

Pupil premium strategy statement/report

1. Summary information					
School	Essa Primary Academy				
Academic Year	2018/19	Total PP budget	£141,240	Date of most recent PP Review	10/18
Total number of pupils	335	Number of pupils eligible for PP	107	Date for next internal review of this strategy	10/19

2. Current attainment July 2018 – Year Two		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school)</i>
% achieving or exceeding standard for end of year in reading	50%	67%
% achieving or exceeding standard for end of year in writing	50%	63%
% achieving or exceeding standard for end of year in mathematics	50%	67%
3. Barriers to future attainment (for pupils eligible for PP) based on RAISE online, monitoring of progress and attendance		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Phonics skills to de-code words and as a spelling strategy are not secure and spelling is weaker generally.	
B.	Understanding of number and mathematical strategies is not secure in KS1 pupils.	
C.	Lack of resilience to tackle longer texts in reading and to comprehend what is read.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance and PA for some pupils has had an impact on attainment.	
E.	Poor involvement in home learning and home reading.	
F.	Poor levels of resilience and emotional development having an impact on levels of engagement and attainment.	

G.	The number of pupils in receipt of PPG does not truly reflect the number of pupils who should be eligible across school.
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring Essa Precision Phonics and spelling strategies and rules are embedded and applied in all reading and writing activities. Ensure all pupils, including the more able, make good or accelerated progress in reading and writing by ensuring breadth of coverage and raise expectation in SPaG knowledge and strategies allow rules are embedded and applied in all reading and writing activities.	Observations show pupils using spelling strategies, including phonics. End of year reading and writing is closer to the expected standard.
B.	Ensure pupils are secure in their understanding of number and can use calculation strategies confidently making accelerated progress to be in line with others in the year group.	End of year outcomes including KS1 and KS2 assessments.
C.	Ensure pupils build reading resilience to tackle longer texts, showing understanding of what they read so that all pupils including the more able continue to make good or accelerated progress in all areas of the curriculum.	Tracking progress through reading assessments, weekly reading and interventions. End of year outcomes. Provide targeted T&L support to staff with Guided Reading
D.	Improve attendance to at least 95.5% to enable effective use of wave one teaching	Attendance for all pupils including PP pupils improves to at least 95.5%
E.	Increase the level of involvement in home learning especially with reading, phonics and spellings.	Pupils' reading, phonics and spellings improve. Parents feel increasingly confident. Homework task evidence support for parents via examples and policy being shared. Introduction of spelling books for daily practice.

F.	Develop levels of resilience and emotional development to ensure that it has a positive impact on levels of participation and attainment.	<p>Pupils demonstrate the ability to be resilient in daily teaching tasks and pupils work hard to combat barriers linked to upbringing and poor home lives.</p> <p>Levels of engagement in lessons improve and pupils are able to focus and achieve their potential.</p>
G.	Support families to apply for relevant benefits to ensure that the number of pupils in receipt of PPG truly reflects the number of pupils who should be eligible across school.	<p>The school is in receipt of accurate funding to best support disadvantaged pupils.</p> <p>PPG is used to build equity for disadvantaged support resulting in targeted support and interventions.</p>

5. Planned expenditure					
Academic year	2018/19				
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?

<p>Ensure progress in reading and writing through improving phonics and spelling.</p> <p>Ensure pupils make atleast 5 to 6 steps progress across the academic year 18/19</p>	<p>Development of whole school bespoke precision phonics teaching. Renew subscription of Phonics tracker system for assessment and tracking in Phonics. (£342.40 - £109.50 PPG)</p> <p>Intensive training for all staff to ensure effective delivery – new staff provided with training. (£500)</p> <p>Purchase whole school differentiated SPaG scheme – Headstart Primary (£349.50 £111.40 PPG) Purchase of SPaG.com subscription for Y5 and Y6 pupils (£95.00 - £20.70 PPG)</p>	<p>Review of pupil progress identified need to improve phonics and spelling through a whole school approach to teaching. High quality teaching for all.</p>	<p>Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training.</p>	<p>SA and RKi</p>	<p>End of December, February and again at the end of the academic year</p>
<p>Accelerate progress in maths through improving basic skills.</p>	<p>Purchasing Inspire Maths scheme and all associated concrete objects. (£11000 - £3513 PPG)</p>	<p>Review of pupil progress identified need to improve maths through a whole school approach to basic skills teaching. High quality teaching for all.</p>	<p>Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training.</p>	<p>KH, MS</p>	<p>End of December, February and again at the end of the academic year</p>

