

Pupil premium strategy / self-evaluation

1. Summary information					
School	Castle Mead School				
Academic Year	2019-20	Total PP budget	£56760	Date of most recent PP Review	July 2019
Total number of pupils	274	Number of pupils eligible for PP	43 (16%)	Date for next internal review of this strategy	July 2020

2. Current attainment			
	<i>Pupils eligible for PP (2018-19)</i>	<i>Pupils eligible for PP (excluding SEND) (2018-19)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	33%	100%	
% making expected progress in reading (as measured in school)	50%	100%	
% making expected progress in writing (as measured in school)	50%	100%	
% making expected progress in mathematics (as measured in school)	33%	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Insecure application of phonics, ie. fluency within reading, in Key Stage 1 by disadvantaged learners hinders their ability to read with greater independence.
B.	Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinder their ability to become effective readers across the curriculum.
C.	Insecure outcomes in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences.
D.	Poor oral language skills (oracy) across the curriculum makes it more challenging for pupils entitled to Pupil Premium funding to develop the skills they need in order to become life-
E.	Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and 2
F.	Lack of ability to reason effectively in mathematics impacts on overall mathematical ability for those who are disadvantaged.
G.	Difficulty with social and emotional aspects of learning, self-regulation and inequality of opportunity to cultural experiences for those who are disadvantaged.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
H.	Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
I.	Different pre-school providers and experiences have a negative impact on successful transition to primary school, particularly for those who are disadvantaged.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. Impact will be measured through a range of termly assessment information as well as observations/learning walks.	<ul style="list-style-type: none"> • Evidence of taught phonics being used independently in children's writing as well as fluency within reading improving, evidenced within observations and assessments. • The number of disadvantaged children passing the phonics screen maintains or improves so it is in line or better than the other children. • The outcomes of disadvantaged children across EY and KS1 are in line with or better than the other children in reading.
B.	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children within reading. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stage 2 in reading.
C.	Use of Writing Essentials and Speaking Frames in each year group supports better outcomes in writing. Revision of feedback policy ensures an increase in accurate, precise verbal feedback to individuals, which leads to improved outcomes in writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing.
D.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing as well as mathematical reasoning.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing and Early Years in speaking.
E.	Explicit teaching of Tier 2 Vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum. Explicit teaching of Tier 3 Vocabulary across KS2 in the context of whole class reading widens children's vocabulary and deepens their understanding, thereby raising their achievement in reading and writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). • Outcomes for children who are disadvantaged are in line with national averages at the end of Key Stages in reading and writing and Early Years in Speaking.
F.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	<ul style="list-style-type: none"> • An additional 5 months' progress for disadvantaged learners when compared to non-disadvantaged. • The outcomes of disadvantaged children across the school are in line with or better than the other children. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in mathematics.
G.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit)
H.	Improve the attendance of children in receipt of Pupil Premium to 95% to eradicate gaps in their learning.	Attendance of children in receipt of Pupil Premium funding to be 95% or above.

I.	Development of Early Years unit which works cohesively to positively impact transition for pupils from Nursery to Reception.	Those pupils who transition from our nursery to reception and who are in receipt of pupil premium funding to perform in line with national averages at the end of EY.
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5. Review of expenditure

Previous Academic Year	2018-19
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i. Quality of teaching for all

Action	Intended outcome	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
Implementation of Read Write Inc (RWI) phonics programme taught daily in EYs and KS1 to ensure high quality teaching of phonics and fluency in reading at KS1.	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.	<p>Children are practising decoding words accurately and reading for fluency every day. Children read every day with a partner, teacher or whole group, they revisit the same book across three days to embed vocabulary, fluency and comprehension.</p> <p>Children are making progress through the RWI scheme.</p> <p>Child feedback commented on them enjoying practising phonics through the written elements of RWI.</p> <p>Children are decoding confidently.</p>	<p><i>Next Steps – increase from three days to five-day book focus and introduce visual story word cards to support vocabulary learning.</i></p> <p><i>Next Steps – Train more staff to allow smaller group learning and accelerate progress for all learners.</i></p> <p><i>Next Step- incorporate elements of the ‘Get Writing’ booklets for each text to embed skills.</i></p> <p><i>Next Steps- Purchase RWI decodable books to take home and Black and white copies of the text they have read in class with their teacher. This will enable them to specifically practise skills and graphemes learnt in class at home.</i></p> <p><i>Continue with this approach</i></p>	£376
Develop use of whole class teaching of reading to replace guided reading in KS2.	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	<p>Use of VIPERS has ensured that children understand the skills that they are learning in reading and why.</p> <p>Pupil voice demonstrates that all children enjoy the whole class reading. Struggling readers particularly enjoy it because they can share and discuss engaging texts.</p> <p>Small group interventions in year 6 enabled children to verbally share accurate retrieval skills and justify</p>	<p><i>Next step- ensure high quality book talk is planned for during daily lessons.</i></p> <p><i>Next step – increase reading fluency for all children who are not achieving expected standard across Years 1- 6 using 1:1 assisted</i></p>	£586

