

Archibald First School: 2019-20 Pupil Premium Strategy and Self-Evaluation

Version 2 December 2019

| 1. Summary information | | | | | |
|--|--|---|---|--|--|
| Academic Year | 2019-20 | Total PP budget (budgeted) including LAC, post LAC and service children | £81, 040 | Amount per pupil: | FSM Ever 6 = £1,320 Armed Forces = £300 Pupil Premium Plus = £2,300 (Early Years (Nursery) = £300) |
| Total Number of Pupils | 300 plus 52 (FTE) in Nursery in September 344 | Funding based on January 2019 Census: Number of pupils eligible for PP including post LAC and service children | FSM & Ever 6 = 42 Armed Forces = 1 Pupil Premium Plus = 11 (Early Years = 2) | Number of pupil premium children in each year group for the academic year 2019-20: | Nursery = 6 Reception = 3 Yr1 = 9 Yr2 = 10 Yr3 = 9 Yr4 = 12 <i>To be updated January 2020 following Census</i> |
| Date of external pupil premium review: Ongoing work with School Improvement Partner – Mike Howard | | | Dates of internal reviews: December 2019, April 2020 and July 2020 | | |

| 2. Key Indicators Summer 2019: PPF = Pupil Premium Funding | | | | | |
|--|-----------------------------|-------------------------|---------------|---|--|
| Early Years: 61 in cohort 8 PP 53 non-PP (85.2% GLD OVERALL) | | | | | |
| (National Average for ALL PUPILS) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2019 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving Good Level of Development NA – 72% | 87% | 75% | 12% | 74% | 1% |
| % achieving expected standard in reading NA – 76.9% | 91% | 75% | 16% | 79% | -5% |
| % achieving expected standard in writing NA – 73.7% | 89% | 75% | 14% | 76% | -1% |
| % achieving expected standard in maths NA – 79.8% | 94% | 75% | 19% | 82% | -7% |

| End of Key Stage 1: 62 in cohort 10 PP 53 non-PP | | | | | |
|---|------------------------------------|--------------------------------|----------------------|--|---|
| (National Average for ALL PUPILS) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2019 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in reading NA – 75% | 98% | 89% | 9% | 78% | 11% |
| % achieving greater depth in reading | 66% | 11% | 55% | | |
| % making expected progress in reading (as measured in the school) | 98% | 100% | -2% | | |
| % achieving expected standard in writing NA – 69% | 98% | 78% | 20% | 73% | 5% |
| % achieving greater depth in writing | 40% | 11% | 29% | | |
| % making expected progress in writing (as measured in the school) | 98% | 90% | 8% | | |
| % achieving expected standard in maths NA – 76% | 96% | 89% | 7% | 79% | 10% |
| % achieving greater depth in maths | 47% | 22% | 25% | | |
| % making expected progress in maths (as measured in the school) | 98% | 90% | 8% | | |
| Phonics: 62 in cohort 10 PP 52 non-PP | | | | | |
| (National Average for ALL PUPILS) | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2019 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in phonics (Year One) NA – 83% | 100% | 80% | 20% | 84% | 4% |
| End of Year 4: 60 in cohort 13 PP 47 non-PP | | | | | |
| | Pupils not eligible for PPF | Pupils eligible for PPF | In school gap | 2019 national averages for pupils not eligible for PP | Attainment gap compared to national others |
| % achieving expected standard in reading (as measured in the school) | 96% | 92% | 4% | | |
| % achieving greater depth in reading (as measured in the school) | 57% | 38% | 19% | | |
| % making expected progress in reading (as measured in the school) | 98% | 100% | -2% | | |
| % achieving expected standard in writing (as measured in the school) | 91% | 85% | 6% | | |
| % achieving greater depth in writing (as measured in the school) | 47% | 23% | 24% | | |
| % making expected progress in writing (as measured in the school) | 100% | 100% | 0% | | |
| % achieving expected standard in maths (as measured in the school) | 89% | 85% | 4% | | |
| % achieving greater depth in maths(as measured in the school) | 53% | 23% | 30% | | |
| % making expected progress in maths (as measured in the school) | 100% | 100% | 0% | | |
| Attendance data: | | | | | |
| Attendance % Reception to Year 4 | 97.5 | 96.4 | 1.1% | 3.8% | |
| Persistently absent % Reception to Year 4 - attendance rate of 90% or below | | | | | |

