



Pupil Premium Strategy Statement: St Oswald's RC Primary School

1. Summary information					
School	St Oswald's RC Primary School				
Academic Year	2018/19	Total PP budget	£28,280	Date of most recent PP Review	Jan 2019
Total number of pupils	210	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sep 2019

	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (National)</i>
Attainment for 2017-18 KS2			
% achieving expected standard or above in reading, writing and maths	60	96	70
% achieving the higher standard in reading, writing and maths	0	40	12
% achieving expected standard or above in reading	60	100	80
% achieving the higher standard in reading	60	76	33
Average scaled score in reading	102.4	111.6	106.1
Progress score in reading	5.2	3.34	-
% achieving expected standard or above in writing	60	96	83
% achieving the higher standard in writing	40	52	24
Progress score in writing	7.19	2.33	-
% achieving expected standard or above in maths	60	100	81
% achieving the higher standard in maths	0	64	28
Average scaled score in maths	97.6	111.3	105.4
Progress score in maths	1.16	4.11	-

	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (National)</i>
Attainment for 2017-18 KS1			
% achieving expected standard or above in reading	100	86	79
% achieving greater depth in reading	0	38	29
% achieving expected standard or above in writing	100	83	74
% achieving greater depth in writing	0	28	18
% achieving expected standard or above in maths	50	90	80
% achieving greater depth in maths	0	34	25
Phonics 2017-18			
% achieving Y1 Phonics check	100	93	85
% achieving Phonics check by end of Y2	-	100	-
Attainment for 2017-18 Reception			
% achieving a Good Level of Development	100	83	-
% achieving a Good Level of Development in reading	100	93	-
% achieving a Good Level of Development in writing	100	83	-
% achieving a Good Level of Development in maths	100	97	-

2. Barriers to future attainment (for pupils eligible for PP)

Pupils in receipt of PP who also have significant special educational needs

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

A.	In Reading, Writing & Mathematics, PP children do not perform as well as non-PP children.
B.	Poor Phonic Awareness and sight vocabulary in EYFS
C.	Social & emotional issues leading to children at times to exhibit challenging behaviour
D.	Social difficulties forming relationships with other children in school
E.	Attachment Issues
F.	Poor Speech & Language

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

G.	In 2015/16, Attendance rates for PP pupils was 94.5% (below our school figure of 97.8% and 96.1% nationally). Persistent absence was high for PP at 30% compared with 4.3% for non PP. PP Attendance in 2017-18 was 97% and Persistent Absence was 5% (1child). PP attendance will continue to be monitored closely.
H.	Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement
I.	Poor punctuality

3. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In Reading, Writing & Mathematics, the gap in progress between PP and non-PP is narrowed so it is more in line with their peers	Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measure by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 & Y5.
B.	Improve phonic knowledge through daily phonics intervention so attainment is in line with their peers	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP achieve a Good Level of Development
C.	If required, children are allocated a member of staff to be able to regularly talk to resulting in fewer incidents of upset or bad behaviour. Regular meetings with parents/Ed Psych/social workers to identify potential problems	Children develop strategies to deal with situations and are able to discuss any worries or anxieties with a member of staff
D.	Encourage/nurture positive relationships with peers and adults so that interaction	Children can play and work alongside each other without any difficulties/arguments

	skills become developed	
E.	Allow time as required to discuss emotions and feelings to help relieve the anxieties and worries to reduce/eliminate episodes in school. Regular meetings with parents/Ed Psych/social workers to identify potential problems. Teachers to employ strategies that help maintain focus on tasks.	Children have fewer incidents whereby they get upset/angry in relation to attachment issues. Vchildren have strategies to complete tasks with increasing independence.
F.	Encourage opportunities for oral work in small groups and in class to build confidence and fluency & accuracy of speech	Children can communicate clearly and confidently in front of adults and peers
G.	Provide whole school incentives and work closely with parents and Ian Clennell Services to increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance in line with 'other' pupils.
H.	Offer opportunities within the school day to allow children to complete to a high level activities that are given for homework	Homework/spellings are completed to a high standard
I.	Support families to ensure the children arrive at school on time and are settled to begin the school day with their peers	Children arrive at school on time which will help prevent issues that arise at the beginning of the school day

