

Pupil premium strategy statement: Robert Miles Junior School

1. Summary information					
School	Robert Miles Junior School				
Academic Year	2017/18	Total PP budget	£68,780	Date of most recent PP Review	Oct 2016
Total number of pupils	247	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Sep 2018

1. Current attainment – Assessments at the end of 2017

	Year 3				Year 4				Year 5				Year 6			
	% meeting ARE or above				% meeting ARE or above				% meeting ARE or above				% meeting ARE or above			
	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry
Read	63%	88%	-25%	-14%	73%	85%	-12%	-12%	57%	71%	-14%	-7%	57%	86%	-29%	-22%
Write	38%	84%	-46%	-48%	73%	85%	-12%	-12%	43%	63%	-20%	-38%	57%	82%	-25%	-35%
Maths	63%	78%	-15%	-49%	67%	79%	-12%	-15%	54%	73%	-19%	-21%	71%	95%	-24%	-37%

Gap on entry measured from Baseline Assessments. Red indicates gap has widened, green that the gap has narrowed.

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

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

A.	<p>English</p> <ul style="list-style-type: none"> Language skills for LA PP children are poor: spoken language can sometimes have problems in pronunciation, their vocabulary often lacks a wide range of ambitious vocabulary and they tend to have less of an understanding of the world around them which impacts on progress made in spelling, reading and writing To continue to promote a rich, varied reading culture for PP children, build confidence, stamina and reading for meaning skills To develop common SPaG key objectives, terminology and spelling strategies to support PP children's learning in English A focus on HA pupils eligible for PP to ensure a greater proportion achieve ARE and the proportion achieving Greater Depth in writing is in line with their Non-PP peers through opportunities to develop confidence and mastery in writing
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B.	<p>Maths</p> <ul style="list-style-type: none"> • Analysis of SATs papers and test results of last 2 academic years reveal PP children do relatively well compared to their Non PP peers in arithmetic type questions • Analysis also shows that PP children find it harder to make progress in reasoning style questions compared to their Non PP peers • Reasoning style questions are different to the traditional 'open-ended, stand-alone investigations' which staff may have turned to in order to develop problem-solving skills • Target is to continue to close the gap between PP and Non-PP children's attainment in maths. Low attaining PP children found it more difficult to achieve ARE or above in the reasoning papers. Speed of recall and speed of application in problem-solving is also more apparent in the SATs papers so support is needed to boost PP children across year groups in these skills, particularly in Year 5 in preparation for Year 6 • A focus on HA pupils eligible for PP is required to ensure the gap continues to narrow between the proportion of HA PP achieving Standardised score of 110+ and that of HA Non-PP children.
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C.	<p><u>To enhance the involvement, motivation and challenge in school for PP children</u></p> <ul style="list-style-type: none"> • To increase the level of involvement and challenge PP children have in the curriculum through questioning and enrichment. • The average number of clubs attended by PP children in academic year 2016-17 was 2.1 compared to 4.7 for Non-PP children. • Fewer PP children take on whole school responsibilities, compared to Non-PP, due to lack of confidence or lack of interest • Target is to increase the number of whole school responsibilities and clubs attended by PP children and to close the gap in attendance between them and their Non PP peers by offering a broader range and targeting particular PP children • To ensure all PP children participate in some way in the wider life of the school. • Focus on challenge for MA and HA PP children in class
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External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p><u>Attendance:</u></p> <p>Attendance figures for children attending less than 90% of the time: (2016-17)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;"></td> <td style="width: 10%;">PP children in Y3: 3/11</td> <td style="width: 10%;">27%</td> <td style="width: 35%;">Compared to Non PP in Y3: 1/49</td> <td style="width: 10%;">2%</td> </tr> <tr> <td></td> <td>PP children in Y4: 3/16</td> <td>19%</td> <td>Compared to Non PP in Y4: 3/48</td> <td>6%</td> </tr> <tr> <td></td> <td>PP children in Y5: 4/15</td> <td>27%</td> <td>Compared to Non PP in Y5: 0/47</td> <td>0%</td> </tr> <tr> <td></td> <td>PP children in Y6: 1/9</td> <td>11%</td> <td>Compared to Non PP in Y6: 0/54</td> <td>0%</td> </tr> </table> <ul style="list-style-type: none"> • A significant proportion of children who attend school for less than 90% of the school year are PP children. School target is 95% attendance or above for all children • 51% (26/51) of PP children have an attendance of below 95% for academic year 2016-17 compared to 13% (26/198) of non-PP children for the same period. <p>Target is to improve the attendance of PP children in line with their Non PP peers by reducing the percentage of PP children with less than 95% attendance to 15% or less during next academic year (2017-18).</p>		PP children in Y3: 3/11	27%	Compared to Non PP in Y3: 1/49	2%		PP children in Y4: 3/16	19%	Compared to Non PP in Y4: 3/48	6%		PP children in Y5: 4/15	27%	Compared to Non PP in Y5: 0/47	0%		PP children in Y6: 1/9	11%	Compared to Non PP in Y6: 0/54	0%
	PP children in Y3: 3/11	27%	Compared to Non PP in Y3: 1/49	2%																	
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	PP children in Y5: 4/15	27%	Compared to Non PP in Y5: 0/47	0%																	
	PP children in Y6: 1/9	11%	Compared to Non PP in Y6: 0/54	0%																	

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><u>English</u></p> <ul style="list-style-type: none"> • Key PP children identified in all year groups make at least expected progress (Fisher Family Trust) in line with their KS1 results in reading and writing. • Identified PP children who achieved 2A or 2B in reading and writing to achieve ARE or above (standardised score 100+). Measured through standardised score in GL assessments at end of the year and Y6 SATs scores 	<p>A larger proportion of target PP children to achieve at least expected progress in reading and writing at the end of the year.</p> <p>PP achieving exp 22% at start of year compared to 38% end of Y3 55% at start of year compared to 70% end of Y4 70% at start of year compared to 61% end of Y5 18% at start of year compared to 69% end of Y6</p>

- Provision of small group teaching for English to continue through KT and BK to help target LA PP children. Teaching to include lots of language skills, reading, drama and speaking and listening
- PP children in Years 3 and 4 to read a broader variety of books and a greater number of books during the school year to be measured during trips to the school library and links with Bingham library
- New stock in school library to encourage interest and promote reading with PP children
- English coordinator to evaluate reading for meaning resources with a view to buying in comprehension books to support higher order inference and deduction skills for HA PP children.
- Teachers to be able to confidently deliver more challenging reading for meaning activities in class based on range of more able class texts to be delivered