| 3. Current attainment and progress: PPF = Pupil premium funding | | | | |
|---|---|---|-------|------|
| | Target | December | March | July |
| Early Years: 60 in cohort 3 PP 57 non-PP % of pupils on track to achieve a Good Level of Development (GLD) | 100% (3/3) | 100% (3/3) | - | |
| Phonics (Year 1) 60 in cohort 9 PP 51 non-PP % of pupils on track to pass the 2019 Year 1 Phonics Check | 66% (6/9) | 66% (6/9) | | |
| Year 2: 60 in cohort 10 PP 51 non-PP % of pupils on track to achieve expected standard or above in reading % of pupils on track to achieve greater depth in reading % of pupils on track to achieve expected standard or above in writing % of pupils on track to achieve greater depth in writing % of pupils on track to achieve expected standard or above in maths % of pupils on track to achieve greater depth in maths | 70% (7/10) 10% (1/10) 50% (5/10) 0% (0/10) 60% (6/10) 10% (1/10) | 70% (7/10) 30% (3/10) 60% (6/10) 0% (0/10) 60% (6/10) 20% (2/10) | | |
| Year 4 60 in cohort 12 PP 48 non-PP % of pupils on track to achieve expected standard or above in reading % of pupils on track to achieve greater depth in reading % of pupils on track to achieve expected standard or above in writing % of pupils on track to achieve greater depth in writing % of pupils on track to achieve expected standard or above in maths % of pupils on track to achieve greater depth in maths | 83% (10/12) 17% (2/12) 83% (10/12) 8% (1/12) 83% (10/12) 0% (0/12) | 83% (10/12) 17% (2/12) 83% (10/12) 8% (1/12) 83% (10/12) 8% (1/12) | | |
| Years 1 to 4 (3 steps progress+) % on track to making expected progress in reading (as measured by the school) % on track to making expected progress in writing (as measured by the school) % on track to making expected progress in maths (as measured by the school) | 100% 100% 100% | 100% 100% 100% | | |

| 4. Barriers to future attainment for pupil eligible for pupil premium funding in 2019-20 | |
|--|---|
| A. | Many of the pupil premium children are below age-related expectations when they start school and have poor language and communication skills. |
| B. | Some of the PP children are also on the SEN register |
| C. | Low aspirations of some pupils and their parents. |
| D. | Some parents do not support home learning well e.g. do not hear their children read. |
| E. | Pupils are not resilient, independent learners and this affects their progress. |

| 5. Intended outcomes and success criteria for summer 2020 | | |
|---|---|---|
| | Intended Outcomes | Success Criteria |
| A. | <p>GLD at the end of Reception for pupils eligible for PP funding will be in line with their peers.</p> <p>XX% of the cohort to achieve a Good Level of Development (GLD)</p> <p>XX% (X/X) of PP children to attain a GLD</p> | <p>PP and Non PP children will attain in line with each other for a Good Level of Development. EYFS pupils eligible for PP, with no additional barriers to their learning, will make at least good progress by the end of the year and attain a GLD.</p> <p>Pupils eligible for PP make more progress by the end of Reception than 'other' pupils so that the GLD gap closes further.</p> <p>This will be evidenced using school tracking systems.</p> |
| B. | <p>Strong rates of progress across school for pupils eligible for PP in all core subjects that is consistent across reading, writing and maths.</p> <p>All of our most able pupils, including pupil premium children to make good progress so a significant percentage exceed age related expectations by the end of KS1 and Year 4.</p> | <p>Data captures and monitoring show that there is a narrowing attainment gap between those children who are entitled to pupil premium funding and their peers due to expected and accelerated progress being made.</p> <p>PP children who are capable of reaching the greater depth standard to be identified and receive tailored intervention.</p> <p>Pupils eligible for PP identified as Exceeding at EYFS make as much progress as 'other' pupils identified as other "Exceeding" pupils so that 100% are on track to be greater depth at the end of KS1 and Year 4.</p> |
| C. | <p>Children in receipt of PP funding attain in line with their peers, and close gaps to meet the end of year expectations.</p> <p>End of KS1 % of PP pupils (10) to achieve expected standard: Reading 8/10 - 80%, Writing 8/10 - 80%, Maths 8/10 - 80%.</p> <p>% of PP pupils (10) to achieve greater depth standard: Reading 4/10 - 40%, Writing 3/10 - 30%, Maths 3/10 - 30%.</p> <p>Year 1 Phonics: 93% (57/61) of cohort to pass the phonics test and 87.5% (7/8) of pupil premium children</p> <p>End of KS2 % of PP pupils (12) to achieve expected standard: Reading 10/12 - 83%, Writing 10/12 - 83%, Maths 10/12 - 83%.</p> <p>% of PP pupils (12) to achieve greater depth standard: Reading 2/12 -17%, Writing 2/12 -17%, Maths 2/12 -17%.</p> | <p>Quality first teaching and additional intervention work will support children in receipt of PP funding to attain academically in line with their peers. This is for children who have no additional barriers to their learning.</p> <p>Data captures and monitoring show that there is a narrowing attainment gap between those children who are entitled to pupil premium funding and their peers due to expected and accelerated progress being made.</p> <p>Children who have additional barriers to their learning such as SEND will be carefully tracked for their progress and attainment from their starting points, and will be expected to make the same rates of progress as their peers depending on their needs</p> <p>Staff will have the highest aspirations for all pupils.</p> |
| D. | <p>Children enter school ready to learn with positive mental wellbeing and secure relationships within school.</p> | <p>Pupil's behaviour for learning and attitude to learning is at least good.</p> <p>Relationships between home and school are positive, and children are supported emotionally</p> |

