



## Pupil Premium Strategy Statement Nyewood CE Infant School

1. Summary information					
<b>School</b>	Nyewood CE Infant School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£47,250 (based on original 2018 allocated and anticipated amount based on current pupil numbers)	<b>Date of most recent PP Review</b>	26/05/16 (external) July 2018 (internal)
<b>Total number of pupils</b>	238	<b>Number of pupils eligible for PP</b>	35 (+ 1 child entitled to the Service Premium)	<b>Date for next internal review of this strategy</b>	February 2019
2. Current attainment (school attainment)					
			<i>Pupils eligible for PP (Nyewood) 2017-18</i>	<i>Pupils eligible for PP (Nyewood) 2016-17</i>	<i>All Pupils (national average 2018)</i>
<b>% achieving GLD in the EYFS</b>			56%	58%	72%
<b>% achieving the expected standard in the phonics screening</b>			58%	92%	83%
<b>% achieving ARE in reading at the end of KS1</b>			83%	78%	75%
<b>% achieving ARE in writing at the end of KS1</b>			72%	56%	70%
<b>% achieving ARE in mathematics at the end of KS1</b>			67%	78%	76%
<b>% making at least expected progress in reading by the end of KS1</b>			89%	82%	N/A
<b>% making at least expected progress in writing by the end of KS1</b>			89%	76%	N/A
<b>% making at least expected progress in mathematics by the end of KS1</b>			83%	76%	N/A

### 3. Barriers to future attainment (for pupils eligible for PP)

*Low entry attainment impacts overall outcomes for children entitled to the PPG at the end of the EYFS, linked to outcomes in the Specific Areas of Development.*

*While outcomes at the end of KS1 have continued to significantly improve in 2018 in reading and writing, there continues to be a gap between school and national in Mathematics for children entitled to the PPG and compared to their peers. Outcomes in phonics for children entitled to the PPG have significantly dipped which, although specific to this cohort, this needs highly targeted provision to address as this will have further impact at the end of KS1 in reading and writing.*

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

<b>A.</b>	There is a downward trend in outcomes for children entitled to the PPG due to low attainment on entry, particularly in Specific Areas of Learning.
<b>B.</b>	Outcomes for children entitled to the PPG in the phonics screening have dipped resulting from children's lower starting points coming out of the EYFS in reading and writing.
<b>C.</b>	The gap between PPG children and their peers in Mathematics at the end of KS1 has not narrowed.

