



The Topsham School Pupil Premium Strategy and Report 2018/ 2019

14/12/18

1. Summary information					
School	The Topsham School				
Academic Year	2018/19	Total PP budget	£33,000	Date of most recent PP Review	July 2018
Total number of pupils	209	Number of pupils eligible for PP	25	Date for next internal review of this strategy	January 2019

2. Current attainment – 2018 National Tests - cohort of 4 children													
		<i>National</i>		<i>Topsham School</i>									
% Achieving at least expected standard in reading, writing and maths		64%		69%									
% Achieving at least expected standard in reading		75%		89.7%									
% Achieving at least expected standard in writing		78%		82.8%									
% Achieving at least expected standard in maths		76%		75.9%									
Scaled progress score in writing		+0.1		+0.2									
Scaled progress score in reading		+0.1		+2.8									
Scaled progress score in maths		0		-1									
Current Attainment – Whole School		ARE+		GD		ARE+		GD					
% Achieving age related expectations in Reading													
No. PP Pupils		Gender Split (B:G)		Year Group		Eligible for PP		Not eligible for PP					
				FS									
1		0:1		Year 1		100% 100%		0% 0%		86% 93%		0% 21%	
4		2:2		Year 2		75% 75%		0% 0%		79% 77%		25% 23%	
4		2:2		Year 3		50% 50%		25% 25%		82% 89%		41% 26%	
7		5:2		Year 4		79% 100%		17% 0%		81% 78%		38% 35%	
5		2:3		Year 5		80% 80%		40% 40%		86% 88%		55% 46%	

September 18

3	0:3	Year 6	67% 67%	33% 33%	85% 82%	48% 30%
% Achieving age related expectations in Writing						
		FS				
		Year 1	100% 100%	0% 0%	86% 86%	0% 18%
		Year 2	75% 75%	0% 0%	79% 71%	21% 19%
		Year 3	50% 50%	25% 25%	70% 85%	26% 19%
		Year 4	100% 14%	14% 14%	77% 78%	14% 17%
		Year 5	80% 80%	20% 20%	77% 78%	14% 17%
		Year 6	67% 67%	33% 33%	78% 78%	19% 15%
% Achieving age related expectations in Maths						
		FS				
		Year 1	100% 100%	0% 0%	97% 86%	0% 21%
		Year 2	50% 50%	25% 25%	86% 81%	17% 15%
		Year 3	50% 25%	25% 25%	82% 70%	30% 7%
		Year 4	100% 100%	0% 0%	81% 87%	29% 26%
		Year 5	100% 100%	40% 40%	86% 83%	41% 38%
		Year 6	100% 33%	33% 33%	85% 65%	44% 46%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	Limited aspiration of PPG children and recognition of when they are learning well.
B.	Application of key spelling and grammatical skills for boys working towards expected.
C.	Fluency and lack of proficiency in fundamental maths skills
External barriers	
D.	Home circumstances and lack of engagement and support with learning
E.	SEN and emotional wellbeing of some PPG children presents significant barriers to learning.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are better able to learn through improved aspiration and recognise when they are learning well, linking to learning behaviours and wellbeing.	Progress in all areas improves. Teachers describe an improvement in children's attitude towards learning and their mental wellbeing.
B.	Parents of PPG children will be better able to support their children academically and emotionally and have a positive attitude to school and learning.	Improvements in attendance and engagement of PPG parents at whole school events and involvement in school led wellbeing course. Progress in all areas improves.
C.	Improved percentage of PPG boys working at expected standard in reading and writing.	Gap between PPG boys and PPG girls/ non PPG boys narrows. Improvements in attainment in reading and writing in all year groups.
D.	Improved progress for PPG in maths.	Teachers recognise improvements in PPG confidence and fluency in maths during day to day teaching. Gap between PPG boys and PPG girls/ non PPG boys narrows. Lesson study findings used to inform teaching.

