

# Barlows Primary School Pupil Premium Strategy (Proposed Spend) 2018-2019

| 1. Summary Information        |                        |                         |  |  |   |
|-------------------------------|------------------------|-------------------------|--|--|---|
| <b>Academic Year:</b>         | 2018-2019              | <b>Total PP budget:</b> | £91,600<br>(updated Dec 2018)                      | <b>Date of most recent external PP Review:</b>         | December 2017   |
|                               |                        |                         |  | <b>Date for next internal review of this strategy:</b> | April 2019 (mid-point review)                           |
| <b>Total number of pupils</b> | 472<br>(December 2018) |                         | <b>Number of pupils eligible for PP:</b>           | 74   | 15.7% of school are PP                                  |
|                               |                        |                         | <b>Number of pupils eligible for PP with SEND:</b> | 22   | 4.7% of school are PP with SEND<br>29.7% of PP are SEND |
|                               |                        |                         | <b>Number of pupils eligible for PP with EAL:</b>  | 1  | 0.2% of school are PP with EAL                          |

| 2. Whole School Development Priorities for 2018-2019   |
|--|
| 1. Establishing an agreed narrative and direction for curriculum intent, implementation and impact by establishing a curriculum where intent, implementation and impact underpin a cycle of improvement. |
| 2. Developing guided reading and reading for pleasure across the school by improving the quality of guided reading across the school.  |
| 3. Developing the English Curriculum by improving the quality of the English Curriculum across the school.   |
| 4. Developing a conceptual approach to teaching and learning in Mathematics by embedding a conceptual approach to T&L in Mathematics.  |
| 5. Developing broader leading opportunities through the Children's University.   |

| <b>3. Attainment (End of Key Stage)</b>                | <b><i>Pupils eligible for PP (at Barlows)</i></b> |                 |               | <b><i>Pupils not eligible for PP (national other)</i></b> |             |             |
|--|---|-----------------|---------------|---|-------------|-------------|
| <b>EYFS</b>  | <i>2016</i>                                       | <i>2017</i>     | <i>2018</i>   | <i>2016</i>   | <i>2017</i> | <i>2018</i> |
| <b>% achieving Good Level of Development</b>           | 44%<br>(4/9)                                      | 50%<br>(2/4)    | 29%<br>(2/7)  | 65%   | 65%         | 70%         |
| <b>% achieving at least expected in all 17 ELGs</b>    | 44%<br>(4/9)                                      | 50%<br>(2/4)    | 29%<br>(2/7)  | -   | -           | -           |
| <b>Phonics</b>   | <i>2016</i>                                       | <i>2017</i>     | <i>2018</i>   | <i>2016</i>   | <i>2017</i> | <i>2018</i> |
| <b>% achieving Year 1 Phonics pass rate or above</b>   | 82%<br>(9/11)                                     | 50%<br>(5/10)   | 75%<br>(3/4)  | 83%   | 84%         | 85%         |
| <b>% achieving cumulative Year 2 Phonics pass rate</b> | 100%<br>(12/12)                                   | 100%<br>(11/11) | 70%<br>(7/10) | 93%   | 93%         | 94%         |
| <b>End of Key Stage 1</b>                              |   |                 |               |   |             |             |
| <b>% achieving expected standard+ in Reading</b>       | 67%<br>(8/12)                                     | 18%<br>(2/11)   | 27%<br>(3/11) | 78%   | 79%         | 79%         |
| <b>% achieving expected standard+ in Writing</b>       | 58%<br>(7/12)                                     | 27%<br>(3/11)   | 18%<br>(2/11) | 70%   | 72%         | 74%         |
| <b>% achieving expected standard+ in Mathematics</b>   | 75%<br>(9/12)                                     | 45%<br>(5/11)   | 36%<br>(4/11) | 77%   | 79%         | 80%         |
| <b>% achieving expected standard+ in RWM Combined</b>  | 58%<br>(7/12)                                     | 18%<br>(2/11)   | 9%<br>(1/11)  | -   | -           | -           |
| <b>% achieving greater depth in Reading</b>            | 0%<br>(0/12)                                      | 0%<br>(0/11)    | 9%<br>(1/11)  | 27%   | 28%         | 29%         |
| <b>% achieving greater depth in Writing</b>            | 0%<br>(0/12)                                      | 0%<br>(0/11)    | 9%<br>(1/11)  | 16%   | 18%         | 18%         |
| <b>% achieving greater depth in Mathematics</b>        | 0%<br>(0/12)                                      | 0%<br>(0/11)    | 9%<br>(1/11)  | 20%   | 23%         | 25%         |
| <b>% achieving greater depth in RWM Combined</b>       | 0%<br>(0/12)                                      | 0%<br>(0/11)    | 9%<br>(1/11)  | -   | -           | -           |

