

# Archibald First School: 2018-2019 Pupil Premium Strategy and Self-Evaluation

## Version 4 July 2019

1. Summary information for 2018-2019							
Total number of pupils:	302 plus 51 (FTE) in Nursery in September	Number of pupils eligible for pupil premium funding	For 2018-19: 51(16% of total on roll) 9/51 on the SEND register (18% PP+ SEND) FSM & Ever 6= 41 Service children= 1 Pupil Premium Plus = 7 EYPP = 2 (Disability Allowance = 2)				
Number of pupil premium children in each year group 2018-19: Nursery = 2 Reception = 8 Yr1 = 9 Yr2 = 8 Yr3 = 12 Yr4 = 13							
Total pupil premium budget:  Based on 54 (17.9% of total on roll) FSM & Ever 6= 42 Service children= 1 Pupil Premium Plus = 11		£81, 040	Amount per pupil: Reception class to Year 6 = £1,320 Armed forces = £300 Pupil Premium Plus children = £2,300 Early Years (Nursery) = £300				
Date of external pupil premium review:  Ongoing work with School Improvement Partner – Elaine Hamilton		Dates of internal half termly reviews:  19 <sup>th</sup> October 2018, 1 <sup>st</sup> December 2018, 13 <sup>th</sup> February 2019, 5 <sup>th</sup> April 2019, July 2019  Green = School above the national attainment figures for other pupils (not disadvantaged). Red = Below					
2. Key indicators summer 2018: Early Years and Phonics			PPF = Pupil premium funding				
			Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 60 in cohort 9 PP 51 non-PP			92%	66.7%	-25.3%	72%	-5.3%

% achieving expected standard in the 2017 Year 1 Phonics Check 61 in cohort 7 PP 54 non-PP	98.1%	85.7%	-12.4%	84%-2018	+1.7%
<b>End of Key Stage 1 (Year 2) attainment and progress data: 61 in cohort 12 PP 49 non-PP</b>					
% reaching expected standard in reading % reaching a high score/working at greater depth in reading % making expected progress in reading (as measured in the school)	100% 63% (63%) 100%	83% 8.3% (20%) 100%	-17% -54.7% (43%) 0%	79%-2018 29%-2018	+4% -20.7%
% reaching expected standard in writing % reaching a high score/working at greater depth in writing % making expected progress in writing (as measured in the school)	100% 37% (55%) 100%	83% 0% (8.3%) 100%	-17% -37% (46.7%) 0%	74%-2018 18%-2018	-11% -18%
% reaching expected standard in maths % reaching a high score/working at greater depth in maths % making expected progress in maths (as measured in the school)	100% 49% (49%) 100%	83% 0% (0%) 100%	-17% -49% (0%) 0%	80%-2018 25%-2018	+3% -25%
<b>End of Year 4 attainment, progress and attendance data 60 in cohort 13 PP 47 Non-PP</b>					
% reaching expected standard in reading (as measured in the school) % reaching a high score/working at greater depth in reading (as measured in the school) % making expected progress in reading (as measured in the school)	91.5% 68% 95.7%	92% 31% 100%	+0.5% -37% -4.3%	No national data	
% reaching expected standard in writing (as measured in the school) % reaching a high score/working at greater depth in writing (as measured in the school) % making expected progress in writing (as measured in the school)	93.6% 68% 100%	92% 23% 100%	-1.6% -5% 0%	No national data	
% reaching expected standard in maths (as measured in the school) % reaching a high score/working at greater depth in maths(as measured in the school) % making expected progress in maths (as measured in the school)	93.6% 72.7% 100%	92% 23% 100%	-1.6% -49.7% 0%	No national data	
<b>Attendance % Reception to Year 4 The DFE have not published PP and non- PP attendance statistics this year, so the national figures for pupils not eligible for free school meals have been inserted.</b>	97.62%	96.18	-1.44%	<b>96.2%</b>	=%

Persistently absent % Reception to Year 4 (Pupils with an attendance rate of 90% or below)	5.5% (3 children)	1.8% (1 child)	+3.7	7.6%	-5.8%
3. Current attainment and progress: UPDATED JULY 2019 PPF = Pupil premium funding					
	Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others 2018
<b>Reception class achieving a Good Level of Development (GLD)</b> 61 in cohort 8 PP 53 non-PP (85.2% GLD OVERALL)	87% (46/53)	75% (6/8)	-12%	74%	+1%
<b>% pass the 2019 Year 1 Phonics Check</b> 62 in cohort 10 PP 52 non-PP * 1 child is also SEND, the other PP child was a new admit to school in the Summer term.	100%	80% *	-20%	84%	-4%
<b>Year 2</b> 62 in cohort 9 PP 53 non-PP  % achieving expected standard or above in reading. % achieving a high score/working at greater depth in reading.  % achieving expected standard or above in writing. % achieving a high score/working at greater depth in writing.  % achieving expected standard or above in maths. % achieving a high score/working at greater depth in maths.	98% 66%  96% 40%  96% 47%	89% 11%  78% 11%  89% 22%	-9% -55%  -18% -29%  -7% -27%	79% 29%  74% 18%  80% 25%	+10% -18%  +4% -7%  +9% -3%
<b>Year 4</b> 60 in cohort 13 PP 47 non-PP % achieving expected standard or above in reading, writing & maths % achieving a high score/working at greater depth in reading, writing & maths	89% 43%	77% 8%	-12% -35%	No national data	No national data