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

<b>C.</b>	Whilst there has been significant improvement in the attendance of children entitled to the PPG (92% in 2016-17 to 94.72% in 2017-18 and 98.68% for children entitled to the service premium), attendance rates for pupils eligible for the PPG remains lower than the targeted 96%.
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### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Outcomes for disadvantaged groups in the Specific Areas in the EYFS are at least in line with their peers and national measures.	<ul style="list-style-type: none"> <li>Disadvantaged groups are identified on entry to the EYFS and baseline assessment information is gathered within the first three weeks.</li> <li>Provision for intervention in specific areas of learning is in place for children belonging to disadvantaged groups from September 2018.</li> <li>Outcomes and provision for disadvantaged groups is reviewed and mapped half termly at pupil progress based on individual need.</li> <li>By February 2019 children entitled to the PPG have made better than expected progress in the specific areas of learning from their starting points.</li> <li>EYFS Leaders' non-contact time is used to monitor the quality of provision for disadvantaged groups and develop practice to improve provision as required (through modelling, coaching and planned intervention).</li> <li>Half termly progress milestones (better than expected) in the EYFS for disadvantaged groups are consistently met.</li> <li>Outcomes for disadvantaged groups in the Specific Areas of Learning are at least in line with their peers and national measures July 2019.</li> </ul>
<b>B.</b>	Children entitled to the PPG make accelerated progress in phonics, resulting in children achieving within 10% of their peers.	<ul style="list-style-type: none"> <li>Initial assessment of phonics completed July 2018 in preparation for 'flying start' September 2019.</li> <li>Children re-assessed and re-grouped half termly in phonics.</li> <li>Phonics specialist TA / HLTA deployed at half termly intervals to support children in phonic development (1:1 provision).</li> <li>Specialist literacy skills teacher deployed at half termly intervals to develop core literacy for children entitled to the PPG.</li> <li>Half termly phonic assessments across KS1 show children entitled to the PPG are making better than expected progress and the gap between children entitled to the PPG and their peers is narrowing each half term.</li> <li>Outcomes in phonics at the end of Year 1 (July 2019) are at least in line with their peers and national equivalent measures.</li> </ul>
<b>C.</b>	The gap between children entitled to the PPG and their peers narrows to within 10% at the end of key stage 1 in mathematics.	<ul style="list-style-type: none"> <li>Additional learning support in mathematics is in place for children belonging to disadvantaged groups who are working below ARE from September 2018.</li> <li>Provision for disadvantaged groups is in place in mathematics and reviewed and mapped half termly based on individual need.</li> <li>Additional Year Leader non-contact time in Year 2 is used to monitor the quality of provision for disadvantaged groups and develop practice to improve provision as required (through modelling, coaching and planned intervention).</li> <li>Half termly progress milestones in Year 2 for disadvantaged groups in mathematics are consistently met (at least better than expected progress).</li> <li>Outcomes for disadvantaged groups in mathematics at the end of KS1 are within 10% of their peers by July 2019.</li> </ul>
<b>D.</b>	Attendance rates for pupils eligible for the PPG continue to rise.	<ul style="list-style-type: none"> <li>Attendance team meet regularly to track and address attendance issues; intervention is in place early.</li> <li>Attendance team have visited and gained innovative ideas which are being trialled in tackling persistent absence.</li> <li>Overall attendance for children entitled to the PPG have further improved and the gap narrowed with national expectations by July 2019.</li> </ul>

## 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

<b>Desired outcome</b>	<b>Chosen action / approach</b> <i>(How will you ensure it is implemented well?)</i>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria (Measurable Milestones)</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Outcomes for disadvantaged groups in the Specific Areas in the EYFS are at least in line with their peers and national measures.	<p>EYFS Baseline – CTs monitored and evaluated by EYFS Leaders</p> <p>Provision Mapping – PPG Lead mapped provision based on half termly data outcomes and scrutinies</p> <p>Data Collections – half termly with review and analysis of disadvantaged groups</p> <p>EYFS Professional Development – training, research, modelling, coaching linked to effective continuous provision and child-led learning</p>	<p>Focus on accurate early assessment and clear next steps provision mapping will ensure children’s provision is absolutely matched to their needs from the very start in the EYFS.</p> <p>Quality first teaching is known to be the most effective and to have the greatest impact on pupil progress. Evidenced in the EEF Toolkit.</p>	<ul style="list-style-type: none"> <li>• By 24 September 2018 disadvantaged groups are identified on entry to the EYFS and baseline assessment information is gathered within the first three weeks.</li> <li>• Outcomes and provision for disadvantaged groups is reviewed and mapped half termly at pupil progress based on individual need.</li> <li>• By February 2019 children entitled to the PPG have made better than expected progress in the specific areas of learning from their starting points.</li> <li>• EYFS Leaders’ monitoring shows that the quality of whole class provision for disadvantaged groups is strong and where gaps in provision are identified, they are tackled swiftly.</li> <li>• Half termly progress milestones (better than expected) in the EYFS for disadvantaged groups are consistently met.</li> <li>• Outcomes for disadvantaged groups in the Specific Areas of Learning are at least in line with their peers and national measures July 2019.</li> </ul>	EYFS Team led by EYFS Leaders	<p>First review January 2019 (following December 2018 data collection)</p> <p>Mid-year review April 2019 (following March 2018 data collection)</p> <p>Final review July 2019 following end of year reporting</p> <p>Termly review by PPG Governor</p>