<p>Develop a culture of 'love for reading' and reading resilience across all disadvantaged pupils.</p>	<p>Purchase additional reading scheme books and guided reading books Purchasing of core English texts through Rec – Y5. (£500 - £159.70 PPG)</p> <p>Staff training and resources for comprehension. (£500 - £159.70 PPG)</p> <p>Development of whole school</p>	<p>Knowledge of pupils and their reading habits. Reading attainment in summer 2017. High quality teaching for all at an age-appropriate level. Differentiated whole class guided reading strategy implemented.</p>	<p>Using diagnostic assessments - PIRA; training shared with staff; monitoring book choices; lesson observations of guided reading and SPAG.</p>	<p>SA and RKi</p>	<p>End of December, February and again at the end of the academic year</p>
<p>Demonstrate accelerated progress in Reading, Writing and Maths for targeted groups of pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 18/19</p>	<p>All SL's and ML's enrolled AfA programme for targeted pupils.</p> <p>Promote professional development to link directly to school improvement and raised attainment for targeted pupils. 2 x ML's on NPQML (£1996 - £640 PPG) 2 x ML's on NPQSL (£2400 – £767 PPG) 2 x SL on NPQH (£3,900 - £1245 PPG)</p> <p>Continue with Early Excellence to imbed 'enquiry based learning' skill across Rec – Y1.</p> <p>Purchase and roll out school wide Lexia for accelerated reading. (£4,679.23 £1494. 60 PPG)</p> <p>Purchase of GL assessments for targeted pupils. (£350)</p> <p>Development of new Inspire Maths Curriculum.</p>	<p>ML's to develop a stringer understanding of their subjects through identifying disadvantaged groups and planning to ensure that the high quality teaching allows them to make accelerated progress.</p> <p>Review of pupil progress identified need to improve progress in core subjects through a whole school approach to basic skills teaching. High quality teaching for all. Raised expectations. Subject specific outcomes to be monitored and disadvantaged groups to be targeted.</p> <p>High quality resource based on recent research and pupil's personal needs.</p>	<p>Lesson observations, book scrutiny, pupil progress reviews, formal half termly assessments, staff meetings to share training. Professional journal logs completed by individual SL's and ML's.</p>	<p>JA and all SL's and ML's</p>	<p>End of December, February and again at the end of the academic year</p>
Total budgeted cost					£10,000

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>Demonstrate accelerated progress in Mathematics for all disadvantaged pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 18/19</p>	<p>Gap analysis via half termly arithmetic tests used support target pupils.</p> <p>Purchase of 'power of one' and 'power of two' intervention schemes for targeted pupils. (£1,582.50)</p> <p>Calculation policy (in line with Inspire Maths) evident in all classes and in intervention spaces.</p> <p>Purchase of whole class concrete objects to imbed core mathematical skills.</p>	<p>Review of pupil progress showed some pupils to be making less progress in Mathematics. Gap analysis shows pupils across school are missing core mathematical skills.</p> <p>Review of pupil progress showed some pupils to be making less progress in Mathematics. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p> <p>Visuals of calculation policy will support pupils to make links and apply mathematical knowledge.</p> <p>Tangible links (through manipulative) to mathematics and 'numbers and the number system' will imbed mathematical understanding further.</p>	<p>Observations, pupil progress reviews, sharing classroom practise and strategies</p>	<p>MS</p>	<p>End of academic year</p>