		inferences.	<i>and repeated reading Continue with this approach</i>	
Use of 'Writing Essentials' in all year groups Undertake action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes.	Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.	Using the writing essentials, alongside exemplar writing for each year group from Babcock has ensured that teachers have a strong understanding of what children need to achieve in their year group and what expected standard looks like. Effective instant verbal feedback has ensured that children always know what they have done well and how to improve their writing further. Effective responsive teaching has enabled teachers to address misconceptions Monitoring by LC, ND (The Mead English Lead) and the CASP showed that disadvantaged children were making better progress at Year 4 and 5 than non-disadvantaged children. 79% of children achieved Expected Standard in Writing at KS2 Year 6 this year compared to 50% the previous year.	<i>Continue with this approach</i>	£336
Use of 'Progression in Language Structures' document to explicitly model spoken English	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.	Speaking frames for the term are carefully selected during medium term planning meetings for each term. These are modelled by adults and displayed when they are to be used. During observations, teaching and learning walks, children have been observed using these structures independently during class discussions.	<i>Next step – raise the profile of the language structures again for 2019/20 and expectations so that children naturally use these structures during independent paired and group discussion. Next step- ensure key language structures for each term are displayed in every classroom again and modelled by all adults. Continue with this approach</i>	£50
Undertake action research into the best strategies for teaching new vocabulary to pupils from EY to Y6 – to include through context of class texts as well as subject specific vocab and words that are Tier 2 (eg. evaluate, compare, explore)	Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.	English lead attended Word Aware Training to improve the teaching of vocabulary for all. Pupil feedback showed that children valued and enjoyed their vocabulary lessons – disadvantaged learners in Year 5 and 6 commented that the word walls helped them to use new words in their writing and that learning new words improves their reading and writing. Enjoyment and engagement in these lessons when observed and shared through pupil voice from Year 3-6 was high. Words taught have been seen in children's	<i>Next step – children to complete their own vocabulary knowledge organisers for geography and history at the start of every unit. Next step- revisit the STAR literacy model lesson with staff to ensure that it is happening daily from FS- Y6. Next step- re-share the expectation with all staff that subject</i>	£110

		<p>writing and in their speech in the classroom.</p> <p>Tier 3 word organisers were sent home at the end of T5 and 6 for prior learning of vocabulary-</p>	<p><i>specific tier 3 words are taught at the start of every science, geography and history lesson from Y1-6</i></p> <p><i>Continue with this approach</i></p>	
<p>Implementation of Maths No Problem approach to teaching mathematics.</p>	<p>Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p>	<p>Breakfast Maths (Y6 Terms 1-4; Y4 Term 6) – children have a deeper understanding of concepts; Year 6 children outcomes are improved</p> <p>Boolean Maths Hub Training Meetings (3): Early Years Work Group with Sue Rayner – Early Years teachers and FP gain a deeper understanding of teaching for mastery in the early years to support improved learning outcomes</p> <p>MNP: Teaching Maths For Mastery In-Depth 3 day course (London) attended by FP (Trust Maths Lead next year)– supports improved teaching practice & learning outcomes across the Trust</p> <p>Trust Maths Meeting (1.7.19) – to disseminate information from training (as above) and develop maths working groups to improve consistency and progression in practice across the Trust in relation to Early Years Maths and Fluency across KS1 and KS2.</p>	<p><i>Year 4 Breakfast Maths pupil interviews – children have a/n (deeper) understanding of concepts</i></p> <p><i>Continue with this approach</i></p>	<p>£2752</p>
<p>Use of lesson study as a vehicle for school improvement, particularly focused on the teaching of mathematics.</p>	<p>Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p>	<p>Lesson Studies (Year 4 & Year 1) – teachers informed about effective teaching practice</p>	<p><i>Feedback from staff that this has been the most influential form of CPD in entire career, informing quality first teaching</i></p> <p><i>Continue with this approach</i></p>	<p>£1352</p>
<p>Develop the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning.</p>	<p>Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.</p>	<p>Children confidently using the language of Maths no problem, still working on using language progression in partner talk and group work, no evidence as yet of use in journals</p>	<p><i>Continue with this approach</i></p>	<p>£50</p>