<p>Children entitled to the PPG make accelerated progress in phonics, resulting in children achieving within 10% of their peers.</p>	<p>Phonics Assessments – half termly assessments by year group phonic assessors (initially supported by 2017-18 phonics assessment lead)</p> <p>Phonics Coaching – phonics lead provides regular, targeted coaching based on monitoring outcomes to improve quality first teaching in phonics across the school</p> <p>Phonic focus provided by phonics lead for all staff at half termly assessment points based on monitoring outcomes and assessment points</p>	<p>Quality first teaching is known to be the most effective and to have the greatest impact on pupil progress. Evidenced in the EEF Toolkit.</p> <p>In school monitoring and 2018 outcomes shows that while significant improvements have been made in phonics over time across the whole school, there has been a significant dip in outcomes for children entitled to the PPG.</p>	<ul style="list-style-type: none"> <li>• Initial assessment of phonics completed July 2018 in preparation for 'flying start' September 2019.</li> <li>• Children re-assessed and re-grouped half termly in phonics.</li> <li>• Half termly phonic assessments across KS1 show children entitled to the PPG are making better than expected progress and the gap between children entitled to the PPG and their peers is narrowing each half term.</li> <li>• Phonics coach deployed half termly to professionally develop staff in specific identified areas across the school.</li> <li>• Phonic assessments by March 2019 show percentages of children entitled to the PPG on track to meet the expected standard in the screening are in line with national 2018 outcomes.</li> <li>• Outcomes in phonics at the end of Year 1 (July 2019) are at least in line with their peers and national equivalent measures.</li> </ul>	<p>Phonics Lead / PPG Lead</p>	<p>Half termly review by phonics coach, followed up at half termly pupil progress meetings by assessment lead and PPG lead</p> <p>Final review June 2018 following Year 1 phonics screening</p> <p>Termly review by PPG Governor</p>
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<p><b>Total budgeted cost</b></p> <p>Total cost in this area takes account of provision for proportion of salaries linked to whole school improvement initiatives as well as training and supply costs for release time linked to professional development</p>	<p>£12574</p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b> <i>(How will you ensure it is implemented well?)</i>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria (Measurable Milestones)</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Outcomes for disadvantaged groups in the Specific Areas in the EYFS are at least in line with their peers and national measures.</p>	<p>EYFS Baseline – CTs monitored and evaluated by EYFS Leaders</p> <p>Provision Mapping – PPG Lead mapped provision based on half termly data outcomes and scrutinies</p> <p>Personalised provision for children entitled to the PPG in place within SIL and intervention sessions</p> <p>Data Collections – half termly with review and analysis of disadvantaged groups</p>	<p>Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.</p> <p>PPG specialist teacher has been employed based on knowledge of specific skill set in literacy development and proven impact on pupil progress.</p> <p>Across the school TAs with specialist skills have been trained in recent years and this system will allow those highly</p>	<ul style="list-style-type: none"> <li>• Half termly, provision for intervention in specific areas of learning is in place for children belonging to disadvantaged groups starting from September 2018.</li> <li>• By February 2019 children entitled to the PPG have made better than expected progress in the specific areas of learning from their starting points.</li> <li>• Half termly progress milestones (better than expected) in the EYFS for disadvantaged groups are consistently met.</li> <li>• Outcomes for disadvantaged groups in the Specific Areas of Learning are at least in line with their peers and national measures July 2019.</li> </ul>	<p>EYFS Leads and PG Lead</p>	<p>First review January 2019 (following December 2018 data collection)</p> <p>Mid-year review April 2019 (following March 2018 data collection)</p> <p>Final review July 2019 following end of year reporting</p>

