

## Pupil Premium Strategy Statement (Review):

1. Summary information					
School	Palace Fields Primary School				
Academic Year	2018/19	Total PP budget	Approx £130,000	Date of most recent PP Review	Oct 2018
Total number of pupils* Sept 2018	186	Number of pupils eligible for PP	87 (47%)	Date for next internal review of this strategy	Apr 2019

2. Current attainment			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
% who achieved Expected Standard in reading, writing and maths end of KS2 2018	60%	40%	
% who achieved Expected Standard in reading, writing and maths end of KS1 2018	36%	78%	
Phonics attainment end of Year 1 2018	44%	88%	
%achieving in reading, writing and maths (R to Y6, July 2018)			
% making progress in reading			
% making progress in writing			
% making progress in maths			

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Phonic and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Majority of school who are eligible for PP are below the expected standards in Reading.
<b>C.</b>	Majority of school who are eligible for PP are below the expected standards in Writing.

<b>D.</b>	Majority of school who are eligible for PP are below the expected standards in Maths.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance rates for pupils eligible for PP are lower than non-PP students. This reduces their school hours and causes them to fall behind on average.
<b>F.</b>	A group of pupils eligible for PP display having difficulties in Social and Emotional aspects of their learning including low confidence, low self-esteem and anxiety. This leads to this group of pupils underachieving.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonic and language skills across EYFS and KS1 pupils eligible for PP.	Pupils eligible for PPG in Reception/KS1 make rapid progress in Reading and Writing by the end of the EYFS/KS1 so that no significant gap exists.
<b>B.</b>	Higher levels of attainment for those pupils who are eligible for PP in Reading across school.	Improvement of PPG pupils attainment in Reading so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2019.
<b>C.</b>	Higher levels of attainment for those pupils who are eligible for PP in Writing across school.	Improvement of PPG pupils attainment in Writing so that targets are met within each year group. This will be assessed through moderated teacher assessment.
<b>D.</b>	Raise standards in Maths for those pupils who are eligible for PP in across school.	Improvement of PPG pupils attainment in Maths so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2019.
<b>E.</b>	Increased attendance rates of PP pupils.	Reduce the number of persistent absentees among PPG pupils to be in-line with the national average. To increase attendance of PPG pupils.
<b>F.</b>	Develop pupils' social and emotional well-being across the school, using Boxall profile tool to identify key individual gaps and whole class gaps.	Improvement of pupils' behaviour and motivation as monitored through whole school Boxall profile assessments twice yearly.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved phonic and language skills.	<p>Wellcomm screening tool and follow up actions.</p> <p>Read, Write, Inc programme to be used in EYFS (Changing to Power Steps Oct 2018)</p> <p>Core Power 'Steps' programme to be used from KS1.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and that this expertise is a key component of successful teaching of early reading.</p> <p>Wellcomm tool has proven to have positive impact at other primary school within The Heath Family (NW) MAT in raising CLL.</p>	<p>Read Write Inc programme already having proven impact from previous phonic screening results at Palace Fields.</p> <p>Core Power 'Steps' is based on a similar model, taking the strengths of R,W,Inc and adding in additional reading and writing opportunities to develop skills in inference and deduction and improve writing.</p> <p>Principal/Vice Principal to deliver Core Power Steps training to relevant staff – following their own training by Grange Park School.</p> <p>Vice Principal to deliver 'Steps' to one group and oversee the delivery of 'Steps' to the other two groups.</p> <p>Regular monitoring of 'Steps' within the 8 week Core Power cycle.</p> <p>HLTA employed to teach a Steps group and complete half-termly phonics assessment to monitor progress.</p> <p>Staff ongoing training needs to be met in-house.</p> <p>Reporting to SLT half-termly on progress and attainment of children within Steps.</p>	<p>HLTA/TA to oversee the approaches.</p> <p>Principal/ Vice Principal – staff training in Core Power.</p>	<p>8 week cycle monitoring of Core Power Steps.</p> <p>Half-termly monitoring of Phonics.</p> <p>6 monthly monitoring of Wellcomm.</p>

