

Ecclesfield Primary Pupil Premium Strategy Statement 2019-20

Summary information					
School	Ecclesfield Primary				
Academic Year	2019-20	Total PP budget	£147,940	Date of most recent PP Review	22.7.19
Total number of pupils	412	Number of pupils eligible for PP	104	Date for next internal review of this strategy	31.7.20

Current attainment for the academic year 2018- 2019			
The % of Pupils reaching the expected standard at the end of KS2 2019	<i>Pupils eligible for PP/other pupils/all pupils (11 pupils)</i>	<i>Pupils not eligible for PP (other national) average</i> 2019	<i>National Averages for all pupils/PP pupils</i> 2019
Reading	<u>69%/74%/73%</u>	<u>76%</u>	73%/58%
Writing	<u>69%/79%/77</u>	<u>81%</u>	78%/63%
Mathematics	<u>77%/88%/86%</u>	<u>82%</u>	79%/63%
Reading, writing and mathematics combined	<u>54%/63%/61%</u>	<u>68%</u>	65%/47%

Barriers to future attainment (for pupils eligible for PP)

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

- A.** **KS1 results 2019**-Despite the gap closing in reading, writing and maths compared to the previous year, attainment for pupils eligible for PP remains lower than **other pupils** in reading, writing and maths and is below national averages
- KS2 results 2019**- Despite the attainment improving for our disadvantaged pupils in reading, writing and maths compared to the previous year 2018 attainment for pupils eligible for PP still remains lower than **other pupils**.
- Schools internal performance data**-In current Y3, Y4 and Y5 pupils eligible for PP attain lower than non PP for reading, writing and mathematics which will prevent disadvantaged pupils meeting the expected standard at the end of KS2.
- B.** Identified gaps in learning for all pupils are hindering accelerated progress
- C.** Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs and developmental language delay.

External barriers *(issues which also require action outside school, such as low attendance rates)*

- D.** Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance, behaviour and mental health

Long term plan-3 year timescale *(4 priorities for our school linked to 'The EEF guide to pupil premium- 3 tiered approach .')*

Tier 1= Quality First Teaching

Tier 2 = Targeted small group support/intervention

Success criteria *(Linked to the 'School inspection handbook May 2019')*

<p><i>Tier 3 = Bespoke support / intervention</i></p>		
<p>Priority A</p>	<p>Quality first teaching will ensure attainment will continue to improve for pupils who are eligible for PP with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for PP and other pupils. All pupils eligible for PP reach age related expectations in reading, writing and maths.</p>	<p>Identified pupils in specific year groups accelerate progress to reach at least age related expectations</p> <p>Gaps in attainment and progress are reducing compared to other pupils</p> <p>Across all parts of the school the series of lessons contributes well to the curriculum intent</p> <p>The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills</p> <p>The pupils work across the curriculum is consistently of high quality</p>
<p>Priority B</p>	<p>Targeted academic support addresses effectively gaps in learning through structured interventions and small groups for those who are falling behind.</p>	<p>Attainment and progress are raised in line with that of other pupils.</p> <p>The provision for DP enables them to consistently achieve highly from their starting points</p>

<p>Priority C</p>	<p>Targeted academic support addresses effectively gaps in learning through structured interventions, small groups and 1-1 tuition for professionally recognised additional needs.</p>	<p>Bespoke termly targets for academic subjects and speech & language therapy are met and new skills employed in the classroom on a consistent basis</p> <p>Pupils are making expected progress relative to their starting points</p> <p>The provision for DP enables them to consistently achieve highly from their starting points</p>
<p>Priority D</p>	<p>Early identification and targeted support impacts positively upon pupils' social skills, behaviour, confidence and positive mental health and well-being.</p>	<p>Monitoring indicates that 100% of pupils eligible for PP access at least two different extended learning opportunities throughout the year</p> <p>Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback</p> <p>Pupils are highly motivated and persistent in the face of difficulties</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education</p> <p>The number of behaviour incidents with this group of pupils declines over the academic year</p> <p>Persistent absences are reduced</p> <p>Attendance increases for all vulnerable and disadvantaged pupils.</p>