	EYFS Professional Development – training, research, modelling, coaching linked to effective continuous provision and child-led learning	skilled TAs to impact on a greater number and variation of children. Highly skilled TAs and Teachers leading specialist interventions are shown to be effective.			Regular reviews through EYFS Lead monitoring  Termly review by PPG Governor
Children entitled to the PPG make accelerated progress in phonics, resulting in children achieving within 10% of their peers.	Phonics Assessments – half termly assessments by year group phonic assessors (initially supported by 2017-18 phonics assessment lead)  Phonic focus provided by phonics lead for intervention staff at half termly assessment points based on monitoring outcomes and assessment points  Children highlighted and delivered phonics intervention 1:1 revised at half termly intervals	TA providing phonics intervention has proven record of securing at least good progress for all children taught and specifically moving children across phonic boundaries (see phonic data 2017-18).  Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.	<ul style="list-style-type: none"> <li>Phonics specialist TA / HLTA deployed at half termly intervals to support children in phonic development (1:1 provision).</li> <li>Specialist literacy skills teacher deployed at half termly intervals to develop core literacy for children entitled to the PPG.</li> <li>Phonic assessments by March 2019 show percentages of children entitled to the PPG on track to meet the expected standard in the screening are in line with national 2018 outcomes.</li> <li>Outcomes in phonics at the end of Year 1 (July 2019) are at least in line with their peers and national equivalent measures.</li> </ul>	Phonics Lead / PPG Lead	Half termly review by phonics coach, followed up at half termly pupil progress meetings by assessment lead and PPG lead  Final review June 2018 following Year 1 phonics screening  Termly review by PPG Governor
The gap between children entitled to the PPG and their peers narrows to within 10% at the end of key stage 1 in mathematics.	Pupils entitled to the PPG needs identified linked to Mathematics provision by existing class teacher Summer 2018  On-going reorganisation of class TAs to provide 'on-the-spot' intervention following morning teaching focus  KS1 Team complete PPG provision map half termly  Half termly Target Tracker data collections  Half termly PP meetings – review and amend PPG provision based on outcomes  Coaching provided by mathematics team leads linked to termly monitoring analysis  PPG Lead ensures provision for children entitled to the PPG in mathematics is at least in line with that of reading and writing	Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.  Across the school TAs with specialist skills have been trained in recent years and this system will allow those highly skilled TAs to impact on a greater number and variation of children. Highly skilled TAs and Teachers leading specialist interventions are shown to be effective.  During the 2016-17 year this system was introduced and the outcomes across KS1 improved significantly from 2015-16 (see data outcomes pack 2016-17).	Outcomes below are for children entitled to the PPG:  Autumn 2018-2 Data Collection At least 50% children are working at 2b or above in Mathematics in Y2  Spring 2019-2 Data Collection At least 60% children are working at 2w or above in Mathematics in Y2 At least 10% children are working at a 2w+ or above in Mathematics in Y2  Summer 2019-2 Data Collection At least 70% children have reached the expected standard at the end of KS1 At least 20% children have reached Greater Depth Within the Standard at the end of KS1  Teacher evidence forming teacher assessments is directly in line with children's outcomes in test analysis by July 2019.	Year 2 Lead / PPG Lead	First review January 2019 (following December 2018 data collection)  Mid-year review April 2019 (following March 2018 data collection)  Final review July 2019 following end of year reporting  PPG Lead – Half termly review of progress of PPG children  KS1  Termly review by PPG Governor

<b>Total budgeted cost</b>					£26801
Total cost in this area takes account of provision for proportion of salaries linked to delivery of specific initiatives led by specialist PPG teacher, HLTA and TAs. In addition costs linked to resourcing these interventions are also accounted for within this budgeted cost.					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria (Measurable Milestones)</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance rates for pupils eligible for the PPG continue to rise.	<p>Monthly attendance team meetings which will also include either DHT or HT – review prior attendance, current attendance, identify need and action plan</p> <p>Attendance Lead to visit other settings with successful attendance strategies</p> <p>Attendance Lead to conduct action research using innovative attendance strategies</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Robust systems have been in place for the past two years to tackle attendance issues and while this has shown impact there remains a gap between Nyewood and national expectations. Consequently new systems need to be researched and initiated in order to move this area forward (with particular attention paid to persistent absence).</p>	<ul style="list-style-type: none"> <li>Attendance team meet regularly to track and address attendance issues; intervention is in place early.</li> <li>Attendance team have visited and gained innovative ideas which are being trialled in tackling persistent absence.</li> </ul> <p>By March 2019 new systems have been trialled in school and an action plan for attendance has been developed, tackling persistent absence.</p> <p>By April 2019 overall attendance rates have improved and the gap between Nyewood and national expectations has continued to narrow.</p> <ul style="list-style-type: none"> <li>Overall attendance for children entitled to the PPG have further improved and the gap further narrowed with national expectations by July 2019.</li> </ul>	Attendance Team / PPG lead	<p>Monthly review by attendance team</p> <p>Half termly review by SLT – monitoring progress and actions</p> <p>Termly review by PPG Governor (and reported to FGB)</p>
<b>Total budgeted cost</b>					£7875
Total cost in this area takes account of provision for proportion of salaries accounting for time spent by the SBM, Inclusion Lead and admin staff linked to attendance. In addition it accounts for the cost of provision for before and after school clubs, uniform and extra curricular activities. An additional cost of supervision for a member of school staff is also accounted for within this aspect of budget distribution.					