5. Planned expenditure						
Academic year		2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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/ cost	When will you review implementation?	Evaluation
Children have greater aspirations towards their learning and recognise when they are learning through links to learning behaviours.	<p>Whole school focus wellbeing and vision/ values and learning behaviours</p> <p>March 2019 This half term the school has focused on Promoting Positive Behaviour and this has included renewing and rewriting the school values Aspiration, Respect and Self Worth. Connected to this approach has been Learning behaviours of: Resilience, Curiosity, Resourcefulness, Cooperation, Making Links and Reflective</p> <p>Teachers providing verbal feedback during lessons that is clearly connected to learning behaviours and how this impacts on progress</p> <p>10 steps to wellbeing</p>	<p>Ensure all PPG children have the capacity to reach their potential by identifying how they learn.</p> <p>Ensure all PPG children are aware of how to promote their own wellbeing.</p> <p>Ensure all children are able to recognise when they are learning well.</p>	<p>Baseline and end of year wellbeing questionnaire will show improvements and a better understanding of wellbeing for PPG children.</p> <p>PPG children will become more confident in discussing how they are learning and recognising their own progress.</p> <p>PPG children will make good progress in all areas. How will this be evidenced that is this work that is impacting on progress? Productivity on books? Pupil Conferencing?</p> <p>In house lesson study focus (to tailor learning more specifically) to be decided by teachers based upon the needs of the PPG children in their class. Lesson studies were taking place and having a positive impact according to those who have participated so far. This had to stop due to staffing as HLTA normally covered but has been on long term sick. Learning walks followed by feedback have allowed teachers to know what specific area they need to work on; Pitch, Match, Formative Assessment, Subject knowledge or promoting learning behaviours. Second round of this to be implemented in summer</p>	<p>HT</p> <p>Nasim Hartmann</p> <p>Christine Philips</p>	<p>Jan 19</p> <p>May 19</p>	<p>Whole School Growth Mindset assemblies, Focus on always striving for more, power of yet, brain is a muscle.</p> <p>Wellbeing questionnaire to be completed at the end of term</p> <p>Christine Phillips and Kirsten attending From Timid to Tigers course (October 2018)</p> <p>March 2019 Staff have been trained in Normal Magic and 10 steps to wellbeing by EH4MH. Posters clearly visible around the school and children are increasingly able to articulate about which of the 10 a day would help them.</p> <p>Promoting Positive Behaviour is promoting a consistent framework and language of choice for both adults and children. Children are beginning to understand that they are responsible for their own behaviour and learning behaviours and what the positive and negative outcomes of these choices are. The school has introduced the concept that children are responsible for their own behaviour and learning; they are an active part of this process. Children have reported that the change to the behaviour management system has had a positive effect on behaviour across the school and is allowing more time for focused learning in class. "It needed to happen. Things have improved" Child A</p> <p>Teachers are providing feedback to children in relation to these choices including impact on progress and Mid-Year and end of year reports and parent consultations were linked to this; thus supporting children and parents again understand their role in the learning process</p> <p>From Timid to Tiger Christine Philips and Nasim Hartmann running with 9 parents from across the school 22% of PP children's parents are involved; Impact of this to be evaluated at the end of the training programme through parental evaluations. Feedback from evaluations was extremely positive and long term impact has been good as the parent group are still supporting one another even though the programme has finished. In the Autumn Term a new programme will be facilitated</p> <p>Learning Behaviours will continue to be the focus of teacher feedback. This is a key area of development across the school and will be a key focus of development in the next academic year</p>