Desired outcome	Chosen action / approach Linked to EEF Teaching and Learning Toolkit and The EEF Guide to the Pupil Premium	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
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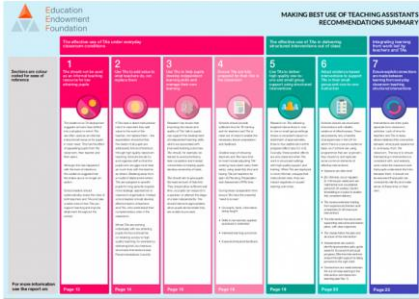
<p>Priority A- tier 1</p> <p>Quality first teaching will ensure attainment will continue to improve for pupils who are eligible for PP with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for PP and other pupils. All pupils eligible for PP reach age related expectations in reading, writing and maths.</p>	<p><i>Oral language interventions +5 months</i> <i>Early years intervention + 5 months</i> <i>Phonics + 4 months</i> <i>Parental involvement + 3 months</i> <i>Feedback + 8 months</i> <i>Meta cognition and self-regulation + 8 months</i> <i>Mastery learning + 5 months</i></p> <p>Quality first teaching-maths Enhance the standards of teaching of maths through consistent implementation of the mastery approach (5 big ideas) leading to confident and resilient learners and greater proportion of pupils achieving expected standard and greater depth.</p> <p>An external consultant will deliver a twilight focussing on number sense, patterns and relationships between numbers. The variation theory in conjunction with other research based approaches will be explored. In addition the maths consultant will deliver bespoke maths support for each year group FS-Y6. In conjunction with the consultant the teachers will plan a coherent, learning journey that includes the use of manipulatives to deepen the teacher's and children's understanding of the concepts in maths. This will overall deepen teacher's subject knowledge in maths. To consider the balance of arithmetic, reasoning and problem solving.</p> <p>Rotherham Learning Support services will deliver dyscalculia training to all staff</p> <p>LA advisor and external CPD for Senior Leaders supporting the developing teaching and learning of early reading, ensuring phonics as a</p>	<p>KS1 results 2019- Despite the gap closing in reading, writing and maths compared to the previous year, attainment for pupils eligible for PP remains lower than other pupils in reading, writing and maths and is below national averages</p> <p>KS2 results 2019- Despite the attainment improving for our disadvantaged pupils in reading, writing and maths compared to the previous year 2018 attainment for pupils eligible for PP still remains lower than other pupils.</p> <p>Schools internal performance data-In current Y3, Y4 and Y5 pupils eligible for PP attain lower than non PP for reading, writing and mathematics which will prevent disadvantaged pupils meeting the expected standard at the end of KS2</p>	<p>Robust Pupil Progress Meetings focussing on PP pupils with member of SLT for every class.</p> <p>Learning walks with a particular focus on reading, writing and maths</p> <p>Regular book scrutiny for books across all subject area</p> <p>Pupil interviews</p> <p><i>Schools partnership programme-peer review</i></p>	<p>Exec Head</p> <p>HOS</p> <p>SENCO</p> <p>External Consultant</p> <p>Maths and English curriculum Leads</p> <p>Rotherham LSS</p> <p>Local Authority Advisor</p>	<p>Half termly</p>	
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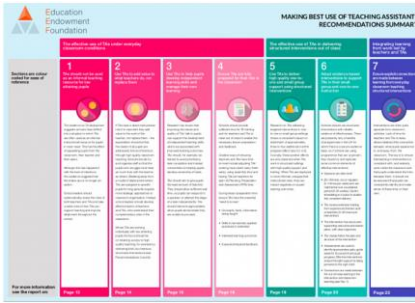
prime approach. This will lead to an improved attainment within FS, Year 1 and Year 2

Additional staffing to support progress and attainment in core subjects



Use of Metacognition and Self-Regulated Learning EEF recommendations

	<p>Use of TAs Tier 1 and 2 and 3 in line with EEF recommendations</p>  <p>Planned cycle of CPD, monitoring and review for maths, early reading, reading and phonics</p>	<p>as above</p>	<p>Schools partnership program-Peer review</p> <p>Monitoring of pupils progress-use of provision plan</p>	<p>SENCO HOS</p>	<p>termly</p>	
Total budgeted cost						£35,000

<p>Priority B-tier 2</p> <p>Targeted academic support addresses effectively gaps in learning through structured interventions and small groups for those who are falling behind.</p> <p><i>Closing the attainment gap: Key lessons April 2018 EEF</i></p>	<p><i>Early literacy approaches + 4 months</i> <i>Phonics + 4 Months</i> <i>Making the best use of teaching assistants + 1 month</i> <i>Homework (primary) + 2 months</i> <i>Reading comprehension strategies + 5 months</i> <i>Early years intervention + 5 Months</i> <i>Parental involvement + 3 months</i></p> <p>Planned cycle of CPD, monitoring and review for teaching assistants with a focus on number sense, phonics and early reading. This will include speech and language comprehension (receptive and expressive) training for all TAs (and teachers)</p> <p>Use of TAs Tier 1 and 2 and 3 in line with EEF recommendations</p> 	<p>Identified gaps in learning for all pupils are hindering accelerated progress</p>	<p>Termly exit data from Learning Support Programmes indicate targets met and new ones are formed</p> <p>Targets are employed back in the classroom and gaps are closing between peers</p> <p>EAZMAG tracking, half termly pupil progress meetings and intervention tracking enable gap analysis and progress</p> <p>Half termly book scrutiny</p> <p><i>Schools partnership programme-peer review</i></p>	<p>SLT</p> <p>SENCo and Rotherham Learning Support Service</p>	<p>Half termly</p>	
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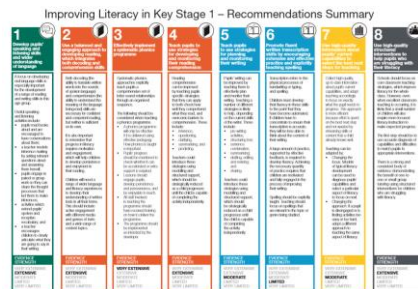
Parent workshops to support home learning