6. Review of expenditure		Total Allocation 2017-18: £43,560	Total Spend 2017-18: £49,560	
Previous Academic Year		2017-18		
i. Quality of Teaching for All				
Desired outcome	Chosen action/approach	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
Outcomes for disadvantaged groups in the EYFS narrow to within 10% of their peers.	<p>EYFS Lead – child information gathering – Summer 2017</p> <p>EYFS baseline – TT (within first three weeks) EYFS Leader – baseline data analysis</p> <p>EYFS Team complete PPG provision map half termly</p> <p>Provision for PPG children delivered by additional member of support staff in the EYFS (1 day per week equivalent)</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend provision based on outcomes</p> <p>EYFS Lead – monitoring EYFS Provision through regular (at least monthly) learning walks</p>	<p>November 2017 – All children have initial evidence across each area of learning in their Learning Journals</p> <p>March 2018 - Work scrutinies show that children belonging to disadvantaged groups have a balance of evidence across each area of learning and visible progress is evident from the autumn term – at spring 2 this is a mixed picture and therefore support needs to be in place to secure quality of provision and evidence</p> <p>June 2018 – Work scrutinies show that there is clear progress in learning for children belonging to disadvantaged groups and evidence in Learning Journals is of a high quality</p> <p>May 2018 – Moderation in school and external agrees at least 90% judgements in the EYFS</p> <p>June 2018 – Outcomes for disadvantaged groups are within 13% of their peers which falls just below the targeted within 10% figure and shows an increased in the gap from 2016-17 by 1%. While the overall success criteria has not been met the progress of children entitled to the PPG has accelerated this year, with starting points of 22% children on track subsequently resulting in 56% PPG children achieving a GLD.</p>	<p>Following more robust information gathering by the EYFS Lead and earlier baseline children entitled to the PPG were accurately assessed on entry, providing clear and appropriate starting points. This subsequently resulted in provision being more closely planned and a swifter start.</p> <p>Whilst outcomes remain lower for PPG children progress accelerated and children entitled to the PPG made good progress across all areas of learning.</p> <p>Focus on additional intervention provision for children entitled to the PPG did impact on children's progress (see outcomes) however, the attainment picture remains low. Research shows that quality first provision has the greatest impact and therefore changes to overall EYFS provision will be made in the year ahead to secure improved outcomes in Specific Areas of Learning which will impact overall GLD outcomes for disadvantaged pupils.</p> <p>Due to the still growing gap between the attainment of children entitled to the PPG and their peers this area does need to remain a focus in the year ahead, however the focus needs to shift from securing rapid progress (which must continue) to increasing the overall attainment outcomes for children entitled to the PPG. This will require greater focus on provision in specific areas of learning in reading and writing (see additional note above regarding quality first provision).</p>	£9600