| | | |
|-----------|--|--|
| E. | Children have experiences similar to those of their peers. | Children are supported in their learning by their families at home Other additional priorities are identified by the school/ families and are provided for by the school (financial barriers are removed). High quality enrichment opportunities are provided to inspire children's life experiences, and to encourage them to aim high. |
|-----------|--|--|

| 6. Planned expenditure 2019-20 | | | | | |
|---|--|---|--|--|---------------|
| i. Quality of teaching for all | | | | | |
| 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 |
| 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. | <ul style="list-style-type: none"> Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term. Continue to systematically monitor the effectiveness of teaching, learning and interventions. Continue to up skill and train our teaching assistants to best support the outcomes for ALL children. E.g. IDL training, ASD training and in-house Lexia training. | A shared vision for all children to reach their full potential. | QA planning records Book scrutinies Learning walks Planning and progress meetings | SLT | |
| All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes. | <ul style="list-style-type: none"> Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and TA's. All Pupil Premium children will be expected to make at least the same progress as their peers from their starting points. 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. | This strategy has worked well over the last few years. It raises awareness and accountability for all. | HT and performance management governors to QA. | HT Governors | |
| Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children. | <ul style="list-style-type: none"> Quality assure marking and feedback. Marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able. Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work. SLT will continue to monitor children's response to written feedback. Further develop pupils' self-reflection skills. Pupil survey on marking and feedback. | 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 | |
| All teachers to plan for challenge through open ended tasks which are accessed by ALL children | <ul style="list-style-type: none"> Open ended challenges/tasks to be planned for and accessed by ALL children. Children will have equal opportunities to apply higher order subject skills. Gold, silver, bronze level tasks (for example) to allow children to challenge themselves and take ownership of their learning. Flexible groupings and working arrangements in class will allow for peer support and influence. CPD for staff through courses for mastery and greater depth Subject leaders to monitor progression in skills and application for their subject area Teachers will use a range of evidence to make appropriate judgements. | 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. | Planning and Book scrutinies by SLT and Staff Planning and Progress Meetings Data and narrative analysis | All teachers Subject leaders SLT | |