Use of monitoring and tracking using key objectives on Insight targeting PP children in class and identifying gaps each half-term to address individual needs

- English coordinator to identify impact of whole school spelling strategy based on Jason Wade principles and promote its use and impact on PP children
- English coordinator to determine effective way for PP to learn high frequency words (home-school agreement or intensive spelling in school)
- SPaG skills and language of key objectives to be agreed with staff to ensure all PP children, particularly LA PP can access SPaG skills and have continuity in terminology across year groups
- Whole curriculum overview to establish wide range of topic-based learning to include all subjects
- 1:1 coaching of target PP children who are at risk of not meeting ARE by end of the year by a teacher once a week to cover skills of reading for meaning and writing, liaising closely with class teacher
- 1:1 coaching of identified HA PP children in Y6 to target writing and SPaG skills to ensure Greater Depth is achieved by end of year 6
- Paired or buddy reading for PP children with other children in school weekly (Thursday 9.10-9.25 am instead of assembly) Year 3's paired with Year 5's and Year 4's paired with Year 6's. Time for class teachers to target identified PP children through individual reading and book selection or guided reading/writing

Evidence:

- Curriculum review documents
- Provision maps of PP children in KT and BK target English groups to monitor progress

The gap in reading attainment between PP children and that of Non-PP children continues to narrow

Teaching proving to be very effective in small groups

Lesson planning, work analysis, learning walk to show evidence of greater challenge and involvement for PP children in reading for meaning activities.

Very positive feedback – see English Coordinator's work sampling report

A larger proportion of target PP children to achieve at least expected progress in reading at the end of the year.

Y4: 8/11 reached Exp 72%

Y3: 5/9 reached Exp 56%

Waterstones visit enabled PP children from each class to visit bookshop and choose new stock for library

A greater proportion of HA PP children achieve Greater Depth in writing compared to last year and the gap between PP children achieving Greater Depth in writing and non-PP children is reduced. Y5 and 6 focus

Ongoing focus on writing

No Y6 children GD in writing

1 Y5 child GD in writing

More evidence in books showing challenging comprehension activities (linked to whole class text in Y5 and Y6)

Increased monitoring and tracking using Insight across the school by all the teachers and better knowledge of key end of year objectives which can be used in lesson planning

Whole school spelling strategy and approach to spelling teaching on SIP for 2018-19 to address spelling especially for weak spellers

Precision teaching using phonics based approach to be tried instead of Nessy

SpaG approach discussed as a staff – to be looked at next year

Whole school curriculum review planned for 2018-19

Booster group for GD writers took place in Y6

Good idea to discuss next year

	<ul style="list-style-type: none"> ➤ Pupil progress meeting reports each term ➤ Staff meetings by English coordinator to evaluate reading for meaning resources being used in school now and possible new resources to buy – consult with PP leaders in Trust to determine quality of resources ➤ School data: GL assessments, Y6 SATs ➤ See English action plan for reading, writing and spelling for PP children ➤ Insight monitoring and tracking in year groups to see PP children’s confidence in key objectives ➤ PP children’s reading diaries to show breadth, variety and challenge of reading books, discussion with their reading buddies 	
<p>B.</p>	<p>Maths</p> <ul style="list-style-type: none"> • To continue to close the gap between PP and Non-PP children who are achieving ARE or greater in maths to be measured by end of term assessments • Staff training through staff meetings on reasoning type maths questions, resources, how and when to use them, staff to identify key PP children to target with reasoning strategies in lessons • Staff training on mastery in maths: what it looks like and ways to develop it through classroom teaching, how to assess it. • Introduction of speed recall tests (Rockstars) to support PP children in their learning of their times tables • 1:1 teaching of target PP children in Y6 to boost attainment and ensure at least expected progress is made based on Fisher Family Trust KS1 results • Contact made by class teacher/maths coordinator to determine whether PP children are able to access My Maths online homework website successfully at home. If not arrange for regular attendance to homework club at school to access homework activities in ICT suite • Skills which encourage mastery of topics in maths are developed through planning and resourcing and access to these is supported for HA PP children <p>Evidence:</p> <ul style="list-style-type: none"> ➤ PP Provision maps detailing progress in maths per term ➤ School data – GL assessments and SATs results ➤ Staff meeting programme ➤ Maths coordinator’s action plan ➤ Work analysis and monitoring by maths coordinator to see reasoning ➤ Insight online assessment tool to see confidence of PP children across key objectives 	<p>The gap in maths between the attainment of PP children and that of Non-PP children continues to narrow.</p> <p>Y3: 3/7 PP achieved Expected Y4: 8/10 PP achieved expected Y5: 9/17 PP achieved expected Y6: 8/13 PP achieved expected (2 did not sit tests)</p> <p>Low attaining PP children improve their score on reasoning-type questions in line with low attaining non-PP children</p> <p>Question analysis of PP children and speed when completing tests indicate greater confidence when using basic skills</p> <p>A larger proportion of PP children achieve at least expected progress in end of year assessments in line with their Non-PP peers. Y6 maths booster groups helped, 72% of PP reached exp compared to 96% of non PP</p> <p>PP children have more secure knowledge of times tables Times tables Rockstars embedded as whole school an home approach to learning and consolidating times tables</p> <p>All PP children are able to access My Maths online either at school or at home and homework of PP children is regularly completed compared to that of Non PP children Need to discover if access to internet on a device is a barrier to learning for PP children</p> <p>There is an increase in the number of PP children who demonstrate mastery-style understanding in maths topics</p> <p>Maths No Problem planned to address the concept of mastery in maths lessons with Y3 and Y5 stff who were part of the maths hub</p> <p>Key Targets: Focus on progress girls make in maths from KS1 to KS2 To embed maths in new non maths curriculum To integrate Maths No Problem into curriculum</p>