| <b>End of Key Stage 2</b>                             | <i>2016</i>                 | <i>2017</i>                 | <i>2018</i>                 | <i>2016</i> | <i>2017</i> | <i>2018</i> |
|---|-----------------------------|-----------------------------|-----------------------------|-------------|-------------|-------------|
| <b>% achieving expected standard+ in Reading</b>      | <i>30%</i><br><i>(3/10)</i> | <i>40%</i><br><i>(4/10)</i> | <i>58%</i><br><i>(7/12)</i> | <i>72%</i>  | <i>77%</i>  | -           |
| <b>% achieving expected standard+ in Writing</b>      | <i>60%</i><br><i>(6/10)</i> | <i>40%</i><br><i>(4/10)</i> | <i>66%</i><br><i>(8/12)</i> | <i>79%</i>  | <i>81%</i>  | -           |
| <b>% achieving expected standard+ in Mathematics</b>  | <i>60%</i><br><i>(6/10)</i> | <i>60%</i><br><i>(6/10)</i> | <i>66%</i><br><i>(8/12)</i> | <i>76%</i>  | <i>80%</i>  | -           |
| <b>% achieving expected standard+ in EGPS</b>         | <i>50%</i><br><i>(5/10)</i> | <i>40%</i><br><i>(4/10)</i> | <i>66%</i><br><i>(8/12)</i> | <i>78%</i>  | <i>82%</i>  | -           |
| <b>% achieving expected standard+ in RWM combined</b> | <i>30%</i><br><i>(3/10)</i> | <i>40%</i><br><i>(4/10)</i> | <i>50%</i><br><i>(6/12)</i> | <i>60%</i>  | <i>67%</i>  | -           |
| <b>% achieving greater depth in Reading</b>           | <i>10%</i><br><i>(1/10)</i> | <i>20%</i><br><i>(2/10)</i> | <i>17%</i><br><i>(2/12)</i> | <i>23%</i>  | <i>29%</i>  | -           |
| <b>% achieving greater depth in Writing</b>           | <i>0%</i><br><i>(0/10)</i>  | <i>0%</i><br><i>(0/10)</i>  | <i>17%</i><br><i>(2/12)</i> | <i>18%</i>  | <i>21%</i>  | -           |
| <b>% achieving greater depth in Mathematics</b>       | <i>0%</i><br><i>(0/10)</i>  | <i>10%</i><br><i>(1/10)</i> | <i>8%</i><br><i>(1/12)</i>  | <i>20%</i>  | <i>27%</i>  | -           |
| <b>% achieving greater depth in EGPS</b>              | <i>0%</i><br><i>(0/10)</i>  | <i>20%</i><br><i>(2/10)</i> | <i>17%</i><br><i>(2/12)</i> | <i>27%</i>  | <i>36%</i>  | -           |
| <b>% achieving greater depth in RWM combined</b>      | <i>0%</i><br><i>(0/10)</i>  | <i>0%</i><br><i>(0/10)</i>  | <i>8%</i><br><i>(1/12)</i>  | <i>7%</i>   | <i>11%</i>  | -           |