			<p>term to evaluate teacher progress in relation to identified target and impact on pupil progress</p> <p>Early identification of SEN or emotional needs of PPG children.</p>			<p>Chill and Chat lunchtime club allows access to calm space – opportunity to talk about concerns/learning. 100% of children who have attended have been PP</p>
<p>Improved percentage of PPG boys working at ARE in reading and writing.</p>	<p>Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings.</p> <p>Lessons and resources are flexible to ensure teaching is responsive to the needs of PPG boys.</p> <p>Daily phonics/ spelling in all year groups where PPG boys are 'checked in' with on a regular basis by teacher and teaching assistants.</p> <p>Talk for Writing used across the school effectively with texts and topics selected to engage boys.</p>	<p>PPG boys supported to do so through improved whole class teaching and awareness of individuals and groups.</p>	<p>Regular in house book looks show strategies implemented and progress of PPG boys.</p> <p>Responsive teaching to needs of groups of learners to be part of all teachers' performance management targets.</p> <p>Progress of PPG boys analysed during PDM's.</p> <p>Moderation of PPG children's writing externally within learning community, where possible.</p> <p>Lessons and resources will be tailored to meet the needs of PPG boys in reading and writing.</p> <p>Early identification of potential SEN needs of PPG boys.</p>	<p>HT</p> <p>Literacy lead</p> <p>£900</p>	<p>Jan 19</p> <p>May 19</p>	<p>Staff meeting about Quality First Teaching. Listing ideas for support strategies for all groups of learners, PP included.</p> <p>We have identified what we define as quality teaching and learning. Focus for CPD will be Formative Assessment and making the learning visible through active learning and the use of learning walls. We now have a clear set of non negotiables in relation to the learning environment including Communication and language links and learning walls and display. The SENDCO and EY/KS1 Leader will continue to monitor this and provide feedback next year to ensure consistency across the school.</p> <p>Desired outcome/impact; children are able to see the learning journey including what the end product will be (what a high quality end piece of writing look like) and the steps needed to achieve this. Children will be able to make links in their learning, understanding how one concept leads to the next and be able to use the learning wall and peer collaboration to build strategies for independence i.e. looking back at what has been done previously, what resources could be used etc</p> <p>English leader has led Learning walks, and book looks and provided verbal and written feedback to all teachers apart from Reception. Phase 2 of this to take place early summer term to review teacher targets and impact on the learning and progress. This was again completed in Summer Term and children writing at GD identified as a SIP focus- spelling and handwriting focus. This was what stopped PP children achieving this.</p> <p>Clear achievable targets identified as part of Pupil Progress meetings</p> <p>Achieved in Spring PP meetings leading to:</p> <ul style="list-style-type: none"> • 100% PP children Yr 1 making at least expected progress in all areas no PP boys on this year group • 100% of PP children in Yr 2 making at least expected progress in reading 75% making at least expected progress in writing (1 child not and the focus for this child has been identified as spelling. Teacher is now providing planned support and provision for this aspect of writing; this is a girl). 2 PP boys on year group 1 is on track to make ARE by the end of year 1 is not. This boy is however making expected progress in this both reading and writing and is receiving on going targeted support to reach ARE in reading by end of year. • 100% of PP children in Yr 4 making at least expected progress in writing 83% making at least expected progress in reading. (1

