

Pupil premium strategy statement - Weston Favell CE Primary School

1. Summary information					
School	Weston Favell CE Primary School				
Academic Year	2017/18	Total PP budget	£92,500	Date of most recent PP Review	n/a
Total number of pupils	421	Number of pupils eligible for PP	60 inc 12 LAC	Date for next internal review of this strategy	July 2017

2. Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	77%	67%
% achieving expected level in reading	85% (8%)	77% (29%)
% achieving expected level in Writing	85% (31%)	81% (21)
% achieving expected level in Maths	77% (32%)	80% (27%)
Reading Progress Score	-5.34	
Writing Progress Score	-1.82	
Maths Progress Score	-2.78	

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

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

A.	A significant number of our PP children have cognitive and social/emotional additional needs.
B.	High ability children who are eligible for PP are making less progress than other pupils across KS1. HA PP in KS2 are not making sustained high achievement particularly in reading.
C.	Confidence and self-esteem. 73% of PP children in KS1 receiving support from Family Support Worker – KS2 – 59% of PP children identified as having confidence/self-esteem issues.

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

D.	Emotional well-being. 20% of our PP children are adopted from care or in kinship care. 38% have involvement from our Family Support Worker
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased achievement for disadvantaged children. Higher rates of progress and attainment across KS1/2 in reading, writing and maths for pupils who are eligible for PP, with greatest emphasis on reading.	End of KS1 data to demonstrate that the majority of pupils in KS1 who are eligible for PP make rapid progress and have attainment in line with national PP children. Increased numbers of children receiving support from outside agencies. End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for PP make rapid progress and have attainment in line with local and national data.
B.	Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.	2017/18 Year 1 phonic data for all pupils eligible for PP to show improved outcomes in December, March and at end of year.
C.	Increased involvement in extra-curricular activities and wider school life.	All PP children attending extra-curricular activities.
D.	PP children and their families to have adequate Family Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.	PASS (pupil attitude to school data) to show increased impact of FW support of children. Additional Early Help support for families.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> -Quality First Teaching •Reading specialist commissioned Lindsey Pickton – strategies for improving comprehension skill -Authors/poets working in school leading workshops for children and parents children PP children provided with vouchers to purchase books at school book fairs -Audit of reading books/replacing reading books -TA's provide close support for PP children -Ensure children challenge themselves -Expectations set are high. Work produced to be accurate and well-presented at all times. -T.A.'s used effectively to support disadvantaged children even if they are not part of the group they are working with. -HLTA's in phases provided targeted support to identified children. •Drama for Learning specialist leading on using drama strategies to develop inference and deduction. •Staff training around high quality feedback & AFL -PP learning walk with PP Governor - Children invited to attend themed 'book clubs' throughout the year to generate a love of books and reading (ie dragons/pirates) 	<p>Support strategies suggested by the reading and writing specialists have shown impact in KS1 in previous years. The specialists work closely with other leaders in education to ensure that strategies and methods support current national recommendations.</p>	<ul style="list-style-type: none"> •Fortnightly Book Looks by Senior Leadership -Talking to children about reading. - Monitoring change in reading habits. Reading questionnaires undertaken at beginning of year. Redo questionnaires and compare outcomes. -Regular lesson visits by SLs, SLT and PLs to ensure progress of PP children. •Termly Pupil Progress meetings with senior leaders and gaps identified -Termly meeting with Pupil Premium Governor/Pupil Premium Strategy Team to review strategies and impact. -Increased progress in reading and increased self-confidence. Achievement gap is closing between PP and non-PP. - Pupils are able to access all areas of the curriculum. -Increased self-confidence in tackling more challenging and complex tasks of identified pupils •Termly NPAT (academy) moderation of children's work with senior leaders and teachers 	<p>Head & Deputy/Assistant Head teacher PP strategy group Reading Subject Lead.</p> <p>SLT</p>	Ongoing

