



		KS2 2017			2017	end of KS2 2017	2017	2017
Reading	100%	100%	95%	91%	75%	0%	29%	27%
Writing	100%	66%	95%	86%	50%	0%	33%	36%
Mathematics	100%	66%	95%	100%	75%	0%	29%	45%
KS2 Progress for ALL pupils: Reading 0.95 Writing 0.8 Mathematics 2.6 Pupil Premium Progress: Reading 2.3 Writing -0.12 Mathematics 1.65								

1. Barriers to future attainment (for all pupils eligible for PP including high ability)	
In school barriers (issues to be addressed in school)	
A	75% of Pupils eligible for Pupil Premium entered EYFS 2017 with a baseline below the national average in the prime areas (communication and Language, PSED and Physical development).
B	At the end of KS2 2017, the progress in writing for Pupil Premium pupils was -0.12 which was below National. At the end of KS2 2017, the percentage of Pupil Premium pupils achieving EXS in Reading was 100% with 67% (2/3 pupils) achieving EXS in writing and maths which was below PP National expectations. At the end of KS2 2017, the percentage of Pupil Premium pupils achieving Greater Depth in Reading, writing and maths was 0% which was below National. However, this was a very small cohort but despite this we have targeted 100% of Pupils eligible for Pupil Premium to achieve GD at the end of KS2 in reading and mathematics with 83% targeted for GD in writing. At the end of Y1, the percentage of Pupil Premium pupils achieving GD in Maths was below Non PP.
External barriers	
E	Attendance rates for pupils eligible for Pupil Premium at the end of 2017 was 95.41% which was below National 96.4% and All pupils 96.75% Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers so in order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.

2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improved achievement in the Prime areas (C&L, PD and PSED) for PP in EYFS. Progress and attainment for PP pupils is at least in line with National expectations.	Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve Good Level of Development or exceeding. Progress monitored weekly.
B	Higher rates of progress in writing at the end of KS2 for pupils eligible for Pupil Premium. Higher rates of attainment for Pupils eligible for Pupil premium in reading, writing and maths at the end of KS2.	Pupils targeted for EXS or Greater depth – progress regularly reviewed. 100% of Pupils eligible for Pupil Premium achieve EXS in writing at the end of KS2 with 83% targeted for GD. 100% of Pupil eligible for Pupil Premium targeted to achieved GD at the end of KS2 in reading and mathematics. The progress in writing is at least in line with National at the end of KS2.



	Higher rates of progress and attainment in maths at the end of KS1 for PP pupils.	Pupils (identified as high prior attaining) targeted for Greater Depth - progress regularly reviewed against Greater Depth. 60% of Pupils in the current Y2 class achieve GD at the end of KS1 in Maths. Lead indicators are monitored and acted upon weekly.
C	Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)	End of year attendance shows PP children in line or above non PP children and in line with our Aspiration target of 98%

Planned expenditure					
Academic Year	2017/2018				
The three headings below enables schools to demonstrate how they are using the pupil premium to improve pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Improved achievement in the Prime areas (C&L, PD and PSED) for PP in EYFS. Progress and attainment for PP pupils is at least in line with National.	To ensure there are 7 classes with 25 pupils per class. CPD on high quality feedback Smaller class size groups to provide targeted individual attention, challenge and feedback to children. Ongoing staff training on delivering RWINc programme Staff training on developing Oracy and developing PSED in EYFS from the Trust SLE	We want to train our teachers in giving effective feedback. Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable. RWINc programme improves children's communication and language skills through a series of strategies like Your turn my turn. We want to continue to train new teachers in the Ruth Miskin's training programme and ensure that the RWINc lead attends regular updated RWINc development days so that she can develop staff through master classes. EYFS children learn best through an enriched continuous provision. Ongoing research group activities with Ellacombe and SLE to enrich writing experience for PP pupils. High quality oracy and writing opportunities to be embedded through the continuous	Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children. Children eligible for PP in EYFS targeted to make rapid progress by the end of the year so that they achieve a Good Level of Development or exceeding. Progress monitored weekly. EYFS bespoke PDMs and twilights planned throughout the year across the Trust and lead by the EYFS SLE. Weekly book/online journals (Tapestry) conferencing, lesson observations and pupil conferencing RWINc Lead and Head of Academy to attend CPD - Reading Leader x 3 days	RWINc lead EYFS practitioner	March 2018