<p>Demonstrate accelerated progress in Reading and Writing for all disadvantaged pupils.</p> <p>PP pupils make 6 + steps progress over the academic year 18/19</p>	<p>Additional one-to-one or small group teaching.</p> <p>Purchase of 'toe by toe' (£473.00) and 'stairway to spelling' intervention schemes for targeted pupils. (£229.50)</p> <p>Purchase of additional PIRA and GAPS assessments for targeted pupils (£1,723.22 - £550.40 PPG)</p> <p>Purchase Lexia 'Accelerated Reader' programme. (£4,679.23 – £1494.60 PPG)</p> <p>Purchase of 'Mighty Writer programme' (£2859.64 - £913.40 PPG)</p>	<p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p>	<p>Observations, pupil progress reviews, sharing classroom practise and strategies</p>	<p>RK, SA and MS</p>	<p>End of academic year</p>
Total budgeted cost					£8,000
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>Demonstrate progress in writing through improving spelling.</p> <p>Ensure pupils make atleast 5 to 6 steps progress across the academic year 18/19</p>	<p>Purchase and develop whole school programme for teaching SPaG (£342 - £109.20 PPG)</p> <p>Purchase and develop use of individual spelling books inked to Shakespeare and More Spelling Introduction of individual spelling books to be used to support independent writing. (£157.50 - £50.30 PPG)</p> <p>Introduction of year group SPaG coverage trackers.</p>	<p>High quality resource based on recent research and pupils's personal needs.</p> <p>Writing moderation shows that pupils are not using year group specific spellings and spelling strategies effectively.</p> <p>QA activities show that some pupils are not having exposure to year group/ability specific coverage in SPaG.</p>	<p>Observation of lessons, scrutiny of books, pupil discussions and progress.</p>	<p>RKi, SA and all staff.</p>	<p>End of each half term</p>
<p>Ensure the more able PP make at least expected progress (or better) and are well supported in this – English, Maths and Science.</p>	<p>Employ additional teacher in to Y2 carry out booster groups. (50% of timetable £11,500 - £3673 PPG)</p> <p>Employ additional teacher in to Y6 carry out booster groups. (50% of timetable £11,500 - £3673 PPG)</p> <p>All fulltime TA's to be deployed on daily interventions. (50% of timetable PPG). (£79,150.)</p> <p>Purchase of PIRA and GAPS assessments for use in daily interventions for targeted pupils (£1,633.50)</p>	<p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing.</p> <p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p>	<p>Monitor effectiveness of sessions, scrutiny of books, pupil discussions and progress.</p> <p>Greater % of pupils meeting ARE and making accelerated progress across subjects.</p>	<p>all fulltime TA staff.</p>	<p>End of each half term</p>

<p>Demonstrate improved outcomes for PP pupils who are also EAL</p>	<p>Individual tracking data for each child shared with class teachers. Trained EAL TA to work with PP/EAL pupils on arrival and during intervention time. Deploy 2xEAL TA's 50% PPG (£22,750)</p> <p>Introduction of 'GSE steps to all teaching staff for accurate assessment of baseline and progress.</p> <p>Set up and develop EAL base for INA pupils with Trust wide EAL Lead. 50 % of 1x EAL, 20% 1 x T and 40% EAL Lead (£2553.94 – resources only)</p>	<p>Many pupils arriving as INA with no experience of school rules and routines, no language and a range of cultural differences to adapt to which impact on learning.</p>	<p>Observations, tracking, talking to individuals, scrutiny of books and review of assessment information.</p>	<p>SA, KG, SBa and KK</p>	<p>At the end of each half term</p>
<p>Improve language skills for pupils eligible for PP</p>	<p>Support staff, TAs and teachers running intervention groups in phonics and writing.</p> <p>Speech and Language support running programmes across the age ranges. 'Communication champion' to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives.</p>	<p>Some pupils need targeted support to diminish differences. This approach has been shown to be effective. A high percentage of our pupils have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills.</p>	<p>Improving reading is reviewed termly</p> <ul style="list-style-type: none"> · Groups are tracked termly and assessment information analysed with class teachers. · Timetable of interventions monitored by Deputy Principal · Pupils will be discharged from speech and language and will have improved speech and language skills. 	<p>GW, KH, JA</p>	<p>End of each half term</p>

