

# **Pupil Premium Strategy**

**Ivy Road Primary School**



**2018 – 2019**

# Pupil premium strategy statement Ivy Road Primary School

1. Summary information					
School	Ivy Road Primary School				
Academic Year	2018-19	Total PP budget	£54,790	Date of most recent PP Review	01/18
Total number of pupils	111	Number of pupils eligible for PP	41	Date for next internal review of this strategy	07/19
Detailed Breakdown 2018 - 2019					
FSM Primary	Post Looked After Children (LAC)		LAC	Service Children	
				0	

2. Current attainment		
Based on 2018 results at end of Key Stage 2 (7 out of 10 children are PP)	<u>Pupils eligible for PP</u> Ivy Road ( <i>national average</i> )	<u>Pupils not eligible for PP</u> Ivy Road ( <i>national average</i> )
% achieving expected standard or above in Reading, Writing & Maths (RWM Combined)	<u>43%</u> ( <i>51%</i> )	<u>67%</u> ( <i>70%</i> )
% achieving expected standard or above in Reading	<u>43%</u> ( <i>64%</i> )	<u>67%</u> ( <i>80%</i> )
% achieving expected standard or above in Writing	<u>100%</u> ( <i>67%</i> )	<u>67%</u> ( <i>83%</i> )
% achieving expected standard or above in Grammar, Punctuation & Spelling	<u>71%</u> ( <i>67%</i> )	<u>67%</u> ( <i>82%</i> )
% achieving expected standard or above in Maths	<u>71%</u> ( <i>64%</i> )	<u>100%</u> ( <i>81%</i> )
Average Scaled Score : Reading	<u>100.3</u> ( <i>102.6</i> )	<u>99.9</u> ( <i>106.1</i> )
Average Scaled Score: Maths	<u>103.8</u> ( <i>101.9</i> )	<u>102.7</u> ( <i>105.4</i> )

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>School Context of Deprivation:</b> Our school context of deprivation means there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (Decile 3) compared to National of 0.2. We have an IMD of is 24.9 (Decile 4).
<b>B.</b>	<b>Social Care Needs:</b> Many of our pupils come from chaotic and vulnerable homes. Our school has a large number of families supported historically or currently by outside agencies including Safeguarding, Troubled Families and Family Partners. Many of our families need support from school to help them address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, spelling, homework and school activities.
<b>C.</b>	<b>Attainment on Entry:</b> The vast majority of our children enter FS1 with knowledge and skills that are below those expected for their age. A small proportion of pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. Our current FS1 is below in Making Relationships, Managing Feelings and Behaviour, Moving and Handling, Understanding and Speaking. We also have a large number of SALT referrals.
<b>D.</b>	<b>SEND:</b> January 2018 Census identified 20% receiving SEN support against national average of 12.2%. A further 1.8% of pupils had a SEN statement or EHC plan against the national average of 1.3%. SEN cohorts vary across the classes with one class having 33%. Currently 61% of pupils registered for FSM6 have identified SEND.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	<b>Education not valued in the local community:</b> Many of our families do not see school as something they want to be involved with due to their own difficult experiences at school. As an area of deprivation there is a culture of low expectations and aspirations which is passed on to children.
<b>F.</b>	<b>Attendance:</b> Overall attendance half terms 1-4 in 2017-2018 showed FSM6 pupils at 95.7% which is an improvement on last year although slightly higher than national. 9.7% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2017-2018 this is significantly better than national average and better than previous year. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment.
<b>G.</b>	<b>Pupil Stability:</b> Due to many of our pupils living in smaller Local Authority housing, larger families move out of the area due to the lack of suitable larger homes. Family issues also cause a number of our families to leave the area. We also have a number of pupils joining the school mid-term from other areas of deprivation and increasingly immigrants placed in local council housing.