		<p>provision. Teacher/child lead opportunities planned in class and outside area to enable children to develop language skills and PSED through continuous provision. Visits to PP champion schools.</p>	<p>RWINc Lead to run master classes and coaching sessions. RWINc development days x 3 1st Nov 2017, 17th January 2018 and 18th April 2018 RWINc training for new staff Development days and peer observations. RWINc resources and access to the portal. Planned research group. EYFS practitioner to work with SLE and EYFS practitioner at Ellacombe.</p>		
<p>Higher rates of progress in writing at the end of KS2 for pupils eligible for Pupil Premium.</p> <p>Higher rates of attainment for Pupils eligible for Pupil premium in Reading, writing and maths at the end of KS2.</p> <p>Higher rates of progress and attainment in maths at the end of KS1 for PP pupils.</p>	<p>To ensure there are 7 classes with 25 pupils per class.</p> <p>Implementation of 'No Problem Maths' Y1 - 5</p> <p>Planned CPD on high quality feedback.</p> <p>Planned training - teaching school - raising attainment in' writing.</p> <p>Pupils targeted for EXS or Greater depth – progress regularly reviewed.</p> <p>Pupils (identified as high prior attaining) targeted for GD</p>	<p>We want to ensure that high prior attaining PP pupils achieve greater depth and make progress that is at least in line with National.</p> <p>We want to ensure that we target a proportion of middle prior attaining pupils by setting aspirational targets so that they are able to achieve Greater Depth.</p> <p>We want to ensure that low attainers are targeted at EXS and reach at least ARE at the end of KS2.</p> <p>'No Problem Maths' is based on recommendations from notable experts such as Jerome Bruner, Richard Skemp, Jean Piaget, Lev Vygotsky, and Zoltan Deines, Singapore maths is an amalgamation of global ideas delivered as a highly-effective programme of teaching methods and resources.</p> <p>The effectiveness of this approach is demonstrated by Singapore's position at the top of the international benchmarks such as TIMSS and PIRLS.</p> <p>Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable. Research from John Hattie feedback in schools and EEF Toolkit.</p> <p>We want to refine the way our teachers give effective</p>	<p>PDMs planned throughout the year across the Trust in English and Mathematics. Weekly book conferencing, lesson observations and pupil conferencing</p> <p>Research and development (R&D) triads presentations and written reports on feedback.</p> <p>RWINc spelling training for new KS2 teaching staff.</p> <p>Ensure 'No problem Maths' CPD for teachers in Years 1 to 5 is in place and impact monitored. Ensure that resources to support 'No Problem Maths' are in place.</p> <p>Teachers to implement the training and research into boys writing into the curriculum.</p> <p>Pupils targeted for EXS or Greater depth – progress regularly reviewed. 100% of Pupils eligible for Pupil Premium achieve EXS in writing at the end of KS2 with 83% targeted for GD. 100% of Pupil eligible for Pupil Premium</p>	Head of Academy	March 2018



		<p>feedback to move children's learning as research suggest effective feedback using strategies such as Bloom's mastery. EET Toolkit suggests that: <i>The most recent meta-analysis of studies focusing on formative assessment in schools indicates the gains are more modest, suggesting an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.</i></p> <p>Visits to Pupil Premium champion schools.</p>	<p>targeted to achieved GD at the end of KS2 in reading and mathematics.</p> <p>The progress in writing is at least in line with National at the end of KS2.</p> <p>Pupils (identified as high prior attaining) targeted for Greater Depth - progress regularly reviewed against Greater Depth.</p> <p>60% of Pupils in the current Y2 class achieve GD at the end of KS1 in Maths.</p> <p>Greater Depth - progress regularly reviewed against Greater Depth.</p> <p>Lead indicators are monitored and acted upon weekly.</p>		
Total budgeted cost					27,541
Targeted support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
<p>Improved achievement in the Prime areas (C&L, PD and PSED) for PP in EYFS.</p> <p>Progress and attainment for PP pupils is at least in line with National.</p>	<p>RWINc 1:1 programme</p> <p>Small group and individual's targeted with additional interventions delivered through continuous provision in PSED and C&L</p> <p>Ongoing research group activities across the LAP to enrich writing experiences for pupil premium pupils in writing.</p> <p>Work closely with the parent support team through the central targeting families.</p>	<p>Children needing targeted support to catch up. 1:1 and small interventions with highly qualified staff have shown to be effective, as shown from the research from John Hatte feedback in schools</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities with Ellacombe and SLE to enrich oracy and writing experience for Pupil premium pupils, especially boys. High quality writing opportunities to be embedded through the continuous provision.</p>	<p>Class teacher and TA to work alongside the Trust EYFS lead (SLE)</p> <p>Class teacher to set a timetable to work with Ellacombe EYFS pupils across the Trust.</p> <p>EYFS teacher to continue to develop on the recent research into boys writing into the continuous provision. Monitoring through learning diaries, weekly PRAISE, lesson observations and pupil conferencing.</p> <p>Engagement (and leading on) with the teaching school CPD, specifically targeted to learning environments.</p> <p>Families are working collectively with the Parent support team to ensure that barriers to learning are reducing.</p>	EYFS practitioner	March 2018