						<p>child not and identified gap is comprehension this is a girl and she is now receiving targeted support in this area). 100% of the PP boys are on track to achieve ARE in both reading and writing by the end of the year.</p> <ul style="list-style-type: none"> • 100% PP children in Yr 5 making at least expected progress in reading and writing. 75% on track to reach ARE by end of year. The one PP child not on track to reach ARE is a boy and this child is SEND as well as PP. His needs are being targeted through personalised provision map • 100% of PP children in year 6 are making at least expected progress in reading and writing with 67% on track to achieve ARE or above. The 1 child (33%) not on track to make ARE is a girl. All PP children in this year group are girls <p>Provision Maps and Impact sheets – see school server for updated versions. Progress on Provision Map targets shows s higher level of achieved/partially achieved.</p> <p>Autumn Data has identified 3 boys who are 'at risk' of not achieving Expected (#2) despite their SS suggesting they are ARE. The test results have improved, however differ from the class teachers assessments. The children are; LE (Y5</p> <p>OG (Y3), TP (Y2) Pupil Progress meetings facilitated discussion and identification of next steps for these children</p> <p>No children were identified as 'to discuss' as part of Pupil Progress Meetings (Autumn)</p> <p>The feedback from Literacy Book Look (Autumn) suggested that areas for improvement were mainly GD and LA writers, not PPG. Summer Term book looks will ensure PP are included to see evidence of impact of quality first teaching and any planned extra provision.</p>
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Embed pre teaching of maths in all classes to ensure PPG children are accessing maths lesson to the best of their potential.	Pre teaching to PPG children twice weekly in maths by class teacher. 'Dive deeper' approach to ensure those with the potential of reaching ARE and GD are consolidating and deepening their understanding.	Pre teaching by class teacher proven to be most effective strategy in supporting PPG children in reaching ARE. PPG children who are capable of reaching ARE and GD are supported in doing so by building confidence and fundamental fluency skills. School wide focus on securing and deepening maths skills (Diving deeper) to improve % of PPG children working at ARE and GD.	In School peer lesson study plan to focus on PPG and higher attaining PPG. Book looks and lesson observations to show implementation of agreed strategies. Lesson observation show that teachers are tailoring learning and resources to meet the needs of PPG. Teachers recognise improvements in engagement and confidence in numeracy from PPG children. Learning walks show use of strategies being applied. Teachers to identify children who would benefit from pre teaching.	HT Maths lead £10,000 (TA Staffing)	Jan 19 May 19	Feedback from Maths Book Look (Autumn); some evidence of pre-teaching, however on discussion with staff they are finding it difficult to find time to fit this in. There is some evidence of 'dive deeper', particularly for the GD children. For most year groups the learning and teaching was of good quality, however in those that are not, specific actions plans are now in place and will need monitoring. Maths learning walks and book look has led to maths action plan. This will be focus on PPA meetings led by SLT Timetables to be reviewed to ensure show Pre teaching is occurring. Timetables to be brought to pupil progress meetings at start of summer term. From the Autumn Term all phase group timetables will be consistent and shared with SLT. Pre teaching and post teaching opportunities will be a non negotiable. Evidence impact of pre and post teaching seen in Pupil Progress meetings and Data drops, especially impact on Yr 6
Total budgeted cost						£10,900

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?	Evaluation
Progress of PPG boys improves in numeracy, with a greater % working at ARE.	Success at Arithmetic	Intervention programme has proven track record of improving attainment and meeting fluency and conceptual understanding. Children make an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data analysis monitors impact of intervention	Sharon Wannell Nasim Hartmann £4150	Jan 19 May 19	Jan: Only one PPG child in this group (girl, Y6). She has made below expected progress and is still working at #1 (Autumn) March 2019: NH has been working this term across the school; much time focused in Yr 6 working in class and in small groups to provide targeted support for identified children, including pre teaching, planning with MW Impact has been children are feeling more confident in their maths ability and confident to have a go. Focus on making the maths visible is supporting understanding and seeing where mistakes are being made. Precise verbal feedback is supporting progress in lessons <ul style="list-style-type: none"> No PP boys in Yr 1 100% PP boys on Yr 2 making expected progress but on 1 of the 2 on track to achieve ARE

						<ul style="list-style-type: none"> 100% PP boys in Yr 4 are on track to achieve ARE. 50% (2 boys) are making expected progress and 50% (2 boys) have made accelerated progress in the Spring Term and now showing aspects of GD No PP boys in Yr 6
Improved % of PPG children working at expected in writing enabling those who didn't reach Year 2 expected to 'catch up'	Pirate Writing intervention -year 3.	Edgehill devised Intervention program delivered 4 times a week over the course of 6 months, in addition to in class literacy lessons. Small group sizes of 4 balances development of transcription, grammar and composition. Strengthens teaching assistants' knowledge and wider effectiveness. Provides detailed evidence of progress and impact.	<p>Pupil Progress Meetings</p> <p>Data analysis monitors impact of intervention</p> <p>Link with another school that are running the intervention to observe and share good practise.</p> <p>Daily delivery of Pirate writing Intervention – 2 x groups of 4 year 3.</p>	Nasim Hartmann £3500 (ES - TA)	Jan 19 May 19	<p>Only one PPG child within this group (boy, y3). He has made progress in joining his letters and use of a spelling books, however is still below ARE (#1 – Autumn)</p> <p>2 drop-ins undertaken and feedback given about pace and coverage of programme. Need to ask Julia about AE progress*</p>
Improving maths fluency and reasoning skills	Pre teaching (3 times per week) by class teacher – TA to support wider class during this time to ensure the children are receiving first quality teaching that is directly applicable to the next lesson.	<p>Internal lesson study indicates that pre teaching was the most effective strategy at engaging children in numeracy and building their basic understanding of concepts.</p> <p>PPG advisory meeting – pre teaching (in all subjects) by the class teacher is most effective strategy in raising attainment and progress of all children.</p>	<p>Organise timetable to ensure teaching staff are able to deliver pre teaching effectively and teaching assistants are able to supervise class.</p> <p>Data analysis monitors impact of intervention</p>	HT PPG lead £13,000 (TA time to release Teachers)	Jan 19 May 19	Daily fluency session have been taught in KS2 however this is still an area for further development see above.
Total budgeted cost						£21,150
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?	Evaluation