	<ul style="list-style-type: none"> • County KS1 moderator 	A trained moderator in the team will ensure that standards are met and that the progress of pupils who are eligible for PP are a focus group for all staff.	<ul style="list-style-type: none"> •Planning scrutinised for evidence of appropriate differentiation •Governor monitoring 	KS1 lead	Ongoing
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B. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.	<ul style="list-style-type: none"> •Revision of training in phonics for all teaching assistants and teachers •Organisation of fluid phonics groups to ensure children are taught at appropriate level. *PP children targeted for additional support with phonics – ability grouping introduced in KS1 for phonics • County KS1 moderator to keep staff advised of changes. 	Reading audit identified some inconsistencies in our teaching of phonics. All staff have undertaken a 4 day training course in teaching phonics, but for some this was 8 years ago. Provider of SoundsWrite Programme to provide refresher course for all staff who have previously undertaken the training.	<ul style="list-style-type: none"> •Learning walks by senior leaders, phonics lead and GPS lead •Observations of phonics teaching •NPAT (academy) shared good practice -Parent coffee morning with training session on teaching of phonics in KS1. •Training sessions planned in throughout the year for groups of staff •Pupil Premium Governor monitoring *Assessments show gap is narrowing. 	Head & Deputy/Assistant Head teachers Phonics Lead PP strategic team Subject Leader	November 2017 Ongoing
C. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> *Developing strategies for teaching reading/spelling for all staff *Strategies shared with parents •Staff training around high quality feedback & AFL *Staff training around the teaching of spelling *Increased number of sessions of spelling and reading comprehension in each year group. KS2 children taken to local library. With parental consent opening membership. *Homework club for children to access additional support for completing additional tasks set. *20 day challenge *Purchasing additional reading materials 	Support strategies suggested by the reading/maths/writing specialist have shown impact in KS2 in previous years. The specialists work closely with other leaders in education to ensure that strategies and methods support current national recommendations. All staff who have not had 4 day training to be trained in delivery of Sounds Write. The rationale behind the 20 day challenge is to provide ongoing challenge for under achieving PP children, ensuring that specific barriers to progress towards 'expected' that they face are regularly challenged, targeted and practised.	<ul style="list-style-type: none"> •Termly NPAT (academy) moderation of children's work with senior leaders and teachers •Fortnightly Book Looks by Senior Leadership *Pupil Premium Strategy Group meeting regularly to monitor progress. •Termly Pupil Progress meetings with senior leaders and gaps identified *Feedback to Pupil Premium Governor following Pupil Progress meeting on progress of PP children *Termly assessments show gap is narrowing 	Head & Deputy/Assistant Head teacher SLT	Ongoing

<p>D. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</p> <p>Develop Higher levels of emotional wellbeing in those children eligible for PP.</p>	<ul style="list-style-type: none"> • CPD for FSW (attachment disorder/ protective behaviours/My Concern •My Concern centralised County safeguarding online system All staff trained in use of My Concern for registering concerns •Increased support for families through Early Help and the Hub • Parenting courses arranged and available to parents •Nurture group •Educational Psychologist/Target Autism/Occupational Therapist to deliver information sessions at coffee morning sessions. •School nurse to be available for parental drop ins arranged by FSW. 	<p>The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p>	<ul style="list-style-type: none"> •PASS (Pupil attitudes to school survey) carried out for all pupils from Year 3 upwards. •Intervention groups based on results of PASS •PASS retests to show impact of interventions •Monitoring of provision offered by FSW. •Termly feedback meetings •Regular formal safeguarding meetings •Pupil Voice/Parent voice •Governor monitoring 	<p>SLT Safeguarding Governor FSW</p>	<p>Termly</p>
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ii. Targeted support -					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure whole school is focussed on the PP children and their specific needs</p>	<p>Create a PP Strategy group comprising DHT, AHT, PL, SENCo and PP governor to evaluate the impact of the interventions and support available to the PP children across school.</p> <ul style="list-style-type: none"> -Regular meetings at strategy group meetings with next step identified where appropriate for individual children with designated staff member carrying out identified actions. -PP governor to attend strategy group meeting once a half term. -Written and verbal feedback provided to PP governor 	<p>Following the analysis of external PP reviews undertaken in other schools the formation of this group is seen as good practice. This will ensure that following PPM the impact of the interventions discussed and agreed will be monitored specifically for the PP children.</p>	<p>Regular meetings to discuss each PP child individually and make adjustments to provision where appropriate to achieve maximum impact. Impact of this group will be reported on to the PP governor to the F,P,A committee</p>	<p>DHT</p>	<p>March 2018</p> <p>June 2018</p>