ii. Targeted support

Action	Intended outcome	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
Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.	<p>Children made good progress when working with Phonics SL and passed the PSC2019.</p> <p>WESFORD assessments show some children are in need of these additional and specific strategies.</p>	<p><i>Next Steps- Phonics SL to train an intervention team (1 TA from each year group) to be highly skilled in delivering 1:1 RWI intervention regularly each week. This will enable more frequent support than SL can provide at present. SL can monitor the effectiveness of interventions and spend more time supporting DVL and vulnerable learners in addition to time spent with TA.</i></p> <p><i>Next Steps – Identify one TA to lead on WESFORD across the school. Children will also be identified sooner for WESFORD intervention from T3 in Year 1 onwards instead of end of Year 1.</i></p> <p><i>Continue with this approach</i></p>	£1750
Use of Better Reading Partners as an intervention	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	Year 3 this has been supported by reading teacher Sharon Hellyer T1 and 2 and reading teacher Sam Philips T4.	<p><i>Focus to shift to whole class reading and improving children's understanding of vocabulary and its benefits</i></p> <p><i>Discontinue</i></p>	£542
Support for children who are vulnerable in their reading choices	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	<p>Termly/at beginning and end of each intervention</p> <p>Teachers and TAs have supported children in their reading choices.</p> <p>All children have texts which are suited to their stage and need.</p>	<p><i>Next step – all teachers to engage in meaningful discussion with children about books</i></p> <p><i>Next step- all children's reading to be monitored weekly by class teachers through reference to reading records and discussion with children.</i></p> <p><i>Continue this approach</i></p>	£50
Develop use of mentors for those children who need a reading champion	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	Older DL children targeted to become reading partners with younger readers in order for reciprocal improvements to take place	<p><i>Mentors in place reading taking place, training of reading mentors needs to be prioritised in order to improve impact for both learners</i></p> <p><i>Continue with this approach</i></p>	£100

Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. Use of Talkboost in Reception.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.	Sentence stems are used daily to ensure children are speaking in full sentences. 70% of all children achieved the ELG in speaking. Talkboost Intervention has not happened due to the TA supporting a child	<i>Prioritise TA time to interventio</i> <i>Continue with this approachh</i>	£140
Use Maths Counts as a maths intervention	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	Maths counts will be a focus for next years strategy.	<i>Maths lead to ensure adequate trainging has taken place for key staff</i> <i>Continue with this approach</i>	£319
Use of tailored mentoring programmes such as 'Sensory circuits'	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Sensory circuits accessed by children identified as having poor gross motor skills. Impact for those children who have completed this intervention have been improved balance, improved spacial awareness, improved confidence enabling access and participation in mainstream PE lessons.	<i>Children have improved dramatically in there physical well being, focus of enrichment of PE next year</i> <i>#happyhealthyactiveme</i> <i>Continue with this approach</i>	£50
Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	PSA actively involved at Parent Conversation evenings to encourage parents to access time with her. All 'new' parents encouraged to 'touch base' with PSA. At 'Stay and Plays' PSA books appointments with our more vulnerable parents/families.	<i>Continue with this approach</i>	£500
Our nurture group 'The Meadow' is available to assist with the	Develop personal skills and qualities, reducing exclusions	Nurtured Learning provision has been in place for two terms and has grown and developed. There has been a noticeable positive impact on the children and parents.	<i>There has been more engagement in learning, less exclusions, less behaviour incidents. Some children have started transition back to class, others need more long term intervention.</i>	£5281