<p>Technical quality and quantity of independent writing further develops to ensure outcomes for children entitled to the PPG are within 5% of national measures by the end of KS1.</p>	<p>Medium term planning staff meeting to map progression of writing skills</p> <p>CL&amp;L Team Book Scrutinies – termly</p> <p>October 2017 CPD session – Progression in Writing</p> <p>Termly Whole School Writing Moderation</p> <p>Termly Writing CPD - Spring &amp; Summer – TBC based on need</p> <p>Target Tracker - half termly data collections</p>	<p>Autumn 2017-2 Data Collection – At least 50% children in the EYFS are working at ARE in the EYFS Literacy strand - 39% at autumn-2 data collection working at ARE</p> <p>At least 55% children are working at 1b or above in writing in Y1 – 58% at autumn 2 at ARE in writing</p> <p>At least 50% children are working at 2b or above in Writing in Y2 – 50% at autumn 2 at ARE in writing</p> <p>Spring 2018-2 Data Collection – At least 60% children in the EYFS are working at ARE in the EYFS Literacy strand - 27% at spring-2 data collection working at ARE</p> <p>At least 60% children are working at 1w or above in Writing in Y1 – 58% at spring 2 at ARE in writing</p> <p>At least 60% children are working at 2w or above in Writing in Y2 – 67% at spring 2 at ARE in writing</p> <p>At least 10% children are working at a 2w+ or above in Writing in Y2 – 11% at spring 2 above ARE in writing</p> <p>Summer 2018-2 Data Collection – At least 71% children in the EYFS have achieved the expected standard and reached a GLD -- 36% at summer-2 data collection working at ARE</p> <p>At least 65% children are working at a 1s or above in Writing in Y1 – 53% at summer 2 at ARE in writing</p> <p>At least 70% children have reached the expected standard at the end of KS1 – 72% at end of KS1 at ARE in writing</p> <p>At least 20% children have reached Greater Depth Within the Standard at the end of KS1 – 11% at summer 2 above ARE in writing</p> <p>Outcomes for children at the end of KS1 show significant improvement from the previous year as well as narrowing of the gap between children entitled to the PPG and their peers.</p> <p>In writing 72% children entitled to the PPG achieved ARE or above, compared to 56% in 2016-17 and compared to national measures for all children of 70%.</p>	<p>Improvements in outcomes at all stages in the school were seen from 2016-17 to 2017-18 however outcomes for children entitled to the PPG in the EYFS and in Y1 feel short of overall targets. This was a consequence of children’s lower starting points however remains a concern.</p> <p>Whole school focus on writing provision needs to continue to be the case as this remains a whole school concern not limited to children entitled to the PPG. Therefore, it is essential that a proportion of ongoing funding for PPG is ring-fenced to this whole school initiative.</p> <p>Focus on progression in writing skills has led to improvements alongside the use of Talk for Writing however moving forward greater emphasis will need to be placed on the development of spelling and children’s independent application in writing.</p> <p>Whole school moderation shows assessment is accurate and that children’s next steps in learning are clearly identified. Focus moving forward needs to be on provision for these specific next steps, especially in EYFS and Year 1.</p>	
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<b>ii. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	<b>Lessons learned</b> <i>(and whether you will continue with this approach)</i>	<b>Cost</b>
Outcomes for disadvantaged groups in the EYFS narrow to within 10% of their peers.	<p>EYFS Lead – child information gathering – Summer 2017</p> <p>EYFS baseline – TT (within first three weeks)</p> <p>EYFS Leader – baseline data analysis</p> <p>EYFS Team complete PPG provision map half termly</p> <p>Provision for PPG children delivered by additional member of support staff in the EYFS (1 day per week equivalent)</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend provision based on outcomes</p> <p>EYFS Lead – monitoring EYFS Provision through regular (at least monthly) learning walks</p> <p>EYFS Lead – monitoring EYFS Provision through half termly book scrutinies</p> <p>EYFS Lead 1:1 coaching of EYFS team members</p> <p>SLT Learning Walks - October 2017, February 2018, May 2018</p>	<p><b>November 2017 – All children have initial evidence across each area of learning in their Learning Journals</b></p> <p><b>March 2018 - Work scrutinies show that children belonging to disadvantaged groups have a balance of evidence across each area of learning and visible progress is evident from the autumn term – at spring 2 this is a mixed picture and therefore support needs to be in place to secure quality of provision and evidence</b></p> <p><b>June 2018 – Work scrutinies show that there is clear progress in learning for children belonging to disadvantaged groups and evidence in Learning Journals is of a high quality</b></p> <p><b>May 2018 – Moderation in school and external agrees at least 90% judgements in the EYFS</b></p> <p><b>June 2018 – Outcomes for disadvantaged groups are within 13% of their peers which falls just below the targeted within 10% figure and shows an increased in the gap from 2016-17 by 1%.</b></p> <p><b>While the overall success criteria has not been met the progress of children entitled to the PPG has accelerated this year, with starting points of 22% children on track subsequently resulting in 56% PPG children achieving a GLD.</b></p>	<p>Following more robust information gathering by the EYFS Lead and earlier baseline children entitled to the PPG were accurately assessed on entry, providing clear and appropriate starting points. This subsequently resulted in provision being more closely planned and a swifter start.</p> <p>Whilst outcomes remain lower for PPG children progress accelerated and children entitled to the PPG made good progress across all areas of learning.</p> <p>Focus on additional intervention provision for children entitled to the PPG did impact on children’s progress (see outcomes) however, the attainment picture remains low. Research shows that quality first provision has the greatest impact and therefore changes to overall EYFS provision will be made in the year ahead to secure improved outcomes in Specific Areas of Learning which will impact overall GLD outcomes for disadvantaged pupils.</p> <p>Due to the still growing gap between the attainment of children entitled to the PPG and their peers this area does need to remain a focus in the year ahead, however the focus needs to shift from securing rapid progress (which must continue) to increasing the overall attainment outcomes for children entitled to the PPG. This will require greater focus on provision in specific areas of learning in reading and writing (see additional note above regarding quality first provision).</p>	£24960