			<p>TA employed to oversee Wellcomm screening and follow up assessments.</p> <p>Reporting to SENDCO, SLT and governing body on progress and attainment of Wellcomm within EYFS and KS1.</p>		
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<p>B Improved reading across the school.</p>	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6.</p> <p>Through Power Literacy, ensure consistency in delivery of English lessons, including the approach to teaching reading. Daily paired reading as part of the approach.</p> <p>Further develop teachers' skills in teaching reading through CPD – Power Literacy/Power Steps.</p> <p>Continue to develop love of reading through increased opportunities as well as modelling love of reading by adults.</p> <p>Promote reading fluency by introducing 'The fluency factor' competition which will include parents.</p> <p>Introduce a reading team to listen to children in EYFS/KS1/ KS2 Lower attainers read daily.</p> <p>All other children to be heard read at least weekly.</p> <p>Develop the fluency and inference/deduction skills of pupils – with a focus on authorial intent through Power Literacy lessons – reading focus days.</p> <p>All areas within EYFS have opportunity for reading development.</p>	<p>The EEF Toolkit identifies that reading comprehension 'approaches which focus on learners' understanding of the text have had positive impacts'. We will continue to refine our teaching of reading across the curriculum teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies and monitoring their own comprehension and identifying difficulties themselves. The EEF toolkit states that 'These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.'</p>	<p>Principal/Vice Principal to deliver Power Literacy/Power Steps training to relevant staff - following their own training by Grange Park School.</p> <p>Children assessed prior to grouping to ensure that children are allocated to the right group – based on reading fluency.</p> <p>Thursday evening 'drop-in' sessions available to staff for planning support.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks.</p> <p>Reading team established with timetable in place. Half-termly monitoring of reading carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements.</p> <p>Opportunities for teachers to hear readers regularly during fluency checks in the teaching cycle.</p>	<p>Reading lead/ Principal</p>	<p>Half-termly reviews</p>
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<p>C. Improved writing across the school.</p>	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6 – daily writing opportunities linked to reading objectives with one long write per week.</p> <p>Further develop teachers' skills in teaching writing 'writing as a reader' through CPD – Power Literacy/Power Steps.</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p> <p>Continue to develop writing opportunities across the curriculum – particularly in topic lessons.</p> <p>Continue to develop whole school strategy for teaching spelling – in line with Power Literacy model.</p> <p>All areas within EYFS have opportunity for writing development.</p> <p>Ensure consistency of handwriting policy across the school.</p>	<p>Ensuring teachers skillset improves will impact further on outcomes for all pupils.</p> <p>We want to invest some of the PP Grant to invest in whole class copies of quality texts, as well as texts for the library to engage children.</p> <p>A key focus will be on spelling.</p>	<p>Principal/Vice Principal to deliver Power Literacy/Power Steps training to relevant staff - following their own training by Grange Park School.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks – ensuring appropriateness of writing tasks.</p> <p>Monitoring of writing carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements – as part of the 8 week power cycle.</p> <p>School trips and experiences to be organised to ensure writing is experiential.</p>	<p>English lead/ Principal/ Vice Principal</p>	<p>Half-term reviews</p>
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<p>D Improving Maths across the school.</p>	<p>Implement Power Maths for children in Y1-6 – grouping the children via their next steps.</p> <p>Develop staff understanding of the small steps of the maths concepts to enable precision teaching.</p> <p>Develop staff understanding of children demonstrating and achieving mastery understanding in Maths.</p> <p>Develop staff understanding of the concrete-pictorial-abstract approach to teaching maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</p>	<p>The EEF Toolkit identifies that ‘mastery learning appears to be a promising strategy for narrowing the gap’. Taking on board the findings from recent research (as well as from in school monitoring) about the need to manage the time of pupils who make progress more quickly we will also continue to ensure appropriate challenge for more able pupils.</p>	<p>Principal/Maths lead to deliver Power Maths training to relevant staff - following their own training by Grange Park School.</p> <p>Monitoring schedule arranged to include frequent ‘drop-ins’/slide checks.</p> <p>Collaborative planning opportunities will develop teachers’ understanding of the progression of different Mathematical concepts.</p> <p>Focussed learning walks will provide feedback for staff on how to improve their provision as well as celebrate strengths.</p> <p>Termly monitoring by Maths lead as well as pupil progress meetings will provide ongoing monitoring as well.</p>	<p>Maths lead/ Principal</p>	
<b>Total budgeted cost</b>					<b>£56,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved phonic and language skills.	<p>8 children to be taught in a small Power Steps group with HLTA – focused teaching daily.</p> <p>1-to-1 and small group provision Phonics.</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p> <p>SALT programmes to be delivered to individuals with a therapy plan.</p>	<p>Some of the students need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching. Phonics one to one is explicitly linked to RWI and the Well Comm programme has shown to be effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient time – linked to SEN provision maps.</p> <p>Ongoing assessment to be carried out into effectiveness.</p> <p>Reports to Principal.</p>	HLTA/TA/SE NDCO	Half-termly review from assessments.
B. Improved Reading skills of PPG pupils across school.	<p>Daily 1:1 reading with all children in EYFS/KS1/KS2 Lower attainers – with designated TAs and HLTA as part of the reading team.</p> <p>Weekly differentiated booster sessions (Spring term) afterschool for Year 6.</p>	<p>We want to provide extra support to ensure a higher attainment level. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to identify groups of PPG pupils across the school to target and improve outcomes.</p>	<p>HLTA/TA time paid for out of PP budget.</p> <p>Impact overseen by Reading lead</p>	Reading lead/SENDCO/Principal	Termly progress monitoring.