<p>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p>	<ul style="list-style-type: none"> •1:1 and small group intervention provided by phase HLTA who is focussing on underachieving children. •Educational Psychologist commissioned x21 days *Target Autism commissioned to advise parents/staff in supporting children with social communication and interaction barriers. *Reading workshops for parents to share teaching of phonics and higher order reading skills *Occupational Therapist commissioned weekly <p>•Switched on Reading Intervention used throughout school</p> <p>-CTs and TAs target the PP children during lessons to ensure they have begun the task and make appropriate progress during each lesson.</p>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. HLTA provides children with additional small targets, which the child will be supported in, within their class work. Children will be able to self-assess against whether they have met their small targets. This will give children ownership of their learning. Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home. Some pupils need targeted support to catch up. Switched on is a programme which has been independently evaluated and shown to be effective in Y3 in our school last year and will be rolled out across the school this year.</p>	<ul style="list-style-type: none"> •Senior Leaders to liaise with class teacher to discuss impact of intervention •Book Looks •Learning Walks •Pupil Progress Meetings •Switched on Reading baseline and tracking *Termly assessments show gap is narrowing 	<p>Head & Deputy Head teachers</p>	<p>January 2018 April 2018 July 2018</p>
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<p>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</p>	<p>1:1 and small group intervention provided by HLTA who is focussing on underachieving children. *Educational Psychologist commissioned regularly *Phonics taught daily for 30 minutes across KS1. *Organisation of fluid phonics groups across Year 1 and 2 to ensure children are taught at appropriate level to achieve good levels of progress. *20 day challenge to target individual children's gaps in phonics.</p> <p>CTs and TAs target the PP children during lessons to ensure they have begun the task and make appropriate progress during each lesson.</p>	<p>Some pupils require additional overlearning in order to catch up. The EEF toolkit suggests that PP children benefit from good quality programmes taught by well-trained practitioners. TAs INSET training will ensure that pupils are being provided with a range of high quality Kinaesthetic, oral and auditory strategies to improve learning in phonics. Precision teaching is a programme which was recommended by the Educational Psychology Service to support individual children's learning.</p>	<ul style="list-style-type: none"> •TA inset training •Senior Leaders to liaise with class teacher to discuss impact of intervention •Pupil Progress Meetings •Regular liaison with EP *Weekly liaison with OT •Termly review of targets and progress 	<p>Head & Deputy Head/Assistant Head teachers</p>	<p>January 2018 April 2018 July 2018</p>
<p>D. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP</p>	<p>•1:1 and small group intervention provided by phase HLTA who is focussing on underachieving children. •Educational Psychologist commissioned regularly *Occupational Therapist commissioned weekly</p> <p>•Switched on Reading Intervention used throughout school Children are identified and gaps in knowledge are explored</p> <p>CTs and TAs target the PP children during lessons to ensure they have begun the task and make appropriate progress during each lesson.</p> <p>*Reading comprehension taught weekly.</p> <p>*Children working below standard identified and working with HLTA to close gap.</p> <p>*20 Day Challenge</p>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Children will be able to self-assess against whether they have met their small targets. This will give children ownership of their learning. Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home. Some pupils need targeted support to catch up. Switched on is a programme, which has been independently evaluated and shown to be effective in Y3 in our school last year and will be rolled out across the school this year. The EEF toolkit suggests that PP children will benefit from good quality programmes taught by well trained staff.</p>	<ul style="list-style-type: none"> •Senior Leaders to liaise with class teacher to discuss impact of intervention Phase leader monitoring every 4 weeks •Book Looks •Learning Walks •Pupil Progress Meetings •Switched on Reading baseline and tracking •Termly review of targets and progress with HLTAs. 	<p>Head & Deputy/Assistant Head teachers</p>	<p>January 2018 April 2018 July 2018</p>