<p>Children's mastery in Mathematics improves to secure outcomes in line with national measures by the end of KS1.</p>	<p>Pupils entitled to the PPG needs identified linked to Mathematics provision by existing class teacher Summer 2017</p> <p>On-going reorganisation of class TAs to provide 'on-the-spot' intervention following morning teaching focus</p> <p>KS1 Team complete PPG provision map half termly</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend PPG provision based on outcomes</p> <p>EYFS Lead – monitoring EYFS Provision through regular (at least monthly) learning walks</p> <p>EYFS Lead – monitoring EYFS Provision through half termly book scrutinies</p>	<p>Outcomes below are in line for children entitled to the PPG:</p> <p>Autumn 2017-2 Data Collection</p> <p>At least 50% children in the EYFS are working at ARE in the EYFS Mathematics strand – 56% working at ARE at autumn-2.</p> <p>At least 55% children are working at 1b or above in Mathematics in Y1 - 69% children working at ARE at autumn-2.</p> <p>At least 50% children are working at 2b or above in Mathematics in Y2 - 61% at autumn 2.</p> <p>Spring 2018-2 Data Collection</p> <p>At least 60% children in the EYFS are working at ARE in the EYFS Mathematics strand – 65% working at ARE at spring-2/</p> <p>At least 60% children are working at 1w or above in Mathematics in Y1 - 75% children working at ARE at spring-2.</p> <p>At least 60% children are working at 2w or above in Mathematics in Y2 – 61% at spring 2.</p> <p>At least 10% children are working at a 2w+ or above in Mathematics in Y2 – 39% at spring-2.</p> <p>Summer 2018-2 Data Collection</p> <p>At least 71% children in the EYFS have achieved the expected standard and reached a GLD – 69% children achieved GLD</p> <p>At least 65% children are working at a 1s or above in Mathematics in Y1 - 77% children working at ARE at spring-2.</p> <p>At least 70% children have reached the expected standard at the end of KS1 – 67% reached ARE at the end of KS1.</p> <p>At least 20% children have reached Greater Depth Within the Standard at the end of KS1 – this target was met with 44% PPG children achieving GDS.</p>	<p>Evidence shows that short term intervention based on specific targeted need has a far greater impact on children who are 'slow and stuck' than long term pre-planned intervention.</p> <p>Across the school TAs with specialist skills have been trained in recent years and this system will allow those highly skilled TAs to impact on a greater number and variation of children.</p> <p>Highly skilled TAs and Teachers leading specialist interventions are shown to be effective.</p> <p>The development of the approach above has had significant impact on children's outcomes in mathematics with percentages of children entitled to the PPG exceeding the majority of school targets across KS1 and within 3% at the end of KS1 and within 2% at the end of the EYFS.</p> <p>Significant improvements in overall outcomes from 2016-17 to 2017-18 show the significant impact from this initiative.</p> <p>The success of the approach adopted in KS1 will be continued into 2018-19 however will also be developed earlier in the school in the EYFS in order to secure similar rates of progress and outcomes.</p>	
