



Pupil premium strategy statement: Glenbrook Primary School 2016/17

1. Summary information					
School	Glenbrook Primary School				
Academic Year	2016/17	Total PP budget	£163,680	Date of most recent PP Review	Sept 2015 (internal to the academy Trust)
Total number of pupils	281	Number of pupils eligible for PP	124	Date for next internal review of this strategy	Sept 2017

2. Current attainment (outcomes at the end of KS2 2016)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (National)</i>
% working at the expected standard or above in reading, writing and maths	8%	60%
% working at the expected standard or above in reading	7%	71%
% working at the expected standard or above in writing	79%	79%
% working at the expected standard or above in maths	64%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low entry baseline in all EYFS strands, especially communication and language. Wide PP and non PP gap on entry. PP boys underperforming on entry compared with girls although there is cohort variation observed.
B.	Pre – academy - historical underperformance and low expectation over several years that was well embedded.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Access to wider support for vulnerable families. Communication and sharing of information between external services can be a barrier.
D.	Our PP attendance is higher than national PP. Attendance levels are below average when compared with all pupils.
E.	The deprivation indicator for Bilborough is 0.53.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading outcomes at the end of KS2 for pupils entitled to Pupil Premium funding.	Data outcomes in line with or moved significantly closer to national non PP peers.
B.	Increase the proportion of pupils entitled to Pupil premium funding who pass the phonics test at the end of year 1.	Data outcomes in line with national non PP peers and above 70%.
C.	Increase the proportion of higher attaining pupils entitled to Pupil Premium funding reaching the new higher standard in reading, writing and maths by the end of KS2.	Data outcomes in line with national non PP peers.
D.	Increase outcomes in reading, writing and maths combined at the end of KS2 for pupils entitled to Pupil Premium funding.	Data outcomes in line with national non PP peers or moving significantly closer.
E.	Close the gap between PP pupils on entry to F2 with non PP pupils.	Data outcomes in line with national non PP peers or moving significantly closer.
F.	Attendance for pp pupils will be in line with all pupils nationally.	The gap will be closing with national.

5. Planned expenditure					
Academic year	2016/17				
i. Quality of teaching for all					
Desired outcome	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 implementation?
This target links to outcome A. <ul style="list-style-type: none"> Teacher modelling of reading will be of a high standard across school. 	Inference training	Inference training is a reading comprehension intervention for pupils in KS2 who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading.	<ul style="list-style-type: none"> Delivery of whole school INSET day to ensure consistency of approach. Follow up staff meetings/coaching day Resource Health check review 	Literacy subject lead. £3000 training and resourcing	Weekly review of data in Y2, Y5 and Y6. Half termly review of data in other years.

<ul style="list-style-type: none"> • Pupils across school will employ the range of strategies outlined in column 3 confidently. • At the end of KS1/2, pupils engaged in the programme will achieve ARE and reach their full potential, when teacher assessed. • Girls will make the progress they are capable of by the end of KS2. 		<p>Pupils will employ a range of reading skills such as:</p> <ul style="list-style-type: none"> • Activate background knowledge and working memory • Integrate information/ideas and make inferences to get gist • Have high expectations of text making sense • Make predictions, ask own questions and watch out for “answers” • Can visualise when appropriate • Monitor meaning, notice breakdown and use breakdown strategies • Read frequently and enjoy reading <p>Intervention training is a new programme for our school</p>	<ul style="list-style-type: none"> • Observation of Literacy lessons • Staff dialogue • Impact on outcomes; pupil progress meetings/data scrutiny • Planning review • Assign to target interventions • Linked to whole school appraisal cycle • Closely focussed tracking of girls’ progress in reading. 	<p>£9,632 Inference intervention teacher</p>	<p>Re-set expectation/direction, as appropriate.</p>
<p>This target links to outcomes E,B,C</p> <ul style="list-style-type: none"> • Pupils across school will have fluent, legible and speedy handwriting that can be performed automatically. • They will show competence in transcription and composition. • Pupils will reach ARE by the end of each phase for handwriting. 	<p>Kinetic letters</p>	<p>The programme focuses on four threads; making bodies stronger, holding the pencil, learning the letters, flow and fluency.</p> <p>Key principles of the programme recognise that reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.</p> <p>This programme has been chosen to ensure more pupils are reaching ARE by the end of EYFS and year one. Handwriting is the barrier to higher attainment levels.</p>	<ul style="list-style-type: none"> • Delivery of whole school INSET day • Follow up staff meetings/coaching day • Resource well • Health check review after 1 term • Observation of Literacy lessons • Staff dialogue • Impact on outcomes will be measured; pupil progress meetings/data scrutiny 	<p>Literacy subject lead.</p> <p>£3000 Resources and training.</p>	<p>Half termly review of data and work scrutiny.</p> <p>Weekly phase book look.</p> <p>Weekly moderation of Big Write Books.</p>
<p>This target links to outcome C.</p> <ul style="list-style-type: none"> • Good progress for pupils in all phases. • There will be no difference in pupil outcomes; reasoning and arithmetic when compared with national data by the end of KS2. 	<p>Embed Singapore Maths strategies</p>	<p>At the end of last year pupils made good progress in Maths. This model of teaching has been in place for one year. Pupils apply greater confidence to lessons and high levels of enjoyment and pupil engagement observed.</p> <p>The programme ensures pupils experience a rich and varied maths experiences that builds on previous understanding. Pupils develop a mindset for figuring out none routine problems that supports the development of different learning strategies and their application.</p>	<ul style="list-style-type: none"> • Participation in a hub wide Mastery project. • Consultancy support • Applying a range of monitoring strategies • Coaching and peer teaching • Impact of outcomes; pupil progress meetings/data scrutiny • Maths subject lead participation in MAST project • Learning from an Mastery “expert” 	<p>Maths subject lead</p> <p>£3000 Resources and further consultancy support SL non contact</p>	<p>Termly review of data and discussion at SLT/SIP WP mtgs.</p> <p>Pupil progress meetings in Y2, Y6 and Y5.</p>