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success Criteria</b>
<b>A.</b>	Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 35% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
<b>B.</b>	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Inference training, Success@Arithmetic, Number Sense.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>C.</b>	Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will ensure that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>D.</b>	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP to in line with national and comparable with other pupil groups
<b>E.</b>	Improve PP and other children's attitude and ability to learn. Improve PP ability to learn by ensuring they are properly nourished. Encourage parents and carers into school. Continue class assemblies, curriculum days, themed days, sports activities, celebration assemblies, vocational type activities, outdoor learning and to ensure a positive attitude to school is embraced by all.	To encourage PP children to use Growth Mindset and Time to Talk strategies embedded throughout the school to improve resilience and positive attitudes towards learning. Children are nourished and ready to learn by attending Breakfast Club and taking up free school milk. Feedback from parents published on website.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018 – 2019 Allocated Funds £54,790 (subject to change)</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>When will you review implementation?</b>
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 35% FSM6 entitlement).	Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).	<p>End of KS2 (10 children) results were 50% Reading, 90% Writing, 80% Maths, 70% GPS. In 2018 Y6 disadvantaged pupils outperformed their national peers in Writing, Maths and GPS and in line for Reading.</p> <p>Average scaled score for PP children in Reading was 100.3, Maths 102.4 and GPS was 103.4. Maths was above provisional national, GPS and reading were in line.</p> <p>The progress of our PP children was -2.73 in Reading, 8.29 in Writing and 0.02 in Maths, all in line with LA and National.</p> <p>35% of the current Y6 cohort are entitled to PP.</p> <p>Implementing pure classes where possible keeps class sizes small to enable more intensive teaching.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p>	Management Team	<p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Inference Training, Success@Arithmetic. Number Sense.</p>	<p>Continue to implement pure year group classes across the school (part funded by Pupil Premium).</p>	<p>End of KS2 results (see above).</p> <p>End of KS1 results for disadvantaged pupils (2 children – 1 SEN) are 50% Reading, 0% writing, 0% Maths and 100% Science.</p> <p>Y1 Phonics 2018 results for disadvantaged pupils was 83% which is above National figure.</p> <p>FS2 2018 GLD is 82%. This is significantly above national figure (72%). For disadvantaged pupils this is 80% which again is significantly above National.</p> <p>By maintaining pure classes where possible across the school this enables smaller class sizes ensuring that pupils make progress from their starting points and ensures that we close the gaps in attainment and progress. (see intervention case studies)</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p>	<p>Management Team</p>	<p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching</p>	<p>Teaching overtime is as evidenced in pupils' books and the school's assessment information.</p> <p>We had a highly successful OFSTED in September 2017 (see report).</p> <p>In 2017-2018 all of the lessons observed were graded good or</p>	<p>Focused Leadership and DHT, EYFS Lead and Literacy Lead Management time to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p>	<p>Management Team</p>	<p>Half Termly monitoring calendar and T&amp;L Impact summary</p> <p>Performance Management midterm reviews (March 2019)</p> <p>July 2019 final review</p>

	<p>and learning for example Talk 4 Writing training.</p>	<p>better. 33% were outstanding. Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and termly pupil progress meetings.</p> <p>100% of parents/carers in our June 2018 questionnaire agreed that teaching is good. (70% strongly agreed).</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. 1 TA has received HLTA status. As a result there is a smooth progression in learning for all pupils.</p>	<p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>		
--	--	--	--	--	--

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>When will you review implementation?</b>
<p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 35% FSM6 entitlement).</p>	<p>Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).</p> <p>Continue to implement Fresh Start, Inference, BRP</p>	<p>In 2018, our Y6 disadvantaged pupils outperformed their national peers in Writing, Maths, GPS and RWM combined and were in line with Reading.</p> <p>In 2018 our Y2 disadvantaged pupils (2 pupils – 1 SEN) made steady progress.</p> <p>In 2018 Phonics, disadvantaged pupils outperformed their national peers.</p> <p>Across the school, the majority of disadvantaged pupils are making at least good progress and there are no gaps between PP pupils and non-PP pupils. Early Years PP pupils GLD has risen by 30% from 2016.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes (where possible), booster sessions and targeted intervention including specific programs.</p> <p>The focus is on maintaining these high standards and further improving outcomes for disadvantaged pupils including more able disadvantaged pupils.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p>	<p>Management Team</p> <p>S. Clinch (PP Lead)</p>	<p>Half termly pupil progress meetings with Headteacher</p> <p>Half Termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Inference Training, Success@Arithmetic. Number Sense.</p>	<p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fund part time HLTAs to continue to deliver targeted intervention programs across KS2 such as Success@Arithmetic, Fresh Start, Inference &amp; BRP.</p>	<p>In 2018, our Y6 disadvantaged pupils outperformed their national peers in Writing, Maths, GPS and RWM combined and were in line with Reading.</p> <p>In 2018 our Y2 disadvantaged pupils (2 pupils – 1 SEN) made steady progress.</p> <p>In 2018 Phonics, disadvantaged pupils outperformed their national peers.</p> <p>Across the school, the majority of disadvantaged pupils are making at least good progress and there are no gaps between PP pupils and non-PP pupils. Early Years PP pupils GLD has risen by 30% from 2016.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes (where possible), booster sessions and targeted intervention including specific programs.</p> <p>The focus is on maintaining these high standards and further improving outcomes for disadvantaged pupils including more able disadvantaged pupils.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis including entry and exit data.</p> <p>Half termly data input and analysis.</p> <p>Half termly pupil progress meetings with the Headteacher.</p> <p>Half termly pupil progress meetings with the class teacher.</p>	<p>Management Team</p> <p>ECAR Teacher</p> <p>All teaching &amp; support staff</p>	<p>Half termly pupil progress meetings with Headteacher</p> <p>Half termly data input and analysis</p> <p>Half termly pupil progress meetings with pupils</p> <p>July 2019 final review</p>
---	---	--	---	--	---