<p>C.</p>	<p><u>To enhance the involvement, motivation and challenge in school for PP children</u></p> <ul style="list-style-type: none"> To offer a greater range of whole-school responsibilities through school council (and individual class teachers in their own classrooms) who will promote jobs around the school, interview and employ particularly targeting PP children to take on responsibilities PP children to attend, on average, a greater number of extra-curricular activities and are included in whole school responsibilities compared to 2016-17 figures as measured by whole school audit at the end of the year therefore closing the gap with non-PP children's participation levels, staff take responsibility for PP children in own class Enrichment activities are provided for target PP children to improve their motivation and involvement in school as measured by attendance of PP children eg. singing lessons, non-contact boxing, handball, environmental club Reading buddies (see English) Target particular PP children with AfA programme of structured conversations so staff can support parents/carers in raising their child's self-esteem and promoting positive behaviour 1:1 coaching for target PP children to raise self-esteem and progress in English and Maths As far as possible, to timetable interventions for PP children so as to minimise impact on rest of the curriculum eg interventions to begin at 8.45- 9.15 (ARROW, Nessi, Apples and Pears) so PP children enjoy more time doing foundation subjects and topic based work in the afternoons <p>Evidence:</p> <ul style="list-style-type: none"> ➤ Audit of clubs, school council, newsletters ➤ Pupil Premium Provision maps to show attendance of clubs by individual PP children ➤ School council ➤ Structured conversations with target PP children (2 children per class) ➤ TA timetables 	<p>To increase the average number of clubs attended and whole-school responsibilities held by PP children to be more in line with their Non-PP peers</p> <p>To increase motivation and self-esteem in PP children across the school PP participation in clubs vs non PP participation in clubs</p> <p>Y3:PP children averaged 1.7 clubs each Non PP children averaged 4.7 clubs each</p> <p>Y4: PP children averaged 3.2 clubs each Non PP children averaged 4 clubs each</p> <p>Y5: PP children averaged 3.3 clubs each Non PP children averaged 3.7 clubs each</p> <p>As children move through the school they attend more clubs and gap is narrowing between the average number of clubs attended by PP children and those by non PP children</p> <p><u>See PP Interviews</u></p> <p>School council have begun Job Squad (see display board in Hall) 4/25 PP (16%) compared to 21/25 non PP membership Teaches children new roles and responsibilities and to care for wider environment around school</p>
<p>D.</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> Heightened awareness for all staff of low attendance rates of PP children in class by using online register to track attendance and to see any patterns (use graphs produced on online register to determine whether certain days of the week or times of the year impact on attendance) Continue careful individual monitoring of PP with less than 95% attendance and follow-up by school office staff (actions documented on spreadsheet by JC): 'phonecall home by 10am if not arrived, follow-up calls if no response, RG kept informed, letters sent out if absence continues RG/DA/JM have termly attendance information from school office during PP progress reviews Half-termly summary of every child's attendance sent out to parents by RG with very clear red/orange/green colour-coding to show attendance level, number of school days missed made clear to show impact on learning through lost days To identify target PP children whose attendance is or is at risk of being 90% or less and work with families/SENCo to establish positive relationship with school to overcome barriers and improve attendance 	<p>To reduce the percentage of PP children showing less than 95% attendance to 15% or less for the next academic year</p> <p>Trend over time of % of PP children with 90% attendance or less 2015-16 22% 2016-17 21.3% 2017-18 18.4%</p> <p>22 PP children's attendance last year was below 95% 2017-18 compared to 26 children 2016-17 therefore attendance of PP improving</p> <p>Number of PP children with attendance less than 90% is reducing See HT and office for attendance data</p>

- Parents/carers of PP children with poor attendance of below 90% to be invited into school to hear readers, share a skill eg. sewing, cooking, art, playing games etc to help support positive relationship and involvement in school (Safeguarding checks??)
- Target AfA programme to support PP children with poor attendance where teachers arrange informal chat at suitable time and place for parent/carer to try to determine reasons why attendance is poor and to address issues. School staff to offer creative, solutions to support parents/carers and to encourage better attendance.
- Continue to track involvement of PP children in extra-curricular activities and target those not involved, with poor attendance, through encouraging them to try a club before, during or after school.
- Target PP children with poor attendance to have role/responsibility in school which raises self-esteem and helps them find purpose and desire to attend school daily Eg class jobs such as preparing visual timetable, school jobs such as registers, librarians, school councillors, PE shed to organise, buddy support on playground between older and younger children

Evidence:

- Attendance data
- Office spreadsheet maintained by JC containing records of 'phonecalls, letters, contact with parents/carers
- Pupil Premium Provision maps
- AfA structured Conversation minutes
- Individual pupil attendance letters sent out half-termly
- On-line register data
- Cross-curricular attendance list of PP children

Increased monitoring and tracking of attendance including letters and fines being issued

Job Squad – participation of PP children in roles and responsibilities around school (4/25)

Teachers encouraging PP to attend clubs before and after school to support attendance

PP money spent on funded clubs to enable PP participation

Attendance figures for children attending less than 90% of the time (2017-18):

PP children in Y3: 1/9 11% (down 16%)
Compared to Non PP in Y3: 0/55 0%

PP children in Y4: 1/12 19% (down 11%)
Compared to Non PP in Y4: 2/49 4%

PP children in Y5: 5/18 28% (up 1%)
Compared to Non PP in Y5: 1/46 2%

PP children in Y6: 3/14 21% (up 10%)
Compared to Non PP in Y6: 1/50 2%

A significant proportion of children who attend school for less than 90% of the school year are PP children. (10/14 children)

School target is 95% attendance or above for all children

18.9% (10/53) of PP children have an attendance of below 95% for academic year 2017-18 compared to 12% (24/200) of non-PP children for the same period.

Target is to improve the attendance of PP children in line with their Non PP peers by reducing the percentage of PP children with less than 95% attendance by 10% or more during next academic year (2018-19).