<p>This target links to outcome B.</p> <ul style="list-style-type: none"> • Pupils entitled to PP will reach standards of attainment in line with their national peers by the end of Y1. • The % of pupils in Y2 who are new to the test/or re-taking the test will be in line with national data. 	<p>Refresh expectations around the teaching of phonics.</p> <p>Quality first teaching of phonics every day.</p>	<p>Pupils entitled to PP did not do as well as their PP peers nationally. This has led to a review of how phonics is taught in school and a new approach introduced.</p> <p>The approach is based on a model at an outstanding trust school that secures high standards of attainment in phonics at the end of year one.</p>	<ul style="list-style-type: none"> • Support via an outstanding primary school within the trust • Buddying across year groups to support implementation of new approach • Purchase new resources • Allocate appropriate TA/teacher support • CPD ongoing over the year • Ensure tracking is sharpened • Review via external QA • Action plan within the SIP • Visits to other good or outstanding schools to observe phonics teaching 	<p>Key Stage one lead</p> <p>£2000 staff release and resourcing.</p>	<p>Half termly review of data and discussion at SLT/SIP WP mtgs.</p> <p>DHT to support lessons weekly with review and evaluation ongoing.</p>
Total budgeted cost					£20,632

ii. Targeted support					
Desired outcome	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 implementation?
<p>This target links to outcome A and B.</p> <p>To re-set the lowest attaining pupils back in line with ARE for reading within 20 weeks.</p>	<p>Reading Recovery</p>	<p>ECaR teacher to deliver structured reading programme throughout year in order to narrow or close the gap to age-related expectations</p> <p>Very successful outcomes for pupils over the past two years.</p> <p>Strong systems embedded and working well.</p> <p>A commitment from staff and parents to ensure the success of the programme.</p>	<ul style="list-style-type: none"> • Systematic monitoring of the programme. • Strong parental engagement in the programme • External quality assurance • Partnership working and sharing of good practice • Reading Recovery link teacher in place to measure progress and quality assure • Link to appraisal cycle and review progress towards objectives. 	<p>KS1 lead RR teacher</p> <p>ECAR teacher £27,000</p> <p>ECAR teacher £22,475</p>	<p>Half termly review at SLT</p> <p>Regular review and discussion with RR teachers</p>
<p>Accelerated progress for children identified; children who had made less than expected progress in the previous year, to make expected progress and more in this academic year in Maths.</p>	<p>Numicon</p>	<ul style="list-style-type: none"> • This programme exemplifies the principles of maths mastery and promotes the use of concrete apparatus and imagery to embed deep understanding. • Recent studies suggest this programme is effective in embedding mathematical understanding and accelerating progress. • This programme supports our approach to teaching Mathematics and should complement learning in lessons. 	<ul style="list-style-type: none"> • Tracked weekly, attendance monitored • Impact assessed via end of term tests/teacher assessment • Pupil progress dialogues • Feedback to classteacher/SLT • Data scrutiny • Led and monitored by the KS1 lead 	<p>Maths subject leader</p> <p>£4000 Resources and delivery</p>	<p>Half termly review at SLT.</p> <p>Weekly review and discussion with Y2 teachers.</p>