<p>Improve home learning and ensure equality of opportunities for all</p>	<p>Support for school trips and extra curricular activities for PP pupils (£1,316)</p> <p>Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books. (£500)</p> <p>Purchase MLS library software to allow pupils and families to loan books. (£744.00 - £237.60 PPG)</p> <p>Cost of family support officer. (£25,500 - £7200 PPG)</p> <p>Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. (£1000.00 £320 PPG)</p>	<p>Some pupils are at risk of being disadvantaged by parents not being able to support class trips/activities. This ensures equality for all and supports the development of self esteem and a positive attitude to education.</p> <p>Some pupils are at risk of being disadvantaged by not having access to books at home.</p> <p>Some of our pupils are at risk of being disadvantaged as their families are unable to access school support due to language barriers.</p>	<p>PP pupils supported with cost of trips/visitors and activities. Letters regarding school trips to clearly identify what if any payment is required for PP/non PP pupils.</p> <p>PP pupils and families encouraged to use school library. PP pupils eligible to loan two books at a time.</p> <p>PP pupils and families encouraged to attend workshops in home language and use of pictorial teaching methods.</p>	<p>JM, JA, SA</p>	<p>End of each half term</p>
<p>Support for pupils Y1 to Y6 who do not have access to support/resources at home to complete homework.</p>	<p>Lunchtime homework clubs led by HOS 2 x a week to allow pupils the time/space and resources to complete homework projects.</p>	<p>Some PP pupils do not have the time/space and resources to complete homework projects at home. These clubs will provide them with the opportunity.</p>	<p>HOSs will lead this initiative and address any concerns and attendance issues</p>	<p>SA and RKi</p>	<p>Half termly</p>

<p>Increased attendance rates</p>	<p>Chn and Families worker appointed.</p> <p>Admin assistant and Chn/Fam worker to monitor pupils and follow up quickly on absences inc first day response Early Help, referrals for medical assessments, fines, referral to the Early Intervention Team, home visits, an interpreter for specific families. Whole staff training from the LA EIT.</p> <p>All classes weekly attendance update. Attendance rewards whole class prize for the class with the highest att'ce, awards for pupils with 100% attendance each term. Attendance boards displayed in every class. Parental questionnaires shared with parents in home language to address attendance issues. (£1500 - £479.10 PPG)</p>	<p>Review of attendance patterns and issues for specific families.</p> <p>Review of patterns over time and trends for specific groups.</p> <p>Improved awareness of attendance levels in schools and identification of support needed for individual families.</p>	<p>Attendance monitoring. EH form review meetings. Fortnightly meetings with Pupils and Families worker.</p>	<p>JA, VCP and all staff</p>	<p>Weekly monitoring and ongoing action as a result.</p>
<p>Develop levels of resilience and emotional development having to ensure that it has a positive impact on levels of participation and attainment.</p>	<p>Purchase Command Joe's school led programme (£11,100 - £3513 PPG)</p> <p>Pupils work on key characteristics of resilience, empathy, passion, self-awareness, excellence, teamwork and communication and these link directly to their ability to apply themselves in lessons. Teacher training support staff to develop these characteristics in all lessons.</p>	<p>Review of pupil's behaviours and learning reviews have identifies low levels of resilience and apathy in some learners.</p> <p>Review of patterns over time and trends for specific groups.</p> <p>Improved levels of resilience and participation are needed in all classes.</p>	<p>Observations, tracking, talking to individuals, scrutiny of books and review of assessment information.</p>	<p>SA</p>	<p>Weekly monitoring and ongoing action as a result.</p>
<p>Total budgeted cost</p>					<p>£128,000</p>