- Survey for parents
- Developing bespoke creative workshops for individual parents/groups
- Reading mornings
- Creative workshops
- Celebrations
- Class Assemblies
- Coffee mornings

Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessment

To encourage and equip parents to support home learning effectively, enabling good progress

Improving Literacy in line with EEF recommendations



Improving maths in line with EEF recommendations

Identified gaps in learning for all pupils are hindering accelerated progress

Monitoring the learning platforms for use of set homework activities

Floor books showing parental engagement with workshops

Workshop attendance monitored via signing in


Monitor home / school reading record books with an emphasis on vulnerable and disadvantaged children


Parents calendar and events shared and promoted

Schools partnership programme-peer review

SLT and class teachers

Half termly

	<p> Improving Mathematics in Key Stages Two and Three – Recommendations Summary</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>1 Establish a vision for the school's mathematics curriculum</p> <ul style="list-style-type: none"> • Develop a clear vision for the school's mathematics curriculum, which is based on the National Curriculum and the school's values and ethos. • Ensure that the vision is shared with all staff and governors, and is reflected in the school's policies and procedures. • Review the vision regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>2 Develop a mathematics curriculum that is ambitious, coherent and well-sequenced</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is ambitious, coherent and well-sequenced, covering all areas of the National Curriculum. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>3 Develop a mathematics curriculum that is challenging and engaging</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is challenging and engaging, providing opportunities for all pupils to stretch and challenge themselves. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>4 Develop a mathematics curriculum that is inclusive and accessible</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is inclusive and accessible, providing opportunities for all pupils to succeed. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>5 Develop a mathematics curriculum that is up-to-date and relevant</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is up-to-date and relevant, reflecting the latest research and practice in the field. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>6 Develop a mathematics curriculum that is well-resourced</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is well-resourced, ensuring that all pupils have access to the materials and resources they need to learn. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>7 Develop a mathematics curriculum that is well-delivered</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is well-delivered, ensuring that all pupils have access to high-quality teaching and learning experiences. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> <div style="width: 15%; background-color: #f4a460; padding: 5px;"> <p>8 Develop a mathematics curriculum that is well-evaluated</p> <ul style="list-style-type: none"> • Develop a mathematics curriculum that is well-evaluated, ensuring that all pupils have access to high-quality teaching and learning experiences. • Ensure that the curriculum is based on the school's vision and is designed to meet the needs of all pupils. • Review the curriculum regularly to ensure it remains relevant and effective. </div> </div>					
Total budgeted cost					£45,000	

<p>Priority C-tier 3</p> <p>Targeted academic support addresses effectively gaps in learning through structured interventions, small groups and 1-1 tuition for professionally recognised additional needs.</p>	<p><i>Early literacy approaches + 4 months</i> <i>Phonics + 4 Months</i> <i>Making the best use of teaching assistants + 1 month</i> <i>Reading comprehension strategies + 5 months</i> <i>Early years intervention + 5 Months</i> <i>Parental involvement + 3 months</i> <i>Individualised Instruction +3 months</i> <i>Feedback +8 months</i></p> <p>In conjunction with 'Use of TAs Tier 3':</p> <p>AfA strategy; structured conversations (and training) for SEND / vulnerable children/pupils who are underperforming. Subsequent knowledge of intended long term targets and wider outcomes further personalised learning</p> <p>Early Reading and Phonics CPD (Early Years Toolkit EEF)</p>  <p>Staff effectively deliver interventions supported by recent research (in consultation with Rotherham Learning Support Service)</p>	<p>Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs and developmental language delay.</p>	<p>Structured conversations happen with pupils in each class 2 times per year, impact of teaching and learning is discussed and outcomes are agreed. New targets are set – long term and short term.</p> <p>Observation and welcome meetings for vulnerable pupils and their families in the morning</p> <p>Parental attendance monitored via signing in system half termly</p> <p>Data collection (on-entry and exit) SALT</p>	<p>SENCO</p> <p>English team</p>		
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<p>Priority C-tier 3</p> <p>Gaps in learning are addressed effectively both at home and in school.</p>	<p><i>Oral language interventions +5 months Phonics + 4 months</i></p> <p>Retention of a specialist teaching assistant for speech and language therapy to deliver targeted, structured interventions under the guidance of the NHS SALT service</p> <p>The specialist TA to support skills being transferred back into the classroom setting and wider context of school</p>	<p>Pupils identified eligible for PP also have additional vulnerabilities for example pupils with special educational needs and developmental language delay.</p>	<p>Gaps in phonological speech are addressed effectively, making speech intelligible</p> <p>Delays in development language are closed, enabling pupils' receptive and expressive skills to improve</p> <p>The range of vocabulary and language of pupils is increased, impacting positively upon reading comprehension skills</p>		<p>PTA (picture Test of Articulation)</p> <p>Renfrew Action Picture Test/CELF</p> <p>Renfrew and key work level of working</p>	
Total Budgeted Cost						£80,000