<b>Years 1 to 4 (3 steps progress+)</b>					
% making expected progress in reading (as measured by the school)	99%	93%	-6%		
% making expected progress in writing (as measured by the school)	99%	91%	-8%	No national data	No national data
% making expected progress in maths (as measured by the school)	99%	91%	-8%		
<b>July 2019</b> Non PP children: 1 child with SEND did not make the expected progress. This child made excellent progress from their own starting points. PP children – 4 children did not make the expected progress in reading, 3 children did not make the expected progress in writing or maths: Of these children, 3 have identified SEND and made excellent progress from their own starting points. 1 child was a new admit in the Summer Term)					

#### 4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019

<b>A.</b>	Many of the pupil premium children are below age-related expectations when they start school and have poor language and communication skills.
<b>B.</b>	Low aspirations of some pupils and their parents.
<b>D.</b>	Some parents do not support home learning well e.g. do not hear their children read.
<b>E</b>	Pupils are not resilient, independent learners and this affects their progress.

#### 5. Intended outcomes and success criteria for summer 2019 **UPDATED JULY 2019**

<b>A.</b>	<b>Early Years:</b> 87% of the cohort to achieve a GLD (Good Level of Development) and 5/8 63% of pupil premium children to achieve GLD.  July 2019 – 85% of the cohort achieved a GLD and 6/8 (75%) of PP children achieved a GLD.
<b>B.</b>	<b>Year 1 phonics screening:</b> 93% (56/60) of cohort to pass the phonics test and 67% (6/9) of pupil premium children.  July 2019 – 97% (60/62) of the cohort passed the phonics screen and 80% (8/10) of PP children passed.
<b>C.</b>	<b>End of KS1 (Year 2 – 61 children) % of pupil premium pupils (8) to achieve expected standard:</b> Reading 7/8 - 88%, Writing 7/8 - 88%, Maths 7/8 - 88%.  July 2019 (62 children) % of pupil premium pupils (9) to achieve expected standard: Reading 8/9 - 89%, Writing 7/9 - 78%, Maths 8/9 - 89%.
<b>D.</b>	<b>End of KS2 (Year 4 – 60 children) % of pupil premium children (13) to achieve expected standard:</b> Reading 12/13 - 92%, Writing 11/13 - 85%, Maths 11/13 - 85%.  July 2019 (62 children) % of pupil premium pupils (13) to achieve expected standard: Reading 12/13 - 92%, Writing 11/13 - 85%, Maths 11/13 - 85%.

E.	<p>To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.</p> <p><u>End of KS1 (Year 2): % of PP children (8) achieving at greater depth</u>   <u>End of Year 4: % of PP children (13) achieving at greater depth</u></p> <p>Reading 1/8 - 13 %   Writing 1/8 - 13%   Maths 2/8 - 25%   Reading 8/13 - 62%   Writing 4/13 - 31%   Maths 4/13 - 31%</p> <p><u>End of KS1 (Year 2): % of PP children (9) achieving at greater depth</u>   <u>End of Year 4: % of PP children (13) achieving at greater depth</u></p> <p>Reading 1/9 - 11 %   Writing 1/9 - 11%   Maths 2/9 - 22%   Reading 5/13 - 38%   Writing 3/13 - 23%   Maths 3/13 - 23%</p>					
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## 6. Planned expenditure 2018-2019

i. Quality of teaching for all: to maintain our 100% record of good and outstanding teaching.					Total budgeted cost = £ 80,720
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ol style="list-style-type: none"> <li>1. Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term.</li> <li>2. CPD for new teaching assistants to ensure effective use of existing programmes continues.</li> <li>3. Continue to systematically monitor the effectiveness of teaching, learning and interventions.</li> <li>4. Continue to up skill our teaching assistants eg IDL training, SEND consultant to deliver INSET, level 2 ASD training and in-house Lexia training.</li> </ol>	A shared vision for all children to reach their full potential.	QA planning records Book scrutinies Learning walks Planning and progress meetings	SLT	<p><b>December 2018</b> Staff aware of all children entitled to PP funding.</p> <p><b>March 2019</b> Planning and Progress meetings completed for all year groups. Data analysis and planning continues to highlight PP children.</p> <p><b>July 2019</b> End of year data analysis by each year group for all groups of learners. Cross Moderation between year groups. Moderation within the GST. End of year intervention review and new interventions established for September 2019</p>