| ii. Targeted support | | | | | |
|---|---|---|--|---------------------------|---------------|
| Total budgeted cost = £64000 Staffing Costs and £1500 Resources (IDL, Lexia, Doodlemaths) | | | | | |
| 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 |
| <p>A. GLD at the end of Reception for pupils eligible for PP will be in line with their peers.</p> <p>XX% of the cohort to achieve a Good Level of Development (GLD) XX% (X/X) of PP children to attain a GLD</p> | <ul style="list-style-type: none"> All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home. 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. Work closely with Year 1 staff to share information and ensure shared high expectations continue. EYFS moderator and LA EY's consultant to QA assessment. | <p>Emphasis on Quality First Teaching</p> <p>PP children have attained below Non PP children for the last two years. Closed the gap to National (2018 data)</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>Staff meetings Planning Scrutiny Lesson observations Pupil progress meetings termly Monitor impact of interventions</p> | <p>Early Years Leader</p> | |
| <p>B. Strong rates of progress across school for pupils eligible for PP in all core subjects that is consistent across reading, writing and maths.</p> <p>All of our most able pupils, including pupil premium children to make good progress so a significant percentage exceed age related expectations by the end of KS1 and Year 4.</p> | <ul style="list-style-type: none"> Progress for PP and Non PP monitored carefully on a half termly basis. Support staff and teaching staff deployed for pre teaching opportunities. 1 to 1 personalised/small group support for children under achieving or benefiting from additional input for challenge. Focus and impact of interventions and pre teaching evaluated <p>For the most able:</p> <ul style="list-style-type: none"> Additional guided reading sessions for most able. (TA and class teachers). Increased teacher support in writing to develop and apply higher order writing conventions. Rearrange support in maths sessions to target most able pupils within set 1. Increased challenges/extension activities in set 1 maths. Flexible groupings for children to work with peer support and influence | <p>By accelerating the progress of the PP children we will close the attainment gap between this group of children and their peers.</p> <p>To ensure our most able children achieve their full potential. If we can accelerate the progress of the most able, more PP children may attain at the higher standard.</p> <p>Of the small number of PP children within each cohort, fewer PP children attain at the GDS. Majority of PP children require quality first teaching and intervention to secure attain at the Expected standard or to reach the Expected Standard.</p> | <p>Lesson and intervention observations Pupil progress meetings termly Monitor impact of interventions Pupil interviews about teaching approaches, challenges and seating arrangements</p> | <p>HT SLT</p> | |

| | | | | | |
|---|---|---|--|--|--|
| <p>C. Children in receipt of PP funding attain in line with their peers, and achieve the end of year expectations.</p> <p>End of KS1 % of PP pupils (10) to achieve expected standard: Reading 8/10 - 80%, Writing 8/10 - 80%, Maths 8/10 - 80%. % of PP pupils (10) to achieve greater depth standard: Reading 4/10 - 40%, Writing 3/10 - 30%, Maths 3/10 - 30%.</p> | <p>PHONICS</p> <ul style="list-style-type: none"> Daily phonics support delivered by teacher or TA. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups). Involve parents in helping their children to learn tricky words and sounds etc. Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. | <p>Strategies and tracking of phonics acquisition by phase worked well and will be continued.</p> | <p>Regular assessment of phonics knowledge and secure application. Monitor progress using phonics grids and interim phonics screens. Progress through reading bands.</p> | <p>Year 1 teachers</p> | |
| <p>Year 1 Phonics: 93% (57/61) of cohort to pass the phonics test and 87.5% (7/8) of pupil premium children</p> <p>End of KS2 % of PP pupils (12) to achieve expected standard: Reading 10/12 - 83%, Writing 10/12 - 83%, Maths 10/12 - 83%,</p> <p>% of PP pupils (12) to achieve greater depth standard: Reading 2/12 -17%, Writing 2/12 -17%, Maths 2/12 -17%.</p> | <p>READING</p> <ul style="list-style-type: none"> Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home. Targeted interventions including Lexia (KS1) and IDL (KS2) used to support learners in school and through home access. Special Educational Needs Adviser provides advice on how to support dyslexic children well. Continue to promote a love of reading via teaching, displays, guest authors and visits to Seven Stories for "Live Tales." | <p>To ensure pupils are confident, fluent readers. To develop children's interest in books and as a reader.</p> | <p>Lesson and intervention observations HLTA to lead Lexia and IDL in school</p> | <p>Literacy Leader SLT</p> | |
| <p>End of KS2 % of PP pupils (12) to achieve expected standard: Reading 10/12 - 83%, Writing 10/12 - 83%, Maths 10/12 - 83%,</p> <p>% of PP pupils (12) to achieve greater depth standard: Reading 2/12 -17%, Writing 2/12 -17%, Maths 2/12 -17%.</p> | <p>WRITING</p> <ul style="list-style-type: none"> 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. Interventions for children at risk of falling behind. Continue with non-negotiable skills for writing (adjusted for 2019); this is a key focus. Ensure planned writing activities have the opportunity to engage all pupils across the course of a topic/theme. 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. Explore ways of promoting and evidencing writing at greater depth in English and across the curriculum. | <p>To ensure pupils are confident communicators and achieve high-level writing standards across the curriculum.</p> | <p>Lesson observations Book scrutinies</p> | <p>Literacy I Leader, & SLT</p> | |
| <p>% of PP pupils (12) to achieve greater depth standard: Reading 2/12 -17%, Writing 2/12 -17%, Maths 2/12 -17%.</p> | <p>MATHS</p> <ul style="list-style-type: none"> 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. Key maths skills taught in a systematic way every day (adjusted for 2019). Partnership and LA moderation meetings to QA assessment. Maths intervention plans continue to address gaps in learning identified by assessment. Targeted interventions for pupil premium children at risk of not reaching their challenging targets. White Rose maths framework implemented by all staff (adjusted for 2019) Targeted interventions including Timestable Rockstars and Doodlemaths used to support learners in school and through home access. | | <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings. Teacher to lead Doodlemaths in school (HN)</p> | <p>Class teachers Maths Leader & SLT</p> | |