C. Improved Writing skills of PPG pupils across school.	Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps.	We want to identify groups of PP pupils across school to target and improve outcomes.	Ongoing assessment to be carried out into effectiveness.  Ongoing monitoring of interventions by Year 6 teacher.	Literacy Lead/HLTA/ SENDCO	Termly progress monitoring.
D. Improved Maths skills of PPG pupils across school.	Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps following assessment.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit	Ongoing monitoring through assessment, pupil progress meetings.  Impact of interventions ongoing monitoring by Y6 teacher.	Mathslead/H LTAs/SEND CO/Principal	Termly progress monitoring.
<b>Total budgeted cost</b>					<b>£42,500</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Increased attendance rates including punctuality.	<p>Employment of EWO.</p> <p>Use of Family Support Worker to support families in getting their children to school.</p> <p>Use of rewards to incentivise attendance including individual and class based.</p> <p>Attendance pupil groups made up of children with poor attendance to be established to teach the children about the importance of attendance but also provide incentive.</p>	We can't improve attainment for children if they aren't actually attending school.	<p>Monitoring of student attendance records.</p> <p>Termly analysis of groups' attendance.</p> <p>First and third day contact.</p> <p>Celebration of attendance.</p> <p>Report to Inclusion governors from EWO on termly basis.</p> <p>Parent meetings.</p>	EWO/Principal	Termly comparison with previous years as well as group comparisons with national
F. Develop children's social and emotional well-being	<p>Research Thrive approach and possible roll-out.</p> <p>Individual mentoring for key pupils as identified through Boxall/teachers/attendance</p> <p>Social Skills Groups</p> <p>Ongoing CPD to staff around mental health.</p>	The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	<p>PSHE/SMSC Co-ordinator appointed.</p> <p>Family support worker used to support individuals and their families.</p> <p>TAs to deliver recommended actions through Boxall to groups/individuals.</p> <p>Progress monitored and evaluated for the groups through Boxall scores/behaviour monitoring as well as anecdotal evidence.</p>	NK/SENDCO/Principal	Half-termly review of impact. 6 monthly Boxall reviews.