<p>This target links to outcome B and E.</p> <p>Boost a child's communication by an average of 18 months after 10 weeks intervention in EYFS and Y1.</p>	<p>Talk Boost</p>	<p>Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.</p> <p>This programme aims to Improve pupil behaviour by developing pupil attention, listening and communication skills.</p>	<ul style="list-style-type: none"> • Target groups identified based on a range of sources • Tracked weekly, attendance monitored • Impact assessed via end of term tests/teacher assessment • Pupil progress dialogues • Led and monitored by the EYFS lead 	<p>Lead TA</p> <p>£2355</p>	<p>Half termly review at SLT</p> <p>Regular review and discussion with EYFS/TA lead</p>
<p>This target links to all outcomes.</p> <p>Pupil barriers to learning are broken down so that all pupils engaged in nurture make good progress.</p>	<p>Nurture and wellbeing approaches:</p> <p>Learning Mentor Nurture TA School Counsellor</p>	<p>Staff to embed a nurturing culture throughout school by focussing on the emotional needs of pupils as well as supporting academic integration. This is our rationale.</p> <p>This approach is very successful at our school and it is something we commit to for pupils who need support for their emotional well being.</p>	<ul style="list-style-type: none"> • Timetabled sessions weekly that is needs driven. • Parental engagement to support the process. • Additional CPD to support different strategies applied. • A triangulation of support via the three members of staff identified in column 2. • Monitoring systems via data scrutiny and a reduction in incidents, low level and challenging • Support monitored through various other teams; DSP, attendance and family liaison. • Provision mapping. • Review of policies linked to this plan. 	<p>Learning Mentor</p> <p>£8,592</p> <p>Nurture TA</p> <p>£12,451</p> <p>Resources and training</p> <p>£1000</p> <p>School C</p> <p>£4680</p>	<p>Reviewed at different team meetings.</p> <p>Overall evaluation at SLT via data scrutiny and pupil progress meetings half termly.</p> <p>Discussion with staff involved.</p>
<p>This target links to outcome B.</p> <p>All pupils who take part in this intervention will meet the required standard at the end of Y1 or Y2 for phonics. The % of pupils in Y2 who are new to the test/or re-taking the test will be in line with national data.</p>	<p>Read, Write, Inc 1:1 tuition</p> <p>Fresh start resources and training.</p>	<p>This approach can be effective as it can accelerate progress of up to 5 months per pupil. Our school has experienced accelerated progress for pupils taking part in this programme 20 weeks = up to 18 months progress.</p> <p>For this reason, RWI remains on our intervention list but is now part of our wider phonics remit.</p> <p>Fresh Start is a new strategy for our school.</p>	<ul style="list-style-type: none"> • Timetabled sessions, as appropriate. • Review via our intervention programme. • Training for delivering 1:1 phonics. • High parental engagement to ensure the programme is having maximum impact. • High quality resources support the implementation. • CPD refresher 	<p>TA delivery</p> <p>£7352</p> <p>Resources</p> <p>£2000</p>	<p>Overall evaluation at SLT via data scrutiny and pupil progress meetings half termly.</p> <p>Weekly pupil progress meeting in Y2.</p>

<p>This target links to outcome C and D. To ensure pupils who are part of intervention support make at least good progress.</p> <p>All pupils will accelerate to age expectations where this is appropriate or be on trajectory to do</p>	<p>Intervention teacher support</p>	<p>To have maximum impact accelerating the progress of pupils falling behind, target groups that identify and plug gaps so that pupils keep up with their peers and reach their potential.</p> <p>The EEF report that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Pupils can make up to 4 months accelerated progress.</p>	<ul style="list-style-type: none"> • Ensure the quality of teaching to the group is good or better for impact to be most effective. • QA the quality of feedback within the sessions. • Timetabled sessions weekly • Fluidity around who is in the groups and keeping the pace sharp • Responsibility for the organisation of groups – DHT who will deploy teachers 	<p>£10,000</p>	<p>Overall evaluation at SLT via data scrutiny and pupil progress meetings half termly.</p> <p>Weekly pupils progress meetings in Y2 and Y6.</p>
<p>This target links to outcome A, C, D.</p> <p>Pupils who are engaged in the programme will re-set their reading age within 10 weeks to ARE.</p>	<p>Switch on Reading</p>	<p>Pupils at our school who participate in the programme make good progress overall.</p> <p>The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels.</p> <p>The Education Endowment Foundation suggests Switch-on can be an effective intervention for weak and disadvantaged readers at the stage of transition to secondary school. We believe it is effective across school and have strong evidence to support this.</p>	<ul style="list-style-type: none"> • Train additional TAs to run the programme • Identify pupils for the intervention and track as part of our cycle • Ensure parental engagement supports the programme • Support via the RR teacher to stay on track • Follow up support for pupils to ensure exit sustains progress • Participation in the City network meetings. 	<p>TA 1 £2,355</p> <p>TA 2 £2,758</p>	<p>Half termly review at SLT and monitoring of progress via the RR teachers.</p> <p>Regular discussion with RR teacher.</p> <p>Scrutiny of book bands, half termly.</p>
Total budgeted cost					£107,018