2) All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes.	<ol style="list-style-type: none"> <li>1. Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and TA's.</li> <li>2. All Pupil Premium children will be expected to make at least the same progress as their peers from their starting points.</li> <li>3. All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard.</li> </ol>	This strategy worked well in 2017-18. Pupil premium progress and attainment was at least in line with their peers for the Expected Standard.	HT and performance management governors to QA.	HT & governors	<p><b>December 2018</b> Staff aware of all children entitled to PP funding. Targets established on school tracker PPM discussed PP children and targets</p> <p><b>March 2019</b> Planning and Progress meetings completed for all year groups. Data analysis and planning continues to highlight PP children.</p> <p><b>July 2019</b> Staff have completed end of year analysis and intervention reviews. Information produced will be used for the end of cycle PM discussions in September 2019.</p>
3) Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children.	<ol style="list-style-type: none"> <li>1. Quality assure marking and feedback.</li> <li>2. Maths marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able.</li> <li>3. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work.</li> <li>4. SLT will continue to monitor children's response to written feedback.</li> <li>5. Further develop pupils' self-reflection skills.</li> <li>6. Pupil survey on marking and feedback.</li> </ol>	To ensure ALL can make good progress It is essential that our children know what they do well and how to improve their work.	Book scrutinies by SLT and Staff	All teachers  SLT to QA	<p><b>December 2018</b> Book scrutinies show that next steps marking is developing well and impacting on strongly on pupil progress.</p> <p><b>March 2019</b> Book scrutiny involving maths and literacy leaders with the AP undertaken – See Spring AP report</p> <p><b>July 2019</b> Progress and attainment of children continues to be a focus. Staff mark and feedback to children in a variety of ways depending on the task, lesson, support and child. Impact can be seen in books</p>

<p>4) All teachers to plan for challenge through open ended tasks which are accessed by ALL children</p>	<ol style="list-style-type: none"> <li>1. Open ended challenges/tasks to be planned for and accessed by ALL children. Children will have equal opportunities to apply higher order subject skills.</li> <li>2. Gold, silver, bronze level tasks (for example) to allow children to challenge themselves and take ownership of their learning.</li> <li>3. Flexible groupings and working arrangements in class will allow for peer support and influence.</li> <li>4. CPD for staff through courses for mastery and greater depth</li> <li>5. Subject leaders to monitor progression in skills and application for their subject area</li> <li>6. Teachers will use a range of evidence to make appropriate judgements.</li> </ol>	<p>Children are facilitated in showing what they can do, and going further than they would be able to with a 'closed' and 'set' task. Peer working will enable children to influence others through discussion generated and peer support. Challenges will not always rely on pupils' literacy skills.</p>	<p>Planning and Book scrutinies by SLT and Staff Planning and Progress Meetings Data and narrative analysis</p>	<p>All teachers Subject leaders SLT</p>	<p><b>December 2018</b> Book and planning scrutinies show differentiation and open ended challenges for all from children's starting points. PPM discussed approaches to teaching and learning</p> <p><b>March 2019</b> Challenges evident through a range of books. Continue to develop challenge within humanities. Book scrutiny involving maths and literacy leaders with the AP undertaken – See Spring AP report</p> <p><b>July 2019</b> Staff continue to develop challenges and reasoning type activities to support development across the curriculum. Year groups have tried flexible groupings and the impact will be shared with the wider staff. Consideration still being given to best support those children with SEND and those who are Most Able.</p>
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ii. Targeted support for pupil premium children. <span style="float: right;">Total budgeted cost = £67,388 Staff costs – IDL £ 279 and Lexia £760</span>					
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<b>EARLY YEARS</b> 63% of pupil premium children to achieve a Good Level of Development (GLD) 75%	<ol style="list-style-type: none"> <li>All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD.</li> <li>Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play.</li> <li>Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD.</li> <li>Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home.</li> <li>1 to 1 personalised support for children at risk of not achieving GLD.</li> <li>Progress of children not on track to achieve GLD due to complex needs and/or SEND will be tracked and expected to make at least expected progress.</li> <li>Work closely with Year 1 staff to share information and ensure shared high expectations continue.</li> <li>EYFS moderator and LA EY's consultant to QA assessment.</li> </ol>	<p>Pupil premium attainment outcomes below national others in 2016 and 17.</p> <p>Important to recognise the specific and complex needs of the children in receipt of PP funding who did not attain a GLD</p>	<p>Monitor carefully and review progress and attainment every half term.</p>	<p>Early Years Leader &amp; SLT</p>	<p><b>December 2018</b> 5/8 (63%) on track for a GLD. All children making progress from their starting points. Children identified for interventions</p> <p><b>March 2019</b> 5/8 remain on track for GLD. Targeted interventions for children to make best possible progress from their starting points.</p> <p><b>July 2019</b> 75% attained a GLD. Interventions and support have been carefully planned and evaluated by EYFS staff. EYFS TLR moderated judgements of staff at the end of the year.</p>
<b>PHONICS</b> 67% (6/9) of pupil premium children to pass the phonics test. 80%	<ol style="list-style-type: none"> <li>Intensive daily phonics support for this group delivered by literacy TA and /or class 1 teacher. Read Write Inc and Phonic books purchased.</li> <li>Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups).</li> <li>Involve parents in helping their children to learn tricky words and sounds etc.</li> <li>Progress of the 3 children not on track to pass the phonics screen due to additional needs and/or SEND will be tracked, progress will be at expected or better.</li> </ol>	<p>Year 1 PP phonics test results were 2% above national others (2017 national – 84%). Strategies and tracking of phonics acquisition by phase worked well and will be continued.</p>	<p>Check that pupil premium children know their phase 3/4 phonics and can apply them confidently. Monitor progress using phonics grids and interim phonics screens. Progress through reading bands.</p>	<p>Year 1 teachers</p>	<p><b>December 2018</b> Phonics knowledge and acquisition improving for all children. 6/9 on track to pass phonics screen.</p> <p><b>March 2019</b> 6/9 children remain on track to pass the phonics screen. Phonics groups have been changed to meet children's needs.</p> <p><b>July 2019</b></p>