<p>development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for KS1/KS2 children requiring small group intervention.</p>	<p>and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>		<p><i>Continue with this approach</i></p>	
<p>The establishment of "The Meadow" to support children in KS2 developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Nurtured Learning provision has been in place for two terms and has grown and developed. There has been a noticeable positive impact on the children and parents. There has been more engagement in learning, less exclusions, less behaviour incidents. Some children have started transition back to class, others need more long term intervention.</p> <p>CASP visit celebrated the Nurtured Learning provision.</p>	<p><i>Next Steps: Early Years nurtured learning in September 2019</i></p> <p><i>Continue this approach</i></p>	<p>£3175</p>
<p>The use of "The Barn" to support the most vulnerable children in KS2 developing confidence, self-esteem and reducing anxiety through the use of Theraplay and the Thrive approach.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Impact measured for individuals on termly basis</p> <p>The Forest has developed into The Meadow (see above).</p> <p>Thrive interventions as standard practice for children accessing Nurtured Learning.</p> <p>Other vulnerable children are Thrive assessed and intervention implemented as necessary e.g. 1:1. Group.</p> <p>Regular Thrive training for staff on INSET days, PDMS and TA Meetings. Thrive training part of new staff induction training.</p>	<p><i>Improved engagement in learning, children transitioned back to class, decreased number of behaviour incidents recorded for individuals and FTEs reduced</i></p> <p><i>Continue with this approach</i></p>	<p>£400</p>

<p>Employment of relate counsellor to support identified children with their confidence, self-esteem and reducing anxiety Use of alternative provision (Equine therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Relate counsellor in place for children throughout the school. Equine, Art in Health and Play Therapy accessed by vulnerable children and this is reviewed termly based on need and impact.</p>	<p><i>Feedback from children, staff and parents that childrens anxiety is reducing and strategies are in place for them to manage anxiety</i></p> <p><i>Next steps: Pilot project for SEND relate starting September 2019. Specially trained counsellors to work with identified SEND children with the goal to improve SEMH in SEND children.</i></p> <p><i>Continue with this approach</i></p>	<p>£4396</p>
<p>Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time; staff work with families to address barriers they face in getting children to school).</p>	<p>Attendance of children in receipt of Pupil Premium funding to be 95% or above</p>	<p>End of year Attendance 93.47% despite robust systems in place attendance is low. SAMs meeting review found drop-ins more successful. Rate of exclusions has high impact on overall % this has now been addressed through nurtured learning</p>	<p><i>Next Steps- No authorised holiday in term time, request for medical certificates if attendance drops below 95%. Continued nurtured learning opportunities for most vulnerable learners.</i></p> <p><i>Continue with drop ins</i></p>	<p>£693</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Free extra-curricular clubs run by staff</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Nurtured learning , enrichment opportunities in place alongside Thrive and Pivotal behaviour curriculum have supported reducing exclusions from Term 2 having 29 days FTE which involved 12 children and 17 incidents to Term 6 having 4 days with 1 child and 2 incidents</p>	<p><i>Nurtured learning approaches decreasing number of serious behaviour incidents, supporting children with SEMH</i></p> <p><i>Continue with this approach</i></p>	<p>£1220</p>

<p>An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Termly monitoring demonstrates that children's well-being improved following an ELSA intervention either 1:1 or in a group. Children feel happier and more confident/able to manage difficulties that they encounter.</p>	<p><i>Next steps: Develop a clearer process for identifying children who need ELSA compared to Thrive.</i></p> <p><i>Continue with this approach</i></p>	<p>£15047</p>
<p>Universal access to music tuition</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Children engaged in learning the Ukelele, developed confidence in taking risks and performing as a group. Celebration assembly at the end of the year attended by the majority of families.</p>	<p><i>All children able to confidently play a song on the ukulele</i></p> <p><i>Continue with this approach</i></p>	<p>£665</p>
<p>All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>With the exception of one DL child all experienced residential trips this year.</p>	<p><i>Continue with this approach</i></p>	<p>£300</p>