iii. Other approaches					
Desired outcome	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 implementation?
<p>This target links to outcome F.</p> <p>Attendance for vulnerable pupil groups will be in line with national attendance data.</p> <p>Vulnerable pupils will attend school every day, on time with the support of our Attendance Officer. Those pupils not attending will be given support and advice, as appropriate.</p>	Attendance and Family support worker	<p>Pupils who miss school often miss vital learning opportunities and fall behind quickly when compared to pupils who attend every day.</p> <p>This role plays a vital part in our strategy to ensure all pupils have access to learning at our school and make the progress they are capable of.</p>	<p>Various strategies are embedded for this role already. These will be refreshed and progressed as circumstances arise.</p> <p>Weekly meetings to ensure attendance is on track and to intervene quickly, where attendance of pupils is unsatisfactory.</p>	£26,769	<p>Weekly review meetings.</p> <p>Termly review at strategic committee meetings.</p> <p>Reporting via the HT report to governors.</p>
<p>This target links to all outcomes.</p> <p>Pupil engagement in a range of enrichment opportunities will be high.</p>	<p>Enrichment opportunities:</p> <p>Contribution to school visits/trips</p> <p>Whole class musical tuition</p>	<p>All vulnerable pupils have access to a range of cultural opportunities each school year in school and offsite.</p> <p>Whilst impact can be hard to measure, these opportunities can impact positively on pupil wellbeing and reduce incidents of poor behaviour/improve self-esteem and concentration levels.</p>	<p>Planned in over the year</p> <ul style="list-style-type: none"> • Subsidy applied to the cost of the overall visit • Tracked each half term • Part of our regular curriculum offer • Monitoring of various surveys • Scrutiny of data – achievement and wellbeing. Eg: attendance and behaviour. 	£7500	<p>Annually or as part of a policy review.</p> <p>Termly review of enrichment activities.</p>
<p>This target links to outcomes A,C D, E</p> <p>Vulnerable pupils who have English as an additional language will make good progress in language acquisition over the school year.</p> <p>At the end of KS2, EAL pupils will have attained in line with national peers.</p>	EAL support teacher and TA	<p>Pupils who have English as an additional language make good progress by the time they leave our school in Y6. This is an area of strength. Our EAL teacher/TA have strengthened our provision.</p> <p>Specialist EAL teachers have a significant impact in raising attainment. This year staff will be supported to:</p> <ul style="list-style-type: none"> • understand and apply the key principles of EAL pedagogy in their daily practice; • understand the opportunities afforded by the broad curriculum for the development of the additional language; 	<ul style="list-style-type: none"> • Ensure effective tracking systems are in place to support the assessment of language acquisition. Refresh expectations. • TA to be deployed where support is needed. This is to be monitored by a range of strategies. • 1:1 support to be assessed half termly. • Embed policy • Further training, as appropriate for EAL TA. • Data scrutiny. • Action planning 	EAL leader EAL teacher £6568	<p>Half termly review at SLT.</p> <p>Pupil progress meetings Y2, Y6, Y5.</p>