AfA programme to target any PP children with 90% or less attendance next year

4. Pupil Premium Spending Plan 2017-18

Allocation for 2017-18 is £68,780 Breakdown of pupils currently in school is as follows:

Year Group	3	4	5	6	Total
Pupil Premium number	8	10	16	15	49
Pupil Premium %	13%	17%	25%	23%	20%
	(62 in year)	(58 in year)	(63 in year)	(64 in year)	(247 in school)

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Employ a teacher for – Y3/4 PP children booster group am	4 x 1 hour a week for Y3 and 4 x 1 hour a week for Y4 £26,338	Y3 – 3 out of 12 are PP children Y4 – 2 out of 12 are PP children English skills booster group for target PP children to get closer to achieving ARE at the end of the year, learning follows class curriculum but in smaller group with key expectations	PP children able to master key English skills with more confidence and fluency – sentence structure, punctuation, vocabulary, spelling and proof-reading/editing own work in order to make expected progress and access the wider curriculum with greater confidence	Evidence in books Monitoring and assessment tracking on Insight – writing statements End of unit summative assessments in class Class teacher and BK to assess	Sept Y3: Reading 5/12, 42% Exp End Y3: Reading 8/12 67% Exp Sept Y3: Writing 0/12, 0% Exp End Y3: Writing 6/12 50% Exp Sept Y4: Reading 6/12, 50% Exp End Y4: Reading 11/12 92% Exp Sept Y4: Writing 2/12, 17% Exp End Y4: Writing 9/12 75% Exp Improvement in reading and writing scores in target groups. Children more confident with solid understanding of key skills. Action very effective and to be continued Focus on spelling strategies to improve overall effectiveness of intervention (whole school Focus)

Employ a teacher for – Y5/6 PP children booster group am	4 x 1 hour a week for Y5 and 4 x 1 hour a week for Y6 £26688	Y5 – 4 out of 12 are PP children Y6 – 7 out of 11 are PP children English skills booster group for target PP children to get closer to achieving ARE at the end of the year, learning follows class curriculum but in smaller group with key expectations	PP children able to master key English skills with more confidence and fluency – sentence structure, punctuation, vocabulary, spelling and proof-reading/editing own work in order to make expected progress and access the wider curriculum with greater confidence, 1:1 marking and feedback proven to accelerate progress in writing (Fisher Family Trust)	Evidence in books Monitoring and assessment tracking on Insight – writing statements End of unit summative assessments in class eg SATs reading comprehensions Class teacher and KT to assess	Sept Y5: Reading 3/12, 25% Exp End Y5: Reading 7/12 58% Exp Sept Y5: Writing 0/12, 0% Exp End Y5: Writing 6/12 50% Exp Sept Y6: Reading 3/10, 25% Exp End Y6: Reading 6/10 50% Exp Sept Y6: Writing 1/10, 8% Exp End Y5: Writing 9/10 90% Exp Improvement in reading and writing scores in target groups. More careful monitoring of progress and curriculum objectives to aid progress Specific focus on spelling strategies (whole school focus) Action to be continued
BK 1:1 PP pupils	2 hours support a week for Y3 PP children (Cost included in above for BK)	Y3 – 4 PP children Y4 – 2 PP Children 1:1 teaching 10-15 mins each a week, individual support for key language and maths skills based on gaps in teaching that week as indicated by class teacher Mon pm and Weds pm (approx 30 mins per child)	Spring Term Specific, targeted teaching to fill gaps in learning on a weekly basis in order to achieve expected progress	Class teacher and BK to assess which children will benefit Confidence in key objectives on Insight against ARE	Support is needs driven and taylored 1:1 Effective teaching to address misconceptions All children made progress – see Insight tracking
KT 1:3 PP Pupils	1 hour support a week for Y6 reading (Cost included in above for KT)	Y6 – 6 PP children small group teaching reading for meaning skills once a week for 1 hour	Children will be able to access texts more confidently, improve their strategies for working out unknown vocab, be able to find evidence in the text quicker and develop stamina when reading	Monitored by KT, DA and VR in Y6 Success evidenced by significant improvement in practise SATs reading scores	4/6 children reached expected standard in reading Revision grp effective in raising reading standards Will repeat next year
SC 1:1 PP pupils	1 hour 1:1 support a week for Y3 PP children £1404 pa	Y3 – 20 mins per PP child, each week 3 PP children 1:1 teaching 10-15 mins each a week, individual support for key language and maths skills based on	Specific, targeted teaching to fill gaps in learning on a weekly basis in order to achieve expected progress in Maths	Class teacher and SC to assess Confidence in key objectives on Insight against ARE	All made progress – see Insight Useful, targeted intervention with high impact so will continue

		gaps in teaching that week as indicated by class teacher			
Nessy -software licenses -TA time to administer	License fees for 2017-18 and TA time: £300 1.5 hours a week for Y6 PP children (KF) £858 pa	Software intervention to improve spelling and reading, particularly for children with Dyslexia Children with SA significantly below their chronological age (Please see Pupil Premium Provision maps for individuals and progress) Y6- 3 PP children	Intervention administered by TA and monitored jointly by TA and class teacher Aim of intervention is to increase RA and SA by minimum of 3 mths per term Nessy to be administered 3 x wk for 20 mins to be successful	TA to run a report every half term which tracks progress in reading and spelling, results fed back to class teacher Progress monitored and tracked on Provision Map and child's individual Pupil Premium Provision map, overseen by JM/DA Reviewed during Pupil Progress meetings with class teacher and RG	To reduce impact on teaching time timetable Nessy before school (8.45-9.05 am) Not effective in improving spelling ages, labour intensive for not much gain Withdrawn as an intervention To be replaced with precision spelling support by KF based on Phonics approach (See Senco)
ARROW -software licenses -TA time to administer	Licenses and TA time (1 hour a wk MC) 2 PP children out of 7 in Y5 Licence £120 TA £156pa 1 PP child out of 6 in Y6 £95.00pa	Software-based intervention where children use own voice to record text to target reading, spelling and spoken language. Designed to be short (10 hour) making up to 6mths progress or more in reading age Children in Y5/6 with RA significantly below their chronological age (Please see Pupil Premium Provision maps for individuals and progress)	Intervention designed to improve RA by 6mths+ Improved RA will enable PP children to access curriculum with more confidence and accuracy	RA assessed in class Sept, Jan and July RA assessed by ARROW programme at the start and end of the course Table of results shared with TA, class teacher and English Coordinator to review impact	Y5 PP pupils 1 yr 9mths reading progress 6 mths spelling progress reading age increased by 6mths Y6 PP Pupils SS 84 to 96 in reading Not met ARE but huge improvement during the year To continue but deliver intervention in concentrated approach during Autumn term just in Y6 to boost of SATs
Apples and Pears spelling intervention	TA time HW and JG 1 hour a week for each year group	Spelling programme based on synthetic phonics Y3 5/15 children Y4 3/10 children Y6 2/9 children	Children to improve spelling age by 3-6mths within a term	TA administering with conduct baseline and review progress every half-term, fed back to class teacher to determine if successful or not. If no significant	Y3 4/5 children improved SA min 6 mths Y4 2/3 children improved SA by min 6 mths Y6