Thrive Approach, implemented with individuals and classes.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	<p>Thrive intervention has enabled children to build more positive relationships with adults and peers. They have increased resilience to manage situations that may previously led to escalated behaviour. Strategies shared with parents who also feel that their child has an improved positive attitude and are happy to do some of the activities at home as a family.</p> <p>Regular Thrive update training for practitioners (yearly) enables staff to be kept up to date with most recent neuro-scientific research which forms the basis for Thrive. A further two members of staff are currently</p> <p>Update information disseminated to staff in PDMS, TA meetings and on INSET days.</p>	<p><i>Next steps: Additional Thrive input on INSET day in September. Additional member of staff currently being Thrive trained for additional children to access</i></p> <p><i>Continue with this approach</i></p>	£550
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6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of Read Write Inc (RWI) phonics programme taught daily in EYs and KS1 to ensure high quality teaching of phonics and fluency in reading at KS1.	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.	<p>Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.</p> <p>RWI provides integrated comprehension, writing, grammar, spelling and vocabulary and draws upon experience gained in more than 4000 schools over 10 years.</p>	Phonics lead monitor teaching and learning in phonics	Phonics Lead (Emma Roxbrough)	Termly
Develop use of whole class teaching of reading to replace guided reading in KS2.	Children are able to retrieve key information from a text, make inferences and give	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to	Teaching of reading monitored by Reading Leader alongside member of SLT.	English Trust lead- Leanne Cunningham Reading	Termly

	<p>justifications when reading independently within KS2.</p>	<p>comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>		<p>Leader Charlotte Squire</p>	
<p>Use of 'Writing Essentials' in all year groups</p> <p>Undertake action research into strategies to improve quality and quantity of verbal feedback pupils receive on their work that relates directly to improved outcomes.</p>	<p>Use of Writing Essentials and high quality verbal feedback in each year group supports better outcomes in writing.</p>	<p>Writing Essentials have been developed with year group teams across the trust to support planning, target setting, feedback and assessment of writing against year group expectations.</p> <p>Feedback studies tend to show very high effects on all types of learning across all age groups.</p>	<p>Trust wide writing moderations</p> <p>Book scrutiny in Learning Conversations</p> <p>Drop in sessions</p> <p>Pupil interviews</p> <p>SLT part of action research teams</p>	<p>Trust English Lead (Leanne Cunningham)</p>	<p>Termly</p>
<p>Use of 'Progression in Language Structures' document to explicitly model spoken English</p>	<p>The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.</p>	<p>The 'Progression in Language Structures' document identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher or practitioner to both identify what is needed and to structure the development of language for progress in key skills over a unit of work.</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils from</p>	<p>Expectations that speaking frames are planned for and used across the curriculum.</p> <p>Speaking frames will be displayed in classrooms.</p> <p>Staff will use these in both spoken and written learning.</p> <p>Impact monitored by English Lead</p>	<p>Trust English Lead (Leanne Cunningham)</p> <p>Mark Stenton (Research leader)</p>	<p>Termly</p>

		<p>disadvantaged backgrounds.</p> <p>Engagement in research School 21</p>			
<p>Undertake action research into the best strategies for teaching new vocabulary to pupils from EY to Y6 – to include through context of class texts as well as subject specific vocab and words that are Tier 2 (eg. evaluate, compare, explore)</p>	<p>Explicit teaching of vocabulary across the school enables children to access the curriculum more broadly, thereby raising their achievement across the curriculum.</p>	<p>Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’.</p> <p>For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching or tutoring role. Most studies comment on the importance of training and teacher development or support with implementation.</p>	<p>Impact monitored by English Lead</p> <p>Book looks</p> <p>Member of SLT involved in action research team</p> <p>Pupil interviews</p>	<p>Trust English Lead (Leanne Cunningham)</p>	<p>Termly</p>
<p>Implementation of Maths No Problem approach to teaching mathematics.</p>	<p>Improve children’s ability to reason, problem solve and</p>	<p>Maths No Problem is a highly effective approach to teaching maths which is</p>	<p>Training Days and Professional Development Meetings used to deliver Continuous Professional</p>	<p>Trust Maths Lead- Fay</p>	<p>Termly</p>