4. Planned expenditure					
Academic year		2017/18			
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?
Improved quality first teaching and learning in the core subjects in Year 6 impacting on all pupils' attainment and achievement.	Class teacher to work closely with very experienced TA to deliver high quality 1:1 intervention programme. This will include bespoke after school booster sessions from September 2018 until July 2019.	<ul style="list-style-type: none"> Education Endowment Foundation (EEF) Toolkit suggests that effective and timely feedback, differentiation and one to one tutoring are effective strategies for closing the achievement gap. Reduced adult to pupil ratios enables all pupils to benefit from the above. This has proven historically at St Oswald's to impact positively on the attainment and achievement of all pupils and PP pupils. Analysis of Maths results from KS2 SATs 2018 showed some underachievement for PP pupils in certain areas of Maths, notably PP children achieving Greater Depth. Headteacher will support Y6 teacher in the pedagogy, planning and delivering of these areas of Maths. 	Monitoring and evaluation process including: <ul style="list-style-type: none"> Lesson observations Pupil discussions Work and planning scrutinies Timely assessments Detailed tracking Professional discussions with staff 	JG/PM	October 2019

<p>All Y6/Y5 PP pupils to make progress in line with their peers at the end of KS2 in the core subjects of English (reading, writing, GPS) and Maths.</p>	<p>Very experienced TAs deployed to support PP pupils in all English and Maths lessons. TAs are supplement not replacement for the teacher (EEF Toolkit)</p>	<ul style="list-style-type: none"> • Reduced adult to pupil ratios. • TAs are experienced Y6/Y5 teaching assistants who also specialise in teaching both the less and more able PP pupils. 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking • Professional discussions with staff 	<p>JG/AH</p>	<p>October 2019</p>
<p>Close the gap in attainment and achievement in English and Maths between Y6/Y5 PP pupils and Y6/Y5 non PP pupils.</p>	<p>All Y6/Y5 less able PP pupils to be targeted for interventions in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they have achieved the intended learning outcomes for the lessons.</p>	<ul style="list-style-type: none"> • The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. • Reduced adult to pupil ratios. • Experienced teacher in English and Maths, experienced TAs & Headteacher. • Target groups include: <ul style="list-style-type: none"> ▪ Guided reading ▪ Spelling ▪ Handwriting ▪ Maths 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking • Professional discussions with staff 	<p>JG/AH</p>	<p>October 2019</p>
<p>More able Y6/Y5 PP pupils to achieve in line with or above more able non PP peers.</p>	<p>All Y6/Y5 more able PP pupils to be targeted for extended and mastery activities in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they are appropriately challenged.</p>	<ul style="list-style-type: none"> • Reduced adult to pupil ratios. • Experienced teacher in English and Maths, experienced TAs & Headteacher. • Target groups include: <ul style="list-style-type: none"> • Guided reading at mastery level • Extended writing at mastery level • Maths Mastery 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking • Professional discussions with staff 	<p>JG/AH</p>	<p>October 2019</p>