| <b>4. Progress</b>                         | <b><i>Pupils eligible for PP (at Barlows)</i></b> |             |             | <b><i>Pupils not eligible for PP (national other)</i></b> |             |             |
|--|---|-------------|-------------|---|-------------|-------------|
| <b>KS1-KS2</b>                             | <i>2016</i>                                       | <i>2017</i> | <i>2018</i> | <i>2016</i>   | <i>2017</i> | <i>2018</i> |
| <b>KS1 - KS2 Progress Score in Reading</b> | <i>-4.4</i>                                       | <i>-3.6</i> | <i>-4.2</i> | <i>0.3</i>  | <i>0.3</i>  | <i>0.3</i>  |
| <b>KS1 - KS2 Progress Score in Writing</b> | <i>-4.3</i>                                       | <i>-5.5</i> | <i>-0.7</i> | <i>0.1</i>  | <i>0.17</i> | <i>0.2</i>  |
| <b>KS1 - KS2 Progress Score in Maths</b>   | <i>-2.9</i>                                       | <i>-2.2</i> | <i>-3.1</i> | <i>0.2</i>  | <i>0.3</i>  | <i>0.3</i>  |

## 5. Key Priorities for PP for 2018-2019

| Key Priorities |  | Desired outcomes |  |
|----------------|--|------------------|--|
| a.             | Increase the number of pupils eligible for PP making good or better progress in Reading, Writing, Maths and Phonics. | a.               | A higher % of pupils eligible for PP achieve the expected standard in Reading, Writing, Maths, Phonics and GLD.<br>A higher % of pupils eligible for PP achieve the higher standard in Reading, Writing, Maths, Phonics and GLD.   |
| b.             | Increase parental engagement in how to support their child in core subjects (RWM).                                   | b.               | Parents and carers receive targeted support to assist them in understanding their child's curriculum and age related expectations. Parental engagement with learning is improved through access to timetables school library sessions, homework and curriculum support sessions.                                     |
| c.             | Raise educational aspirations of pupils in receipt of PP.  | c.               | Through targeted visits, visitors and focussed educational activities (through Children's University), pupils gain a deeper insight into career pathways and further education. the number of pupils who aspire to continue their education through higher education is increased.                                   |
| d.             | Provide targeted support for English and Maths to PP pupils.   | d.               | Targeted evidence based intervention programmes (Catch up Literacy, Success at Arithmetic) support pupils development in Reading, Writing, Maths and Phonics resulting in a higher % of pupils in receipt of PP achieving expected or the higher standard in Reading, Writing, Maths and Phonics                     |
| e.             | Improve the quality and frequency of verbal feedback for PP pupils.  | e.               | Pupils in receipt of PP receive regular targeted verbal feedback on a one to one and small group basis from the class teacher to further support them in their development and enable greater progress.  |
| f.             | Improve the quality of teaching for PP pupils (Quality first teaching).  | f.               | Pupils in receipt of PP receive higher quality teaching and learning experiences, enabling them to make better progress through more carefully targeted teaching and learning activities.  |
| g.             | Provide additional targeted support and differentiated teaching for PP pupils who also have SEND.                    | g.               | PP pupils who are also identified as SEND are provided with additional targeted support and provision through daily access to the ARP (Additional Resource Provision) for English and Maths. This additional targeted support provides pupils with a smaller class size, a personalised and targeted POS curriculum. |