<p>E. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</p> <p>Develop Higher levels of emotional wellbeing in those children eligible for PP.</p>	<ul style="list-style-type: none"> •1:1 support for pupils on a drop in basis •1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. •Group support for pupils to improve attitudes to school •Family Support through Early Help assessments. •Family Support around safeguarding <p>Nurture Provision to be introduced from January 2018</p>	<p>All pupils, including those entitled to PP, from Year 3 upwards take part in PASS. (Pupil Attitudes to school survey) This is a tried and tested online survey which identifies strengths and weaknesses in pupils' attitudes to school.</p> <p>Data from this test is used to create groups for group intervention with the Behaviour Support Assistant and Family Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p>	<ul style="list-style-type: none"> •CPD for Family Workers and Behaviour Assistant •Support materials reviewed regularly •PASS survey baseline score and retests following interventions Boxhall baseline scores and retests following involvement in Nurture Group. •Regular FW & Senior Leadership meetings to share concerns/interventions •Regular safeguarding training and reviews for Designated Safeguarding Officers •Number of recorded behaviour sanctions for individuals monitored *Case studies of children being supported by FSW to monitor impact of support. 	<p>Family Workers</p> <p>Behaviour Support</p> <p>SENCO/BSAS</p> <p>School Leaders</p>	<p>January 2018 April 2018 July 2018</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>A. PP children and their families to have adequate Family Worker & Behaviour support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.</p>	<ul style="list-style-type: none"> • Coffee mornings with range of professionals invited to lead workshops/advice for parents. PP parents targeted to attend •Breakfast groups •Subsidised residential and day trips •Before and after school clubs •Out of school activities *Subsidised music lessons *Anxiety group for 6 weeks starting in January 2017 *Nurture provision set up and vulnerable children identified. *FSW accessing EHA to support families and children so they are emotionally more able to access learning. 	<p>Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills.</p> <p>Breakfast groups support increased attendance and readiness to learn.</p> <p>Nurture provision to be introduced from January 2018.</p> <p>Breakfast and nurture groups support increased attendance and readiness to learn.</p> <p>Children who are happier if their emotional needs are being met are more successful as learners.</p>	<ul style="list-style-type: none"> •Key staff to attend Nurture training (AM/KR) •Whole school training around Nurture Provision *Whole school training day on Protective Behaviours to support emotional wellbeing of children. •Pupils entitled to PP to form part of a whole school tracking system that ensures that all children are offered additional opportunities to promote wellbeing and ‘whole child’ development. *Boxall Profiles completed before and after Nurture Group Provision. *Case studies of children who are taking part in Nurture Group/Anxiety group to show impact of provision. *PP strategic group to monitor impact of interventions on children’s emotional well-being. 	<p>Head & Deputy Head teacher</p> <p>SENCO</p>	<p>January 2018 March 2018 June 2018</p>
<p>Total budgeted cost: See table below</p>					

C/F to 2017-18	28,306
2017-18 Forecast Funding	92,500
Total Funding Available for 2017-18	120,806
2017-18 Expenditure	110,000
Contingency	10,806
Expenditure Breakdown	
Teaching Staff	13,000
Teaching Assistants	63,000
Total Staffing	76,000
Staff Training & Development	5,000
Free School Meals	7,500
Educational Visit Support	3,500
Music Tuition Support	2,000
Education Psychology Support	10,000
Minibus Contribution	1,000
Classroom Consumables	5,000
Total Non-Staff Expenditure	34,000
Total Expenditure	110,000