	HW has 5 out of 15 HW £585pa JG £449pa			progress after a term, alternative intervention sought SA increased by 3-6 mths	2/2 children improved by min 6mths Intervention to continue, effective use of TA time delivering targeted spelling support
Bear Necessities	1 hour a wk TA time (Helen Wilson) 1 child £585pa	Reading intervention (1): Focus for non-readers using decoding skills and synthetic phonics Used in Year 3 for PP child with reading age significantly below chronological age (2yrs+)	Child to improve reading age by 3-6 mths within a term	TA administering with conduct baseline and review progress every half-term, fed back to class teacher to determine if successful or not. If no significant progress after a term, alternative intervention sought RA increased by 3-6 mths	Y3 pupil PKF to Below Exp by end of Y3 Reading age did improve Consider intervention again if child is sig below
Lego Therapy	Y4: 20 mins once a week (KF) £195pa Y5 20 mins once week (KF 1/3 children) £62.40pa Y6: 20 mins once a week 2/3 children (AM) £129.0pa	Child-led and peer-based social skills group intervention, initially developed for children with autism. Develops key skills in: <ul style="list-style-type: none"> • Joint play • Listening and attention • Turn-taking • Language skills – commenting, questioning, requesting • Negotiation and problem-solving • Fine motor skills Self-esteem Y4 – 5 children Y5 – 1 child Y6 – 3 children,	Aim is to improve social and emotional behaviours to enable child interact in a positive, productive way with peers and access the full curriculum by effectively working with a partner and in a group	Observations in class by teacher and other adults around school, communication with home, feedback from TA administering intervention	Intervention does seem to help communication skills Valuable interactions with peers that sometimes are not seen in the classroom Develops problem-solving skills and social skills Continue intervention – making sure skills are more easily transferred into the classroom. Class teacher and TA feedback that communication skills are improving but has to be sig enough to warrant withdrawal from classroom activities See SENCo for SEN tracking documents, 'I can' statements and TA reports
Booster sessions for Y6 PP children for SATS Spring Term in	£1000	Maths: PP children who are not reaching target of expected progress yet, Spring Term, MH, 2 hours a week	To boost confidence, skills and knowledge when answering SATs style questions in maths and reading in order for PP children to	Regular assessments from SATs papers in sessions and in class MH – maths	Maths 4/8 PP children reached expected standard in maths Reading

preparation for SATS Y6		SC 1:6 children Maths booster Reading: PP children who are not yet reaching target of expected, Spring Term, DA, 1 hour a week for 8 weeks	make expected progress or greater in KS2 SATs	DA - reading KS2 SATs outcome	4/4 PP children reached expected standard in reading Booster groups seem to be very effective in raising standard of Expected level at SATs, to continue next year
Therapat Counselling PP children	3 x PP children out of 7 in total for 30 min sessions all year round £3262 pa	Y5: 1 PP child Y6: 3 PP children PP children with particular social and emotional needs resulting from circumstances at home	Opportunity for PP children to discuss worries confidentially and develop strategies to cope with their individual circumstances	Children better able to deal with routines of school, interact with peers and adults appropriately and engage in their learning Councillor in the process of devising form to give baseline and progress after course of sessions	SG to discuss with DA and SENCo way of recording and tracking progress using baseline questionnaire to help monitor progress
S.A.L.T	30 mins a wk (MC) Y4 £273 pa	1:1 Specific speech and language therapy programme (MC) Y4: 2 PP children Y6: 2 PP children	Targetted support for developing correct speech and clear, accurate pronunciation of words, word order, phrases and knowledge of vocab	Monitored by class teacher and Helen Colby, delivered by TA Success shown by improved clarity and pronunciation SENCo to oversee	Helen Colby, Sp and L teacher employed by Trust assesses each term All made progress in Speech and Language skills Support to continue next year
E.L.S.A	30 mins a week (HW) Y5 £286pa	Emotional Literacy Support Assistance (HW) An anger management support programme to recognise the physical symptoms, behavioural changes and emotions and use appropriate strategies to manage anger Y5: 1 PP child	Pupil to have strategies to deal with anger in a more constructive, positive way which impacts less on their learning and enables them to form positive interactions and relationships with others	Class teacher and SENCo to oversee and TA to deliver Success evidenced by coping strategies seen at crucial times and improvement in behaviour in classroom and outside	See SENCo for TA reports and 'I can' statements Intervention useful in teaching appropriate social behaviour and responses to anger
Social Skills	30 mins a wk per yr group (KF) Y3 - £115pa Y4 - £95pa Y5 - £191pa Y6 - £191pa	To develop key skills such as co-operation. sharing, participation, patience, empathy, following instructions, communication and interaction Y3 – 2 out of 5 pupils Y4 – 1 out of 3 pupils Y5 – 2 out of 3 pupils	To improve social and communication skills to enable children to work appropriately in a whole class, small group or paired activity	Class teacher, TA and SENCo Success evidenced in classroom situations where class teacher assesses appropriateness of interactions	See SENCo for TA reports and 'I can' statements Intervention useful in teaching appropriate social behaviour and communication skills All involved improved on 'I can' statements