<p>All PP pupils in KS1 and LKS2 to attain and achieve more in line with their non PP peers.</p>	<p>Highly skilled TAs to be deployed to deliver interventions based on what children have/have not achieved during core subject lessons.</p>	<ul style="list-style-type: none"> • We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. • Reduced adult to pupil ratios. • HLTA and TAs are highly skilled in teaching and learning expectations and outcomes in each year group. They are well trained to deliver: <ul style="list-style-type: none"> • Target groups include: <ul style="list-style-type: none"> ▪ Guided reading ▪ Spelling ▪ Handwriting ▪ Maths 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking 	<p>KM/SM /GS/CS /JMc</p>	<p>October 2019</p>
<p>All PP pupils in EYFS to achieve their Early Learning Goals in all areas.</p>	<p>Targeted TA support in EYFS, to support PP pupils in all areas of learning. TA is a supplement not replacement for the teacher.</p>	<ul style="list-style-type: none"> • EEF Toolkit suggests up to 5 months additional progress for EYFS pupils who are targeted for interventions. • EYFS Nursery Nurse is an expert in her field and EYFS age group having a great deal of experience and training in delivering the EYFS curriculum. • PD is also a high priority because of its strong links with early writing. 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking • Professional discussions with staff 	<p>KW/JM</p>	<p>October 2019</p>
Total budgeted cost					£22,312

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?
Improved writing skills in Reception	1:1 and small group sessions in writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	KW/JM	October 2019
Improve the intervention for writing across KS2	Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	JG	October 2019
Improve the intervention for maths across KS2	Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons. Times Tables Rockstars	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We required a programme where the system was easy to use by staff, pupils, and eventually parents as a homework approach. TT Rockstars is a resource that will challenge and support pupils on this area of Maths ahead of the Times Table Check in 2020.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Maths subject leader to co-ordinate the use of Times Tables Rockstars across school.	JG/CS	October 2019
Improve the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	JG	October 2019
Total budgeted cost					£2,903

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Increased attendance rates for pupils eligible for PP.	<p>Target pupils with attendance rates below 95%</p> <p>Identify provision to improve attendance levels (e.g. whole class incentives/after-school enrichment activities)</p> <p>Clennell Education Solutions (Safeguarding Support & Training)</p>	<p>Research shows that achievement and attendance levels are linked. The more time a pupil is in school, the more opportunity there is to experience high quality teaching. Pupils' absence affects all pupils in a class as adult time is directed towards catch up rather than stretch and challenge.</p> <p>The school has a detailed policy for attendance, highlighting accountability of staff at all levels. This has been supported by training from Clennell Solutions which has seen improved attendance figures and reduced persistent absenteeism for PP children in 2017-18 compared to 2016-17.</p>	<p>Business Manager to track and monitor attendance levels half-termly</p> <p>Headteacher to work with identified families with low attendance rates</p>	JL/PM	October 2019
Children are provided with a variety of enriching experiences, linked to SMSC development and the wider curriculum, with a focus on the promotion of effective collaborative learning.	<p>Cultural, social and spiritual experiences embedded throughout the school year, with a focus on collaborative learning.</p> <p>Funding provided to ensure PP pupils can access after-school clubs and residential experiences.</p> <p>SMSC skills taught through RE and PSHE lessons.</p>	<p>We endeavour to provide a rich and wide holistic experience for all children, linked clearly to the Catholic ethos and emphasis on school as a 'team' where we work collaboratively. PP children should be as able to access and benefit from these experiences as their peers.</p> <p>EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes.</p> <p>Residential experiences enable team building and promote confidence and self-esteem. The Sutton Trust Toolkit details Outdoor Learning as having measurable impact on outcomes.</p>	<p>Monitoring of curriculum provision to ensure a variety of opportunities are offered.</p> <p>Analysis of records to ensure PP children are accessing extra-curricular opportunities provided.</p> <p>PP pupil discussion on impact on them of experiences and especially collaborative learning.</p>	PM	October 2019
To develop programmes and allow time as required to discuss emotions and feelings to help relieve the anxieties and worries to reduce/eliminate episodes in school	<p>In-school Mental Health, training sourced by Clennell Educational Solutions</p> <p>In-school Lego Therapy</p> <p>Training for staff led by ED Psych</p> <p>In-school Positive Handling training to be able to deal with incidences of bad behaviour safely and effectively.</p> <p>Rainbows Bereavement programme</p>	<p>To ensure we are providing the most appropriate advice and care for children with emotional and attachment challenges, we provide all staff with the most up to date guidance and information. This will ensure that PP children who are facing such challenges are given the correct support and are then able to focus on their academic achievements.</p> <p>To ensure we are able to respond to bad behaviour or children exposing themselves to dangerous situations that need intervention.</p> <p>This programme is not to be accessed exclusively by children who have suffered a loss – it is also to be used by children with emotional challenges or anxiety.</p>	<p>The Deputy Head in school will review any focus groups, liaise with the staff leading the sessions and monitor academic progress alongside the class teachers.</p> <p>All incidents that require intervention will be recorded on CPOMS and monitored.</p> <p>Training updates will be offered periodically to ensure the programme is being delivered effectively.</p>	<p>KM</p> <p>PM</p> <p>PM/KM /CW</p>	October 2019
Total budgeted cost					£3,065