	communicate mathematically, enabling them to become successful mathematicians.	based on research and evidence. It builds pupils' fluency without the need for rote learning. It teaches new concepts using the Concrete, Pictorial and Abstract approach and pupils learn to think mathematically as opposed to reciting formulas they don't understand.	Development (CPD) in addition to lesson study Impact will be monitored by the Maths Lead Book looks (maths journals) Pupil interviews Learning walks	Perdichhia Maths Lead-Heather Elliot	
Use of lesson study as a vehicle for school improvement, particularly focused on the teaching of mathematics.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.			
Develop the use of speaking frames in maths to support children in explaining their thinking and recording their mathematical reasoning.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	Lesson Study is a model of collaborative enquiry originating from Japan that is becoming increasingly popular around the world as a way to enhance classroom practice. When carried out effectively, Lesson Study has the potential to transform teacher practice and improve pupil learning. Lesson Study can also support developing trust and build a sense of collective efficacy amongst staff. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.			

Total budgeted cost

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Targeted interventions to support the application of phonics eg Wesford and 1:1 RWI Phonics</p>	<p>Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1.</p>	<p><u>WESFORD</u></p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three,</p> <p><u>Reading Recovery and RWI 1:1</u></p> <p>Children who complete 'Reading Recovery' have usually progressed from text level 0 to level 17, or equivalent. These children have learned four-to five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Children in need of phonics' support identified by class teachers.</p> <p>Teams timetable interventions for phonics</p> <p>English and Phonics Leads monitor impact of interventions</p>	<p>Phonics Lead - Emma Roxbrough</p> <p>Trust English Lead (Leanne Cunningham)</p>	<p>Termly</p>
<p>Use of Better Reading Partners as an intervention</p>	<p>Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.</p>	<p>Evidence supports specific and highly individualised reading programmes.</p> <p>There is an indication that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition</p>	<p>Children identified by class teachers.</p> <p>Reading Lead to monitor impact of intervention</p>	<p>Trust English Lead (Leanne Cunningham)</p> <p>Reading lead- Charlotte Squire</p>	<p>Termly/at beginning and end of each intervention</p>
<p>Support for children who are vulnerable in their reading choices</p>	<p>Children are able to retrieve key information from a text, make</p>	<p>Evidence also suggests tuition</p>			

	inferences and give justifications when reading independently within KS2.	should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.			
Develop use of mentors for those children who need a reading champion	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.				
Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. Use of Talkboost in Reception.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.	Data collected from the intervention feeds into ECAT assessments to identify clear next steps. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	Impact monitored by EY and English Lead	EY Trust Lead – Helen Tate Trust English Lead (Leanne Cunningham)	Termly/at beginning and end of each intervention
Use Maths Counts as a maths intervention	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	Evidence strongly supports the claim that one-to-one and small group support are highly effective, particularly for primary school pupils in maths. It also suggests that learning approaches that encourage meta-cognition, or 'learning to learn' behaviours are highly effective, not only in improving confidence and ability in maths, but also in improving long term outcomes across a range of subjects.	Five trained Maths Leads across both sites. Maths lead identifies children in need of Maths Counts	Maths Trust Lead Fay Perdicchia Maths Lead Heather Elliot	Continuously Data reviewed after each 10 week cycle of Maths Counts

<p>Use of tailored mentoring programmes such as 'Sensory circuits'</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. There is significant improvement in children's resilience, attitudes and the development of skills.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Impact monitored by SENCO</p>	<p>SENCO – Polly Marsh</p>	<p>Termly/at beginning and end of each intervention</p>
<p>Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after. Parents can drop in or set a time for meetings.</p> <p>Parental involvement is consistently associated with pupils' success at school; this is particularly the case for disadvantaged families.</p>	<p>Impact monitored by SENCO</p>	<p>SENCO – Polly Marsh</p>	<p>Termly/at beginning and end of each intervention</p>
<p>Our nurture group 'The Nest' and The Meadow is available to assist with the development of wellbeing, social communication, language and behaviour and also offering a supportive safe place for EY/KS1/KS2 children requiring small group intervention.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>There are over 62 academic studies in the last two decades researching nurture group provision, including five non-randomised studies that have shown children and young people attending nurture groups are more likely to improve in social and emotional functioning than their peers that remain in the mainstream class (www.nurturegroups.org).</p>	<p>SENCO and Behaviour/SEMH Lead to oversee implementation and selection of pupils to engage with provision.</p>	<p>SENCO – Polly Marsh Behaviour/SEMH Lead – Harriet Phillips</p>	<p>Termly at the beginning / end of each intervention.</p>