| | | | | | |
|--|---|---|---|---|--|
| <p>Pupil Premium Plus (LAC and PLAC) children to make at least good progress from their starting points.</p> | <ul style="list-style-type: none"> • Pupil premium + children to be known to staff. • Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. • All PP+ children will receive quality first teaching • 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. • PP+ children will be monitored for their progress and attainment from their starting points. • Action plans and interventions for children at risk of falling behind related to both academic and emotional / social needs. • Actively participate in the Attachment Awareness Research led by Newcastle Virtual School. | <p>To ensure that all our PP+ children achieve their full potential and are well prepared for the next step in their education.</p> | <p>Challenging performance management targets, learning walks and workbook scrutinies.</p> <p>Planning, progress and moderation meetings.</p> | <p>HT</p> <p>SENDCo – PLAC Designated Adult</p> <p>Class teachers</p> | |
|--|---|---|---|---|--|

iii. Other approaches to raise the attainment and progress of pupil premium children

Total budgeted cost = £10000 Staffing Costs, £1500 Support/Counselling and £4000 Financial Barrier Support for FSM

| 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 |
|--|---|---|---|--|---------------|
| <p>D. Children enter school ready to learn with positive mental wellbeing and secure relationships within school.</p> <p>Children will be supported with their emotional wellbeing and mental health</p> | <ul style="list-style-type: none"> • Identified children will be given individual intervention programmes, counselling sessions and support programmes tailored to their <i>emotional and mental health needs</i>. • Close communication with parents and pupils to identify additional priorities to enhance pupil well-being at the discretion of the school and the HT. • Children and families are met by designated staff, with routines to enter the school for a positive start to the school day established for individual children. • Children are supported to cope with transitions and change by providing additional structure and support at break and lunchtimes, visual aids are prepared and used. • Staff liaise closely with parents who can help children prepare for change, and also encourage a regular on-going dialogue. | <p>Children and families need to have a positive relationship with the school.</p> <p>Children will benefit from a smooth and positive start to the school day.</p> <p>Two-way dialogue is vital in developing relationships between home and school.</p> <p>Increased parental engagement and support will ensure that home and school work closely together in order to ensure that there are positive outcomes for the children.</p> | <p>Parental voice.</p> <p>Pupil voice / parental questionnaire.</p> | <p>All</p> <p>FSA</p> <p>SENDCo</p> <p>Class teachers</p> | |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Parents better able to support learning at home.</p> | <ul style="list-style-type: none"> • Discuss with PP parents' ways we can help them to support their children's learning at home. • Numeracy and literacy workshops to show parents how to support home learning. In 2019-20, these will take place as 'Maths Mornings' and through the Informal Parents Afternoons. Personal invitations for hard to reach parents. Planned for Spring 2019 • Archibald Toddlers run by our Family Support Adviser to develop our youngest children's social and communication skills. | <p>Increased parental support will lead to increased progress and attainment</p> | <p>Frequency that parents hear their children read evidenced in homework diaries.</p> <p>Keep records of the number of parents attending parents' evenings and events</p> | <p>FSA</p> <p>HT</p> <p>Core subject leaders</p> <p>Class teachers</p> | |