					8/10 children attained the pass score in the end of year phonics screen. 1 child did not sit the phonics screen due to their complex SEND. The other child was an admit to school in the summer term. Both children have received, and will continue to do so, individual phonics teaching.
<b>READING</b> End of KS1 88% of pupil premium children to achieve expected standard. 89% End of year 4 (KS2) 92% of pupil premium children to achieve expected standard. 92%	<ol style="list-style-type: none"> <li>1. Purchase extra high quality guided reading books for all abilities, with a focus on engaging boys.</li> <li>2. Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home.</li> <li>3. Targeted interventions eg Lexia and 1 to 1 phonics.</li> <li>4. Special Educational Needs Adviser provides advice on how to support dyslexic children well.</li> <li>5. Continue to promote a love of reading via teaching, displays, guest authors and visits to Seven Stories for "Live Tales."</li> <li>6. Suggested reading lists for all pupils in each year group, books will be provided for PP children.</li> <li>7. Adults to provide a lunchtime reading club focussing on quality children's literature.</li> <li>8. GST Trust to train SEND leader to screen for dyslexia.</li> <li>9. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3.</li> </ol>	To ensure pupils are confident, fluent readers. To develop children's interest in books and as a reader.	Lesson and intervention observations	Literacy Leader & SLT	<b>December 2018</b> See data above for children on track. All children have made progress from their starting points and are on track for their individual targets. KS1 88% on track KS2 92% on track <b>March 2019</b> See data above for children on track. Children accessing Lexia within KS1 to support whilst IDL is accessed in KS2. Phonics groups rejigged to meet children's needs. Impact of changes to approach within the literacy has positively impacted on children's confidence. <b>July 2019</b> KS1 – 89%, KS2 – 92% The children who did not meet the end of year expectations have received targeted support to make progress from their own starting points. See teacher analysis for the end of the year and interventions.
<b>WRITING</b> End of KS1 75% of pupil premium	<ol style="list-style-type: none"> <li>1. Staff planning for equal access by Set 1 and Set 2 with regard teaching approaches and the tasks/challenges set against the year group</li> </ol>	To ensure pupils are confident communicators and achieve high level writing standards	Lesson observations Book scrutinies	Literacy I Leader, & SLT	<b>December 2018</b> See data above for children on track.