<p>Priority D-tier 1 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Mental health and well being</u> <i>Social and emotional learning + 4 months</i> <i>Metacognition and self-regulation + 7 months</i> <i>Behaviour interventions + 3 months</i> <i>Mentoring + 1 month</i> <i>Sports participation + 2 months</i> <i>Outdoor adventure learning + 4 months</i></p> <p><i>To develop across the Federation an approach to supporting children's mental health and well being</i></p> <p>Based on research develop a Federation approach to teaching children about mental health at an age appropriate level</p> <p>Use mental health standards to audit current provision and create an action plan for improvement</p> <p>To develop teachers' confidence with the use of research materials and reading materials to enable them to teach about mental health and age appropriate strategies included understanding of the inter-related relationship between mental health and academic attainment</p> <p>Develop a referral pathway /directory for schools to use to access external services to support pupil mental health</p> <p>Make use of Fingertips PHE data to create a local picture of health and mental health needs</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Staff questionnaires outcomes/ report</p> <p>Healthy minds surveys/outcomes</p> <p>Work scrutiny using:</p> <p>Floor books</p> <p>Topic folders</p> <p>SMSC tracker</p> <p>Pupil interviews/voice</p>	<p>EHT</p> <p>SLT</p> <p>Curriculum coordinator</p>	<p>Half termly</p>	
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Continue to develop and roll out an RSE curriculum across both schools including RSE policy-to be trialled 2019-2020

Pupils' learning behaviours are more positive ie ready to learn through the use of school learning minds sets which are promoted during assemblies and awards leading to positive engagement with learning



<p>Priority D-tier 2 & 3</p> <p>Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health. Pupil learning behaviours are more positive i.e. ready to learn and have effective self-regulation of feelings.</p>	<p>Specialists</p> <p><i>Mentoring + 1 month</i> <i>Behaviour interventions + 3 months</i> <i>Social and emotional learning + 4 months</i></p> <p>Trauma Informed Schools Action Plan (Tier 1/2/3)</p> <p>A large proportion of children have experienced the death of a parent, death of other family members or loss through parent relationship breakdown. Trained staff to continue to work with children who have experienced loss/bereavement.</p> <p>Trauma informed practitioners and their team working with targeted families and children throughout the school in a tiered approach according to need. The following sessions will continue: Lego therapy, FRIENDS, Mighty Minds, bereavement counselling- see separate 2 year action plan 2019-21</p> <p>Bespoke nurture group and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties.</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Motional Toolkit as an on-entry and exit assessment</p> <p>Pupil voice survey</p> <p>Parental feedback</p> <p>Pupils' learning behaviours are more positive ie ready to learn /learning mindsets/ engaged with learning / self-regulation of feelings</p> <p>Healthy minds survey</p> <p>CPOMs</p>	<p>SENCO</p> <p>Trauma informed practitioners team</p>	<p>Termly</p> <p>Half termly</p>	
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<p>Priority D tier 2 & 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>After school clubs</u> <i>Sport and Arts participation + 2 months</i></p> <p>To support school attendance/persistent absence and engagement with learning</p> <p>To help children to become more effective learners, to improve motivation and build self-esteem</p> <p>Before/After school club programme which includes: Breakfast club, IT, Sports, Arts, Mind craft, Lego therapy, bush craft, let's get cooking, drama, singing, booster groups</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored half termly by SENCO and Extended Learning Opportunities coordinator</p> <p>Pupil voice survey</p> <p>Monitoring indicates that pupils are more effective learners</p>	<p>SENCO and office staff</p>	<p>Half termly</p>	
<p>Priority D - tier 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Uniform</u> <i>Social and emotional learning + 4 months</i></p> <p>Pupils identify themselves as part of the school community</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Disadvantaged pupils are supported in buying uniform.</p>	<p>SENCO/HT</p>	<p>Termly</p>	

<p>Priority D - tier 3 Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Educational Visits/Visitors</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium supports with the contribution to some visits and visitors</p> <p>To widen the experience for all pupils, aiming for growth in confidence and self-esteem</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored by head teacher and governors</p> <p>Pupil voice feedback</p> <p>Parent voice feedback</p>	<p>HT/Govs /EVO coordinator</p>	<p>Termly</p>	
<p>Priority D - tier 3 Early identification pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>Funding and partial funding for Residential visits in Y3 and Y6</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium pays for part cost</p> <p>Increased opportunity, independence and experience</p> <p>To widen the experience for all pupils, aiming for growth in confidence and self-esteem</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health</p>	<p>Monitored in observation and pupil discussion</p>	<p>SLT</p>	<p>Term of visit and subsequent terms</p>	