| | | | | | |
|--|--|--|---|----------------------|--|
| | <ul style="list-style-type: none"> Positive parenting classes and emotional wellbeing courses, for pupils and families, organised by our Family Support Adviser. Use strategies from Attachment Awareness Research led by Newcastle Virtual School. Touchbase Training – 2018-19 by AW and AW. | | Parent voice and children voice through feedback and questionnaires. | | |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Children have opportunities to access all educational experiences available.</p> | <ul style="list-style-type: none"> Remove the financial barrier to pupils accessing quality enrichment that enhance learning opportunities by school making full payment of educational visits and extra-curricular activities including music tuition etc for those children who are currently receiving FSM. Provide high quality learning experiences for all pupils, encouraging them to have high aspirations. | <p>Children are not disadvantaged by a lack of opportunities.</p> <p>Opportunities for children to experience new sporting/music/drama activities and build an interest in this area – an opportunity to expand skills.</p> <p>Social opportunities will enhance confidence and increase aspirational thinking.</p> <p>By paying for these, we remove the financial barrier that may have prevented the children accessing them.</p> | <p>Monitoring of visits and experiences available.</p> <p>Pupil and parent voice.</p> <p>Club lists monitored and updated</p> <p>Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.</p> | HT/DHT/Admin Officer | |
| <p>E. Children have experiences similar to those of their peers.</p> <p>Provide high quality enrichment opportunities to inspire all pupils to aim higher.</p> | <ul style="list-style-type: none"> Visits from authors, theatre companies, computing specialists, artists and employers to provide exciting learning experiences to encourage all children to aim high. Engagement with families to share their vocations with children in school to raise aspirations and look at possibilities for the future. Visit to North East Science Fair and universities. Special STEM days to provide science, technology, engineering and maths challenges and career information. | <p>Some of our families have low aspirations or are channelled into following the footsteps of parents / carers. Raising awareness through discussions with others and visits shows the children the vast range of possibilities for the future.</p> | <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 2018-19

i. Improve the quality of teaching, learning and assessment.

Total budgeted cost = £ 80,720

| 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) |
|---|--|--|---|
| <p>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.</p> | <ol style="list-style-type: none"> 1. Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term. 2. CPD for new teaching assistants to ensure effective use of existing programmes continues. 3. Continue to systematically monitor the effectiveness of teaching, learning and interventions. 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. | <p>On-going dialogue evidences that all staff are very knowledgeable about each individual child. Teaching staff and Support staff complete analysis of the impact of interventions and support for PP children. This continues to be completed on a half termly basis. All staff can talk about the children and are accountable for their progress and attainment. Staff are trained to deliver and monitor Lexia, Doodlemaths and IDL. See staff training records for ongoing CPD for SEND.</p> | <p>Identification strategies to be continued for 2019-20. Children will continue to be identified and tracked individually using the school systems. Impact of interventions and teaching strategies will be on going. Interventions: IDL, Doodlemaths and Lexia will continue.</p> |
| <p>2) All teachers and TA's have a performance management target linked to pupil premium, SEND or most able outcomes.</p> | <ol style="list-style-type: none"> 1. Performance management targets linked to pupil outcomes agreed by end of Oct for teachers and TA's. 2. All Pupil Premium children will be expected to make at least the same progress as their peers from their starting points. 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. | <p>All staff are aware of targets and children within their cohort. A mid term review and the PPM ensure that dialogue around these targets are ongoing.</p> | <p>Targets to be set for 2019-20 for 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. Specific targets linked to cohorts and information from the previous year group teachers to be used within P Management process. Identification of PP to make accelerated progress will take place and be discussed throughout the year.</p> |
| <p>3) Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children.</p> | <ol style="list-style-type: none"> 1. Quality assure marking and feedback. 2. Maths marking and feedback challenges based on performance within the lesson to further improve stretch /challenge for more able. 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. 4. SLT will continue to monitor children's response to written feedback. 5. Further develop pupils' self-reflection skills. 6. Pupil survey on marking and feedback. | <p>Book scrutinies show that next steps marking is developing well and impacting strongly on pupil progress. 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 Sharing good practice is vital across the school</p> |