		Y6 – 3 out of 8 pupils			
Curriculum-linked Trips	Approx £500	Usually one per term in each year group linked to topic and learning in the wider world	Enables PP children to have same life experiences as non PP children and to draw on same knowledge-base for classroom and non-classroom based learning	Success linked to learning and self-esteem back in class	See AW in office for PP children supported Topic-related trips Crucial for extending learning out of classroom Support to continue where needed
Residentials -Ilam Y5 -Dukes Barn Y6	Approx £750	Autumn Term – Dukes Barn Spring Term - Ilam	Enables PP children to have same life experiences as non PP children and to draw on same knowledge-base for classroom and non-classroom based learning	Success linked to learning and self-esteem back in class	See AW in office for PP children Support given to PP Y6 children to enable them to attend Dukes Barn residential trip, Y5 Ilam, Crucial for extending learning out of classroom Support to continue where necessary
Clubs -non-contact boxing -handball	£136pa	Non-contact boxing: Wednesdays 8.15-8.45am Handball: 8.15-8.45am Fridays Both for years 5 and 6, certain PP children invited to join then opened out to everyone	Introduction to new sport PP children may never have played before Certain PP children invited to attend and funded to attend if class teacher feels it would boost their self-esteem, their involvement in school and overall attendance	Mr Maylard-Mason Attendance records Attendance at club recorded half-termly on PP provision maps	For some PP children, attendance began well but they couldn't sustain it and attendance went down after a term, particularly in non-contact boxing Attendance of all clubs being monitored by JM, PE Coordinator
Destitution Fund	£500	support for school uniform, coat, shoes support for school uniform, coat, shoes, PE kit dinner debt of £298 Bus fares Dinner debts PE kit/school uniform, breakfast	Removes barriers to being in school and accessing curriculum such as having correct, clean sports kit on the right day. Enables specific pupil children to operate alongside peers and remove obvious differences/barriers	Enables certain PP children attend school and have a midday meal Support provided through this fund is evidenced on individual PP Provision maps	Support to continue where necessary as supports full involvement of PP children in school day and activities Eg. MM, ZE,
Singing lessons	£390	1 Y6 pupil	To help an individual child with a talent for singing engage with school.	Class teacher to report on levels of engagement and general progress	Class teacher reported increased increasing self-esteem for child involved in singing lessons Enjoyed individual tuition SATs scores all Exp so had positive impact on education

<p>Pupil Premium Coordinators – supply hours -Shared TLR (50/50 split = one full year)</p>	<p>Cost of TLR £2665 + £500 training costs for DA/JM</p>	<p>Monitoring and tracking of PP throughout the school, JM for years 3 and 4, DA for years 5 and 6. Maintenance of PP provision maps – 1 hr meeting with class teacher every term to track progress, assess successfulness of interventions and evaluate progress according to ARE. Writing Pupil Premium Strategy and gathering data for spending and Insight data on children’s progress. Liaising between TA’s administering interventions, class teachers, SENCo and subject leaders to ensure lines of communication are always open and parents if necessary. Attending training on closing the gap for PP children and researching any new interventions which will address needs of PP in school Liaising with PP leaders within the Equals Trust to share best practice and keep in informed of</p>	<p>Effective tracking and monitoring of all PP children across school via half-termly meetings with class teachers</p> <p>Effectiveness of interventions and strategies reviewed every 6 weeks and changed if necessary</p> <p>Useful to bring information together for each child including extra-curric activities, attendance, academic and social and emotional progress.</p> <p>Liaising with PP leaders in Trust to establish clear and effective tracking methods, sharing of methods to ensure greater continuity</p> <p>Time to interview PP children to evaluate impact of whole school measures and interventions on learning</p>	<p>Overall monitoring by headteacher as to effectiveness of role and of tracking and assessment of PP children in school</p> <p>Evidence shown through assessment in Insight as to progress made by PP children termly.</p> <p>Success monitored by attainment of PP children reflecting that of non-PP children therefore the closing the attainment as shown by end of year assessment data</p>	<p>Maintenance of very thorough provision maps to show provision for each individual PP child in school</p> <p>Evidence from different sources to provide accurate whole picture of each child (Class teacher, TA, progress on Insight, attendance, SEN interventions and outcomes, extra-curricular involvement)</p> <p>DA interview with LA/MA/HA PP children found support and interventions were beneficial according to children</p> <p>Outcome to look to set up homework club just for PP to access resources in school to complete homework tasks</p> <p>To improve effective use of Insight to ensure closer tracking of children</p> <p>To develop extra curricular register for attendance of clubs</p> <p>In conjunction with SENCo, DA and CW have created vulnerable pupil list including PP to monitor progress and identify possible barriers to learning across school, given to staff to continue to heighten awareness and monitoring of PP pupils</p>
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4. Review of expenditure 2017-18

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
<p>English Key PP children identified in all year groups make at least expected progress (Fisher Family Trust) in line with their KS1 results in reading and writing.</p>	<p>Whole class text-based topics in most years High expectations and challenging questioning of PP children Work analysis reveals marking and feedback effective for PP children to improve</p>	<p>PP achieving ARE in reading and writing 22% at start of year compared to 38% end of Y3 55% at start of year compared to 70% end of Y4 70% at start of year compared to 61% end of Y5 18% at start of year compared to 69% end of Y6</p>	<p>Reading skills embedded in whole class texts Marking and feedback policy consistent throughout school PP and non PP children responding to comments and making improvements in writing Lesson planning, work analysis, learning walk to show evidence of greater challenge and involvement for PP children in reading for meaning activities.</p> <p>Booster groups continue to be effective in Y6 to consolidate reading for meaning skills (see booster groups below)</p>	<p>£500-£1000 To resource whole class reading</p> <p>(see below)</p>
<p>Maths To continue to close the gap between PP and Non-PP children who are achieving ARE or greater in maths to be measured by end of term assessments</p> <p>To increase proportion of PP children in Year 6 achieving ARE in KS2 SATs and continue to close the gap</p> <p>To continue to close the gap between PP and non PP in key maths skills</p>	<p>TT Rockstars used regularly at home and at school to reinforce and consolidate times tables in all year groups</p> <p>Maths booster groups in Year 6</p> <p>1:1 maths support in Y3 and Y4</p>	<p>Y3: 3/7 PP achieved Expected Y4: 8/10 PP achieved expected Y5: 9/17 PP achieved expected Y6: 8/13 PP achieved expected (2 did not sit tests)</p> <p>72% of PP reached exp compared to 96% of non PP</p> <p>All children involved made considerable progress See Tracking data on Insight and SC folder of baseline and assessments during intervention</p>	<p>TT Rockstars seems to be very effective in consolidating times tables learning in children in fun way, very motivating for PP and non PP children</p> <p>Booster groups in Y6 continue to be effective to consolidate skills and help prepare PP and non PP for SATs (see booster groups below) All made progress</p> <p>Useful, targetted intervention with high impact so will continue</p>	<p>TT Rockstars annual subscription</p> <p>(see below)</p> <p>(see below)</p>

ii. Targeted support (Interventions and booster groups)