<p>The establishment of "The Meadow" to support children in KS2 developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Develops children's essential skills in order to enable them to re-enter their year group classes in their own time.</p> <p>It can now be proved that Art decreases stress levels. Access to Art, whether it is looking or making helps with a reduction in cortisol levels. The research can now prove that Art reduces chronic stress, anxiety, sleep problems and memory impairment (Rebecca Chamberlain from KU Leuven University in Belgium). For a pupil of school age, having this type of experience will support their emotional development by reducing the levels of stress that the modern child is subjected to.</p>	<p>SENCO to oversee selection of pupils to engage with provision and monitor the impact.</p>	<p>SENCO – Polly Marsh Art therapist - Becky Churchill</p>	<p>Termly at the beginning / end of each intervention</p>
<p>The use of "The Meadow" to support the most vulnerable children in KS2 developing confidence, self-esteem and reducing anxiety through the use of Theraplay and the Thrive approach.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Children are supported with their emotional health, well-being and social skills, all of which are needed for learning to take place. The Thrive approach is based on up to date brain science and research into child development and helps staff in school to adapt their approach to individual children to build self-esteem, well-being and behaviour. All members of staff understand the underpinning theories and practical ways to remain in relationships when dealing with challenging behaviour. Staff are supported to look at behaviour developmentally and learn how to support right time development.</p>	<p>Behaviour lead and SENCo to oversee</p>	<p>Behaviour / SEMH Lead – Harriet Phillips SENCO – Polly Marsh</p>	<p>Continuously Impact measured for individuals on termly basis</p>

Employment of relate counsellor to support identified children with their confidence, self-esteem and reducing anxiety Use of alternative provision (Equine therapy, Forest schools, Lark Rise Farm, gardening therapy) to support the most vulnerable children in developing confidence, self-esteem and reducing anxiety.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Recognised benefits include building self-confidence, raising self-esteem, improving communication skills, changing behaviour, improving management skills offering an opportunity for children a chance to take time out and just breathe for a while.	SENCO to oversee selection of pupils to engage with provision and monitor the impact.	SENCO – Polly Marsh	Termly at the beginning / end of each intervention
Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time; staff work with families to address barriers they face in getting children to school).	Attendance of children in receipt of Pupil Premium funding to be 95% or above	Where attendance is above the average, it is often because disadvantaged learners are enjoying their learning. Achieved by: Mutually supportive conversation between school and families Support for parents to model the process of engaging with learning.	All office staff aware of policy Dedicated member of office staff (Sandie Johnston) linked to attendance Attendance monitored by Attendance Lead	Attendance Lead – Harriet Phillips	Monthly
Total budgeted cost					

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Free extra-curricular clubs run by staff	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to	Providing enrichment activities that feed into the experience and enjoyment of learning and school life, particularly if these re less likely to be provided at home.	Wider opportunity of clubs run termly, so that children have a wide range of choices; careful selection process by office. Disadvantaged Learner Lead monitors attendance of children in receipt of PPG.	Disadvantaged Lead – Harriet Phillips	Termly

	their learning as well as broadening their horizons and raising their aspirations.				
An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Specially designed Emotional literacy wheels used to provide pre and post assessment data.	SENCO – Polly Marsh Behaviour/SE MH Lead – Harriet Phillips	Termly/at beginning and end of each intervention
Universal access to music tuition	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	Year 4 Ukelele led by specialist music teacher	Specialist music teacher employed to teach Ukelele. Overseen by Music Lead	Music Lead Fran Andrews	Termly

<p>All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable and older learners.</p>	<p>Provision for residential trips overseen by Leadership team, Educational Visits Co-ordinator and SMSC lead</p>	<p>EVC Lead – Harriet Phillips SMSC lead – Emily Young</p>	<p>Annually</p>
<p>Thrive Approach, implemented with individuals and classes.</p>	<p>Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.</p>	<p>The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips staff to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Thrive practitioners trained, training disseminated to all staff, support available for staff to implement the approach.</p>	<p>SENCO – Polly Marsh Behaviour / SEMH Lead – Harriet Phillips</p>	<p>Termly</p>
Total budgeted cost					

7. Additional detail