PPG children are more ready to learn and parents are supported to remove barriers and access services.	Children and families support worker. Parent support and wellbeing courses 'Timid to Tiger' – staff training (CP) and delivery weekly for parents	Evaluation of previous year – positive impact of children and families support worker, but the continued need to support families who don't reach this threshold. Wellbeing action plan	Ensure trained staff have time to carry out their role effectively. Identify and approach families would benefit from Timid to Tiger support early. Parents feel supported by school for both their own and children's wellbeing	Christine Phillips Kristen Cain	Jan 19 May 19	March 2019 Timid to Tiger has started: 22% PP families Three sessions have taken place with very positive feedback forms being completed at the end of sessions and the word being spread informally by group members to other parents in the playground. Wellbeing action plan/policy Staff have contributed to developing our Mental Health Strategy. Well being and mindfulness ideas have been included in newsletters and discussed at staff meetings. Training of six Year 5 children as Mental Health Ambassadors has started with the final session happening 29.3.19. This has involved collaboration with children from three other schools. MHA's will be setting goals, getting feedback from children and sharing ideas in Key Stage assemblies from the Autumn Term	
Children complete appropriate home learning tasks	Homework club available free to all PPG children.	Providing support for children who do not have support at home.	Review home learning records as part of work scrutiny each half term	PPG lead £750	Jan 19 May 19	Homework club to be led by a member of SLT during 2 school lunch times to ensure quality first teaching. This is another area of further development. Idea taken from Learning Challenge school is to support PP children in having pre teach sessions and preparation for following topic. Desired impact: To ensure PP children have the appropriate vocabulary understanding to access the wider curriculum. List of key vocabulary to be provided by the teacher and PP champion to pre teach this to PP children from Autumn Term	
A. Children become more resilient learners with better attitudes to learning	Reduction in cost of school trips and visits, especially the Yr 4 Y6 residential visit	<ul style="list-style-type: none"> To ensure all children have access to trips and visits that extend the curriculum To ensure that all children have the opportunity to take advantage of the residential visit	<ul style="list-style-type: none"> Monitor take-up of visits All PP children take part in the residential visit	Admin £700	Jan 19 May 19	100% PP children have participated in trips and 100% Yr 4 going on residential	
Total budgeted cost						£1450	

6. 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
Children's number skills improve and they become more able to carry out calculations quickly and accurately	<p>Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings.</p> <p>Whole school focus and CPD in fluency and how to develop as well as reasoning skills, training in No Nonsense Number facts.</p> <p>No Nonsense Number Sense teaching materials purchased.</p> <p>Teaching assistant in both key stages to be deployed to deliver same day intervention to PPG pupils.</p>	<p>76.7% of PPG children across the school are working at ARE and have made +3.2 points progress.</p> <p>10% of PPG children across the school are working well above age related expectations.</p> <p>Y2 – 50% of PPG children made ARE+ in all subjects.</p> <p>Y6</p> <p>EYFS – 50% of (2) children in FS2 achieved 'expected' standard in maths (number and shape)</p>	<ul style="list-style-type: none"> No Nonsense Number Facts is a useful tool as it supports children in consolidating number facts. Revisit with staff during September inset to ensure the use is being maximised in all classes. Whole school approach of 'Dive Deeper' is effective in allowing children to explore and secure number skills in a variety of ways, rather than moving onto new concepts too quickly. <p>Post teaching was challenging to timetable and didn't have the desired impact (when speaking to teachers). Pre teaching is much more effective as it engages PPG children who lack confidence and allows them to access first quality teaching.</p>

