



**Review for use of Pupil Premium Funding 2017-2018**

| Desired Outcome  | Action Funding used for...  | New/Continued Action           | Targeted Groups(s)  | Intended Outcomes<br>How the actions impact on achievement  | Monitored by  | Review dates                      | Impact  |
|--|---|--------------------------------|---|---|---|-----------------------------------|---|
| <b>Whole School Strategies for all pupils:</b> The Sutton Trust has shown that poor whole class teaching has a disproportional effect on children eligible for Pupil Premium. However, Quality First Teaching has been shown to have a disproportional positive effect on children eligible for Pupil Premium. <b>£148,131</b> |   |                                |   |   |   |                                   |   |
| C  | <b>Attendance support for identified pupils &amp; families.</b>   | Continued ESPAC (pilot)        | Whole school- target vulnerable children with poor attendance or punctuality. Particularly focus on <i>Persistent Absentees</i> . Families (49) | Improved levels of attendance, punctuality and a decrease in Persistent Absentees. <b>Attendance in all classes to average at above 95%</b> | DHT<br>PP Lead<br>Vulnerable Groups Team                                | Dec. '17<br>March '18<br>July '18 | Cheque system working and attendance improving                |
| CH   | <b>Breakfast Club serving approx. 20 children led by 1 HL teaching assistant and 1 kitchen staff.</b>       | Continued                      | Whole school - targeted at PP children or other vulnerable children or children with poor attendance<br><br>(approx 20 children)                | Improved attendance, punctuality wellbeing and readiness to learn.<br><br><b>Chn make accelerated progress and attainment</b>               | DHT<br>PP Lead<br>Vulnerable Groups Team<br>Breakfast Club co-ordinator | Dec. '17<br>March '18<br>July '18 | Punctuality improving   |
| C  | <b>Minibus route to collect 14 children with priority to PP and poor attenders. (1 driver and 1 escort)</b> | Continued                      | Whole school - targeted at PP children or other vulnerable children or children with poor attendance  | Improved attendance and punctuality<br><b>All chn who use the minibus achieve above 95% attendance</b>                                      | DHT<br>PP Lead  | July '18                          | Attendance % increasing                                       |
| H  | <b>After school activities and enrichment including specialist Premier Sport led clubs.</b>                 | Continued                      | Whole school - Roots & Shoots, Football Wed, Football Thurs, Gymnastics,  | Children happier and therefore enjoy coming to school to learn.   | SLT   | July '18                          | A broad and varied range of activities are now offered daily. |
| DF   | <b>Improving writing, especially for PP children through the</b>  | 2 <sup>nd</sup> Year of 3 year | Whole School  | The quality, quantity and enjoyment of writing improve.   | SLT   | Dec. '17<br>March '18<br>July '18 |   |



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|                | <b>Primary Writing Project</b>                        | project   |                       | <b>70% of all school achieve ARE with</b>   |                                |  |  |
| <b>D E F G</b> | <b>Improving Quality First Teaching</b>               | Continued | Staff of Whole School | Children's progress accelerated and standard improved<br>All staff judged good with 30% outstanding teachers  | SLT                            | Dec. '17<br>March '17<br>July '17                      |  |
| <b>D E</b>     | <b>To motivate reading using 'Accelerated Reader'</b> | New       | KS2                   | Children are stimulated to read and as a result their reading age increases. Teachers can monitor individuals, - tracking progress and monitoring vocabulary and literacy skills.<br><b>70% of chn achieving benchmark in Star Assessment increases</b> | SLT<br>Reading Lead<br>Teacher | Oct '17<br>Dec '17<br>March '18<br>May '18<br>July '18 | Oct '17 26% of yrs 3-5 achieving benchmark<br>Dec '17 39% of yrs 3-5 achieving benchmark<br>March '18 59% of yrs 3-5 achieving benchmark<br>May '18 61% of yrs 3-5 achieving benchmark<br>July '18 62% of yrs 3-5 achieving benchmark<br><b>Improvement of 35% over the year</b> |
| <b>F</b>       | <b>Provision for PP EYFS during holidays</b>          | Continued | Nursery               | Allow continuity of learning  | SLT                            | Monthly  |  |

**Targeted Strategies for underperforming pupils and other pupils** A significant proportion of our pupils enter the school below national standards, as evidenced by our baseline and continuous assessment systems and /or are entitled to the pupil premium fund. It is essential that we provide early intervention and put in place systems to motivate learning, improve meta-cognition as well as engage parents in their child's learning. £90,269

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| <b>B</b> | <b>A Nurture Specialist and 2 Behaviour Trained TA's to deliver Nurture Provision focussing on Social, Emotional &amp; behavioural difficulties</b> | continued | Whole school – identified case load using Boxall Profile | Children's self-worth is improved so that they can become positively engaged in their learning<br><br><b>25% PP children in the group)The children Boxall Profile improves</b> | Nurture Team                       | July '18 | Children beginning to be more engaged and are developing strategies to overcome difficulties |
| <b>B</b> | <b>Provide Parenting classes (Triple P)</b>   | New       | Whole school – identified parents                        | Targeted focus work with families to enable them to support their child's learning and well being  | Nurture Team<br>_Anne<br>Marie Cox | July '18 | Slow take up but continuing to offer   |