## 6. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers *(issues to be addressed in school)*

|           |  |
|-----------|--|
| <b>A.</b> | Low vocabulary and comprehension skills early on impacts on access and progress across the curriculum. This includes the development in oral language skills on entry to Early years. This impacts on reading in subsequent years. |
| <b>B.</b> | PP are making less progress or achieving lower than non PP pupils nationally at EYFS and KS1. This prevents sustained high achievement in Key Stage 2.   |
| <b>C.</b> | Early knowledge and application of basic skills in maths (including calculation strategies, number bonds and rapid recall of times tables) provides barriers to learning and progress in other aspects of maths.                   |
| <b>D.</b> | Few PP pupils achieve greater than expected progress or higher levels of attainment in Reading, Writing and Maths.   |
| <b>E.</b> | Just under a third of PP pupils also have SEND. Gaps in learning result in gaps widening as the curriculum progresses.   |
| <b>F.</b> | Underachieving (as opposed to under attaining) are pupils not always identified quickly or accurately enough to allow for targeted timely interventions to be made.  |

### External barriers *(issues which also require action outside school)*

|           |   |
|-----------|---|
| <b>F.</b> | Poor attendance and punctuality of some PP pupils reduces their school hours and causes them to fall behind on average or make less progress. |
| <b>G.</b> | Low pupil engagement with homework, learning outside school and home school reading impacts on learning behaviour and aspiration.             |
| <b>H.</b> | Low aspirations through lack of access to additional learning outside of the curriculum.  |

## 1. Outcomes

|           | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
|-----------|--|--|
| <b>A.</b> | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Reading and Phonics. (Measured through otrack attainment and progress data and end of key stage data). | The difference between PP and other pupils educational achievement and attainment is reduced. This is demonstrated in teacher assessment data analysis and key stage outcomes. Targeted pupils' word reading fluency improves enabling targeted approach to comprehension. |
| <b>B.</b> | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Maths. (measured through otrack attainment and progress data and end of key stage data).               | Targeted pupils' basic maths skills and gaps in knowledge, skills and understanding are diminished enabling greater progress and access to the relevant programme of study.  |
| <b>C.</b> | Diminish the difference between educational achievement (progress) and attainment (outcomes) between PP and other pupils in all year groups for Writing (measured through otrack attainment and progress data and end of key stage data).              | Targeted pupils' writing skills and gaps in knowledge, skills and understanding are diminished enabling greater progress and access to the relevant programme of study.  |
| <b>D.</b> | Improved oral language and communication skills unlock learning in other areas. (OTrack data, EYFS observations)   | Improved oral language and communication skills supports pupils development and access to the curriculum, particularly in reading and writing.   |
| <b>E.</b> | Increased attendance and punctuality enables greater access to curriculum learning opportunities. (SIMS attendance data and OTrack attainment and progress data)   | The difference between attendance and punctuality data for PP and non pp pupils continues to diminish over time.   |
| <b>F.</b> | Raised aspirations provides a platform for raising pupil engagement and improving learning behaviours. (observed through learning walks, lesson observations, Children's University pupil surveys)   | Pupils' raised aspirations and developed interest in learning outside the curriculum, gives them a 'thirst for education and learning' embedding a self motivated learning approach.   |