Improve maths teaching to meet needs of all pupils to result in greater progress, particularly PPG and More able PPG.	Peer lessons study for all teachers.	See above. All teachers felt the lesson study was as positive experience in finding out how the PPG children in their class learn. As a result, pre teaching activities have begun to take place and will continue into the next academic year. Teachers felt that this was already having an impact on the children's confidence and engagement during lessons but that there were timetable restrictions. GD PPG focus was effective as children have either remained at #3/4 or moved up. Teachers felt they were able to identify gaps of pupils and develop targets around these.	<ul style="list-style-type: none"> Lesson study will continue next year – focus to be decided. Pre teaching (by the teacher) in numeracy to be a priority for PPG children.
Improved percentage of PPG children working at ARE or GD in writing.	Consistent input about 'meeting the needs of all pupils' during regular Professional Development Meetings. Talk for Writing developed and used across the school.	End of year baseline (2017) – 77.8% Exp+ End of year (2018) – 76.7% Exp+ 2 PPG joiners working well below ARE have reduced % working at exp+, so the slight dip is positive in light of this. PPG +3.4 points progress in writing Non PPG + End of year baseline (2017) – 11.1% #3, 11.1% #4 End of year (2018) – 10% #3, 16.7% #4 PPG children working at GD in writing has increased.	<ul style="list-style-type: none"> PPG children targeted during teacher conference release time, which has been effective and teachers feel they were able to close any specific gaps. PPG focus during PDM meetings and agreed actions, frequently reviewed with headteacher. Focus in lessons has resulted in excellent progress in some classes – verbal frequent next steps and effective feedback (not marking). <p>Early identification from teachers and TAs of gaps and potential– knowing the whole child and regular checking in.</p>
Children have greater aspirations towards their learning and recognise when they are learning through links to learning behaviours.	Whole school focus and CPD on encouraging pupil leadership, wellbeing and vision/ values. 10 steps to wellbeing Aspirations project	Learning behaviours developed in school and implemented in each class. Many teachers feel children are able to talk about their learning more confidently and feel proud of their achievements.	<ul style="list-style-type: none"> This is difficult to evaluate as it is a long term project and achievement is difficult to quantify. Now TAs are trained in the aspirations 'north star' project, this will need to continue next year with focus on PPG. <p>Support for parents as well as children to be focus for next year to raise aspirations – opportunities for staff to attend wellbeing course (which they can then relay to parents) being sought.</p>
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)
Children's number skills improve and	Success at Arithmetic Intervention – Every	PPG children have made +4.5 points progress in maths.	Effective intervention that should continue next year.