	<p>Small group teacher/child lead opportunities planned in class and outside area to enable children to develop language skills and PSED through continuous provision.</p> <p>Visits to PP champion schools.</p>				
<p>Higher rates of progress in writing at the end of KS2.</p> <p>Higher rates of attainment in Reading, writing and maths at the end of KS2.</p> <p>Higher rates of progress and attainment in maths at the end of KS1 for PP pupils.</p>	<p>RWInc 1:1 sessions Small group work through the Counting to calculate programme, Write Away and Success at Arithmetic programme. 1:1 and small group pupil conferencing. Introduce RWINC 'Fresh Start' into KS2. Training for teaching staff on how to use the programme. THRIVE sessions Year 5 and 6 Sound training – small groups. Breakfast School and After School provision Easter School and PGL residential prior to SATS</p>	<p>RWInc 1:1 support for Fluency in reading Some of the children need targeted support to catch up. 1:1 and small interventions Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie. THRIVE sessions to support children with social, emotional and behaviour needs. Fresh Start rescues older readers aged 9 and above who are below expected standards in reading and writing. The programme is designed to get all children reading and writing fluently in 33 weeks Engages children with age-appropriate anthologies Ensures all children can read confidently before secondary school. Small group – Sound training is designed to boost vocabulary development and literacy skills with sustained improvements in reading ages.</p>	<p>Deliver training to new staff in RWInc 1:1, Counting to Calculate, Success in Arithmetic and Write Away Programmes. Engage with parents and pupils to address any concerns or questions about the interventions. Parents to attend RWInc workshops so they can support their child at home. Impact monitored by SLT THRIVE trained HLTAs to work with pupils on two afternoons per week. RWINC training for HLTAs and teachers for 'Fresh Start'. Resources ordered to support the programme. Monitor impact of the programme. Assesses children every eight weeks to ensure that they have the best provision to make speedy progress. Assessment of children's vocabulary for all year 5 and year 6 children. Children identified and provision made for pupils to attend Warberry CE Academy for Sound training. Children assessed at beginning of training and at the end (after the 6 week programme).</p>	SLT	March 2018
Total Budgeted cost					£13,961



Other approaches					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)	<p>Head of Academy to work with attendance officer to monitor pupils and follow up quickly on absences. First day response provision. Parent support worker to meet with Head of Academy to follow any actions that arise from the attendance meeting.</p> <p>Breakfast club to ensure that children attend school and are on time and ready to learn.</p>	<p>Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.</p> <p>Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at its best!</p>	<p>The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing. Attendance officer to produce weekly breakdown of attendance for vulnerable groups. Fortnightly attendance report. Half termly attendance report including Persistent Absentees. It is the responsibility of everyone school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly. Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance. Parent support worker to be deployed at school for one day a week. Parent support worker to be part of the attendance meeting with the Head of Academy and the attendance officer. SLT to have regular discussions with Parent support worker regarding support offered to parents/workshops attended.</p> <p>Children start the school day ready to learn.</p>	Head of Academy	March 2018
Total Budgeted cost					4,698
6. Review of expenditure					
Academic Year	2016/2017	£48,840			
Previous Academic Year - 2016/2017					