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<p>Technical quality and quantity of independent writing further develops to ensure outcomes for children entitled to the PPG are within 5% of national measures by the end of KS1.</p>	<p>Pupils entitled to the PPG needs identified linked to Writing provision by existing class teacher Summer 2017</p> <p>On-going reorganisation of class TAs to provide 'on-the-spot' intervention following morning teaching focus</p> <p>KS1 Team complete PPG provision map half termly</p> <p>Specialist PPG teacher employed (Autumn 2017) to target literacy PPG need across KS1.</p> <p>Half termly Target Tracker data collections</p> <p>Half termly PP meetings – review and amend PPG provision based on outcomes</p>	<p>See also success criteria linked in whole-school initiatives.</p> <p>100% children supported by specialist PPG teacher made at least better than expected progress and/or met their ILP targets if applicable.</p> <p>Outcomes for children at the end of KS1 show significant improvement from the previous year as well as narrowing of the gap between children entitled to the PPG and their peers. In writing 72% children entitled to the PPG achieved ARE or above, compared to 56% in 2016-17 and compared to national measures for all children of 70%.</p>	<p>Impact of specialist literacy teacher shows that this is an extremely effective use of the PPG funding and will, for the autumn term, be continued in PPG provision. This is linked to research which shows that high quality provision from a qualified teacher is an extremely effective use of additional funding.</p> <p>Focus in the EYFS and Year 1 needs to be a priority to secure higher rates of children achieving ARE (both for all pupils but also for children entitled to the PPG).</p> <p>PPG funding in the year ahead will also be used in additional staff training linked to provision in writing across the school.</p>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates for pupils eligible for PP.	<p>Continue work from 2016-17 on attendance (admin staff member, SBM and Inclusion Manager work together to monitor, plan for and action attendance issues; monitor pupils and follow up quickly on absences. First day response provision.)</p> <p>Further develop the above by proactive support for families vulnerable to low attendance e.g. support with transport, club provision, named school contact etc...</p> <p>Termly SLT attendance meetings - Attendance Team will collaborate with HT and PP Leader to ensure effective provision and standard school processes work smoothly together.</p> <p>Termly attendance checks on PP to identify impact of actions (reduction of persistent absence and improved rates of attendance by July 2018).</p>	<p>Steps made in 2016-17 significantly improved systems and procedures for attendance and this has been effectively developed in 2017-18 with more robust action linked to specific families (persistent absence) as well as greater emphasis on whole school approach.</p> <p>The above strategies have resulted in improved overall attendance rates and an improvement in attendance for children entitled to the PPG.</p> <p>92% in 2016-17 to 94.72% in 2017-18 (98.68% for children entitled to the service premium).</p> <p>Despite clear improvements, attendance rates for pupils eligible for the PPG remains lower than the targeted 96%.</p>	<p>Regular monitoring and communication with families in relation to absence have had a direct impact on overall attendance figures. The work of the attendance team is making inroads into the issue of attendance across the school.</p> <p>Despite significant progress the overall figure falls short of targets and there additional strategies need to be employed. The strategies used over the last year need to be continued with this being built on with new strategies e.g. walking bus, taxis etc...</p> <p>In the coming year attendance team to look into more innovative strategies to tackle attendance using locality and wider schools as well as research-based initiatives.</p> <p>In addition to the above, a greater proportion of the PPG funding will be allocated to this area of development due to the high level of need.</p>	£15,000