| 4) All teachers to plan for challenge through open ended tasks which are accessed by ALL children | <ol style="list-style-type: none"> Open ended challenges/tasks to be planned for and accessed by ALL children. Children will have equal opportunities to apply higher order subject skills. Gold, silver, bronze level tasks (for example) to allow children to challenge themselves and take ownership of their learning. Flexible groupings and working arrangements in class will allow for peer support and influence. CPD for staff through courses for mastery and greater depth Subject leaders to monitor progression in skills and application for their subject area Teachers will use a range of evidence to make appropriate judgements. | <p>We are continuing to develop our approach and use of open-ended challenges and tasks. Staff are trialling different ways of delivering lessons and groupings alongside tasks and challenges.</p> <p>Subject leaders for foundation subjects are at the early stages of monitoring progression in skills and application for their subject areas. This will be a focus for the year ahead and incorporated into PM plus training time.</p> | This needs to continue to be developed in the year 2019-20 with staff working collaboratively to share experiences and good practice. |
|---|---|--|---|
| ii. Targeted support for pupil premium children. | | Total budgeted cost = £80,000 | |
| 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) |
| EARLY YEARS 63% of pupil premium children to achieve a Good Level of Development (GLD) 75% | <ol style="list-style-type: none"> All children in receipt of PP funding who have no additional barriers to their learning will be expected to attain a GLD. Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play. Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD. Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home. 1 to 1 personalised support for children at risk of not achieving GLD. 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. Work closely with Year 1 staff to share information and ensure shared high expectations continue. EYFS moderator and LA EY's consultant to QA assessment. | Success criteria succeeded See data results. | Careful tracking and monitoring of children entitled to pupil premium funding to continue. Timely adjustments to be made in order to ensure rapid and sustained progress. |
| PHONICS 67% (6/9) of pupil premium children to pass the phonics test. 80% | <ol style="list-style-type: none"> Intensive daily phonics support for this group delivered by literacy TA and /or class 1 teacher. Read Write Inc and Phonic books purchased. Head teacher, deputy head and KS1 HLTA to deliver extra targeted support and interventions (RWI, Lexia, phonics, focus groups). Involve parents in helping their children to learn tricky words and sounds etc. 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. | Success criteria succeeded See data results. | Half termly tracking of pupil's phonics knowledge and application is accurate. Strategies will be continued |
| READING End of KS1 88% of pupil premium children to achieve expected standard. 89% | <ol style="list-style-type: none"> Purchase extra high quality guided reading books for all abilities, with a focus on engaging boys. Continue with adult readers trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home. Targeted interventions eg Lexia and 1 to 1 phonics. | Success criteria met. IDL is having a positive impact on reading within KS2. | Strategies to be continued IDL to continue 2019-20. End of Year Expectations have been tweaked for 2019-20 along with |