<p>they become more able to carry out calculations quickly and accurately</p> <p>PPG progress improves</p>	<p>Child Counts programme.</p>	<p>Non PPG children have made +3.2</p>	
<p>Improving maths fluency and reasoning skills.</p>	<p>Post teaching focused upon PPG children and 1:1 with 2 follow up sessions.</p> <p>Daily maths teaching using 'No nonsense Maths' in all year groups.</p>	<p>76.7% of PPG children across the school are working at ARE and have made +3.2 points progress.</p> <p>10% of PPG children across the school are working well above age related expectations.</p> <p>Y2 – 50% of PPG children made ARE+ in all subjects.</p> <p>Y6</p> <p>EYFS – 50% of (2) children in FS2 achieved 'expected' standard in maths (number and shape)</p>	<ul style="list-style-type: none"> This has not been effective as management was difficult (many TAs used as HLTA supply). Lesson study shows pre teaching (by the teacher) to be most effective form of maths intervention for PPG children.
<p>Improved % of PPG children working at expected in writing enabling those who didn't reach Year 2 expected to 'catch up'</p>	<p>Pirate Writing intervention – lower KS2</p>	<p>ALL PPG children have made expected or better progress through pirate writing and 2/3 are now working within age related expectations.</p>	<p>Pirate writing to continue with 2x groups of year 3 (1x PPG child). Smaller group sizes of 4 and year 3 expectations to be discussed with TA leading the intervention to ensure potential of children is maximised.</p>
<p>Improved % of children reaching ARE in writing and improved % working at GD in writing</p> <p>Improved % of children reaching ARE in writing and reading at Key Stage 2 in writing, grammar, spelling and reading enabling children to make progress they are capable of.</p>	<p>1:1 or Paired Writing Conferencing weekly for half term with class teacher.</p> <p>Small group support targeted on individual needs e.g handwriting, writing composition.</p>	<p>End of year baseline (2017) – 77.8% Exp+</p> <p>End of year (2018) – 76.7% Exp+</p> <p>2 PPG joiners working well below ARE have reduced % working at exp+, so the slight dip is positive in light of this.</p> <p>PPG +3.4 points progress in writing</p> <p>Non PPG +</p> <p>End of year baseline (2017) – 11.1% #3, 11.1% #4</p> <p>End of year (2018) – 10% #3, 16.7% #4</p> <p>PPG children working at GD in writing has increased.</p>	<p>Conferencing time with PPG children most effective when frequent and consistent. This was most effective in KS2 and y2.</p>

<p>Improved attitudes towards reading for PPG and higher aspirations</p>	<p>Reading recovery to target PPG children.</p> <p>Weekly small group guided reading support.</p> <p>PPG daily readers in KS2 and KS1 targeted for daily individual support in choosing books and being heard read.</p> <p>HT to undertake Year 6 additional guided reading weekly focusing on reciprocal reading strategies.</p> <p>KS1 & KS2 leaders to monitor PPG reading records half termly.</p> <p>Purchase and maintenance of Accelerated Reader.</p>	<p>Reading Recovery PPG +2.8 points progress in reading and 2 have moved from working towards to expected. 3 children have made less than expected progress.</p> <p>Daily Readers PPG +3.3 points progress in reading.</p> <p>Reading Record Monitoring KS1 children are being heard frequently in school by additional adults, but less frequently at home. KS2 children are becoming increasingly independent with their reading and many are reading at home with an adult.</p>	<ul style="list-style-type: none"> Reading recovery has been more effective than the data presents as many children have moved from well below, to working towards. Consideration about when it is appropriate for children to receive intervention (eg. Are they ready for it) must be considered, particularly in regards to boys reading. Daily reading/ reading monitoring must continue for PPG readers, though priority must be given to those who are not being heard regularly at home so discussions with teachers is required. Many PPG children are not being heard read at home as frequently as would be hoped. Whole school incentive must be devised to ensure progress of all learners, particularly those at risk of not making age related expectations in ks1. <p>Accelerated reader is effective for those who engage well with it. Discussion about lowering targets of PPG and LAPs for the next academic year so they can experience success and re-engage with program.</p>
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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
Children complete appropriate home learning tasks	Homework club available free to all PPG children.	<ul style="list-style-type: none"> Many PPG children in KS2 access homework club weekly and teachers have reported that this has had a positive impact on them completing home learning tasks (as they wouldn't have done it otherwise). 	PPG children in KS1 completing home learning tasks remains inconsistent. Possible review of whole school homework policy to make homework more appealing and desirable to those children.	
PPG children are more ready to learn and parents are supported to remove barriers and access services.	Children and families wellbeing worker. 10 steps to wellbeing	<ul style="list-style-type: none"> Children and families wellbeing worker is having a positive impact on school relationships with families and giving a greater insight into the needs of and the ways of supporting said families. 	Are we providing enough support for other PPG families who have not reached the threshold of needing support from wellbeing worker? It would be useful for staff to be trained to support families on a wider scale.	

Children become more resilient learners with better attitudes to learning	Reduction in cost of school trips and visits, especially the Yr 4 Y6 residential visit.	<ul style="list-style-type: none">• Positive impact and all PPG children have attended all visits and residential visits.	This needs to continue to be actioned next year.
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