		<ul style="list-style-type: none"> • explore learning and teaching approaches, including bilingual strategies and the use of ICT, which facilitate access to the curriculum and additional language development for children learning EAL; • provide conditions for learning which value diversity, and promote confidence and a sense of belonging; • develop effective partnerships with parents, carers, families and communities. 	<ul style="list-style-type: none"> • Supporting other colleagues/CPD for all staff 		
<p>This target links to outcome F</p> <p>Pupils entitled to FSM enjoy a positive start to the school day having accessed a healthy breakfast and arrive at school on time. Improved attendance and concentration of pupils attending</p>	Breakfast club staff and resource costs	<p>Pupils who attend a breakfast club show improved learning, attendance and behaviour at school, punctuality, healthy eating, social development, and fun through play. This is the claim from a range of research.</p> <p>We would support this research and feel it is very important pupils have a positive start to the day.</p>	<ul style="list-style-type: none"> • Weekly booking system • Monitoring of attendance • Linking up family support/directing vulnerable pupils to the club • Parental survey of need. 	<p>Staffing</p> <p>£4560</p> <p>Resource</p> <p>£2500</p>	<p>Weekly review via uptake.</p> <p>In the event of wider service support identified for families.</p>
Total budgeted cost					£47,897

6. Review of expenditure				
Previous Academic Year		2015/2016		
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
PP funded pupils will benefit from quality first teaching in Mathematics. All lessons will promote deeper thinking and concrete understanding.	All staff to be trained around Mastery in Mathematics to build in conceptual understanding into our curriculum.	<p>Progress in Maths at the end of EYFS, KS1 and Y6 have all improved overall.</p> <p>Refer to our closing the gap and progress reports for the academic year 2015/2016.</p>	<p>This approach has allowed for pupils to build their confidence in mastery techniques and pupil engagement in the programme has been high.</p> <p>This approach will continue as we strive to embed the programme in school as pupils build on the strategies they have learned this year.</p>	£8900
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
Pupils entitled to FSM access this service and enjoy a positive start to the school day having accessed a healthy breakfast and arrive at school on time.	To provide free breakfast club spaces for pupils entitled to FSM every day.	<p>Whilst outcomes are difficult to quantify, pupils enjoy this club and gain much from accessing a healthy breakfast and the social development that comes with it.</p> <p>It ensures pupils arrive at school on time and are ready to learn.</p>	This will continue into the new year as it is very popular.	£6760
Pupils who receive intervention will make accelerated progress reducing the national gap and peer learning gap.	<ul style="list-style-type: none"> • 1:1 support for pupils to access their full entitlement to the curriculum. • Learning Mentor support for vulnerable pupils. • TA intervention supporting groups of pupils to catch up/keep up. • Additional class teachers to support with learning, accelerate progress. EAL support. 	See additional Pupil Premium progress report.	Over the school year, evidence from interventions show that most of the pupils involved make good progress whilst taking part in the programme.	

<p>Positive engagement with parents and support for the programme.</p> <p>Positive impact on pupil behaviour in lessons and around school.</p> <p>The gap between age-expected achievement is narrowed or closed. The boost in reading instils a love of reading and a desire to continue to read for pleasure</p> <p>End of year levels/progress in reading shows improvement from starting points.</p>	<ul style="list-style-type: none"> • A teacher to work as an ECar teacher and deliver programme throughout year. • Appoint a second ECAR teacher in response to our increase pupil numbers in Y1. • To deliver 'Switch On' reading programme throughout the year. 	<p>Parental engagement is high and there is enormous support from parents as evidenced in their feedback forms.</p> <p>Pupils who show potentially challenging behaviours sustain their concentration much better and engage in lessons happily. They have greater self- confidence to take risks in their learning and show pride in their work.</p> <p>See additional Reading Recovery impact statement on our website.</p>	<ul style="list-style-type: none"> • These initiatives are very successful and will remain part of our strategy. • Where pupils do not reach ARE/pass the phonics check, they make at least expected progress whilst on the programme and have a range of reading strategies embedded that allows for further progress to be made as they move to other years. • There is no direct link between RR and passing the phonics test. However, pupils are taught to read to a good standard within 16 weeks and this is why this strategy remains our priority. Reading standards at the end of KS1 are broadly in line with national and PP progress accelerated since the end of EYFS. • RR is not an intervention for pupils with SEN. These pupils, whilst most make good progress on the programme, struggle to sustain the learning once the 1:1 sessions end or can be exited early. • Therefore, identification of pupils is crucial to the success of the programme. 	<p>£23,172 £21,136</p> <p>£4515 £4515</p>
<p>Vulnerable pupils will attend school every day, on time with the support of our Attendance Officer. Those pupils not attending will be given support and advice, as appropriate.</p>	<p>Employ and Attendance Officer and Family Engagement Officer.</p>	<p>Attendance for pupils who are identified as being PP funded pupils was 95.4% for 15/16.</p> <p>National data for pupils entitled to FSM for 14/15 was 93%.</p>	<p>There are a range of strategies in place to support good attendance in school. Whilst we have more to do to reach national for all pupils, we have strong systems that are effective in ensuring attendance is a high priority for the school and this is well evidenced.</p> <p>This role is vital in securing good attendance habits and for identifying families who need additional support and the dual role is why it is such a success.</p>	<p>£17,339</p>
<p>Boost a child's communication by an average of 18 months after 10 weeks intervention.</p>	<p>Deliver Talk Boost intervention programme.</p>	<p>All pupils engaged in this programme made good progress and the vast majority reached ARE.</p>	<p>This is a successful programme and will remain as part of our overall strategy to improve communication and language in the early years.</p>	<p>£2955</p>
<p>Regular revision of basic skills will secure the foundations for pupils accessing the programme.</p>	<p>Purchase and deliver 123 Maths intervention to PP pupils who are falling behind.</p>	<p>Pupils enjoy the programme and have benefitted from the repetition and mastering of basic skills.</p>	<p>A useful programme but as yet we have no concrete evidence that it raises attainment. This is to be investigated over the next year.</p> <p>We will need to source a way of measuring progress by making contact with other schools who use the programme.</p>	<p>£2000</p>