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>When will you review implementation?</b>
D. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance.	<p>Maintain and fully fund our free Breakfast Club.</p> <p>Provide free milk for PP children who want it.</p> <p>Promote good attendance to all – Every day counts leaflet to parents - Celebration assemblies for children with 98%+ attendance</p>	<p>We operate a free Breakfast Club from 8.15am every morning for Reception to Yr 6 pupils. We have a high attendance at Breakfast Club – approx.40% of attendees are Pupil Premium. As a result attendance and punctuality have significantly improved.</p> <p>Our attendance half terms 1-4 in 2017-2018 was 95.5% which was an improvement from 2015-2016. Overall attendance half terms 1-4 in 2017-2018 showed FSM6 pupils at 95.7%. As a group they performed slightly lower than national peers.</p> <p>9.7% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2017-2018. This was significantly above national and significantly better than the previous year.</p>	<p>Regular focused learning walks by Headteacher, SMT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p> <p>Monitoring of children accessing Breakfast Club for impact on PP achievement and attendance.</p> <p>Weekly review of attendance.</p> <p>Regular review of attendance data e.g. termly, disadvantaged pupils, PA.</p>	Management Team	July 2019 final review

<p>E. Improve PP and other children's attitude to learning.</p> <p>Improve PP ability to learn by ensuring they are properly nourished.</p> <p>Encourage parents and carers into school. Continue class assemblies, curriculum days, themed days, sports activities, celebration assemblies, vocational type activities, outdoor learning and to ensure a positive attitude to school is embraced by all.</p>	<p>To encourage PP children to use Growth Mindset strategies embedded throughout the school to improve resilience and positive attitudes towards learning.</p> <p>Nurture Club – develop new strategies to help the most vulnerable e.g. Time to Talk.</p> <p>We operate a free Breakfast Club every morning.</p> <p>School offers to pay for over 5's FSM pupils' milk.</p> <p>Encourage parents and carers into school with class assemblies, curriculum days, themed days and sports activities to ensure a positive attitude to school is embraced by all.</p>	<p>Children now know where to go to get help and feel that it is alright to make mistakes as we learn from our mistakes.</p> <p>Teachers' evaluation was very positive about being resilience, responsibility, resourcefulness, reasoning and reflectivity.</p> <p>Governors' Learning walk supported that the children knew where to go for help.</p> <p>Vulnerable children to know they are supported by a safe member of staff in times of need.</p> <p>40% of attendees are Pupil Premium</p> <p>60% of PP on statutory FSM opt to have free milk. This ensures they are nourished and ready to learn.</p> <p>Parent and carer turn out for events at school has been very good and improved over time.</p> <p>Feedback forms have been completed by many of those who attend the events and has been consistently good.</p> <p>Feedback from parents published on website along with write up and photographs.</p> <p>Local Press coverage</p>	<p>Parental and Pupil questionnaires.</p> <p>Parental feedback forms.</p> <p>Staff views and discussions.</p> <p>Pupil views and discussions.</p>	<p>Management Team</p> <p>Governors</p> <p>Nurture Club Leader</p>	<p>July 2019 final review</p>
---	--	--	---	--	-------------------------------