| | | | |
|--|--|---|--|
| <p>End of year 4 (KS2) 92% of pupil premium children to achieve expected standard. 92%</p> | <ol style="list-style-type: none"> 4. Special Educational Needs Adviser provides advice on how to support dyslexic children well. 5. Continue to promote a love of reading via teaching, displays, guest authors and visits to Seven Stories for "Live Tales." 6. Suggested reading lists for all pupils in each year group, books will be provided for PP children. 7. Adults to provide a lunchtime reading club focussing on quality children's literature. 8. GST Trust to train SEND leader to screen for dyslexia. 9. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3. | <p>Developing reading lists and key books for each year group will be carried over to the year ahead. We will need to look at funding for this initiative. We could also ask for donations of named books.</p> <p>Feasibility of having adults in to school to read with the children was discussed. Where would they be located, who would select the texts, how do you encourage the individual children who would benefit to join the group? This idea may be carried forwards for reconsideration</p> | <p>assessment grids following a review by staff.</p> |
| <p>WRITING End of KS1 75% of pupil premium children to achieve expected standard. 78% End of year 4 (KS2) 85% of pupil premium children to achieve expected standard. 85%</p> | <ol style="list-style-type: none"> 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. 2. Action plans and interventions for children at risk of falling behind. 3. Continue with non-negotiable skills for writing; this is a key focus. 4. Ensure planned writing activities have the opportunity to engage all pupils across the course of a topic/theme. 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. 6. Explore ways of promoting and evidencing writing at greater depth in English and across the curriculum. 7. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3. | <p>Success criteria met. Joint PPA has had a positive impact for planning together across the groupings of children.</p> | <p>End of Year Expectations have been tweaked for 2019-20 along with assessment grids following a review by staff.</p> |
| <p>MATHS End of KS1 88% of pupil premium children to achieve expected standard. 89% End of year 4 (KS2) 77% of pupil premium children to achieve expected standard. 85%</p> | <ol style="list-style-type: none"> 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. 2. Key maths skills taught in a systematic way every day. 3. Partnership and LA moderation meetings to QA assessment. 4. Maths intervention plans continue to address gaps in learning identified by assessment. 5. Targeted interventions for pupil premium children at risk of not reaching their challenging targets. 6. White Rose maths framework implemented by all staff (Reception to Year 4). 7. Maths leader continues to update staff on White Rose maths framework changes and new resources. 8. Explore use of IDL maths for basic skills. 9. Where possible use student mentors from Newcastle University Students into Schools programme to support 1-1/1-3. | <p>Success criteria exceeded Joint PPA has had a positive impact for planning together across the groupings of children. IDL was trialled but Doodle Maths was favoured. This is having an impact on the children who engage with it both at home and school.</p> | <p>End of Year Expectations have been tweaked for 2019-20 along with assessment grids following a review by staff. White Rose Grids have been amended for 2019-20 to reflect a year in practice and teaching approaches when a job share is in place. Doodle Maths will be continued. Need to look at strategies to engage those children using it both at home and school where possible. Consider increasing numbers of users.</p> |
| <p>All of our most able pupils, including pupil premium children to make good progress</p> | <p>GDS TARGETS <u>KS1 cohort</u> <u>KS1 Pupil Premium</u></p> | <p>Success criteria exceeded. De to the low numbers of PP children we set targets against the children's</p> | |

| so a higher percentage exceed age related expectations by the end of KS1. | <p>Reading 50% 60% 13% (1/8) 11% (1/9)</p> <p>Writing 40 % 36% 13% (1/8) 11% (1/9)</p> <p>Maths 40% 44% 13% (1/8) 22% (2/9)</p> <ol style="list-style-type: none"> Additional guided reading sessions for most able. (TA and class teachers). Rearranged support in maths sessions to target most able pupils within set 1. Increased challenges/extension activities in set 1 maths. Increased teacher support in writing. Flexible groupings for children to work with peer support and influence | individual starting points as opposed to national figures. | |
|--|--|---|--|
| Pupil Premium Plus children to make good progress from their starting points. | <ol style="list-style-type: none"> All PP+ children will receive quality first teaching PP+ children will be monitored for their progress and attainment from their starting points. Action plans and interventions for children at risk of falling behind. Pupil premium children to be known to staff. 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. Actively participate in the Attachment Awareness Research led by Newcastle Virtual School. | All children with no additional barriers to their learning made at least good progress from their starting points. | Careful tracking and monitoring of children entitled to pupil premium funding to continue. |
| iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £8,000 | | | |
| 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) |
| Parents better able to support learning at home. | <ol style="list-style-type: none"> Discuss with PP parents' ways we can help them to support their children's learning at home. Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents. Planned for Spring 2019 Archibald Toddlers run by our Family Support Adviser to develop our youngest children's social and communication skills. Positive parenting classes and emotional wellbeing courses, for pupils and families, organised by our Family Support Adviser. Use strategies from Attachment Awareness Research led by Newcastle Virtual School. Touchbase Training – 2018-19 by AW and AW. | Numeracy and literacy workshops were not held in 2018-19 however we did trial a 'welcome to year X' evening where work and expectations were shared with parents. | Consider Maths Mornings to replace 'Informal Parents' Afternoons therefore having a specific focus and enabling parents to take part in maths activities |
| Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities. | <ol style="list-style-type: none"> 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. | 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 | |

| | | | |
|--|---|--|--|
| Provide high quality enrichment opportunities to inspire all pupils to aim higher. | <ol style="list-style-type: none"> 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. 2. Visit to North East Science Fair and universities. 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. 4. During Book Week parents who are illustrators and authors come into school to talk about their jobs. | <p>Equality of access provided. Children inspired to achieve at the highest levels. 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.