To raise the attainment of pupils engaged in the programme at double the rate.	Staff training and delivery of the programme catch up Numeracy.	The assessments necessary to run this programme allowed us to fine tune teaching to gaps identified. Other methods and interventions are just as effective and allow us to respond quicker than this one. Whilst we had good outcomes in Y2 for PP pupils, we do not feel confident to claim it was from this programme.	The assessment materials take up a great deal of time and so impact on the delivery of the intervention. This is not an approach we are continuing with for the reason outlined above.	£5913
All pupils who are taking part in this intervention will meet the required standard at the end of Y1 for phonics. The % of pupils in Y2 who are new to the test/or re-taking the test will be in line with national data.	Deliver Read, Write inc spelling intervention to PP funded pupils.	This was a successful intervention for Y2 pupils where 89% of pupils have now met the standard by the end of year 2. This is higher than previous years and our highest result ever. Of the 3 PP pupils who accessed the programme in year one, 2 of these pupils passed the phonics test. The other pupil was one mark off. 40% of pupils accessing the programme in year 1 passed the phonics test overall and this is because we targeted the hardest to reach pupils. They made 1.5 years progress in 5 months, on average.	This is a really successful programme but is expensive in that it is not short term and has the most impact when it is 1:1 and has the full support of parents. For these reasons, whilst it remains as one of our programmes, we are to re-organise how we teach phonics and refresh our expectations of quality first teaching in phonics. This programme will dove tail into our new phonics approach.	£12,714

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
The PP ambassador will successfully deliver new initiatives and measure the impact of our work. The gap between pp pupils in school and nationally will not widen as systems are reviewed.	To appoint a Pupil Premium Ambassador to strategically lead this area of work.	New initiatives such as PP profiles in class have allowed staff to sharpen their focus on PP pupils, especially when tracking data and assigning pupils to interventions. Stronger communication has allowed PP to remain our priority over the year. Refer to separate closing the gap report.	This approach has allowed us to scrutinise our provision to ensure that we are meeting our aims. An ambassador to lead on initiatives/oversee them is an important part of our strategy and will remain in place.	£3900

<p>The school will have a clear picture of standards across school and this will be articulated and understood by all</p>	<p>To track pupil progress using new assessment software.</p>	<p>Software and recording system has allowed for fine tuning of information and supported the selection for intervention groups. All staff are competent to use the system.</p>	<p>This software allowed for us to track progress for pp pupils and it supported the assessment without levels agenda and has been useful.</p> <p>We have since progressed other software that allows us to visually map pupils and simplify reporting methods.</p>	<p>£2000</p>
<p>The PP ambassador has time to fully analyse the progress and achievement of all PP-funded children. This will then provide valuable considerations and guidance on where the gaps are (or potentially are) in all areas and what needs to be done about these gaps. PP funded children and LAC children are tracked carefully and analysis is acted upon to ensure maximum achievement can be accessed.</p>	<p>Vulnerable groups assessment, data collection and analysis.</p>	<p>Working together with the HT and senior team, this objective has been achieved.</p> <p>PP pupils have been tracked and targeted for intervention where they are falling behind.</p> <p>See closing the gap report.</p>	<p>This approach is a key part of our strategy and will remain a priority.</p>	<p>Captured within the pp ambassador role.</p>

S Eyre

Total Predicted Cost £175,547

Reviewed and Ratified by Governors 20th March 2017