<p>children to achieve expected standard. <b>78%</b> End of year 4 (KS2) 85% of pupil premium children to achieve expected standard. <b>85%</b></p>	<p>objectives.</p> <ol style="list-style-type: none"> <li>2. Action plans and interventions for children at risk of falling behind.</li> <li>3. Continue with non-negotiable skills for writing; this is a key focus.</li> <li>4. Ensure planned writing activities have the opportunity to engage all pupils across the course of a topic/theme.</li> <li>5. Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions.</li> <li>6. Explore ways of promoting and evidencing writing at greater depth in English and across the curriculum.</li> <li>7. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3.</li> </ol>	<p>across the curriculum. The attainment of pupil premium children in some year groups was lower than that of their non-pupil premium peers for the expected standard in writing 2018. (Must take into account % of PP children)</p>			<p>All children have made progress from their starting points and are on track for their individual targets. KS1 75% on track KS2 85% on track <b>March 2019</b> See data above for children on track. Impact of changes to approach within the literacy has positively impacted on children's confidence within KS1 writing. Share this trial with other year groups. <b>July 2019</b> KS1 – 78%, KS2 – 85% The children who did not meet the end of year expectations have received targeted support to make progress from their own starting points. See teacher analysis for the end of the year and interventions. See children's books.</p>
<p><b>MATHS</b> End of KS1 88% of pupil premium children to achieve expected standard. <b>89%</b> End of year 4 (KS2) 77% of pupil premium children to achieve expected standard. <b>85%</b></p>	<ol style="list-style-type: none"> <li>1. Staff planning for equal access by Set 1 and Set 2 with regard teaching approaches and the tasks/challenges set against the year group objectives.</li> <li>2. Key maths skills taught in a systematic way every day.</li> <li>3. Partnership and LA moderation meetings to QA assessment.</li> <li>4. Maths intervention plans continue to address gaps in learning identified by assessment.</li> <li>5. Targeted interventions for pupil premium children at risk of not reaching their challenging targets.</li> <li>6. White Rose maths framework implemented by all staff (Reception to Year 4).</li> <li>7. Maths leader continues to update staff on White Rose maths framework changes and new resources.</li> </ol>	<p>The attainment of pupil premium children in some year groups was lower than that of their non-pupil premium peers. (must take into account % of PP children)</p> <p>Children in groups 1&amp;2 of Set 2 and groups 4&amp;5 of Set 1 need equality of access to objectives, approaches, challenges, teaching and learning to support all children reaching their full potential. This will also support movement between the two groups.</p>	<p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings.</p>	<p>Class teachers Maths Leader &amp; SLT</p>	<p><b>December 2018</b> See data above for children on track. All children have made progress from their starting points and are on track for their individual targets. KS1 88% on track KS2 77% on track <b>March 2019</b> A very recent trial of Doodle Maths is having a positive impact on children's engagement with maths. As is the purchase of a school subscription of Times Tables Rockstars. See data above. <b>July 2019</b> KS1 – 89%, KS2 – 85%</p>

	<div>8. Explore use of IDL maths for basic skills.</div> <div>9. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3.</div>				Doodle maths and Timetable Rockstars continue to have a positive impact. Consideration will be given out to increasing the number of users going forwards for Doodlemaths.
All of our most able pupils, including pupil premium children to make good progress so a higher percentage exceed age related expectations by the end of KS1.	<div><div><div><div><div><div><div></div><div>GDS TARGETS</div></div></div><div><div><div><div><div><div><div></div><div>KS1 cohort</div></div><div><div>Reading</div><div>50%60%</div></div><div><div>Writing</div><div>40 %36%</div></div><div><div>Maths</div><div>40%44%</div></div></div></div><div><div><div><div><div><div><div></div><div>KS1 Pupil Premium</div></div><div><div>13% (1/8)</div><div>11% (1/9)</div></div><div><div>13% (1/8)</div><div>11% (1/9)</div></div><div><div>13% (1/8)</div><div>22% (2/9)</div></div></div></div></div></div><div><div><div>1. Additional guided reading sessions for most able. (TA and class teachers).</div><div>2. Rearranged support in maths sessions to target most able pupils within set 1.</div><div>3. Increased challenges/extension activities in set 1 maths.</div><div>4. Increased teacher support in writing.</div><div>5. Flexible groupings for children to work with peer support and influence</div></div></div></div></div></div></div></div></div></div></div>	<div>To ensure our most able children achieve their full potential and are well prepared for KS2.</div> <div>Of the small number of PP children within each cohort, fewer PP children attain at the GDS.</div> <div>Majority of PP children require quality first teaching and intervention to secure attain at the Expected standard or to reach the Expected Standard.</div>	<div>Lesson and intervention observations</div> <div>Pupil interviews about teaching approaches, challenges and seating arrangements</div>	HT	<div><div>December 2018</div><div>All children but 1 are making at least the expected progress. Children have been carefully targeted to accelerate their progress to attain higher than the Expected standard for their year group.</div><div>See PPM minutes</div><div>March 2019</div><div>All children are making at least expected progress. Children have been highlighted to target to make accelerated progress. This has been very positive with Year 4 readers for GDS.</div><div>See data above for end of KS1 predictions. Now 25% GDS for maths PP children.</div><div>July 2019</div><div>Data in red is our national data published. Staff have been flexible with groupings and approaches with these being adapted to best suit the needs of the cohort of children at different points of the year.</div></div>