<b>Total budgeted cost</b>					<b>£28,000</b>

## 6. Review of expenditure – March 2019 (Mid-year review) and September 2019 (End of year review)

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved phonic and language skills.	<p>Wellcomm screening tool and follow up actions.</p> <p>Read, Write, Inc programme to be used in EYFS (Changing to Power Steps Oct 2018)</p> <p>Core Power Steps programme to be used from KS1.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>All children in YrR were assessed on WellComm in Sept. Groups were established and provision adapted. When re-assessed in March, only 1 child was not on track. This 1 PPG child now has 1:1 CLL intervention identified through WellComm alongside his SALT programme – delivered by the class teacher. Significant progress has been made and the child is highly likely to be on track by the end of YrR.</li> <li>Power Steps phonics groups now established and phonics is taught to ability groups daily.</li> <li>Power Steps programme used from October 2018 – for all children assessed at Steps level. Three steps groups established – 49 children in total. March 2019 – 1.5 steps groups – 25 children in total. All other children have moved to Power Literacy groups.</li> </ul> <p><b>September 2019 Review:</b></p> <ul style="list-style-type: none"> <li>1 child who was not on track received significant support from the class teacher in addition to regular SALT. Significant progress was made, although the child was not on track by the end of the year.</li> <li>During the summer term, there was only one steps group for EYFS/KS1/KS2- all other children had moved to Power Literacy groups – including some Reception children.</li> </ul>	<ul style="list-style-type: none"> <li>Provision put in place by EYFS teacher and the actions linked to WellComm have had significant impact on pupil progress.</li> <li>SALT intervention had significant impact on pupil progress.</li> <li>Power Steps is having significant impact on phonics/reading – supplemented by phonics interventions.</li> <li>Use the 'gap finder' phonics assessment more regularly to track progress and target areas of need.</li> <li>Teacher intervention gave significant results.</li> </ul>	
B Improved reading across the school.	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>There has been significant progress in reading fluency across the school as a result</li> </ul>	<ul style="list-style-type: none"> <li>Power Literacy is having a significant impact on reading progress across the school – particularly reading fluency.</li> </ul>	