<p>Priority D- tier 3 Targeted interventions support pupils' social skills, confidence, and positive mental health</p> <p>Pupil learning behaviours are more positive i.e. ready to learn and effectively manage self-regulation of feelings</p>	<p><u>Additional staffing to support behaviour of pupils at vulnerable times of the day</u> <i>Feedback + 8 months</i> <i>Meta cognition and self-regulation + 8 months</i> <i>Mastery learning + 5 months</i> <i>1-1 tuition + 5 months</i> <i>Small group tuition + 4 months</i> <i>Making effective use of Teaching assistants +1 month</i></p> <p>Teaching Assistants to work with identified pupils and groups who are vulnerable and / or disadvantaged</p> <p>Additional staff recruited to support individuals and groups of pupils</p>	<p>Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance, behaviour and mental health</p>	<p>Reduced number of behaviour incidents tracked by behaviour log</p> <p>Raise attainment and progress by addressing emotional needs</p> <p>Boxhall Profile on entry and exit data</p> <p>Half termly data outcomes via new EAZ mag tracking tool</p> <p>Pupil voice survey</p>	<p>SLT SENCo</p>	<p>Half termly</p>	
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Priority D -tier 3 Early identification pupils' social skills, confidence and positive mental health and well-being.	<u>Learning mentor to continue to work with families regarding behaviour, attendance and punctuality</u> Recruitment of an additional learning mentor Formalised procedures for meeting / contacting parents with SLT & outside agencies where necessary Responsible for family liaison over attendance and punctuality matters.	Social and emotional barriers for vulnerable pupils are causing a negative impact on progress and attainment including persistent absence, attendance and mental health	Improved attendance for target cohort, closing the gap To reduce persistent absence and lateness to school. Attendance target 96% Reduced number of behaviour incidents To develop pupils' social skills, confidence and positive mental health and well-being	HT Learning mentor	Half- termly data report from sims Daily attendance monitoring	
Total budgeted cost						as above
A review of the school's Pupil Premium Strategy including expenditure will be reported on this website in September 2020 The above 3 year strategy will also be reviewed and updated ready for 2020						

Previous Academic Year 2018-19						
Quality of teaching for all Targeted support and other approaches						
Desired outcome	Chosen action/approach Linked to EEF Teaching and Learning Toolkit	Estimated impact and outcomes:			Lessons learned and next steps	Cost