iii. Review of expenditure							
Previous Academic Year		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	
Progress in reading and writing through improving phonics and spelling.	Development of whole school bespoke precision phonics teaching. Purchase Phonics tracker system for assessment and tracking in Phonics. Intensive training for all staff to ensure effective delivery – new staff provided with training. Development of a whole school differentiated spelling scheme.	Phonics tracker is being used and utilised well. The targeted teaching had fed in to interventions although more work is carried in this area. All staff have received high quality bespoke training. Planning has been shared to ensure consistency, high expectations and pace is maintained. Phonics:			Due to the mobility and EAL needs of the pupils, the number of pupils requiring support was greater than the staffing availability and the nature of the interventions. Further investment needed in specific EAL intervention and support.	£9,211.48	
			Essa 2016	Essa 2017			Essa 2018
		Year 1	41%	67%			71%
		Year 2	62%	73%			83%
		End of Ks1 data: (Writing) 60% achieving expected standard 11% achieving greater depth					
		A school wide spelling scheme will be developed during academic year 18/19.					

<p>Progress in maths through improving basic skills.</p>	<p>Development of whole school calculations policy for all staff to ensure effective delivery. External maths CPD via Lawrence Hicks to improve teaching, learning and outcomes</p>	<p>Review of pupil progress identified need to improve maths through a whole school approach to basic skills teaching.</p> <p>A school wide calculation policy was introduced and impact was seen in the T&L of the four methods of calculations. The Lawrence Hicks sessions were very well received and the impact was seen during lesson observations and learning walks. A greater focus on use of concretes was evident.</p> <p>The use of maths passports was discontinued. It was evident that the impact of these was low. The decision to move away from maths passports and focusing more on targeted intervention has shown some good progress for pupils across school.</p> <p>End of Ks1 data: (Maths) 63% achieving expected standard 12% achieving greater depth</p>	<p>The learning challenge curriculum scheme used for maths was good. However there were still significant gaps (identified via arithmetic and PUMA tests). We will be moving to Inspire Maths for academic year 18/19.</p>	<p>£24,000</p>
<p>Reading resilience.</p>	<p>Additional reading scheme books and guided reading books. Staff training and resources for comprehension. Development of whole school guided reading scheme to develop core-reading skills. Purchasing of core English texts through Rec – Y5. Purchase and roll out school wide Lexia for accelerated reading. Purchase of GL assessments.</p>	<p>Knowledge of pupils and their reading habits. Reading attainment in summer 2017. High quality teaching for all at an age-appropriate level. Differentiated whole class guided reading strategy implemented. Some improvement in reading is evident.</p> <p>End of Ks1 data: (Reading) 63% achieving expected standard 18% achieving greater depth</p>	<p>We will continue with the Reading Challenge initiative but move to 5 out of 5 days. Positive impact was evidenced but there is a need to develop a culture of 'love for reading'. More work is needed on Guided Reading. Expectations and outcomes remain low.</p>	

<p>Accelerated progress in Reading, Writing and Maths for targeted groups of learners.</p>	<p>All SL's and ML's enrolled AfA programme for targeted pupils.</p> <p>Whole staff to attend Bishop Bridgman training by Gary Wilson – 'Bridging the gap' for boys in Maths and English.</p> <p>Enrol on Early Excellence to imbed 'enquiry based learning' skill across Rec – Y1.</p> <p>Development of new Focus Curriculum.</p>	<p>ML's developed a stringer understanding of their subjects through identifying disadvantaged groups and planning to ensure that the high quality teaching allows them to make accelerated progress.</p> <p>Whole school attendance to 'Bridging the gap' for boys in Maths and English showed some improvement in boys writing.</p> <p>Early Excellence 'enquiry based learning' skills continued and evidenced a good level of development.</p> <p>End of Ks1 (Combined)</p> <table border="1" data-bbox="913 587 1494 715"> <thead> <tr> <th></th> <th>Essa 2016</th> <th>Essa 2017</th> <th>Essa 2018</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>31%</td> <td>47%</td> <td>56%</td> </tr> <tr> <td>GDS</td> <td>0%</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table>		Essa 2016	Essa 2017	Essa 2018	ARE	31%	47%	56%	GDS	0%	0%	5%	<p>The learning challenge curriculum scheme used for English was good. However there were still significant gaps (identified via Writing and PIRA tests).</p> <p>We will be review the use of the scheme for academic year 18/19.</p>	
	Essa 2016	Essa 2017	Essa 2018													
ARE	31%	47%	56%													
GDS	0%	0%	5%													

ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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Accelerated progress in Mathematics	<p>Gap analysis via half termly arithmetic tests used support target pupils. Purchase of 'power of one' and 'power of two' intervention schemes for targeted pupils. (£1,582.50)</p> <p>Calculation policy evident in all classes and in intervention spaces. Purchase of whole class Numicon kits and teaching resources to imbed core mathematical skills. (£7000)</p>	<p>Gap analysis via half termly arithmetic tests have been used support target pupils. The gaps have been fed in to whole class teaching where relevant and in to interventions where not.</p> <p>Visuals of calculation policy evident in all classrooms and learning spaces.</p> <p>Tangible links (through manipulative) to mathematics and 'numbers and the number system' has imbedded mathematical understanding further. Purchase of Numicon kits has shown evidence of impact in concrete learning opportunities. Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact.</p>	<p>Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact. A school wide calculation policy was introduced and impact was seen in the T&L of the four methods of calculations.</p> <p>The Lawrence Hicks sessions were very well received and the impact was seen during lesson observations and learning walks. A greater focus on use of concretes was evident. However there were still significant gaps (identified via arithmetic and PUMA tests).</p> <p>Interventions will move to 'on the day gap' and 'power of one' and 'power of two' intervention schemes will continue to be used for targeted pupils.</p>	£32,038
Accelerated progress in Reading and Writing	<p>Additional one-to-one or small group teaching. Purchase of 'toe by toe' (£473.00) and 'stairway to spelling' intervention schemes for targeted pupils. (£229.50)</p> <p>Purchase of PIRA and GAPS assessments (87/292 - £1,723.22)</p> <p>Renewal of Abacus resource (£372.00)</p> <p>Purchase Lexia 'Accelerated Reader' programme. (87/292 - £4,679.23)</p>	<p>Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p> <p>Additional small group teaching showed a good impact lower down the school.</p> <p>The Lexia 'Accelerated Reader' programme has shown good progress for most pupils.</p> <p>Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact.</p>	<p>Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact. The Lexia 'Accelerated Reader' programme has shown good progress for most pupils. More work is required around talk for writing' and 'love for reading'.</p> <p>Interventions will move to reading and spelling and Purchase interventions of 'toe by toe' and 'stairway to spelling' intervention schemes for targeted pupils intervention schemes will continue to be used for targeted pupils.</p>	

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
Progress in writing through improving spelling.	<p>Develop whole school programme for teaching spelling. Re – introduce spelling booklets and weekly spelling tests.</p> <p>Introduction of individual spelling books to be used to support independent writing. (£475.00) (£322.00) Introduction of year group SPaG coverage trackers.</p>	<p>Writing moderation shows that pupils are not using year group specific spellings and spelling strategies effectively.</p> <p>QA activities show that some pupils are not having exposure to year group/ability specific coverage in SPaG. Initial work in this area has begun – Phonics lead will take on SPaG leadership next year. Spelling booklets are not proving ineffective in application of year group specific spellings and this is having a detrimental effect on writing outcomes. Trackers introduced and used to track year group coverage.</p>	<p>This area has not been targeted with the rigour required. Phonics lead will take on SPaG leadership next year. There are concerns around level of T&L including subject specific knowledge and expectation as a result far too many pupils are entering the next year significantly below expected standards As a result writing attainment remains low.</p> <p>The school will discontinue use of spelling booklets and move towards the Headstart scheme for Grammar and Punctuation and will introduce Shakespeare and more spellings for academic year 18/19.</p>	£797
Ensure the more able PP make at least expected progress and are well supported in this – English, Maths and Science.	<p>Deploy AHT carry out booster groups in Y5. (30% of timetable) Employ additional teacher in to Y2 carry out booster groups. (50% of timetable) All fulltime TA's to be deployed on daily interventions. (50% of timetable). (£79,150.)</p> <p>Purchase of PIRA and GAPS assessments for use in daily interventions (£1,633.50)</p>	<p>Review of pupil progress showed some pupils to be making less progress in Reading and Writing. Pupils targeted with one to one or small group support to plug gaps and bring to ARE through intensive support offered by the schemes.</p> <p>The targeted work carried out by the AHT has shown some progress. Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact.</p>	<p>AHT will work with GD pupil's next year.</p> <p>Targeted interventions have been carried out but tracking of interventions has been poor. As a result it has been difficult to measure the impact.</p> <p>In depth monitoring of interventions based on test results and gap analysis will be implemented for academic year 18/19.</p>	£93,783.50