	<p>Through Power Literacy, ensure consistency in delivery of English lessons, including the approach to teaching reading. Daily paired reading as part of the approach.</p> <p>Further develop teachers' skills in teaching reading through CPD – Power Literacy/Power Steps.</p> <p>Continue to develop love of reading through increased opportunities as well as modelling love of reading by adults.</p> <p>Promote reading fluency by introducing 'The fluency factor' competition which will include parents.</p> <p>Introduce a reading team to listen to children in EYFS/KS1/ KS2. Lower attainers read daily.</p> <p>All other children to be heard read at least weekly.</p> <p>Develop the fluency and inference/deduction skills of pupils – with a focus on authorial intent through Power</p>	<p>of the additional reading in Power Literacy lessons.</p> <ul style="list-style-type: none"> <li>• Increased consistency in the delivery of Power Literacy – as evidenced in learning walks, book scrutiny etc.</li> <li>• Daily paired reading is evident in all Power Literacy classes.</li> <li>• Ongoing CPD linked to teaching reading.</li> <li>• A love of reading continues to be promoted through; World Book Day – whole school reading focus, quality texts being chosen by the Power Literacy teachers that engage the children, ongoing conversations about the books that children are reading in class, sharing information about where to buy books.</li> <li>• The fluency factor competition – not yet introduced.</li> <li>• Daily 1:1 reading is taking place in EYFS. Children in KS1 read 1:1 at least twice per week.</li> <li>• KS2 lower attainers were heard read more frequently than other children, but TAs now listen to KS1 children instead.</li> <li>• In Y6, children reading below ARE are heard read every day.</li> <li>• All other children are heard read as part of their Power Steps/Literacy lessons, though not necessarily in class.</li> <li>• Reading fluency is improving – including pace and accuracy of reading. Inference and deduction is also improving as it is being explicitly taught in Power Literacy lessons – progress is evident in books, though accuracy of written answers and pace of recording need to improve.</li> </ul> <p><b>September 2019</b></p> <ul style="list-style-type: none"> <li>• There has been significant progress in reading fluency across the school as a result of the additional reading in Power Literacy lessons.</li> <li>• Increased consistency in the delivery of Power Literacy during summer term due to the continuing CPD and coaching - as</li> </ul>	<ul style="list-style-type: none"> <li>• Two volunteers in EYFS enable daily reading on a 1:1 basis. Y1 are heard every Thursday – volunteer. Y2 are heard by TA/HLTA twice per week. Volunteers needed for KS2.</li> <li>• There needs to be more emphasis on pace/stamina for reading, particularly in KS2, to ensure that children can access the reading material in the SATs. Many children in Y6 SATs did not have the resilience to tackle longer texts.</li> <li>• Monitoring/support will be needed as we move in to 2019-2020 due to staff and group changes. Induction of NQTs will be significant.</li> </ul>	
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	<p>Literacy lessons – reading focus days.</p> <p>All areas within EYFS have opportunity for reading development.</p>	<p>evidenced in learning walks, book scrutiny etc.</p> <ul style="list-style-type: none"> <li>• Daily paired reading is evident in all Power Literacy classes.</li> <li>• Ongoing CPD linked to teaching reading.</li> <li>• The fluency factor competition – not yet introduced.</li> <li>• Daily 1:1 reading is taking place in EYFS. Children in KS1 read 1:1 at least twice per week. Some KS2 children (Low attainers) were targeted for additional reading.</li> <li>• In Y6, children reading below ARE continued to be heard read every day.</li> <li>• All other children are heard read as part of their Power Steps/Literacy lessons, though not necessarily in class.</li> <li>• Reading fluency is improving – including pace and accuracy of reading. Inference and deduction is also improving as it is being explicitly taught in Power Literacy lessons – progress is evident in books, though accuracy of written answers and pace of recording need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Power CPD required to ensure that paired reading is facilitated correctly.</li> <li>• Reading Assistants employed to ensure that daily 1:1 reading is taking place in EYFS and that children in KS1 are heard at least twice per week.</li> <li>• Ensure that low-attainers at KS2 are targeted for additional reading.</li> <li>• There needs to be more emphasis on pace/stamina for reading, particularly in KS2, to ensure that children can access the reading material in the SATs.</li> </ul>	
<p>C. Improved writing across the school.</p>	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6 – daily writing opportunities linked to reading objectives with one long write per week.</p> <p>Further develop teachers' skills in teaching writing 'writing as a reader' through CPD – Power Literacy/Power Steps.</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>• There has been significant progress in writing across the school as a result of Power Literacy lessons – as reported by the SIP on her recent visit (26.3.19)</li> <li>• Increased consistency in the teaching of writing through Power Literacy – as evidenced in learning walks, book scrutiny etc.</li> <li>• Ongoing CPD linked to teaching writing.</li> <li>• Engagement in Power Literacy lessons has increased due to the quality texts chosen specifically for the group. All children engage in writing daily – either in response to reading or in weekly writing lessons.</li> <li>• Writing opportunities are planned for across the curriculum – in topic and RE lessons in particular.</li> <li>• Writing is promoted during experience weeks – including a whole school writing week.</li> <li>• Whole school strategy for teaching spelling is not yet established fully – spelling is taught</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing CPD required.</li> </ul>	