Pupil Premium Plus children to make good progress from their starting points.	<ol style="list-style-type: none"> <li>1. All PP+ children will receive quality first teaching</li> <li>2. PP+ children will be monitored for their progress and attainment from their starting points.</li> <li>3. Action plans and interventions for children at risk of falling behind.</li> <li>4. Pupil premium children to be known to staff.</li> <li>5. All children in receipt of PP+ funding who have no additional barriers to their learning will be expected to attain a GLD or at the Expected Standard.</li> <li>6. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School.</li> </ol>	To ensure that all our PP+ children achieve their full potential and are well prepared for the next step in their education.	<p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings.</p>		<p><b>December 2018</b> Investment in 1-1 Counselling Support £240</p> <p><b>March 2019</b> Investment in Road Centre Counselling £720 Mindfulness for Year 3 and 4 having a positive impact – feedback from children and parents.</p>
<b>iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = 1,200</b>					
Intended outcomes	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
Parents better able to support learning at home.	<ol style="list-style-type: none"> <li>1. Discuss with PP parents' ways we can help them to support their children's learning at home.</li> <li>2. Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents. Planned for Spring 2019</li> <li>3. Archibald Toddlers run by our Family Support Adviser to develop our youngest children's social and communication skills.</li> <li>4. Positive parenting classes and emotional wellbeing courses, for pupils and families, organised by our Family Support Adviser.</li> <li>5. Use strategies from Attachment Awareness Research led by Newcastle Virtual School. Touchbase Training – 2018-19 by AW and AW.</li> </ol>	Increased parental support will lead to increased progress and attainment	<p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings.</p>	<p>HT and class teachers</p> <p>Family Support Adviser</p>	<p><b>December 2018</b> New homework system appears to be beneficial to most families</p> <p><b>March 2019</b> Children given time to access computer programmes within school that they do not have access to at home.</p> <p><b>July 2019</b> Children identified to take part in additional interventions. Timetables Rockstars and Doodle maths available for families to support learning. Introduction of 'Welcome to Year X' evenings in summer term initiated relationship ready for the new school year.</p>

Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.	1. Paying for children to attend educational visits and theatre trips to inspire and enhance communications, writing and humanities progress. Also fund weekly music tuition, football coaching and other sporting activities before and throughout the day.	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	HT	<p>Financial barriers removed</p> <p>From Easter 2019, Archibald will pay for educational visits /clubs for children who are currently receiving FSM.</p> <p>Children who are Pupil Premium will be asked to make voluntary contributions.</p> <p>School will use the PP money to support the well being and emotional development of the children with PP.</p> <p>As always, each child will be dealt with as an individual to best meet their needs.</p>
Provide high quality enrichment opportunities to inspire all pupils to aim higher.	<ol style="list-style-type: none"> <li>1. Visits from authors, theatre companies, primary ICT consultant, athletes, artists and employers to provide exciting learning experiences to encourage all children to aim high.</li> <li>2. Visit to North East Science Fair and universities.</li> <li>3. Special STEM days to provide science, technology, engineering and maths challenges and career information. Many of the STEM, Arts and PE activities are organised across all schools in the Gosforth School Trust.</li> <li>4. During Book Week parents who are illustrators and authors come into school to talk about their jobs.</li> </ol>	Some of our pupil premium children have low aspirations.	<p>Plan quality opportunities.</p> <p>Invite feedback from children.</p> <p>Monitor evaluations from staff/pupils.</p>	SLT	



7. Review of expenditure for previous academic year 2017-2018			
i. Improve the quality of teaching, learning and assessment.		Total budgeted cost = £88,640	
Intended outcomes	Actions	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)
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<ol style="list-style-type: none"> <li>1. Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term.</li> <li>2. CPD for new teaching assistants to ensure effective use of existing programmes continues.</li> <li>3. Continue to systematically monitor the effectiveness of teaching, learning and interventions.</li> <li>4. Continue to up skill our teaching assistants eg SEND consultant to deliver INSET, level 2 ASD training and in-house Lexia training.</li> </ol>	<p>Staff are very knowledgeable about each individual child.</p> <p>Detailed analysis of impact of interventions and support for PP children is completed on a half termly basis.</p> <p>All staff can talk about the children and are accountable for their progress and attainment.</p>	<p>Strategies to be continued for 2018-19</p> <p>New IDL program in place for the year ahead</p>
2) All teachers and TA's have a performance management target linked to pupil premium, SEND or most able *outcomes.	<ol style="list-style-type: none"> <li>1. Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and November for TA's.</li> </ol>	<p>All teaching staff aware of targets and children within their cohort.</p>	<p>Targets to be set for 2018-19.</p> <p>Specific targets linked to cohorts and information from the previous year group teachers to be used within P Management process</p>
3) Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children.	<ol style="list-style-type: none"> <li>1. Quality assure marking and feedback.</li> <li>2. Maths marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able.</li> <li>3. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work.</li> <li>4. SLT will continue to monitor children's response to written feedback.</li> <li>5. Further develop pupils' self-reflection skills.</li> <li>6. Pupil survey on marking and feedback.</li> </ol>	<p>Book scrutinies show that next steps marking is developing well and impacting strongly on pupil progress.</p> <p>Staff are developing creative ways in which to provide feedback and challenges. These are being built into topic and science in addition to the core subjects of literacy and numeracy.</p>	<p>Strategies to be continued for 2018-19</p> <p>Sharing good practice is vital across the school</p>