## 2. Planned expenditure

Academic year 2018- 2019

### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead                  | When will you review implementation? |
|---|--|--|---|-----------------------------|--------------------------------------|
| High quality teaching in reading provides targeted support using vocabulary and comprehension rich texts. | Whole school CPD from Pearson (Wordsmith) – Use and implementation of Quality Texts in the English Curriculum                | Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed and that reading affords more opportunities for learning new vocabulary.<br><br>A consistent approach to teaching Reading comprehension, vocabulary and writing based on quality texts will help to improve the quality of teaching in English. This, supported by accurate , moderated teacher assessment will help identify gaps in learning which can then be targeted through responsive intervention. | Lesson observations, book looks, data analysis, pupil progress and appraisal meetings.  | Headteacher<br>English Lead | Termly                               |
| Quality Guided Reading Sessions through access to a quality Guided Reading Scheme.                        | Purchase and implementation of Rigby Star Guided Reading Scheme  | PP pupils will have access to a progressive and consistent approach to guided reading from EYFS to Year and additional reading opportunities with adult support.<br>Previous approaches did not have the same consistent and progressive approach.   | Lesson observations, data analysis, pupil and parent surveys.   | Headteacher<br>English Lead | Termly                               |
| High quality teaching of vocabulary development reduces the word gap between PP and non PP pupils.        | English Lead CPD Session<br><br>Whole Staff Vocabulary CPD delivered by English Lead<br><br>Vocabulary intervention training | Stahl and Nagy (2006) identify the importance of vocabulary development at the early stages of child’s development, highlighting that ‘children with weak vocabularies in the early grades will not be able to take advantage of richer texts due to their lack of word knowledge.’ (Stahl and Nagy, 2006:6)<br><br>We want to invest some PP funding in high quality CPD to develop the teaching of vocabulary across the whole school.   | Through monitoring activities including book looks, lesson observations, pupil feedback, question level analysis and data analysis. | English Lead                | Termly from End of Spring 2019       |

### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead    | When will you review implementation? |
|---|--|--|---|---------------|--------------------------------------|
| Quality personalised feedback for children which enables pupils to know precisely what to do next to achieve their targets. | <p>One to one feedback sessions with the class teacher, following writing.</p> <p>Class teachers released to provide teacher pupil learning conferences.</p> | <p>The Education Endowment Foundation identifies that high quality feedback can have an additional 8 months progress impact on pupils' learning (Education Endowment Foundation 2016).</p> <p>We want to use some of the PP funding to release teachers from classes to provide one to one teacher pupil learning conferences. Using formative assessment, these opportunities will provide PP pupils with targeted support to improve attainment and progress in writing.</p> | <p>Feedback form children.</p> <p>Data analysis</p> <p>Observations</p> <p>Book looks</p> | Phase Leaders | Termly                               |
| <b>Total Budget:</b>  |  |  |   |               | £24,423                              |

### ii. Targeted intervention and support (English and Maths)

| 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? |
|---|---|--|--|--|--------------------------------------|
| Quality evidence based reading intervention targets gaps in word reading and comprehension. | Evidenced Based Reading Intervention: Catch Up Literacy | <p>We want to invest some PP funding in a proven reading based intervention to help diminish the difference in attainment for PP pupils.</p> <p>Catch up Literacy is a one to one reading intervention that addresses word recognition and language comprehension difficulties for pupils in Year 3-6.</p> <p>The Education Endowment Foundation (EEF) research indicates that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>In the EEF document 'Making best use of teaching assistants', Catch Up Literacy is identified as a low cost high security padlock rating intervention.</p> | <p>Timetabled provision</p> <p>Pre, Mid and Post test (NGRT) to monitor progress.</p> <p>Intervention observations to ensure quality.</p> <p>Data Analysis</p> | <p>English Lead</p> <p>Supported by: Phase Leaders</p> | Termly                               |

## ii. Targeted intervention and support (English and Maths)

| 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? |
|--|----------------------------|--|--|----------------------------------|--------------------------------------|
| Improve pupils oral language in Early Years to impact on Reading, Writing and Maths development. | Time to Talk<br>Talk Boost | <p>Data analysis indicates that pupils enter EYFS with lower Reading and Writing and Maths scores than other areas.</p> <p>The EEF research (Educationendowmentfoundation.org.uk, 2016) identifies Oral Language Interventions as having a positive impact of 5 months additional progress within a year. In addition the EEF Early years Toolkit (2018) identifies Communication and language approaches as having a relatively high impact for low cost (additional 6 months progress).</p> <p>Oxford School Improvement highlight the importance if targeting interventions as early as possible focussing on misconceptions, gaps or weaknesses through regular and accurate assessment.</p> <p>Department for Education (2017) highlights the 'word gap' in early language and literacy, and that, "children behind in language development at age five and six are six times less likely to reach the expected level in maths."</p> <p>Time to Talk intervention improves speech and language through structured approaches.</p> <p>Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers.</p> <p>Save the Children (2005) highlight the importance of developing children's early language skills in order to provide them with the start they need to develop effective literacy skills and read well by the end of Key Stage 2.</p> <p>We want to invest some PP funding in dedicated sessions to develop Early Oral Language through this intervention . This will support pupils in gathering and developing their writing ideas verbally in order to process these into written form.</p> | <p>Data analysis</p> <p>Intervention observation</p> <p>Phase Leader monitoring activities</p> <p>Timetabled provision</p> | <p>EYFS Lead</p> <p>KS1 Lead</p> | Termly                               |