	<p>Continue to develop writing opportunities across the curriculum – particularly in topic lessons.</p> <p>Continue to develop whole school strategy for teaching spelling – in line with Power Literacy model.</p> <p>All areas within EYFS have opportunity for writing development.</p> <p>Ensure consistency of handwriting policy across the school.</p>	<p>within Power Literacy lessons but spellings in cohort classes do not always support this.</p> <ul style="list-style-type: none"> <li>• Personal spelling dictionaries introduced to help children to edit and improve their own work and record their own commonly misspelled words.</li> <li>• A consistent handwriting policy is displayed across the school and pen licences are used to reward children who write consistently in this style. Ongoing.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>• Increased consistency in the teaching of writing through Power Literacy as a result of ongoing CPD and individual coaching – as evidenced in learning walks, book scrutiny etc.</li> <li>• Engagement in Power Literacy lessons has increased. All children continue to engage in writing daily – either in response to reading or in weekly writing lessons.</li> <li>• Writing opportunities continue to be planned for across the curriculum – in topic and RE lessons in particular.</li> <li>• Writing is promoted during experience weeks – including a whole school writing week.</li> <li>• Whole school strategy for teaching spelling is now in place – spelling rules are taught within Power Literacy lessons and year group spellings are targeted on in cohort classes.</li> <li>• Personal spelling dictionaries introduced to help children to edit and improve their own work and record their own commonly misspelled words.</li> <li>• A consistent handwriting policy is displayed across the school and pen licences are used to reward children who write consistently in this style. Ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to teach in this way – ongoing CPD/coaching required, particularly for new staff and staff who have moved groups.</li> <li>• Consider how we can implement elements of Power literacy across the curriculum to practise skills, though being aware of not turning a topic lesson into a literacy lesson.</li> <li>• Monitoring/reflection required to consider the impact of this strategy.</li> <li>• Spelling dictionaries were not being used effectively due to movement between classrooms. New strategy for spellings Sept 2019.</li> <li>• Raise the profile of pen licences again and ensure that presentation is a key priority for staff to always model.</li> </ul>	
<p>D Improving Maths across the school.</p>	<p>Implement Power Maths for children in Y1-6 – grouping the children via their next steps.</p> <p>Develop staff understanding of the</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>• All children are grouped via next steps and are grouped appropriately. Children have been assessed twice since starting Power Maths and some children have moved groups to a more appropriate group.</li> </ul>		

	<p>small steps of the maths concepts to enable precision teaching.</p> <p>Develop staff understanding of children demonstrating and achieving mastery understanding in Maths.</p> <p>Develop staff understanding of the concrete-pictorial-abstract approach to teaching maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</p>	<ul style="list-style-type: none"> <li>Staff understanding of the small steps within maths concepts is improving, though is still inconsistent.</li> <li>CPD based on coverage, writing specific learning objectives and referring to the steps given (20.3.19) to remind staff of the need to break down mathematical concepts and teach in steps.</li> <li>Basic skills timetable established including a maths session – monitoring required.</li> <li>Times tables superhero challenge re-launched, including individual times tables books and a class record. Since then, there has been a significant increase in the number of children being assessed for learning their times tables.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>All children continue to be grouped via next steps and are grouped appropriately. Some children have again moved groups – either as a result of good progress or following pupil progress meetings and children have been targeted to make accelerated progress.</li> <li>Staff understanding of the small steps has again improved, though particular teachers require more support to break down the steps appropriately.</li> <li>Significant increase in the number of children receiving times tables certificates.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing CPD required.</li> <li>Monitoring required</li> <li>Continue to monitor planning slides and work with individuals to improve their subject knowledge particularly relating to the small steps.</li> <li>More focus to be put on tracking children and targeting children, particularly Y4 and Y3 in preparation for the times tables test in Y4. Baseline to be established and regular monitoring of progress.</li> </ul>	
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved phonic and language skills.	8 children to be taught in a small Power Steps group with HLTA – focused teaching daily.	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>All children within the steps group with the HLTA made at least one step of progress.</li> <li>21/22 PPG children within the steps group made at least one step of progress.</li> <li>9/21 PPG children have progressed to a Power Literacy group.</li> </ul>	<ul style="list-style-type: none"> <li>Power Steps is having a significant impact.</li> <li>Progress is evident and measurable by the number of steps books that the child can read.</li> <li>Some phonics teaching/revision is still needed within the Power Literacy groups to ensure that children do not dip.</li> </ul>	