<p>A&B</p> <p>Attainment continues to improve for pupils who are eligible for PP with a focus on pupils who are underperforming. Attainment gap is closing between pupils who are eligible for PP and other pupils. All pupils eligible for PP reach age related expectations particular in reading and writing and spellings.</p> <p>Targeted interventions support pupils' social skills, confidence, and positive mental health</p> <p>Pupil learning behaviours are more positive i.e. ready to learn and have self-regulation of feelings</p>	<p><i>Oral language interventions +5 months</i> <i>Early years intervention + 5 months</i> <i>Phonics + 4 months</i> <i>Parental involvement + 3 months</i></p> <p>Improve outcomes in reading by developing and implementing a range of closing the gap vocabulary strategies. Closing the vocabulary gap Alex Quigley</p> <p>Quality First Teaching Academic vocabulary is taught explicitly and coherently through explicit planning throughout the curriculum. Using a variety of strategies for example through visual representations of words, word tiers at the beginning of each new topics/themes etc</p> <p>Quality First Teaching Plan in structured reading opportunities to support students with vocabulary deficits using a variety of strategies for example through sound and vision, word gradients/continuum.</p> <p>Quality First Teaching Develop word consciousness in pupils and staff through sharing the etymology and morphology of words, word mats</p> <p>Quality First Teaching Consistent teaching of spelling across key stages to develop children's understanding of spelling strategies</p> <p>Speech and language sessions delivered by a qualified speech and language therapist. i.e. LEAP CUED</p> <p>Structured Conversations (& training) for SEND / vulnerable children (throughout school) Subsequent knowledge of intended wider</p>	<p>We have improved the way in which teachers plan reading lessons so that pupils are reading more challenging texts and developing a wider vocabulary and a range of reading skills. Teachers regularly provide high-quality texts with sophisticated vocabulary. Pupils are becoming adept at using dictionaries. For example, Year 5 pupils were able to define words such as 'enduring', 'intertwined' and 'enigmatic'. Pupils in Year 4 discussed the meaning of the words 'muster' and 'imitate' OFSTED March 2019.</p> <p>Teachers' subject knowledge and explanations in mathematics are good, and they regularly ask pupils challenging questions to extend their learning. Pupils are often given time to talk to each other about their learning in mathematics. In a Year 6 lesson we visited, pupils confidently discussed how to interpret a range of line graphs. OFSTED March 2019</p> <p>Headline data</p> <p>FS DP 2019 attained 53.3% GLD, reading, writing and maths below the national average. (Not validated)</p> <p>Y1 phonics 2019 for pupils in receipt of pupil premium is at 88% who achieved the expected standard in the national phonics check above the national average. (Not validated)</p> <p>Y2 phonics 2019 for pupils in receipt of pupil premium is at 92% who achieved the expected standard in the national phonics check in line with the national average. (Not validated)</p> <p>KS1 result 2019 for pupils in receipt of pupil premium is at (Not validated)</p> <p>KS1 Reading 54% achieved age related expectations compared to 81% other pupils</p> <p>KS1 Writing 54% achieved age related expectations compared to 73% other pupils</p> <p>KS1 Mathematics 62% achieved age related expectations compared to 82% other pupils</p>	<p>There is a gap across the school particularly at the end of KS1 results 2019. This will continue to be a focus for 2019-2020. For example, in maths staff have been trained in new approaches to improve pupils' reasoning and problem-solving abilities and given a better understanding of how pupils learn in mathematics. However, these approaches are not embedded well enough in all classes across key stage 2 and so pupils are not always given opportunities to apply their skills by completing problem-solving and reasoning tasks.</p> <p>The school will also focus on the variation theory for maths as we have already started to see the impact in the quality of learning that is taking place</p> <p>Next steps: Enhance the standards of teaching of maths through consistent implementation of the mastery approach (5 big ideas) leading to confident and resilient learners and a greater proportion of pupils achieving expected standard and greater depth</p> <p>Develop teaching and learning of reading, ensuring decoding and language comprehension are</p>	<p>£25,000</p>
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<p><i>Closing the attainment gap: Key lessons April 2018 EEF</i></p>	<p>outcomes further personalises learning.</p>	<p>KS2 results 2019 for pupils in receipt of pupil premium (Not validated)</p> <p>KS2 Reading 69% achieved age related expectations compared to 76% other pupils</p> <p>KS2 Writing 69% achieved age related expectations compared to 81% other pupils</p> <p>KS2 Mathematics 77% achieved age related expectations compared to 82% other pupils</p>	<p>taught, leading to improved outcomes</p>	
<p>C</p> <p>Gaps in learning are addressed effectively both at home and in school.</p> <p><i>Closing the attainment gap: Key lessons April 2018 EEF</i></p>	<p><i>Early literacy approaches + 4 months</i></p> <p><i>Phonics + 4 Months</i></p> <p><i>Making the best use of teaching assistants + 1 month</i></p> <p><i>Homework (primary) + 2 months</i></p> <p><i>Reading comprehension strategies + 5 months</i></p> <p><i>Early years intervention + 5 Months</i></p> <p>CPD for teaching assistants with a focus on phonics, teaching of spellings, reading and writing. This will include SALT training for all teachers and TAs (Spring 2019) and phonics training for KS2.</p> <p>Staff effectively deliver interventions supported by recent research (in consultation with Rotherham Learning Support Service) Speech and Language Therapy Support (with a focus on pupils underperforming)</p> <p>To develop pupils knowledge, skills and understanding leading to accelerated progress in reading</p>	<p>Learning Support Services package- 1 TA continues to deliver LSPs which has been highly effective.</p> <p>SENCo trained FS and Y1 staff in phonics and cued articulation in Autumn term.</p> <p>Our SENCO delivered training to whole school on the new SSGe framework and how this is used by the LEA to disseminate funds for SEN pupils.</p> <p>The SENCO delivered training to TAs on sensory processing difficulty/disorder and how this impacts on learning and day to day school life.</p> <p>SENCO has recently attended SEND conference on Autism and is feeding this back to staff next year.</p> <p>Following a successful bid for a Discovery Days project grant, our SENCO has organised the development of a sensory garden for all pupils but especially for those with SEMH needs.</p> <p>Speech and language TA continues to deliver effective SALT interventions and support programs to promote children's speech and language development.</p> <p>SENCo has secured places at Alternative Provisions for 2 pupils with complex and high level needs.</p> <p>SENCo has attended Dyscalculia training delivered by LSS and has organised a half INSET day for September 2019 for the whole school.</p>	<p>We have recruited a Level 3 TA Apprentice who will continue with us into 2019-20. She has been working in Y5 and Y1 but will move into Y6 in September. she is progressing well through her course standards and is expected to complete her training by april 2020.</p> <p>Parent workshops and parental opportunities were most welcomed and this is evidenced in the feedback recorded in the floor books. In addition to this, select TAs have worked 1:1 with parents to boost children's learning. The TAs have kept evidence logs of this.</p> <p>We will continue with our speech and language therapist for 16 hours per week who will work with targeted pupils across the school.</p>	

		<p>SENCo and TA L3 have completed training course and dealing with bereavement and SENCo has trained TAs in the strategies for the whole school.</p> <p>SENCo has delivered Makaton training to FS staff in order to support children's language development.</p> <p>SENCo has completed online safety awareness training to become Online Safety Coordinator during in HT's mat leave.</p> <p>SENCo has recruited HLTA who will start with us in Sept 2019. This will support the Y6 team in meeting children's educational needs.</p> <p>Team Teach training for SENCo, HoS, AHT 10 TAs and 2 MDSAs has supported staff in understanding children's emotional well-being and manifestations in behaviour.</p> <p>The SENCO delivered training to whole school on SEND policies and practice and how to identify pupil needs.</p> <p>The SENCO has worked with Autism Outreach and Behaviour Support from Primary Inclusion to inform teaching and learning for one high need ASD pupil.</p> <p>SENCo has attended Restorative Practice training and shared this with MDSAs to improve the way incidents are managed at lunch times.</p> <p>SENCo has worked with the Y1 team to improve on phonics teaching and learning- 52/59 pass mark.</p> <p>OFSTED March 2019 "You carefully track the progress of all pupils and quickly identify groups and individuals who are falling behind, working with teachers to plan how to address gaps in pupils' learning."</p>		
<p>C Gaps in learning are addressed effectively both at</p>	<p><i>Phonics + 4 months</i> <i>Parental involvement + 3 months</i> <i>Reading comprehension strategies + 5 months</i></p>	<p>'...The school carefully tracks the progress of all pupils and quickly identify groups and individuals who are falling behind, working with teachers to plan how to address gaps in pupils' learning. Regular checks on the quality of teaching are used to provide training and development opportunities for teachers, which they welcome. All staff are</p>	<p>We will continue with a bespoke approach to parental engagement such as the SEND coffee mornings, structured conversations and creative workshops.</p>	

home and in school..