## ii. Targeted intervention and support (English and Maths)

| 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?              |
|--|--|--|--|---|---|
| Increase the proportion of PP pupils working at Age Related Expectation and making better than expected progress in mathematics through addressing gaps in basic skills. | Success at Arithmetic Mathematics Intervention (Number Sense and Calculation)  | <p>We want to invest some of the PP in an effective intervention strategy to boost gaps in basic mathematics skills, to enable pupils to deepen their understanding within a mastery curriculum.</p> <p>Success at Arithmetic is a targeted approach which promotes mathematical thinking and understanding, develops secure and fluent calculation methods through carefully staged progression while providing detailed impact and progress. Sessions incorporate bar modelling and written methods to build a complete mathematical picture.</p> <p>Success at Arithmetic is a research and evidenced based strategy with an average number age gain of 17.5 months in 4.5 months.</p> <p>EEF recognises small group tuition as having +4 months impact with moderate impact for moderate cost. (Educationendowmentfoundation.org.uk, 2016)</p> <p>The EEF identifies that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. (Educationendowmentfoundation.org.uk, 2016)</p> <p>Success at Arithmetic uses diagnostic assessments to target support on a one to one or small group approach as appropriate.</p> | <p>Consistency in timetabling and delivery.</p> <p>Use of pre and post diagnostic assessments to identify gaps and measure impact.</p> <p>Key staff to undertake termly monitoring activities.</p> | <p>Maths Lead</p> <p>Y3/4 Phase Leader</p> <p>Y5/6 Phase Leader</p> | <p>Pre. mid and post evaluation</p> <p>Termly</p> |
| Targeted support during English and Maths lessons supports pupils in reducing and eliminating gaps in prior learning.  | <p>Small group work during English and Maths</p> <p>Additional Level 3 LSA deployed to Year 3/4 to support Teaching and Learning in English and Mathematics during morning sessions.</p> <p>Additional Level 3 LSA deployed to support gap teaching in Year 6 during the Autumn term</p> | <p>The EEF identifies small group targeted tuition as an effective method with moderate cost for moderate impact.</p> <p>In their report on supporting the attainment of disadvantaged pupils, MacLeod et al. (2015) identify effective deployment of support staff who know the pupils well as a building block for success.</p> <p>We want to use some PP to deploy and additional Level 3 LSA to work in the year groups with the highest proportion of PP, supporting small group focussed work in English and Maths.</p>  | <p>Timetabled groups and targeted support.</p> <p>Clear AfL planned for and used to inform intervention from accurate assessment systems.</p>  | <p>Y3/4 Phase Lead</p> <p>Y5/6 Phase Lead</p>                       | Termly review                                     |