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
PP children in Y3/4 in group to be at or near ARE in English	BK to teach target English groups in Y3/4 (PP and nonPP children not making ARE at start of year)	Y3 42% to 67% Exp reading 0-50% Exp writing Y4 50 – 92% Exp reading 12-75% Exp writing	Approach very effective in accelerating learning, consolidating ,key skills and moving PP children to ARE by end of year Helps make them more independent learners and more able to learn in a classroom setting as key skills are consolidated	£26,338
PP children in Y5/6 in group to be at or near ARE in English	KT to teach target English groups in Y5/6 (PP and nonPP children not making ARE at start of year)	Y5 25% to 58% Exp reading 0-50% Exp writing Y6 25% – 50% Exp reading 8%-90% Exp writing	Approach very effective in accelerating learning, consolidating, key skills and moving PP children to ARE by end of year Helps make them more independent learners and more able to learn in a classroom setting as key skills are consolidated	£26,688
PP in Y3 and Y4 make accelerated progress in key learning objectives	1:1 teaching of PP key skills in English and Maths by specialist teachers (BK and SC)	Over 50% of pupils moved from below to on track in ARE by end of year who received 1:1 teaching	Effective learning as individual teaching during regular 1:1 sessions for PP children enable rapid progress	£1,400
To improve spelling ages by min 6mths-1yr	Nessy – Dyslexia based ICT led approach to phonics and spelling	Not a significant improvement in spelling ages (see above)	Timetabling and frequency of intervention difficult to sustain (min 3 times a week) Intervention withdrawn to be replaced with precision phonics teaching programme (KF)	£500-1,000
To significantly improve reading ages of PP children in line with ARE	ARROW	Y5 – 2/3 PP children moved from below to on track Y6 – 2/3 PP children achieved Exp in reading	Intervention worked well with certain children who are fully engaged in programme but less well with others Taylor programme to boost Year 5 and 6 in Autumn term, concentrated approach (10 hours) so less impact on curriculum later during the year	£500
To improve spelling ages by min 6mths-1yr	Apples and Pears	80% PP children improved SA by min 6 mths during intervention	Effective intervention with own baseline to place children at suitable level TAs monitor and Class teacher monitor class SA	£1,000

To improve communication, cooperation and social skills	Lego therapy	PP and nonPP children benefit from improving social skills, communication, cooperation and group problem-solving. Improved speech and language often observed in small group as opposed to classroom setting	Class teacher and TA feedback that communication skills are improving but has to be sig enough to warrant withdrawal from classroom activities See SENCo for SEN tracking documents, 'I can' statements and TA reports – all agree PP children make improvements	£500
To increase % of PP achieving Exp in end of Yr SATs	Y6 Booster groups for Maths and reading DA/VR/MH	8/12 67% of PP children achieved Exp in end of year SATs in reading and maths compared to 88% non PP	Very effective intervention with good results PP children benefitted from extra practise in preparation for SATs	£1,000
Improved social and emotional well-being	Therapat Counselling	3 PP children benefitted from discussing worries surrounding homelife, strategies learnt to help at home and school	Important as a school to offer this to most vulnerable children SG and SENCo to discuss baseline questionnaire and post-counselling questionnaire to monitor effectiveness	£3,000
PP children to be more in line with ARE with speech, language and social skills compared to non PP peers	SALT, ELSA, Social skills	All PP children improved skills Please see SENCo and TA reports for tracking and assessment of 'I can' statements in line with Emotional Literacy questionnaire	Speech therapist employed by Trust sess and reviews Speech and Language programmes for individual PP children All progressed See SENCo and TA reports on effectiveness of social skills interventions All PP pupils increased number of 'I can' statements To continue	£800
To enable PP children to fully participate in line with non PP peers	Curriculum-linked trips and residential	Please see office manager for breakdown of spending on PP children	Enables PP children to experience and consolidate learning in wider settings Residential very helpful to raising self-esteem, building friendships and developing independence To continue	£1,000-£1,500
To enable PP children to fully participate in line with non PP peers	Destitution fund	Please see office manager for breakdown of spending on PP children	Enables PP children to participate in full life of school including PE and swimming To continue	£500
To enhance learning opportunities for PP in line with non PP peers	Extra-Curricular clubs, singing and music lessons	Attendance of clubs for PP children compared to non PP children is improving but still room for improvement DA interviewed PP children to canvas what clubs they would like	Enables PP children to participate in full life of school and introduce them to new skills they might not otherwise have had	£300-500

To maintain and improve achievement, monitoring and tracking of PP children	Shared TLR between JM and DA	Effective and thorough provision mapping incorporating all aspects of PP such as academic, soc and emot progress, attendance, extra curricular, impact of AfA Effective review and strategies put in place for improving provision for PP children	Teachers meet coordinators frequently (at least once a term) to discuss, review and implement strategies for PP Register for club attendance to be created DA interviewed PP children to see effectiveness of provision Interventions reviewed and their efficiency discussed with SENCo, if not working can be cahnged eg Nessy Enables coordinators to use Insight and tracking to monitor effectiveness of PP strategy including attendance and impact of AfA To continue	£2,600
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iii. Other approaches

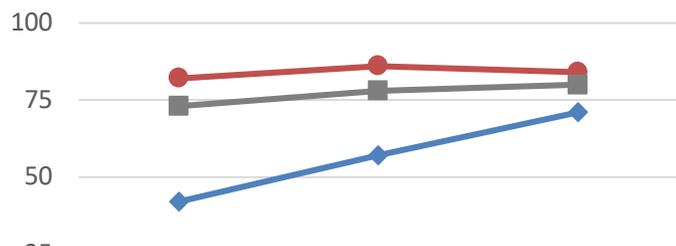
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To accelerate progress for key identified PP children in each class	AfA mtgs termly with class teacher and parent/carer to discuss progress of child and identify barriers to learning at home and school	See individual class teachers' notes/AFA notes in file about meetings, targets and progress Successful approach as can set individual targets	Very useful to make contact with family, develop relationship and support home issues as well as academic learning	No cost

5. Additional detail

The charts on the following pages provide evidence of the impact of our Pupil Premium Spending over the last 3 years in narrowing the attainment gap. Our aim is to compare our PP progress with non-PP nationally.

The charts show that our targeted spending on developing literacy skills has narrowed the gap over the last 3 years in all literacy areas. The majority of our funding has targeted literacy (reading, writing and spelling, punctuation and grammar) . The gap in maths is narrowing at a slower rate than in the other areas. This is something we will continue to address in our plans for future spending.