<b>ii. Targeted support for pupil premium children.</b>		<b>Total budgeted cost = £80,000</b>	
<p>EARLY YEARS 67% of pupil premium children to achieve a Good Level of Development (GLD)</p>	<ol style="list-style-type: none"> <li>1. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play.</li> <li>2. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD.</li> <li>3. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home.</li> <li>4. 1 to 1 personalised support for children at risk of not achieving GLD.</li> <li>5. Work closely with Year 1 staff to share information and ensure shared high expectations continue.</li> <li>6. EYFS moderator and LA EY's consultant to QA assessment.</li> </ol>	<p>All children within EYFS made at least good progress from their starting points. This included the children in receipt of Pupil Premium Funding. In July 2018, 6/9 67% achieved GLD.</p> <p>In July 2017 it was 60% (3/5) whilst in 2016 it was 50%.</p>	<p>Will be continued</p>
<p>PHONICS 100% of pupil premium children to pass the phonics test in 2017.</p>	<ol style="list-style-type: none"> <li>1. Intensive daily phonics support for this group delivered by literacy TA and /or class 1 teacher. Read Write Inc and Phonic books purchased.</li> <li>2. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups).</li> <li>3. Involve parents in helping their children to learn tricky words etc.</li> </ol>	<p>In July 2018, 6/7 – 86% of children in receipt of Pupil Premium funding achieved the expected standard in the Year 1 phonics screen. The emerging national average for 2018 is 82.5% for all pupils.</p>	<p>Half termly tracking of pupil's phonics knowledge and application is accurate.</p> <p>Strategies will be continued</p>
<p>READING End of KS1 80% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>1. Purchase extra high quality guided reading books for all abilities, with a focus on engaging boys.</li> <li>2. Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read</li> </ol>	<p>All but 1 pupil in receipt of PP funding made at least the expected progress in reading in Years 1-4 (98%).</p> <p>% of PP children achieving the Expected Standard - July 2018:</p>	<p>Strategies to be continued</p> <p>Training for staff linked to Guided Reading to be disseminated back in school.</p>



<p>End of year 4 (KS2) 100% of pupil premium children to achieve expected standard.</p>	<p>frequently at home.</p> <ol style="list-style-type: none"> <li>3. Targeted interventions eg Lexia and 1 to 1 phonics.</li> <li>4. Special Educational Needs Adviser provides advice on how to support dyslexic children well.</li> <li>5. Continue to promote a love of reading via teaching, event, displays, guest authors and visits to Seven Stories for "Live Tales."</li> </ol>	<p>KS1 Reading 10/12 PP 83% Non PP 100% KS2 Reading 12/13 PP 92%</p>	
<p>WRITING</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 92% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>1. Action plans and interventions for children at risk of falling behind.</li> <li>2. Continue with non-negotiable skills for writing; this is a key focus, particularly for boys.</li> <li>3. Maintain a strong focus on writing, ensuring at least once every two weeks pupils in Years 1 to 4 produce a significant piece of extended writing during literacy or cross curricular sessions.</li> </ol>	<p>All but 1 pupil in receipt of PP funding made at least the expected progress in writing in Years 1-4 (98%).</p> <p>% of PP children achieving the Expected Standard - July 2018: KS1 Writing 10/12 PP 83% Non PP 100% KS2 Writing 12/13 PP 92%</p>	<p>Continue to implement the non-negotiable key skills of being a writer.</p> <p>Topics and writing focus to be adapted to suit cohorts of children.</p> <p>Writing application and attainment across the curriculum to be moderated; particularly for PP in comparison to the non PP group for writing attainment.</p> <p>Further training for Literacy Lead for Mastery of Writing through TT Education</p>
<p>MATHS</p> <p>End of KS1 80% of pupil premium children to achieve expected standard.</p> <p>End of year 4 (KS2) 92% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> <li>1. White Rose maths framework implemented by all staff (Reception to Year 4).</li> <li>2. Maths intervention plans continue to address gaps in learning identified by assessment.</li> <li>3. Key maths skills taught in a systematic way every day.</li> <li>4. Partnership and LA moderation meetings to QA assessment.</li> <li>5. Targeted interventions for pupil premium children at risk of not reaching their challenging targets.</li> <li>6. Maths leader continues to update staff on White Rose maths framework changes and new resources.</li> </ol>	<p>All but 1 pupil in receipt of PP funding made at least the expected progress in maths in Years 1-4 (98%).</p> <p>% of PP children achieving the Expected Standard - July 2018: KS1 Maths 10/12 PP 83% Non PP 100% KS2 Maths 12/13 PP 92%</p>	<p>Strategies to be continued</p> <p>New approaches to delivery of maths across the two 'sets' Children in groups 1&amp;2 of Set 2 and groups 4&amp;5 of Set 1 need equality of access to objectives, approaches, challenges, teaching and learning to support all children reaching their full potential. This will also support movement between the two groups.</p>