| ii. Targeted intervention and support (English and Maths)  |  |  |   |               |                                      |
|--|--|--|---|---------------|--------------------------------------|
| 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? |
| Targeted support for PP pupils with SEND alongside a differentiated and personalised curriculum in English and Maths, supports pupils in closing gaps in learning from previous programs of study. | Additional adult to support learning in the Additional Resource Provision  | <p>Sharp et al (2015) highlight the importance of using an individualised approach to addressing barriers to learnings early.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Behaviour modification strategies, emotional and social support can support pupils' mental wellbeing. Pupils who can manage their behaviours and understand their 'triggers' can learn to approach tasks with focus, attention and a positive growth mindset.</p> <p>We want to use some of the PP funding to provide additional support to pupils who are significantly behind their peers and age related expectation who are PP with SEND.</p> <p>The additional support will enable targeted teaching and adapted curriculums to narrow gaps in the programme of study.</p> | <p>Weekly monitoring by the SENCO</p> <p>Data analysis</p> <p>Lesson observations</p>     | SENCO         | Half termly                          |
| Targeted comprehension support based on assessment for learning closes gaps in learning.   | <p>Targeted Comprehension and word reading one to one and small group strategies including:</p> <p>Additional phonics</p> <p>Additional one to one readers</p> <p>Reading wise</p> | <p>Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed.</p> <p>We want to use some PP funding to deliver additional targeted one to one reading and comprehension focussed interventions which are based on careful teacher assessment and data analysis, across KS1 and KS2.</p>  | <p>Termly monitoring</p> <p>Intervention observations</p> <p>Data analysis</p> <p>QLA</p> | Phase leaders | Half termly                          |
| <b>Total budgeted cost</b>   |  |  |   |               | £50,943                              |

| iii. Targeted support (Other) |                        |   |   |            |                                      |
|-------------------------------|------------------------|---|---|------------|--------------------------------------|
| 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? |
|                               |                        |   |   |            |                                      |

### iii. Targeted support (Other)

| 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?  |
|---|---|---|--|---|---|
| Improved access to the curriculum through increase attendance of PP pupils and decrease number of PP pupils on PA list.                 | Additional EWO support to target attendance of PP pupils.   | <p>Pupils need to attend school in order for school to provide the relevant support and strategies to improve attainment for pupils.</p> <p>Attendance for PP pupils for the academic year 2016-2017 was 94.1% and in 2017-2018 it was 92.9%.</p> <p>Sharp et al. (2015) identifies addressing attendance as a key step in pupil progress and attainment.</p> <p>We want to use some PP to target PP attendance early, in order to reduce the number of PP pupils with poor attendance or persistently absent. This will enable pupils to access the learning opportunities provided for them on a daily basis.</p> | <p>Attendance Lead, EWO, Attendance Admin and SLT will collaborate to ensure school processes work smoothly together to target attendance issues.</p> <p>Weekly attendance monitoring sessions (EWO. Admin &amp; Attendance Coordinator)</p> <p>Consistent approach to monitoring and responding quickly to low or irregular attendance.</p> | Attendance Coordinator                    | <p>Weekly attendance monitoring</p> <p>Termly evaluation of strategies.</p> |
| Improved punctuality and attendance alongside access to additional learning provision and intervention, help diminish gaps in learning. | <p>'Magic Breakfast'</p> <p>PP Pupils will have access to breakfast club with additional learning activities provided</p> | <p>Crawford et. al (2016) concludes that there is evidence to suggest that, "attainment at the end of Key Stage 1 improved more than would otherwise be expected by chance, equivalent to around two months' progress"</p> <p>Pupil focus groups indicated that not all pupils receive or have time for a healthy breakfast before school.</p> <p>We want to use some of the PP funding to provide breakfast provision to PP pupils who can then access targeted intervention support before school as a form of pre learning.</p>  | <p>Intervention monitoring.</p> <p>Data analysis</p> <p>Formative assessment analysis</p> <p>Uptake registers</p>  | <p>Breakfast Club Lead</p> <p>PP Lead</p> | Termly  |