3. Review of expenditure				
Previous Academic Year		2017 – 2018 Allocated Funds £69,960		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Y6 class had a 43% FSM6 entitlement).	<p>Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).</p> <p>Continue to implement Fresh Start, Inference, BRP</p>	<p>70% of the Y6 cohort were classed as disadvantaged pupils receiving Pupil Premium (PP).</p> <p>At the end of Year 6 2018 (see first sheet above) Of our PP children (7 out of 10 pupils):</p> <ul style="list-style-type: none"> <li>43% achieved the expected standard in Reading, 100% in Writing, 71% in Maths and 71% in GPS. Compared to national, Reading was slightly below, Maths and GPS above and Writing was significantly above.</li> <li>43% achieved expected standard in RWM combined which is slightly below national for disadvantaged.</li> <li>Average scaled score for PP children in Reading was 100.3, Maths 102.4 and GPS was 103.4. Maths was above provisional national, GPS and reading were in line. The progress of our PP children was -2.73 in Reading, 8.29 in Writing and 0.02 in Maths, all in line with LA and National.</li> </ul>	<p>The success criteria was mostly met for this cohort of pupils. The impact has been GPS, Reading, Writing and Maths are above or in line with national.</p> <p>Progress measures across Reading, GPS and Maths have shown significant improvement.</p> <p>Interventions showed rapid progression and some PP pupils achieving expected level at Y6.</p> <p>Focus for 2018-2019 on Reading to bring in line.</p> <p>Implementing pure year groups where possible across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes across the school.</p>	£62,029

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense.</p>	<p>Continue to implement pure year group classes where possible across the school (part funded by Pupil Premium).</p> <p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fund part time HLTAs to continue to deliver targeted intervention programs across KS2 such as, Fresh Start, Inference &amp; BRP and continue to embed Success@Arithmetic.</p>	<p>In 2018, our Y6 disadvantaged pupils outperformed their national peers in Writing, Maths, GPS and RWM combined and were in line with Reading.</p> <p>In 2018 our Y2 disadvantaged pupils (2 pupils – 1 SEN) made steady progress.</p> <p>In 2018 Phonics, disadvantaged pupils outperformed their national peers.</p> <p>Across the school, the majority of disadvantaged pupils are making at least good progress and there are no gaps between PP pupils and non-PP pupils. Early Years PP pupils GLD has risen by 30% from 2016.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes (where possible), booster sessions and targeted intervention including specific programs.</p> <p>The focus is on maintaining these high standards and further improving g outcomes for disadvantaged pupils including more able disadvantaged pupils.</p>	<p>KS1 results are above National in Reading, Writing and Maths. Phonic check results are above national. EYFS GLD above national. ECAR results show 15 months progress for each child. EYFS GLD results show positive results for interventions.</p> <p>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes where possible across the school.</p>	
---	---	--	--	--

<p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes</p>	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning for example Talk 4 Writing training.</p>	<p>Teaching overtime is as evidenced in pupils' books and the school's assessment information.</p> <p>We had a highly successful OFSTED in September 2017 (see report).</p> <p>In 2017-2018 all of the lessons observed were graded good or better. 33% were outstanding. Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and termly pupil progress meetings.</p> <p>100% of parents/carers in our June 2018 questionnaire agreed that teaching is good. (70% strongly agreed).</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. 1 TA has received HLTA status. As a result there is a smooth progression in learning for all pupils</p>	<p>Senior leaders are driving standards across the school and are targeting their leadership and management time to impact on standards of achievement.</p> <p>We will continue to use PP funding to support the implementation of leadership and management time and targeted CPD training.</p> <p>T4W has impacted positively on results with 90% of Y6 pupils reaching the expected standard.</p> <p>Progress in writing is significantly above national +6.48. This is the highest in the LA which demonstrates the impact of T4W.</p>	
--	---	--	--	--

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Y6 class had a 43% FSM6 entitlement).	<p>Continue to implement pure year group class in Yr 6 with TA (part funded by Pupil Premium).</p> <p>Continue to implement Fresh Start, Inference, BRP.</p>	<p>70% of the Y6 cohort were classed as disadvantaged pupils receiving Pupil Premium (PP).</p> <p>At the end of Year 6 2018 (see first sheet above) Of our PP children (7 out of 10 pupils):</p> <ul style="list-style-type: none"> <li>• 43% achieved the expected standard in Reading, 100% in Writing, 71% in Maths and 71% in GPS. Compared to national, Reading was slightly below, Maths and GPS above and Writing was significantly above.</li> <li>• 43% achieved expected standard in RWM combined which is slightly below national for disadvantaged.</li> <li>• Average scaled score for PP children in Reading was 100.3, Maths 102.4 and GPS was 103.4. Maths was above provisional national, GPS and reading were in line. The progress of our PP children was -2.73 in Reading, 8.29 in Writing and 0.02 in Maths, all in line with LA and National.</li> </ul>	<p>The success criteria was mostly met for this cohort of pupils. The impact has been GPS, Reading, Writing and Maths are above or in line with national.</p> <p>Progress measures across Reading, GPS and Maths have shown significant improvement.</p> <p>Interventions showed rapid progression and some PP pupils achieving expected level at Y6.</p> <p>Focus for 2018-2019 on Reading to bring in line.</p> <p>Implementing pure year groups where possible across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes across the school.</p>	