<p>EAL and PP pupils – improved outcomes.</p>	<p>Individual tracking data for each child shared with class teachers. Trained EAL TA to work with EAL pupils on arrival and during intervention time. Deploy 2xEAL TA's (£22,750)</p> <p>Introduction of 'NASSEA steps' to all teaching staff for accurate assessment of baseline and progress.</p>	<p>Many pupils arriving as INA with no experience of school rules and routines, no language and a range of cultural differences to adapt to which impact on learning. This continues to pose a challenge for the school.</p> <p>The discrete, targeted work has had some positive impact but INA pupils continue to struggle in class.</p> <p>NASSEA steps are not being used effectively.</p>	<p>This area continues to pose a challenge for the school. The discrete, targeted work has had some positive impact but INA pupils continue to struggle in class.</p> <p>Attainment for these pupils remains low but progress is good.</p> <p>The school intends to develop an INA unit for pupils with a high level of language and social need linked to them being INAs. This will be developed and used in academic year 18/19.</p>	<p>£22,750</p>
<p>Improve language skills for pupils eligible for PP</p>	<p>Support staff, TAs and teachers running intervention groups in phonics and writing.</p> <p>Speech and Language support running programmes across the age ranges.</p> <p>'Communication champion' to run targeted schemes for pupils; Language for literacy, Blast, Word mapping and Nursery narratives.</p>	<p>A high percentage of our pupils have or need speech and language input so targeted support by the external agency alongside the speech and language therapist team to improve language skills.</p> <p>The school learning champion has delivered CPD for whole school staff – the impact of this is yet to be seen.</p>	<p>The Language for literacy, Blast, Word mapping and Nursery narratives used in EYFS have shown positive results in EYFS. This now needs to be rolled out in to Y1 and other year groups.</p> <p>We will continue to work alongside Speech and Language support where necessary.</p>	<p>£3000</p>

<p>Improve home learning and ensure equality of opportunities for all</p>	<p>Support for school trips and extra curricular activities. (£1,316) Extending library loan offer by purchasing more books, including books for EAL, SEND and cultural books. Extending reading offer by purchasing SLA via Schools library service. To include books, books EAL, SEND and cultural books. Artefacts, story sacks, Software, posters etc (£4,810.) Purchase MLS library software to allow pupils and families to loan books. (£744.00) Cost of family support officer. (£25,500) Parent meetings and workshops in home language (use of translators) to support fair access to the curriculum. (£245.64)</p>	<p>The steps taken have greatly impacted the support to our vulnerable pupils and families.</p> <p>Vulnerable pupil have fairer access to books, specific learning resources and school visits that allow them to access the education and provision in a similar way to our less vulnerable pupils.</p> <p>Parents have been well supported in accessing meetings, receiving support with benefits and food vouchers etc.</p> <p>There has been a raised expectation for attendance with the family support worker liaising with health and local authority professionals.</p>	<p>We will continue with this approach next year as we have seen positive impact across the board.</p>	<p>£32,615.64</p>
<p>Total spend:</p>				<p>£218,195.62</p>