5. Review of expenditure			
Previous Academic Year		2017/18	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Impact	Lessons learned
All Y6/Y5 PP pupils to make progress in line with their peers at the end of KS2 in the core subjects of English and Maths.	Very experienced TAs deployed to support PP pupils in all English and Maths lessons. TAs are supplement not replacement for the teacher (EEF Toolkit)	<p><u>Year 5: PP v Non-PP Progress</u> Reading – 75% v 88% (Exp progress) / 25% v 50% (More than Exp progress) Writing – 75% v 77% (Exp progress) / 25% v 54% (More than Exp progress) Maths – 75% v 85% (Exp progress) / 25% v 54% (More than Exp progress)</p> <p><u>Year 6: PP v Non-PP Progress</u> Reading – 100% v 100% (Exp progress) / 100% v 80% (More than Exp progress) Writing – 100% v 92% (Exp progress) / 100% v 64% (More than Exp progress) Maths – 100% v 100% (Exp progress) / 75% v 76% (More than Exp progress)</p> <p><u>Whole School: PP v Non-PP Progress</u> Reading – 79% v 94% (Exp progress) / 47% v 40% (More than Exp progress) Writing – 84% v 92% (Exp progress) / 58% v 39% (More than Exp progress) Maths – 74% v 96% (Exp progress) / 32% v 44% (More than Exp progress)</p>	<p>While it is still important to track individual and class PP data, as the number of PP children is relatively low in St Oswald's, we found it to be of more use to look vertically across the attainment and progress of children throughout the whole school. A particular year group may only have 1 or 2 PP children which will of course diminish the validity of percentages.</p> <p>Progress across the Whole School (Y1-Y6) is very pleasing with PP pupils making more progress than non-PP pupils in many areas.</p> <p>This will continue to be a focus in 2018-19</p>
Close the gap in attainment and achievement in English and Maths between Y6/Y5 PP pupils and Y6/Y5 non PP pupils.	All Y6/Y5 less able PP pupils to be targeted for interventions in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they have achieved the intended learning outcomes for the lessons.	<p><u>Year 5: PP v Non-PP Attainment</u> Reading – 75% v 92% (Exp standard) / 25% v 54% (Higher Standard) Writing – 75% v 85% (Exp standard) / 25% v 42% (Higher Standard) Maths – 75% v 88% (Exp standard) / 25% v 50% (Higher Standard)</p>	<p>As with Progress, to get a more accurate idea about how PP pupils are attaining in St Oswald's, we looked across the whole school (from Y1-Y6) to gain a better picture.</p> <p>Unlike with Progress, Attainment for PP pupils is below non-PP pupils in every measure. A significant number of PP</p>