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. Intervention activities include: ECAR, BLAST, BRP, Fresh Start, Success@Arithmetic. Number Sense.</p>	<p>Maintain and fully fund part time Reading Recovery intervention in Key Stage 1 (ECAR).</p> <p>Continue to implement targeted booster sessions in KS2.</p> <p>Continue to implement targeted booster sessions in EYFS.</p> <p>Fund part time HLTAs to continue to deliver targeted intervention programs across KS2 such as Success@Arithmetic, Fresh Start, Inference &amp; BRP.</p>	<p>In 2018, our Y6 disadvantaged pupils outperformed their national peers in Writing, Maths, GPS and RWM combined and were in line with Reading.</p> <p>In 2018 our Y2 disadvantaged pupils (2 pupils – 1 SEN) made steady progress.</p> <p>In 2018 Phonics, disadvantaged pupils outperformed their national peers.</p> <p>Across the school, the majority of disadvantaged pupils are making at least good progress and there are no gaps between PP pupils and non-PP pupils. Early Years PP pupils GLD has risen by 30% from 2016.</p> <p>This is evidence of the impact our Pupil Premium funding has had linked to targeted implementation of pure classes (where possible), booster sessions and targeted intervention including specific programs.</p> <p>The focus is on maintaining these high standards and further improving g outcomes for disadvantaged pupils including more able disadvantaged pupils.</p>	<p>KS1 results are above National in Reading, Writing and Maths. Phonic check results are above national. EYFS GLD above national. ECAR results show 15 months progress for each child. EYFS GLD results show positive results for interventions.</p> <p>Implementing pure year groups across the school is benefitting both our PP children and our non-PP children across the school.</p> <p>We will continue to use PP funding to supporting the implementation of pure classes where possible across the school.</p>	
---	---	--	--	--

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) and often late decreases. Liaise with parents and carers to ensure they know the importance of good attendance.	Maintain and fully fund our free Breakfast Club.  Provide free milk for PP children who want it.	We operate a free Breakfast Club from 8.15am every morning for Reception to Yr 6 pupils. We have a high attendance at Breakfast Club – approx.40% of attendees are Pupil Premium. As a result attendance and punctuality have significantly improved.  Our attendance half terms 1-4 in 2017-2018 was 95.5% which was an improvement from 2015-2016. Overall attendance half terms 1-4 in 2017-2018 showed FSM6 pupils at 95.7%. As a group they performed slightly lower than national peers.  9.7% of FSM6 pupils were Persistent Absence (PA) pupils across half terms 1-4 in 2017-2018. This was significantly above national and significantly better than the previous year.	This approach will continue. We receive a grant and free bread from the Greggs foundation  Children enjoy the club as a there are many activities  Children enter class settled and ready to learn for the day  Free milk to continue. Children are nourished which helps concentration in class.  School following and being more rigorous with North Tyneside regulations for Holidays, persistent absence and lates.	

<p>E. Improve PP and other children's attitude to learning.</p>	<p>To encourage PP children to use Growth Mindset strategies embedded throughout the school to improve resilience and positive attitudes towards learning.</p> <p>Nurture Club</p> <p>Provide free milk for PP children who want it.</p> <p>Encourage parents and carers into school with class assemblies, curriculum days, themed days and sports activities to ensure a positive attitude to school is embraced by all.</p>	<p>Children now know where to go to get help and feel that it is alright to make mistakes as we learn from our mistakes.</p> <p>Teachers' evaluation was very positive about being resilience, responsibility, resourcefulness, reasoning and reflectivity.</p> <p>Governors' Learning walk supported that the children knew where to go for help.</p> <p>Vulnerable children to know they are supported by a safe member of staff in times of need.</p> <p>40% of attendees are Pupil Premium</p> <p>60% of PP on statutory FSM opt to have free milk. This ensures they are nourished and ready to learn.</p> <p>Parent and carer turn out for events at school has been very good and improved over time. Feedback forms have been completed by many of those who attend the events and has been consistently good. Feedback from parents published on website along with write up and photographs. Local Press coverage</p>	<p>All approaches to continue. The strong sense of community within our school is enhanced by the various activities linked to this approach.</p> <p>Nurture club to be developed further. Focus of 2018 to be improve the Nurture club area and having dedicated member of staff to help vulnerable children.</p>	<p>£7,931</p>
---	--	---	--	---------------

