range of activities and resources which complemented the direct teaching which had taken place. Providing additional staff ensured that the outdoor area was utilised. Lessons have been adapted to ensure smooth transition.</p> <p>We have also seen a significant improvement in parents' perception of the move to Year 1 and less anxious parents because children talking more positively about their Year 1 experience.</p> <p>The Year 1 teacher, who has spent time in the Reception classes as part of her own CPD to look at practice will, next Autumn term, adapt her practice further to take a more EYFS approach, looking at individual next steps for children and working with small groups to further develop transition arrangements to ensure that still fewer children feel overwhelmed by the Year 1 curriculum. Having a Reception teacher job share for 1.5 days a week during the Autumn term in Y1 ensured a smoother transition between Reception and Y1. Through her prior knowledge of the children, she ensured that they were well supported and scaffolded for their next steps.</p>	<p>Creating an outdoor area has been very successful and we will continue to develop its use in 2019 – 2010.</p>	<p>£2000</p>

<p>C Pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it, including in the EYFS.</p>	<p>"Nurture" support is provided through 1:1 TIS support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS.</p> <p>TIS practitioner 4xpm weekly.</p> <p>Pastoral Lead weekly allocated time for pupil support.</p> <p>Pastoral Support daily in the library at lunchtime.</p> <p>Develop the role of Lunchtime Supervisors to include pastoral care.</p> <p>Additional support in Key Stage 1.</p> <p>SATs week support from Year 6 1:1 teachers.</p>	<p>Dedicated TIS practitioners work with some of our most vulnerable children. Nine children regularly meet with our TIS practitioner – six of these are eligible for Pupil Premium. This support ensures that these children are better able to manage the school day and to make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to and staff regularly liaise with our TIS practitioner about any concerns (with any pupils) that they have. This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn.</p> <p>The Library provides a quiet space each lunchtime for children where children can access additional support from a member of the Pastoral Team and between 15 – 20 children use this each day. Some just want to sit and read (or be read to) quietly but others seek out the TLC provided by the member of staff or use this as time to talk to her about friendship or similar issues and use her advice and support to help them sort these out. This is particularly beneficial to those children who find unstructured times tricky.</p> <p>Additional support has been provided in KS1 to support the cohort of children coming into Year 1 who have already been identified as requiring social and emotional support.</p> <p>We have also employed a member of staff to lead our outdoor provision who has had a very positive impact on the children with whom she works in the outdoor environment who can be disenchanted by elements of the school day. In addition to completing projects outdoors, the children are given help and support in how to manage the aspects of school that they find more challenging.</p> <p>Several of our children find lunchtime difficult so we have provided a daily menu of activities for them. In addition to the support on the library, our outdoor learning leader runs activities based around woodland learning and other lunchtime supervisors lead sport, music and art and craft activities from which the children can choose if they wish. We have found that issues at lunchtimes have reduced and that children have access to a wider range of adults, and therefore support, if they need it.</p>	<p>The importance of the support which our TIS practitioner provides is recognised across the school.</p> <p>We would like to increase the number of children who can be supported in this way and continue to explore ways to provide additional support.</p>	<p>£9662</p>
--	--	---	--	--------------

C Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.	<p>Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p>	<p>Support from the Educational Psychologist and the Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs.</p> <p>This additional advice and support for teachers and support staff enables children to better access the curriculum as pinpointing their specific needs enables these to be addressed so that the child can be readied for learning.</p>	For a few children and their families, the support provided by the Ed Psych is invaluable and we intend to continue to use this next year.	£2240
Total budgeted cost				£65791