	<p>1-to-1 and small group provision Phonics.</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p> <p>SALT programmes to be delivered to individuals with a therapy plan.</p>	<ul style="list-style-type: none"> <li>7 PPG children take part in small group phonics lessons, in addition to the input they receive in their Steps lesson</li> <li>2 PPG children have 1:1 phonics sessions.</li> <li>When tested in March, 9/23 Year 1 children met last year's threshold of 32 – 2/11 PPG</li> <li>All children in YrR were assessed on WellComm in Sept. Groups were established and provision adapted. When re-assessed in March, only 1 child was not on track. This 1 PPG child now has 1:1 CLL intervention identified through WellComm alongside his SALT programme – delivered by the class teacher. Significant progress has been made and the child is highly likely to be on track by the end of YrR.</li> <li>7 PPG children are taking part in individual SALT programmes.</li> <li>1 PPG child no longer needs a therapy plan as a result of the therapy delivered by a TA in school – SALT have praised the work of the TA.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>Almost all children within the steps groups made progress – with 11 children starting power literacy in the summer term (including 5 Reception children)</li> <li>Only one steps group in KS1 – Sept 2019</li> <li>Additional 4 Y1 children moved to Power 2 after one week of teaching for challenge.</li> <li>1 PPG child who was accessing 1:1 CLL intervention made significant progress, although the child was not on track by the end of the year.</li> <li>Additional children discharged from SALT although as a school we have continued their intervention to ensure progress continues.</li> </ul>	<ul style="list-style-type: none"> <li>Review required of 1:1 phonics – limited progress. Much better progress in small group phonics intervention.</li> <li>WellComm is a valuable assessment tool and the class teacher has used the assessment well to group children and plan provision, leading to significant pupil progress.</li> <li>The TA observed a SALT therapist delivering the therapy – this gave the TA confidence to deliver the programme. Coupled with allocated time to deliver the intervention, the intervention has impacted on pupil progress.</li> </ul>	
<p>B. Improved Reading skills of PPG pupils across school.</p>	<p>Daily 1:1 reading with all children in EYFS/KS1/KS2 Lower attainers – with designated TAs and HLTA as part of the reading team.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>There has been significant progress in reading fluency across the school as a result of the additional reading in Power Literacy lessons.</li> <li>Daily 1:1 reading is not taking consistently place across all classes– KS2 in particular.</li> </ul>	<ul style="list-style-type: none"> <li>Where classes have had a regular TA/volunteer allocated to them, reading 1:1 has been a success.</li> <li>In other classes, daily reading has been targeted at children working below ARE in reading, or those that do not read at home.</li> </ul>	