6. Review of expenditure

Previous Academic Year

2016/17

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																
<p>A. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p>	<ul style="list-style-type: none"> •Maths specialist commissioned •Handwriting/presentation training for all staff •Drama for Writing specialist •Staff training around high quality feedback & AFL 	<p>Handwriting and presentation of children's work has improved. Book scrutinise reflect high expectations set and children. Children becoming more confident in use of different strategies being taught</p> <table border="1" data-bbox="801 624 1326 767"> <thead> <tr> <th>No of PP</th> <th></th> <th>EXS%</th> <th>GD%</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>Reading</td> <td>50</td> <td>-</td> </tr> <tr> <td>5/8 – additional needs</td> <td>Writing</td> <td>13</td> <td>-</td> </tr> <tr> <td></td> <td>Maths</td> <td>50</td> <td>-</td> </tr> </tbody> </table> <p>Learners were given opportunities that were equal to other children. Additional support provided for PP children. EP assessments undertaken to identify barriers where existing interventions were having minimal impact. Maths No Problem introduced as an intervention to narrow the gap.</p>	No of PP		EXS%	GD%	8	Reading	50	-	5/8 – additional needs	Writing	13	-		Maths	50	-	<p>Continue and build upon existing approaches to maintain high expectations set for handwriting and presentation. Continue to develop strategies of teaching of maths.</p> <p>Implement more rigorous programme of teaching phonics for children at end of KS1 who have not achieved the expected standard in phonics.</p> <p>Children to be grouped for phonics with daily 30 minute phonics lesson taught across the Key Stage.</p> <p>Maths No Problem to be continued as an intervention.</p>	<p>Head & Deputy Head teacher</p> <p>SLT</p>
No of PP		EXS%	GD%																	
8	Reading	50	-																	
5/8 – additional needs	Writing	13	-																	
	Maths	50	-																	

	<ul style="list-style-type: none"> • County KS1 moderator 	A trained moderator in the team will ensure that standards are met and that the progress of pupils who are eligible for PP are a focus group for all staff.	<ul style="list-style-type: none"> •Planning scrutinised for evidence of appropriate differentiation •Governor monitoring 	KS1 lead															
B. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.	<ul style="list-style-type: none"> •Revision of training in phonics for all teaching assistants •Re visit phonic training throughout the year • County KS1 moderator to keep staff advised of changes. 	PP children achieved in line with national PP children in Year 1 Phonics screen.	More rigorous teaching of phonics across KS1.	Head & Deputy Head teachers Subject Leader															
C. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> •Maths specialist commissioned •Handwriting/presentation training for all staff •Drama for Writing specialist •Staff training around high quality feedback & AFL 	<table border="1"> <thead> <tr> <th></th> <th>EXS –S/N</th> <th>GD –S/N</th> </tr> </thead> <tbody> <tr> <td>% in reading</td> <td>85% (77%)</td> <td>8% (29%)</td> </tr> <tr> <td>% in writing</td> <td>85% (81%)</td> <td>31% (21%)</td> </tr> <tr> <td>% in maths</td> <td>77% (80%)</td> <td>32% (27%)</td> </tr> <tr> <td>% achieving expected level in R/W/M</td> <td>77%</td> <td>67%</td> </tr> </tbody> </table>		EXS –S/N	GD –S/N	% in reading	85% (77%)	8% (29%)	% in writing	85% (81%)	31% (21%)	% in maths	77% (80%)	32% (27%)	% achieving expected level in R/W/M	77%	67%	<ul style="list-style-type: none"> •Termly NPAT (academy) moderation of children's work with senior leaders and teachers •Fortnightly Book Looks by Senior Leadership •Termly Pupil Progress meetings with senior leaders and gaps identified 	Head & Deputy Head teacher SLT
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<p>D. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.</p> <p>Develop Higher levels of emotional wellbeing in those children eligible for PP.</p>	<ul style="list-style-type: none"> • CPD for FW (attachment disorder/ protective behaviours/My Concern •My Concern centralised County safeguarding online system •Increased support for families through Early Help 	<p>More parents accessing support from FSW. Parenting groups 123 Magic, Solihull Approach facilitated to support parents. My Concern introduced</p>	<ul style="list-style-type: none"> •PASS (Pupil attitudes to school survey) carried out for all pupils from Year 3 upwards. •Intervention groups based on results of PASS •PASS retests to show impact of interventions •Monitoring of provision offered by FW •Termly feedback meetings •Regular formal safeguarding meetings •Pupil Voice/Parent voice •Governor monitoring 	<p>SLT Safeguarding Governor</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p>	<ul style="list-style-type: none"> •1:1 and small group intervention provided by HLTA who is focussing on underachieving children. •Educational Psychologist commissioned regularly *Occupational Therapist commissioned weekly <p>•Switched on Reading Intervention used throughout school</p>	<p>Children following the Switch On reading intervention made good rates of progress.</p>	<p>1:1 teaching had good impact and is something that will be developed further this year in KS1.</p>	<p>See table below</p>
<p>B. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</p>	<ul style="list-style-type: none"> •1:1 and small group intervention (precision teaching) •Educational Psychologist commissioned •Speech & Language training commissioned and targeted support delivered by trained TA and teacher. 	<p>50% of PP children in Year 1 did not achieve in line with national PP children in Year 1 phonics. All children who did not achieve have additional needs and are being supported by external agencies.</p>	<p>1:1 teaching had good impact and is something that will be developed further this year in KS1. Additional interventions to be explored.</p>	<p>See table below</p>