| <b>iii. Targeted support (Other)</b>   |  |   |  |   |   |
|--|--|---|--|---|---|
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>   | <b>When will you review implementation?</b> |
| Increased parental understanding and home school support.  | Parent workshops linked to Reading, Phonics, Writing strategies, Grammar, Punctuation and Spelling Strategies and calculation strategies | <p>Oxford School Improvement report highlight that there is, "good evidence that where schools run courses and workshops which help parents develop the home learning environment, such as Family Literacy and Numeracy.... this can have significant impact on children's achievement."</p> <p>In their report on improving communication , language and literacy in the early years, the Education Endowment Fund (2018) identify supporting parents and carers to ensure they understand how to help their children learn as a key recommendation with a focus on shared reading.</p> <p>We want to spend some PP funding on providing high quality parent workshops linked to Reading, Phonics, Writing strategies, Grammar, Punctuation and Spelling strategies and calculation strategies to enable a greater home school partnership and encourage family learning.</p>  | <p>Parental feedback</p> <p>Attendance registers</p> <p>Pupil discussions and feedback.</p>  | <p>English Lead</p> <p>Maths Lead</p> <p>Phonics Lead</p> | Termly                                      |
| All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these. | Outdoor adventurous learning opportunities through attendance at residential visits (Year 4 and Year 6)                                  | <p>We want to use some PP to provide access to high quality outdoor adventurous provision for pupils in Year 4 and 6.</p> <p>The EEF Teaching and Learning Toolkit identifies the opportunities such activities offer in terms of physical challenge, emotional challenge, practical problem solving, explicit reflection and discussion of thinking and emotion (metacognition and self-regulation). The EEF Teaching and Learning toolkit identifies that overall, studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>This ensures PP pupils are not disadvantaged by a lively and engaging curriculum which incorporates trips and visits to enhance first hand experiences.</p> <p>PP pupils have equal access to outdoor adventurous activities including residential owing to funded places. Funding removes the financial barrier to accessing such experiences.</p> | <p>PP Lead and PP Coordinator will monitor access and participation in visits.</p> <p>Staff will ensure PP pupils receive a letter advising trips / visits are funded to ensure PP pupils can access the same learning experiences as Non-PP pupils.</p> <p>Pre and post questionnaires and pupil interviews to be used to measure impact.</p> | <p>PP Lead</p> <p>Y5/6 Phase Leader</p>                   | Summer Term                                 |
| <b>Total budgeted cost</b>   |  |   |  |   | £11,459                                     |

#### iv. Approaches to raising aspirations

| 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? |
|--|--|--|---|--|--------------------------------------|
| Raise pupils' aspirations through access to Children's University modules. | Children's University delivered as part of an afterschool club, enabling pupils to achieve in a range of curriculum aspects including maths and English based activities e.g. Writing using iPads. | <p>"Children can only aspire to what they know exists" (Children's University)</p> <p>Ofsted (2013) highlights the positive impact of action taken when a school recognises pupils not fulfilling their potential owing to lack of opportunity outside of school, of lack of family finances.</p> <p>McCoy et al. (2012) and Wikeley et al. (2007) highlight the relationship between family characteristics and uptake of activities. Canfreau et al. (2016) highlight barriers to accessing activities including transport to venues and equipment. In their research they also found that disadvantaged pupils who participate in after school clubs at primary school have higher KS2 results</p> <p>Through access to Children's University modules, pupils will be afforded the opportunity to access high quality after school club provision which supports them in a number of curriculum themed areas. providing these for free locally, helps remove barriers to accessing the clubs.</p> <p>We want to use some PP to provide high quality after school provision in which pupils can aspire to achieve well through well structured programmes which result in Children's University credits. We believe this opportunity to achieve and be recognised will also support pupil self esteem and motivation to participate.</p> | <p>Organise a clear timetable of provision.</p> <p>Identify a Children's University Lead.</p> <p>Provide carefully planned Children's University Sessions which offer both curriculum enrichment and enhancement opportunities.</p> | <p>Headteacher</p> <p>Children's University Lead</p> | <p>Implemented Autumn Term 2018</p>  |
| <b>Total budgeted cost</b>   |  |  |   |  | £7000                                |

Total budgeted = £93,825

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