	<p>Weekly differentiated booster sessions (Spring term) afterschool for Year 6.</p>	<ul style="list-style-type: none"> <li>Daily 1:1 reading is taking place in EYFS and</li> <li>In Y6, children working below ARE are heard read daily – this includes 11 PPG children.</li> <li>Weekly Y6 booster classes are ongoing – 19/21 PPG children attend weekly.</li> </ul> <p><b>September 2019</b></p> <ul style="list-style-type: none"> <li>Significant progress in reading fluency across the school – evidenced in end of term assessments and the progress of children in their standardised scores from one year to the next.</li> <li>Daily 1:1 reading was difficult to implement across many classes due to a lack of adults. Where classes had an additional adult eg. Parent volunteer, children were heard read more often.</li> <li>In Y6, children working below ARE were heard read daily.</li> <li>Weekly Y6 boosters continued, though work was not differentiated.</li> </ul>	<ul style="list-style-type: none"> <li>Persistent lateness has stopped one child from being heard read every day – perhaps change the time to ensure that the child does not miss the opportunity.</li> <li>Team of reading assistants employed from September 2019 and one reading assistant allocated to each class from EYFS to Y2. All other children are heard read by the class teacher when possible, or in Power Literacy.</li> <li>Focus Y6 boosters – split and differentiate if possible.</li> </ul>	
<p>C. Improved Writing skills of PPG pupils across school.</p>	<p>Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>There has been significant progress in writing across the school as a result of Power Literacy lessons – as identified by the SIP on her recent visit (26.3.19)</li> <li>In Y6, writing intervention is ongoing. 7 PPG children take part in the intervention.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>Number of PPG children that met the expected standard in writing at KS2: 17/22 = 77%</li> </ul>	<ul style="list-style-type: none"> <li>Continue to plan using Power Literacy model.</li> <li>Continue to plan Y6 writing intervention – led by Vice Principal for maximum impact.</li> </ul>	
<p>D. Improved Maths skills of PPG pupils across school.</p>	<p>Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps following assessment.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>In Y6, maths intervention is ongoing, 9 PPG children take part in the intervention.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>Number of PPG children that met the expected standard in maths at KS2: 13/22 = 59%</li> </ul>	<ul style="list-style-type: none"> <li>Consider changing the focus of Y6 maths – would it be better to recap Y5 expected standard to a mastery level?</li> <li>Continue to plan using Power Maths model.</li> <li>Continue to plan Y6 maths intervention – led by class teacher.</li> <li>Ensure the Y6 curriculum is mapped out across the year to ensure coverage.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Complete baseline test and QLA to plan for gasp-teaching.</li> <li>• Identify target pupils for intervention.</li> </ul>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
E. Increased attendance rates including punctuality.	<p><b>Employment of EWO.</b></p> <p>Use of Family Support Worker to support families in getting their children to school.</p> <p>Use of rewards to incentivise attendance including individual and class based.</p> <p>Attendance pupil groups made up of children with poor attendance to be established to teach the children about the importance of attendance but also provide incentive.</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>• EWO employed</li> <li>• No family support worked due to staff absence.</li> <li>• ‘Spot on week’ – incentive for punctuality.</li> <li>• Weekly attendance trophy with five-minute party – incentive for whole-class attendance.</li> <li>• Introduced ‘Most improved class’ for classes where attendance has improved as a result of a child who is a persistent absentee increasing their attendance.</li> <li>• Attendance policy adapted in response to a Parent forum – 100% incentive changed to a raffle rather than attendance party.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>• Family support worked returned to work though completed little work with the families – restructure July 2019 led to resignation of family support worker – new FSW to be in role from September 2019.</li> <li>• Weekly attendance reward continued.</li> <li>• Attendance raffle continued and received support from parents.</li> <li>• Regular monitoring with targets set for children with less than 94% attendance – led by Principal with EWO saw improvement for key children – this will be continued 2019/2020.</li> </ul>		
F. Develop children’s social and emotional well-being	<p><b>Research Thrive approach and possible roll-out.</b></p> <p>Individual mentoring for key pupils as</p>	<p><b>March 2019 Review</b></p> <ul style="list-style-type: none"> <li>• Thrive approach has been researched – to be implemented September 2019</li> <li>• Thrive practitioner role advertised internally.</li> <li>• No mentoring due to staff absence.</li> </ul>		

	<p>identified through Boxall/teachers/attendance.</p> <p>Social Skills Groups</p> <p>Ongoing CPD to staff around mental health.</p>	<ul style="list-style-type: none"> <li>• Close liaison with family support/health to support significant children.</li> <li>• Social group intervention established for a small group of children requiring support in interacting with others.</li> <li>• 1:1 TA time provided to a Y3 PPG child – for reading and an opportunity to talk.</li> <li>• Staff made aware of SEMH as an area of need within SEN, but CPD is required.</li> </ul> <p><b>September 2019 Review</b></p> <ul style="list-style-type: none"> <li>• Mrs Thorpe employed as Thrive Practitioner – attended training.</li> <li>• Four children have been chosen as the first children to be assessed for Thrive. Initial assessments have been completed and work has started with these children.</li> <li>• Mrs Thorpe is considering a Thrive drop-in for vulnerable children at break/lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD required.</li> <li>• Staff CPD required.</li> </ul>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)