C. Higher rates of progress and attainment across KS2 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> •1:1 and small group intervention provided by HLTA who is focussing on underachieving children. •Educational Psychologist commissioned regularly *Occupational Therapist commissioned weekly 		EXS –S/N	GD –S/N	Additional interventions needed to support higher attaining children to maintain good levels of progress. 20 day challenge to be implemented to ensure children remain focused and have challenging targets to maintain progress.	See table below
		% in reading	85% (77%)	8% (29%)		
		% in writing	85% (81%)	31% (21%)		
		% in maths	77% (80%)	32% (27%)		
	<ul style="list-style-type: none"> •Switched on Reading Intervention used throughout school 	% achieving expected level in R/W/M	77%	67%		
D. PP children and their families to have adequate Family Support Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.	<ul style="list-style-type: none"> •1:1 support for pupils on a drop in basis •1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. •Group support for pupils to improve attitudes to school •Family Support through Early Help assessments. •Family Support around safeguarding 	<p>Most children who were retested following an intervention showed an increase in scores.</p> <p>An increased number of children and families were supported by our FSW.</p> <p>Children's readiness for learning increased</p>			Continue with and extend this provision. Develop parenting groups and information sessions to be made available at Monday coffee morning sessions. Sessions to be delivered around supporting children with their learning and also issues affecting a child's emotional and social development. External agencies working with school to run sessions. Although the KS2 children sat the PASS in October, we did not re-test them so we could not analyse closely enough the impact of the interventions on their emotional state. We will ensure identified children are retested in June 2018.	See table below
iii. Other approaches						
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learned (and whether you will continue with this approach)		Cost

<p>D. PP children and their families to have adequate Family Worker & Behaviour support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.</p>	<ul style="list-style-type: none"> •TAMHS (Targeted Mental Health in Schools) Offer 2016/17 •Breakfast groups •Subsidised residential and day trips •Before and after school clubs •Out of school activities *Subsidised music lessons 	<p>Good impact. Pupil and parent voice suggest that all of the listed provisions developed confidence in learners.</p> <p>Learners were given opportunities that were equal to other children.</p> <p>Teachers and parents report that pupils developed social skills and higher self-esteem which was visible in class work including whole class discussion and group project work. Pupils had a greater 'I can' attitude.</p>	<p>Continue with approaches.</p> <p>Develop additional means of measuring impact.</p>	<p>See table below</p>
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Expenditure Breakdown 2016-2017

Teaching Staff	£12,756	SENCO; PP Lead
Teaching assistants/Family Support Worker	£61,207	Family Support Worker + 4 TA's
Total Staffing	£73,963	
Staff training and Development	3,391	
Free School Meals	7,589	
Educational Visits Support	3,514	
Music Tuition Support	1,931	
Minibus Contribution	£1,000	
Classroom Consumables	309	
Total Expenditure	101,232	