		<p><u>Year 6: PP v Non-PP Attainment</u></p> <p>Reading – 50% v 100% (Exp standard) / 50% v 81% (Higher Standard)</p> <p>Writing – 50% v 96% (Exp standard) / 50% v 50% (Higher Standard)</p> <p>Maths – 50% v 100% (Exp standard) / 0% v 62% (Higher Standard)</p> <p><u>Whole School: PP v Non-PP Attainment</u></p> <p>Reading – 68% v 94% (Exp progress) / 26% v 55% (More than Exp progress)</p> <p>Writing – 68% v 88% (Exp progress) / 21% v 35% (More than Exp progress)</p> <p>Maths – 63% v 94% (Exp progress) / 5% v 41% (More than Exp progress)</p>	<p>pupils are also SEN which has had an impact on achieving the new higher age-related expectations. The attainment of PP pupils will remain a priority in 2018-19 and we will endeavour to close the gap in attainment.</p>
<p>More able Y6/Y5 PP pupils to achieve in line or above more able non PP peers.</p>	<p>All Y6/Y5 more able PP pupils to be targeted for extended and mastery activities in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they are appropriately challenged.</p>	<p>In the Year 5 cohort in 2017/18, there was only one PP child who achieved L3 at KS1. That child continues to make expected or more progress in Reading, Writing & Maths and is attaining at the Higher Standard in all of these areas. In the Year 6 cohort, no PP pupils achieved L3 at the end of KS1.</p>	<p>Staff CPD will focus on pedagogy in 2018-19 and will aim to provide opportunities for more children to learn at a greater depth.</p>
<p>All PP pupils in KS1 and LKS2 to make progress in line with their non PP peers.</p>	<p>Highly skilled TAs to be deployed to deliver interventions based on what children have/have not achieved during core subject lessons.</p>	<p><u>Year 1: PP v Non-PP Progress</u></p> <p>Reading – 100% v 96% (Exp progress) / 0% v 0% (More than Exp progress)</p> <p>Writing – 100% v 93% (Exp progress) / 50% v 4% (More than Exp progress)</p> <p>Maths – 50% v 93% (Exp progress) / 0% v 14% (More than Exp progress)</p> <p><u>Year 2: PP v Non-PP Progress</u></p> <p>Reading – 100% v 93% (Exp progress) / 50% v 43% (More than Exp progress)</p> <p>Writing – 100% v 93% (Exp progress) / 50% v 29% (More than Exp progress)</p> <p>Maths – 50% v 96% (Exp progress) / 0% v 39% (More than Exp progress)</p>	<p>As mentioned above, Progress across the Whole School (Y1-Y6) is very pleasing with PP pupils making more progress than non-PP pupils in many areas.</p> <p>This will continue to be a focus in 2018-19</p>

		<p><u>Year 3: PP v Non-PP Progress</u></p> <p>Reading – 0% v 100% (Exp progress) / 0% v 38% (More than Exp progress)</p> <p>Writing – 100% v 97% (Exp progress) / 100% v 34% (More than Exp progress)</p> <p>Maths – 100% v 100% (Exp progress) / 0% v 45% (More than Exp progress)</p> <p><u>Year 4: PP v Non-PP Progress</u></p> <p>Reading – 67% v 83% (Exp progress) / 50% v 29% (More than Exp progress)</p> <p>Writing – 67% v 100% (Exp progress) / 50% v 54% (More than Exp progress)</p> <p>Maths – 67% v 96% (Exp progress) / 33% v 38% (More than Exp progress)</p> <p><u>Whole School: PP v Non-PP Progress</u></p> <p>Reading – 79% v 94% (Exp progress) / 47% v 40% (More than Exp progress)</p> <p>Writing – 84% v 92% (Exp progress) / 58% v 39% (More than Exp progress)</p> <p>Maths – 74% v 96% (Exp progress) / 32% v 44% (More than Exp progress)</p>	
<p>All PP pupils in EYFS to achieve their Early Learning Goals in all areas.</p>	<p>Targeted TA support in EYFS, to support PP pupils in all areas of learning. TA is a supplement not replacement for the teacher.</p>	<p><u>Reception: PP v Non-PP</u></p> <p>GLD – 100% v 83%</p> <p>Reading – 100% v 93%</p> <p>Writing – 100% v 83%</p> <p>Maths – 100% v 97%</p>	<p>100% of PP children achieved the ELGs in 2017-18.</p>