	7. Succession plan in place for when maths leader goes on maternity leave.		
<p><b>MOST ABLE</b> All of our most able pupils, including pupil premium children to make good progress so a higher percentage exceed age related expectations by the end of KS1.</p>	<p><b>GDS TARGETS</b></p> <p><u><b>Whole cohort</b></u></p> <p><b>Reading</b>                      <b>30%</b> <b>49%</b></p> <p><b>Writing</b>                      <b>20%</b> <b>38 %</b></p> <p><b>Maths</b>                      <b>30%</b> <b>34%</b></p> <ol style="list-style-type: none"> <li>1. Additional guided reading sessions for most able. (TA and class teachers).</li> <li>2. Rearranged support in maths sessions to target most able pupils within set 1.</li> <li>3. Increased challenges/extension activities in set 1 maths.</li> <li>4. Increased teacher support in writing.</li> </ol>	<p>Targets for PP at GDS standards were not met.</p> <p>All PP children in Year 2 made at least the expected progress and 10/12 attained at the Expected Standard.</p> <p>Within the Year 2 cohort the vast majority of the PP children worked in highly focused intervention groups. The impact of the intervention was that children either achieved the Expected Standard or were very secure within the expected Standard.</p> <p>July 2018: GDS Reading PP 8%, Non PP 63%, Writing PP 0%, Non PP 37%, Maths PP 0% Non PP 49%</p>	<p>GDS targets are VERY cohort specific. Targets cannot be set against National Attainment or build on previous cohorts as each cohort is very different.</p> <p>With the relatively small number of PP children within each cohort we need to ensure that we set challenging targets for each individual child for attainment and progress whilst being realistic with the outcomes.</p> <p>Strategies for intervention and support will continue.</p> <p>Seating arrangements will enable further peer support and influence within the classroom as opposed to sitting in ability groups.</p>
<p><b>iii. Other approaches to improve the attainment and progress of pupil premium children.      Total cost = £8,000</b></p>			
<b>Intended outcomes</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Parents better able to support learning at home.	<ol style="list-style-type: none"> <li>1. Discuss with PP parents' ways we can help them to support their children's learning at home.</li> <li>2. Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents.</li> <li>3. Toddlers, Tales and Tunes workshops run by our Family Support Adviser to develop our youngest children's social and communication</li> </ol>	<p>Our parents are encouraged and supported to be actively involved in their children's learning at home.</p> <p>The impact of DW in her role as FSA with our families and children is vast. Children's mental help and anxieties are addressed and dealt with in a sensitive manner thus impacting positively on</p>	Numeracy and literacy workshops will be held in 2018-19

	<p>skills.</p> <p>4. Positive parenting classes and emotional wellbeing course organised by our Family Support Adviser.</p> <p>5. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School.</p>	<p>their time at school.</p>	
<p>Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.</p>	<p>1. Paying for children to attend educational visits and theatre trips to inspire and enhance communications, writing and humanities progress. Also fund weekly music tuition, football coaching and other sporting activities before and throughout the day.</p>	<p>Financial barriers to enrichment activities removed. Aspirations of our pupil premium children rose. These actions impacted well on the progress and attainment of our pupil premium children</p>	
<p>Provide high quality enrichment opportunities to inspire all pupils to aim higher.</p>	<p>1. Visits from authors, theatre companies, primary ICT consultant, athletes, artists and employers to provide exciting learning experiences to encourage all children to aim high.</p> <p>2. Visit to North East Science Fair and universities.</p> <p>3. Special STEM days to provide science, technology, engineering and maths challenges and career information. Many of the STEM, Arts and PE activities are organised across all schools in the Gosforth School Trust.</p> <p>4. During Book Week parents who are illustrators and authors come into school to talk about their jobs.</p>	<p>Equality of access provided.</p> <p>Children inspired to achieve at the highest levels.</p> <p>Children are aware of possible future careers.</p>	

## 8. Additional detail

For **additional** information and evidence relating to this plan please see Achievement Partner reports, Ofsted Report, progress tracker evidence, monitoring records and headteacher's reports for governors.