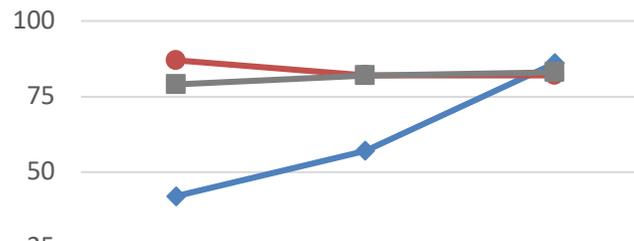
Reading % attaining expected standard



	2016	2017	2018
RMJS PP	42	57	71
RMJS (Not PP)	82	86	84
National (NotPP)	73	78	80

◆ RMJS PP ● RMJS (Not PP) ■ National (NotPP)

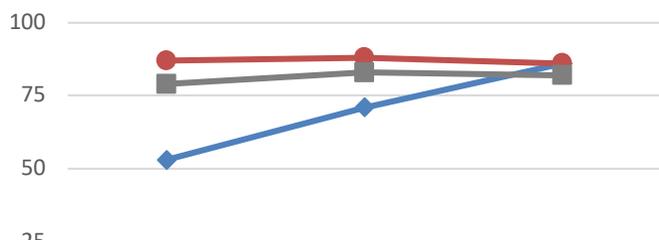
Writing % attaining expected standard



	2016	2017	2018
RMJS PP	42	57	86
RMJS (Not PP)	87	82	82
National (NotPP)	79	82	83

◆ RMJS PP ● RMJS (Not PP) ■ National (NotPP)

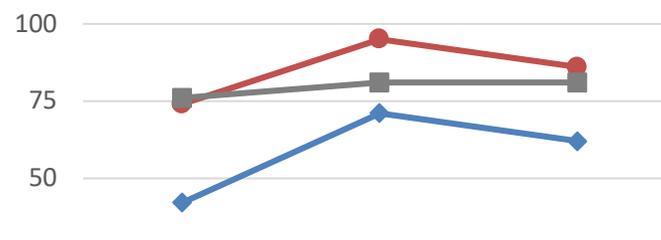
SPAG % attaining expected standard



	2016	2017	2018
RMJS PP	53	71	86
RMJS (Not PP)	87	88	86
National (NotPP)	79	83	82

◆ RMJS PP ● RMJS (Not PP) ■ National (NotPP)

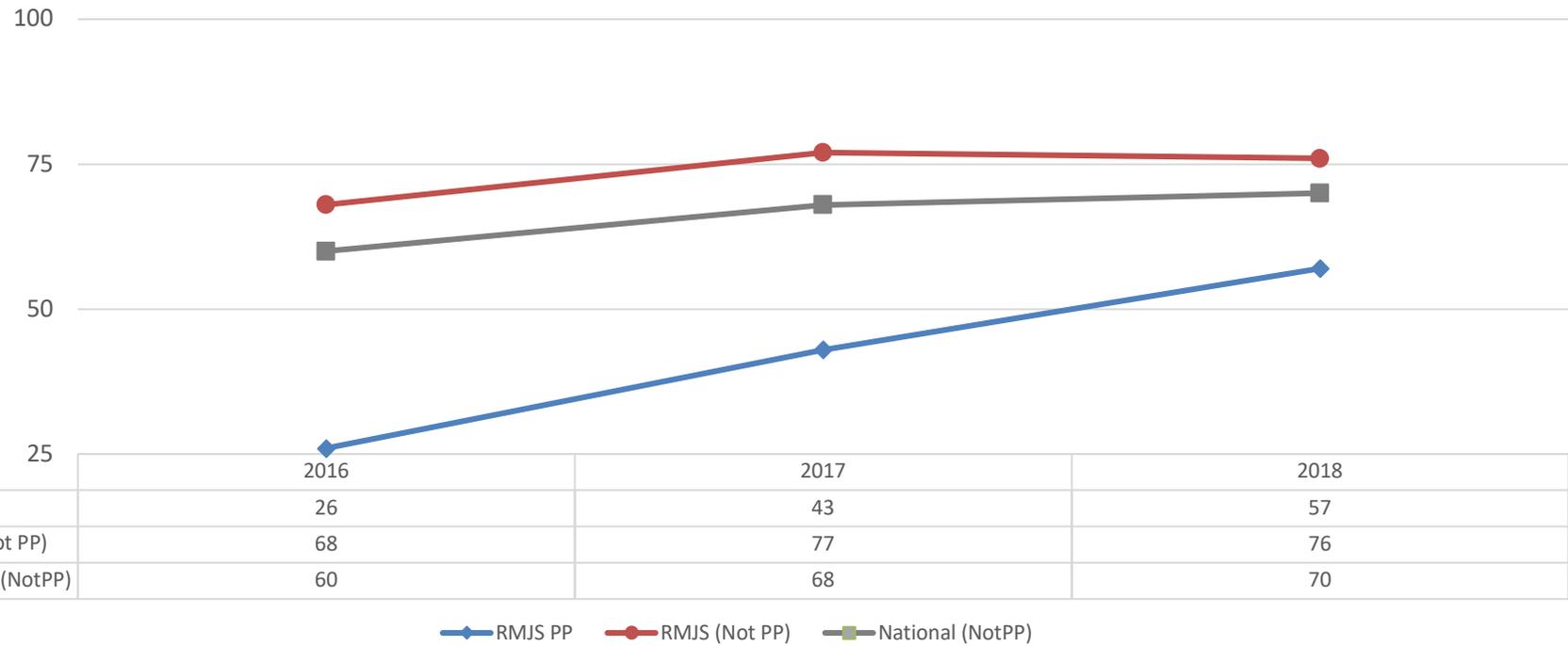
Maths % attaining expected standard



	2016	2017	2018
RMJS PP	42	71	62
RMJS (Not PP)	74	95	86
National (NotPP)	76	81	81

◆ RMJS PP ● RMJS (Not PP) ■ National (NotPP)

Read, write & maths % attaining expected standard



	2016	2017	2018
RMJS PP	26	43	57
RMJS (Not PP)	68	77	76
National (NotPP)	60	68	70

◆ RMJS PP
 ● RMJS (Not PP)
 ■ National (NotPP)