ii. Targeted support			
Desired outcome	Chosen action/approach	Impact	Lessons learned
Improved writing skills in Reception	1:1 and small group sessions in writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	Intervention groups effectively targeted children throughout the course of the year, resulting in 83% achieving this Early Learning Goal. 100% of PP pupils achieved the expected standard.	Strategies to increase the number achieving the ELG in Writing were successful. These strategies will continue from September 2018.
Improve the intervention for writing across KS2	Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	The number of PP pupils in KS2 who made the Expected amount of progress in Writing was below non-PP pupils (80% v 91%). However, the number of PP pupils in KS2 who made more than the Expected amount of progress in Writing was more than non-PP pupils (60% v 51%).	There are some of our PP children who would benefit from working together in the same group despite being in different year groups. This would result in a much more cost effective use of TAs who would be freed to work with other children during intervention sessions rather than with one or two pupils from each class separately. The SENCo will work alongside class teachers to devise timetables to co-ordinate cross-class sessions. TAs will be allocated planning time to develop intervention programmes for targeted children.
Improve the intervention for maths across KS2	Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons.	The number of PP pupils in KS2 who made the Expected amount of progress in Maths was less than non-PP pupils (80% v 95%). The number of PP pupils in KS2 who made more than the Expected amount of progress in Maths was less than non-PP pupils (40% v 53%).	There are some of our PP children who would benefit from working together in the same group despite being in different year groups. This would result in a much more cost effective use of TAs who would be freed to work with other children during intervention sessions rather than with one or two pupils from each class separately. The SENCo will work alongside class teachers to devise timetables to co-ordinate cross-class sessions. TAs will be allocated planning time to develop intervention programmes for targeted children.
Improve the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils with experienced teacher, in addition to standard lessons.	The number of PP pupils in KS2 who made the Expected amount of progress in Reading was less than non-PP pupils (73% v 93%). The number of PP pupils in KS2 who made more than the Expected amount of progress in Reading was greater than non-PP pupils (53% v 49%).	There are some of our PP children who would benefit from working together in the same group despite being in different year groups. This would result in a much more cost effective use of TAs who would be freed to work with other children during intervention sessions rather than with one or two pupils from each class separately. The SENCo will work alongside class teachers to devise timetables to co-ordinate cross-class sessions. TAs will be allocated planning time to develop intervention programmes for targeted children.

iii. Other Approaches

Desired outcome	Chosen action/approach	Impact	Lessons learned
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Target pupils with attendance rates below 95%</p> <p>Identify provision to improve attendance levels (e.g. whole class incentives/after-school enrichment activities)</p>	<p>All pupils, particularly PP pupils, were targeted in 2016-17 resulting in a significantly improved attendance figure and reduced Persistent absence.</p> <p>Sep 2016 - Jul 2017: Whole school attendance = 97.3% PP attendance = 96.6%</p> <p>Sep 2017 - Jul 2018: Whole school attendance = 97.6% PP attendance = 97%</p> <p>The PP figures have improved over the last two years, showing a positive impact in this area of focus</p>	<p>This will continue to be a priority in 2018-19</p>
<p>Children are provided with a variety of enriching experiences, linked to SMSC development and the wider curriculum, with a focus on the promotion of effective collaborative learning.</p>	<p>Cultural, social and spiritual experiences embedded throughout the school year, with a focus on collaborative learning.</p> <p>Funding provided to ensure PP pupils can access experiences. SMSC skills taught through RE and PSHE lessons.</p>	<p>Subsidising residential visits ensured that PP pupils were able to gain experiences outside of the local area, aiding their social & emotional confidence.</p> <p>After school clubs were subsidised which gave PP pupils the opportunity to participate in sporting and non-sports-related activities that they may not have otherwise had access to outside of school.</p>	<p>This will continue to be a priority in 2018-19</p>
<p>2017-18 Total budgeted cost</p>			<p>£24,780</p>