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| <b>B</b>       | <b>Make every effort to engage parents and carers in the education of their child</b>  | New       | Whole school | Dedicated teacher to focus on developing strong links with parents and local community   | Engagement Lead Teacher  | July '18                          | Slow take up   |
| <b>D<br/>E</b> | <b>Additional teacher 4 days a week in Yr 6 boosting Reading, Writing and Maths</b>  | New       | Year 6       | Accelerated learning for targeted children to narrow the gap between PP pupils and others<br><i>KS2 results in line with National</i>                | SLT PP Lead              | July '18                          | 62% PP achieved ARE combined<br>61% non PP achieved ARE combined<br><b>PP exceeding non PP (this school)</b><br><b>PP in this school higher than National combined KS2</b> |
| <b>F<br/>G</b> | <b>Early assessment of EYFS Speech and Language by trained teacher - Marina Davies</b>                                       | New       | EYFS         | Maintain percentage of children achieving A Good Level of Development  | SLT Head of EYFS PP Lead | July '18                          | Children starting school with low levels of speech and language so will need to continue   |
| <b>G</b>       | <b>Run intervention groups for low achievers in KS1 for reading and phonics Better Reading Programme Bullseye</b>            | Continued | KS1          | Number of children achieving expected level in phonics and reading increased<br><br><i>6 PP children Yr. 2 and 3 improve reading age by 5 months</i> | SLT Head of KS1 PP Lead  | July '18                          |  |
| <b>B</b>       | <b>1:1 Mentoring 27 pupils for 30 mins/week 7 TA's &amp; 10 Teachers</b>   | Continued | Whole school | Children supported in social and emotional needs   | Vulnerable Groups Team   | July '18                          | Ongoing support but those children receiving support connecting with mentor.   |
| <b>B</b>       | <b>Resource &amp; provide a daily Lunch Club for pupils who struggle socially or emotionally during the lunch time break</b> | Continued | Whole School | Children supported in social and emotional needs<br><br><i>No. of behaviour issues reduces</i>   | SLT SENDCo               | July '18                          | Number of behaviour issues significantly reduced but further refinements still needed  |
| <b>B</b>       | <b>To improve memory by using Memory Magic (1 TA 1 x/ week for 30mins and Talkabout (1 Teacher 1 x/ week for 30mins)</b>     | Continued | Whole school | Specific difficulties are overcome   | SENDCo PP Lead           | Dec. '17<br>March '18<br>July '18 | Memory Magic started in term 5 & will continue into 2018-19  |



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|   | to support small groups with memory or social difficulties   |                   |              |   |  |                                   |  |
| <b>Targeted Strategies for Pupil Premium Pupils: "two thirds of the primary school components (gap) develop in Reception and Key Stage 1" John Dunford 2017 Costs £63,243</b> |  |                   |              |   |  |                                   |  |
| A   | Carefully monitor progress, identifying need and monitoring impact of PP children using STAR Assessment and Target Tracker. Also, weekly meetings with vulnerable team and termly pupil progress meetings. | Continued         | Whole school | PP pupils catch up and achieve the expected standard or above. Gaps within vulnerable groups closed throughout the school | SLT<br>PP Lead<br>Vulnerable Groups Team | Dec. '17<br>March '18<br>July '18 | PP gap closing across through the school   |
| D<br>G  | Use/Purchase resources and site licenses to identify & support children's learning. Dyslexia Screening, Speechlink, Launguagelink, ReadingWise, Memory Magic, Boxall, Sandwell Assessment                  | New/<br>Continued | Whole School | PP pupils to make accelerated progress and achieve at least expected standard   | PP Lead<br>Vulnerable Groups Team        | Dec. '17<br>March '18<br>July '18 | Found to be essential tools to both diagnose and analyse ReadingWise average increase in R.A. is 3months |
| D   | Small intervention groups run by trained TA's 4 mornings a week KS1 & 4 afternoons KS2 (Using evidence based (EEF toolkit) strategies to overcome barriers   | Continued         | Whole School | Targeted children make accelerated progress (approx 3 PP children in the group)   | PP Lead<br>Vulnerable Groups Team        | Dec. '17<br>March '18<br>July '18 |  |
| D   | Additional afternoon TA support in all KS1 classes   | Continued         | KS1          | Improve PP chn development  | SLT<br>KS1 Teachers                      | July '18                          | Children Phonics and KS1 results improved  |
| E   | Buy books for Book Club for mainly PP children expected to achieve higher than expected standard in reading  | New               | Year 6       | Children achieve higher than expected standard in reading (4 PP children in the group of 9)                               | PP Lead<br>Head of KS2                   | July '18                          | 19% PP achieved GD in reading KS2  |
| D   | Experience wider curriculum opportunities  | Continued         | Whole School | PP children can draw on enriched vocabulary   | PP Lead                                  | July '18                          |  |



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|  |                              |   |              | and life experiences |  |  |  |
|  | Rewards and certificates     | Continued   | Whole School |                      |  |  |  |
|  | <b>Total budgeted spend:</b> | <b>£302,243</b> including £94,895 from Academy Budget to intervention programme |              |                      |  |  |  |