Parent workshops to support home learning

- Survey for parents
- Developing bespoke creative workshops for individual parents/groups
- Reading mornings
- Creative workshops
- Celebrations
- Class Assemblies
- Coffee mornings

Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessment

To encourage and equip parents to support home learning effectively, enabling good progress

AFA Strategy: Structured Conversations (& training) for SEND / vulnerable children/ pupils who are underperforming

committed to working together across the federation, as well as more widely with other schools, to further develop their teaching...OFSTED 2019

See below a sample of some activities we provide to support our parents:

PARENTAL ENGAGEMENT TIMETABLE 2018 - 2019

Please add in any parental engagement activities for individual parents, groups of parents, whole class and year groups. Where possible please add date, time and event. If date/time not organised yet, please just add in the event. (see Y4 example)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FS Reading mornings daily during Autumn 1 then Tuesdays and Fridays thereafter	24.09.18 Breakfast morning, 8.40 in classrooms, all parents invited 19/20.09.18 Parents phonic workshop, 2pm 9/10.10.18 Parents maths workshop 2pm 17.10.18 Stay and play session	12.11.18 Breakfast morning, 8.40 in classrooms, all parents invited 28/29.11.18 Parent drop in (invite only), 3pm in classrooms 10/12.12.18 Christmas family creative session, 9am-10am in classrooms Parents invited into class each week for storytelling sessions with groups of children	14.01.19 Breakfast morning, 8.40 in classrooms, all parents invited Parents invited into class each week for storytelling sessions with groups of children 31.10.19 Competitive junk model pirate ship workshop	04.03.19 Breakfast morning, 8.40 in classrooms, all parents invited 11.3.19-all day Pirate workshop external visitor-parent invitation	29.04.19 Breakfast morning, 8.40 in classrooms, all parents invited Sunflower maths mission between home and school	10.06.19 Breakfast morning, 8.40 in classrooms, all parents invited 04/05.07.19 Teddy Bear's Picnic, 1.15pm-2.45pm
Y1 Reading Mornings Wednesday and Friday	10.10.2018 Breakfast Morning all parents invited	Phonics meeting - date TBC 28.11.2018 Breakfast Morning all parents invited	24.1.19 Y1GD class assembly 1.2.19 Breakfast Morning all parents invited 13.2.19	20.3.19 Breakfast Morning all parents invited 4.3.19 Maths workshop morning	Castle Building workshop - Date TBC Phonics meeting - Date TBC 1.5.19 Breakfast morning	Y1E1 Class assembly 27.6.19 12.7.19 Breakfast Morning all parents invited 28.6.19

<p>D</p> <p>Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p>Healthy Minds</p> <p><i>Social and emotional learning + 4 months</i></p> <p><i>Metacognition and self-regulation + 7 months</i></p> <p><i>Behaviour interventions + 3 months</i></p> <p><i>Mentoring + 1 month</i></p> <p><i>Sports participation + 2 months</i></p> <p><i>Outdoor adventure learning + 4 months</i></p> <p>Continue the actions from the Healthy Minds project (nurturing, emotional and wellbeing project working with a clinical psychologist and Sheffield CAHMS) This will include the health minds champions, sensory breaks, Well-being Wednesday activities etc...</p> <p>Refine the PSHE SOW to include the mental health and healthy minds objectives/strands. Teachers to take into consideration the challenges that pupils face in their daily lives and personalise the PSHE curriculum to meet their needs</p> <p>Following CPD day in February, prepare to implement the new RSE framework for September 2019. Launch of RSE SoW throughout school, focussing on vocabulary and age appropriate messages</p>	<p><i>There is a very positive, nurturing relationships between pupils and staff resulting in a strong culture of supported personal development, excellent behaviour and bespoke welfare provision. This aspect of school is rapidly becoming an outstanding feature of our school. Pupils have very positive attitudes to learning. They develop a wide variety of social and emotional skills, supported by staff who personalise the support ensuring pupils are confident and self-assured.</i></p> <p>The school continued to work with NHS (CAMHS) to develop the Healthy Minds Framework project ending in December 2018. Training and resource such as loss, bereavement and sleep training has helped staff to support children and families with their psychological and emotional well-being promoting positive mental health. Staff understand the importance of self regulation and attunement.</p> <p>Pupils, who have been identified with social emotional mental health difficulties have personalised teaching and learning approaches: 1-1 experienced TA support and learning mentors, nurture groups, lego therapy, peer mentoring and targeted extracurricular activities. We also work closely with external agencies to access appropriate bespoke support in a timely manner. This can be support for parents and or support in the home to develop good routines and boundaries which have helped a number of families with better attendance and punctuality. Food bank referrals are supported by school for vulnerable families and support from external agencies are requested most weeks.</p> <p>Pupils know how to live healthily by eating and exercising well. To further support pupils in healthy choices, the school facilitates a 12 week 'Why Weight' programme, two cooking clubs and a healthy eating breakfast club for vulnerable pupils.</p>	<p>We will continue to target pupils who are in receipt of pupil premium funding to attend extended learning opportunities throughout the year.</p> <p>Bespoke nurture group and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties.</p> <p>Also see below</p>	
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Learning mentor to attend sleep training. Deliver sleep training workshops to staff, parent and children. Autumn 2018

Pupils' learning behaviours are more positive ie ready to learn /learning minds sets/ engaged with learning / self-regulation of feelings

D
Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.