Quality of teaching for all				
Desired outcomes	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.	Lessons learned	Cost
<p>Improve C&L and PSED for pupils eligible for PP in EYFS.</p> <p>Improved progress for PP summer born boys, especially in writing.</p> <p>Higher rates of progress and attainment for the prior higher attaining pupils eligible for PP</p> <p>Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)</p>	<p>RWInc 1:1 programme Small group and individual's targeted with additional interventions delivered through continuous provision in PSED and C&L</p> <p>Ongoing research group activities across the LAP to enrich writing experiences for summer born boys in writing.</p> <p>Work closely with the parent support team through the central targeting families.</p> <p>RWInc 1:1 sessions Small group work through the Counting to calculate programme, Write Away and Success at Arithmetic programme. 1:1 and small group pupil conferencing. THRIVE sessions</p>	<p>End of EYFS: 92% of all pupils achieved GLD with 100% (2 pupils) eligible for Pupil Premium: 50% exceeding in Reading and Writing. Phonics Screening: 100% of all pupils achieved Phonics Screening Check with 100% of pupils eligible for PP achieving.</p> <p>End of KS1: All pupils 96% achieved the expected standard in Reading, Writing and Maths with 100% (4 pupils) of pupils eligible for Pupil Premium achieving the expected standard in Reading, Writing and Maths. 75% of Pupil Premium pupils achieved GD in Reading and Maths with 50% achieving GD in Writing which was above Non Pupil Premium pupils.</p> <p>End of KS2: All pupils achieved 92% Reading, 84% Writing and 96% Maths at the Expected standard with 100% of pupils eligible for Pupil Premium achieving Expected standard for Reading. In Writing and Maths, 66% (2 out of 3 pupils) of PP achieved EXS</p> <p>Attendance for whole school was 96.75% which was above National with gaps in PP at 95.41%.</p> <p>The overall Persistent Absentees for all children was at 2.3% with a closed gap in Pupil Premium pupils at 0.58%</p> <p>Whole school data for PP was above Non PP for Greater Depth – see data above.</p>	<p>Continue to focus on 'more able' pupils and 'more able' PP. Children continue to come in below where we expected them to be specifically in terms of communication and language. Targeted focus on identifying those who are at risk of not converting working at ARE to working in Greater Depth. (Lessons learned have fed into Desired outcomes and chosen action/approaches for 201-18) Continue to focus on Writing and achievement specifically for 'more able' PP.</p> <p>Introduce 'Fresh start' - Fresh Start rescues older readers aged 9 and above who are below expected standards in reading and writing. The programme is designed to get all children reading and writing fluently in 33 weeks. Need - Training for HLTA to deliver the programme and resources needed. Continued focus on attendance and targeted work with those in danger using Family Support Team and targeting early. Focus on current Y2 cohort to ensure that the percentage of children achieving GD at the end of Year 2 is above 17% (end of Y1) and at least in line with Non PP at the end of KS1. Target for end of Y2 for Greater Depth: All pupils: R50% W45% M36% PP pupils R60%, W 40% M60%</p>	<p>£21,000</p>



			Focus Y5 cohort – end of Y4 PP achieved 33% in writing which was below Non PP Target for end of Y5 to achieve Greater Depth: For all children: R,W 38%, M46% PP Pupils: 40% R,W,M	
Targeted support				
Desired outcomes	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.	Lessons learned	Cost £23,940
<p>Improve C&L and PSED for pupils eligible for PP in EYFS.</p> <p>Improved progress for PP summer born boys, especially in writing.</p> <p>Higher rates of progress and attainment for the prior higher attaining pupils eligible for PP</p>	<p>RWInC 1:1 programme</p> <p>Small group and individual's targeted with additional interventions delivered through continuous provision in PSED and C&L</p> <p>Ongoing research group activities across the LAP to enrich writing experiences for summer born boys in writing.</p> <p>Work closely with the parent support team through the central targeting families.</p> <p>Speech and Language support (target provision)</p> <p>Easter School and PGL residential prior to SATS</p>	<p>No gaps for our pupils eligible for PP (see data above)</p> <p>No gaps for our pupils eligible for PP (see data above)</p> <p>Positive PP gap at end of EYFS, Phonics and KS1</p> <p>100% of Pupil Premium Pupils who attended breakfast club achieved EXS in Reading, Writing and Maths at the end of KS2.</p>	<p>Targeted approach resulted in impact, whole staff, targeted CPD, visits to pupil premium champion schools, research all drove the relentless focus and need to be built upon next year.</p> <p>Early intervention and engagement with families is key. Ensuring that parents are aware of the family support team and how they can support them. Ensuring that we have a parent support worker in school for at least one day a week.</p> <p>Provision of crèches, workshops and targeted audience all had impact on pupils.</p> <p>To continue to offer breakfast club and after school provision for Pupil eligible for PP.</p>	
Other approaches				
Desired outcomes	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.	Lessons learned	Cost
<p>Sustainable increased attendance rates for targeted pupils eligible for</p>	<p>Head of Academy to work with attendance officer to monitor pupils and follow up quickly on absences.</p> <p>First day response</p>	<p>Attendance for whole school was 96.75% which was above National with gaps in PP at 95.41%.</p> <p>The overall Persistent Absentees for all children was at 2.3% with a closed gap in Pupil Premium pupils at 0.58%</p>	<p>Early intervention and engagement with families is key. Ensuring that parents are aware of the family support team and how they can support them. Ensuring that we have a parent support worker in school for at least</p>	£3,900



PP. (Target 98%)	provision Breakfast School and After School provision		one day a week. Provision of crèches, workshops and targeted audience all had impact on pupils. To continue to offer breakfast club and after school provision for Pupil eligible for PP.	
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