iii. Other approaches – Impact as at 31 March 2019					
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost
D Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.	<p>To continue to use the rigorous monitoring systems on a monthly basis.</p> <p>HT and Parent Liaison officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to work closely with the EWO service in tackling PA pupils.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Continue to develop the Learning Well Project with local GPs to target PA pupils.</p>	<p>As at March 2019: Overall attendance is currently 95.3%% (95.6% 17-18). Pupil Premium attendance has improved to 94.7%. FSM attendance had improved to 94.4%. Absence %, including all Persistent Absence %, are currently higher than anticipated by the end of the year and than seen at the end of the Autumn term. There has been a great deal of sickness this term with several nasty “bugs” which have wiped out the staff, at times, as well as the children, and even some of the most hardy souls who are usually seen in school every day, have been away ill. Attendance % should improve again as the year goes on but our Parent liaison Officer is in contact with those parents whose children’s absence is causing us concern beyond the usual patterns of absence. When considering the thirty children at our school with the lowest attendance, 33% of these receive Pupil Premium (this is higher than in 17-18). 29% of children (10) whose attendance <90% receive Pupil Premium. There is EWO involvement for three of these children whilst others are supported by our Parent Liaison Officer. There have been notable successes for a number of children who previously had poor attendance following input from the Headteacher / Parent Liaison Officer. Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by our own systems and by the EWO as needed; where attendance falls below thresholds, it is followed up by the Headteacher and / or Parent Liaison Officer. The EWO has been involved with two families this year where persistent absence is of particular concern and the school’s actions have not seen the desired improvements.</p>		<p>The NfER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Although the actions and approaches have had an impact on individual children, attendance amongst Pupil Premium children remains a key target area and we intend to develop further the strategies used to address this.</p> <p>Ofsted (February 2018) praised our rigorous approach to ensuring good attendance for all groups of pupils.</p>	£2000
C and D To provide a social start to the day with opportunities for interaction with staff and their peers through a Breakfast Club.	<p>To provide an opportunity for pupils to eat breakfast in school which is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children.</p>	<p>The number of Pupil Premium children attending Breakfast Club is steadily increasing with approximately 33% of those attending each day being eligible for Pupil Premium(approximately 13 Pupil Premium children each day). Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn.</p> <p>Breakfast and a range of activities is also available (at a cost of £2 per day) to other children and parents who need childcare before school are able can use the Breakfast Club and know that their children are being well-cared for.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use Breakfast Club for their children. This has made a real difference for some children.</p>	<p>A good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>We will continue to use this to also further support our attendance initiative as attendance amongst Pupil Premium children is an area we continue to address.</p>	£4449	

All The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.	Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governor) and to ensure that our information is up-to-date and informs best practice. The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school. Our strategy and resulting action plan are implemented effectively.		School leaders keep up-to-date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending.	Some funding will continue to be allocated to ensure the effectiveness of the leadership of Pupil Premium and to ensure that our information is up-to-date and informs best practice. Funding will enable both Pupil Premium lead and Pupil Premium governor to attend training.	£500
C and E To continue to find ways to help promote children's wellbeing, confidence and resilience as well as engagement.	Ensure that children eligible for Pupil Premium are encouraged to take part in arts-based activities. Continue to keep the arts high profile across the school. Continue to provide a range of arts-based activities and to look to extend this further where possible. Ensure that there are no financial barriers to pupils' aspirations. Increase the range of books available for pupils to borrow from class libraries.	Pupils' independence, self-confidence and resilience has increased through taking part in activities which has broadened their experiences. Pupils are able to take part in all the opportunities they would like to access. These have included Songfest, Minack Theatre workshops, pottery lessons, author visits, Music workshops and the Spring Show. Pupils are able to read a broader selection of books with all the benefits that this brings.		We already take every opportunity we can to enable the children to take part in arts-based activities but allocating funding specifically for this has increased our awareness of the need to encourage our Pupil Premium children to take up all opportunities open to them. We will therefore continue this initiative next year.	£3400
C and E Ensure that Pupil Premium children are financially able to attend school camps.	Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.	Children are not prevented by financial barriers from accessing all the opportunities available to them and to take part in a wide range of enrichment activities including a visit to London and outdoor pursuits such as coasteering and kayaking, thereby broadening their experiences. 9/10 Year 3 Pupil Premium pupils are going to camp. 15/17 Year 4 Pupil Premium pupils are going to camp. 6/6 Year 5 Pupil Premium children are going to camp. 12/13 Year 6 Pupil Premium children are going to camp.		We consider children's cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2019 – 2020.	£4505

C and E Children are able to talk part in the opportunities available to them enabling any financial or	<p>Parents of Pupil Premium children can use up to £100 of their funding to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>Children have taken part in all the extra-curricular opportunities that they would like to do and are not prevented from doing so by financial barriers.</p> <p>So far, this has been taken up by 65 / 70 of the parents of our Pupil Premium children and the others have been encouraged to do so.</p>	We consider children's cultural capital and equality of opportunity to be very important aspects of our Pupil Premium provision and will continue this as part of our strategy in 2019 –	£7800
Total budgeted cost				£22654

7. Additional detail

Additional information used to inform the statement above.

Pupil Premium Data 2017 – 2018.
 Pupil Premium Planning and Evaluation Outline for 1:1 Teacher-led Intervention (Year 6) 2016 – 2017
 Pupil Premium Planning and Evaluation Outline for targeted Year 6 English Group 2017 – 2018
 Confidential Pupil Premium Data Analysis 2017 – 2018
 Pupil Premium Progress and Achievement Data 2015 – 2018
 Individual Case Studies