Specialists

Mentoring + 1 month
Behaviour interventions + 3 months
Social and emotional learning + 4 months

Clinical Psychologist to continue to work in school for the autumn term 2018-healthy mind project

A large proportion of children have experienced the death of a parent, death of other family members or loss through parent relationship breakdown. Trained staff to continue to work with children who have experienced loss/bereavement.

Recruitment of additional learning mentor to add to the capacity

Learning mentors working with targeted families and children throughout the school. The following sessions will continue: Lego therapy, SEAL, bereavement counselling

Punctuality and attendance are robustly tracked, monitored and dealt with by the school's learning mentor. Therefore, attendance continues to be above national and has been since the last inspection (Jan 2015) since the last inspection. Our persistence absence is significantly better than national and an improving trend. Although this is improving, this will continue to be an area of focus for the school.

	2014-15	2015-2016	2016-2017	2017-18	2018-19
All	96.3%	96.7%	96.3%	96.4%	95.9%
DP	94.4%	95.3%	95%	95.5%	94.3%
FSM	93.9%	95.1%	94.4%	95.5%	93.9%
Boys	96.3%	96.7%	96.3%	96.3%	96.1%
Girls	96.2%	96.7%	96.4%	96.5%	95.6%
SEND	96.7%	96.2%	95.8%	96.8%	94.2%

The school continued to work with NHS (CAMHS) to develop the **Healthy Minds Framework** project ending in December 2018. Training and resources such as loss, bereavement and sleep training has helped staff to support children and families with their psychological and emotional well-being promoting positive mental health. Staff understand the importance of self regulation and attunement.

Learning Mentors are employed to work across the school with vulnerable pupils, primarily working closely with children and their families to support better attendance and punctuality. Invariably, poor attendance is an indicator of further issues at home. Parents regularly seek the support of the learning mentor who then refers families for additional support to external agency for early help support. Our attendance over a number of years is above average both nationally and locally.

Next step

Trauma informed practitioners and their team working with targeted families and children throughout the school in a tiered approach according to need. The following sessions will continue: Lego therapy, FRIENDS, Mighty Minds, bereavement counselling-see separate 2 year action plan 2019-21

<p>D</p> <p>Early identification impacts positively upon pupils' social skills, confidence and positive mental health and well-being.</p>	<p><u>After school clubs</u> <i>Sport and Arts participation + 2 months</i></p> <p>To support school attendance/persistent absence and engagement with learning</p> <p>To help children to become more effective learners, to improve motivation and build self-esteem</p> <p>Before/After school club programme which includes: Breakfast club, IT, Sports, Arts, Min- craft, Lego therapy, bush craft, let's get cooking, drama, singing, booster groups</p> <p><u>Educational Visits/Visitors</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium supports with the contribution to some visits and visitors</p> <p>To widen the experience for all pupils, aiming for growth in confidence and self-esteem</p> <p><u>Funding and partial funding for Residential visits in Y3 and Y6</u> <i>Outdoor adventure learning + 4 months</i></p> <p>Pupil premium pays for part cost</p>	<p>This year we have had a big focus on getting children more active whilst they are at school. We bought multi-use goal ends for both KS1 and KS2 yard. These have proved popular and the participation in sport at break and lunchtimes have increased because of this. We have purchased new schemes of work for physical education to improve the fundamental skills of agility, balance and coordination for all pupils. The school also encourages active breaks within lessons using the Go noodle website. We have also introduced new sports to the school this year and workshops have been held for Kidditch, judo, fencing and skipping, which have proved popular with the children.</p> <p>The amount of children active afterschool has increased with on average 8 more children a week taking part. Clubs such as Let's Get Cooking, and Arches sports clubs have been funded making them more accessible to all. A bespoke lunchtime club has also been run for the year by one of our teachers. They have particularly targeted vulnerable children who find social games difficult and he has been great at including them in the activities. Throughout this year we have also provided transport for children to after school clubs enabling more children to attend. 30 more children have taken part in after school competitions this year than last year. And, with our partnership with the Arches School Sports Partnership, we have been able to practise these sports and were successful in winning basketball, football and dodgeball competitions.</p>	<p>We have been awarded a grant from STEM (Science, Technology, Education and Mathematics). Plans are in place to develop a kitchen, nurture room and canopy to continue to promote healthy living and eating.</p>	
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Increased opportunity,
independence and experience

To widen the experience for all
pupils, aiming for growth in
confidence and self-esteem