

Pupil premium strategy Sandfield Close Primary School Academic Year 2018-2019

Pupil Premium Grant

The government gives schools an additional amount of money for the Pupil Premium Grant.

This year we will receive an additional £1,320 for every child who has been eligible for free school meals in the last six years and £1,900 for every child who is a looked after child or who was a looked after child and has now been adopted (school need to be informed about this).

Whilst being eligible for free school meals or being looked after does not mean that a child will not succeed in school, nationally this group under-achieve. The money is for schools to use to close this under-achievement gap. It is not allocated to each individual child but is a pot of money each school can use as they think best in order to raise attainment.

This year the school will receive £80,520. Our Pupil Premium Strategy is divided into four key areas which we fund from the PPG:

1.	Home Study (Revision and home study materials in Year 2 and Years 6)
2.	School Study Support and Curriculum (Subsidy for school trips and enrichment, interventions)
3.	Development of Teaching and Learning (Mastery Maths, Assessment, Moderation, Oracy development, Read Aloud provision, Time Table Rock Stars and Tackling Tables), Better Reading Partnership, targeted teacher support, targeted TA support)
4.	Breaking Barriers: Behaviour Support/SEMH teacher.

Key: PP = Pupil Premium; QFT = Quality First Teaching; SEND = Special Educational Needs and Disabilities; SEMH = Social Emotional and Mental Health; EAL = English as an Additional Language; PPG = Pupil Premium Grant; PPM=Pupil Progress Meeting.

Sandfield Close Primary School Ethos on Pupil Premium (PP)

At Sandfield Close raising attainment, raising achievement and diminishing the difference is a whole school priority with a particular focus on disadvantaged children. The staff meet regularly with Senior Leaders throughout the year to analyse, moderate and discuss the progress of children with PP, and all children, and identify future priorities for the coming term.

Stage 1: Identifying which children are eligible for PP, ensuring staff know who they are and target these children in QFT.

Stage 2: Looking at the data and analyse where the gaps are: in which groups? any trends? any barriers?

Stage 3: What is the information gathered telling us? Where can a difference be made? Where is the money spent most effectively to raise attainment?

Are other characteristics considered? i.e. gender, more able, SEND, family issues, behaviour, SEMH, specific subject content, behaviour, EAL, medical needs, attendance and punctuality.

Stage 4: Consider whether the action to diminish the difference is a quick fix, short term, medium term or long term.

Context: Sandfield Close Primary School is a two form entry, inner-city primary school with children aged from 4 to 11 years old. We currently have 55 children eligible to receive the Pupil Premium Grant. Sandfield Close is a happy, diverse, welcoming school with a real sense of community. Our children are polite, well-behaved and keen to come to school.

The school was inspected 2nd-3rd December 2015. Our school was recognised as a good school in all areas.

“Teachers have high expectations of what pupils should achieve and how well they should behave.”

1. Summary information

School	Sandfield Close Primary School				
Academic Year	18/19	Total PP budget	£80,520	Date of most recent PP Review	Sep 18
Total number of pupils	380	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Mar 19

2. Y6 attainment for 2017-2018

	<i>Pupils eligible for PP – 10 pupils (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50% EXS 10% HS	70% EXS 12% HS
% making expected progress in reading (as measured in the school)	1.1 IDSR	0.0
% making expected progress in writing (as measured in the school)	4.4 IDSR	0.0
% making expected progress in mathematics (as measured in the school)	2.6 IDSR	0.0

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

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

A.	Language development based on limited language use and restricted vocabulary.
B.	Limited opportunities to read with an adult at home.

C.	Maths Mastery – children do not have a strong enough understanding of the four functions when renaming and how to apply these to word-based questions.
D.	Maintaining syntax and tense within sentences and developing consistency when using these.
E.	Understanding how to comprehend written questions, developing children’s ability to summarise and then reflect on questions from different domains.
F.	Subsidised cost of school trips, residential visits, swimming and after school clubs.
G.	To have good emotional and mental health to enable them to learn and express themselves in school.
H.	To have access to resources at home that will support their learning and progress.
J.	To have access to support in reading, writing and maths. To access SEMH support as and when required.
K.	High level specific SEND needs.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
I.	Attendance and being late for a small number of children with PP. Y2: 4; Y3: 2; Y4:1; Y5: 3; Y6: 3
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	

<p>A.</p>	<p>Children in Reception to be able to speak in sentences and be able to volunteer information having had support from class teachers and additional targeted support from TA's.</p> <p>Measure: Increased percentage of children attaining 40-60 months (Age Related Expectation) by the end of Reception.</p> <p>2 members of staff to attend LCC Oracy Voice 21 training, to feedback to the whole school to develop best practice.</p> <p>Measure: Increased opportunities for speaking and listening in all subject areas.</p>	<p>Children able to speak in sentences with a wider range of vocabulary.</p> <p>Children able to speak in sentences with a wider range of vocabulary in all subjects.</p>
<p>B.</p>	<p>Children to hear stories in daily Read Aloud sessions in phases whilst class teachers teach reading comprehension to small focussed groups.</p> <p>Measure: Improvement in achievement and attainment in reading and writing across the school.</p>	<p>Children to be able to texts read aloud to them that are beyond their reading age.</p> <p>Children to have a better understanding of vocabulary.</p>
<p>C.</p>	<p>Children to develop a deeper understanding of the four functions, and renaming, and how to apply these to word based questions.</p> <p>Measure: Children with PP attaining higher % in chapter review assessments. More children with PP achieving expected progress in maths.</p>	<p>Children with PP are able to understand word based questions in maths and how to apply the four functions they have mastered.</p>
<p>D.</p>	<p>Children to use correct syntax and tense within sentences and develop consistency when using these to make their writing. Measure: More children with PP making expected progress in writing.</p>	<p>Children to develop consistency in their writing by using appropriate tenses and syntax.</p>

<p>E.</p>	<p>Children to master how to comprehend reading, developing their ability to summarise and then reflect on questions from different domains.</p> <p>Measure: Children to increase progress towards Age Related Expectations and beyond. More children to answer written comprehension questions correctly following Teach Read sessions.</p>	<p>Children to be able to answer written comprehension questions.</p>
<p>F.</p>	<p>Children have limited life experiences and opportunities to generate conversations to support learning and this effects their ability to comprehend texts. Subsidising costs for children with PP for residential visits, swimming, after school clubs, school trips and other life experiences will support them accessing to a range of new vocabulary within different contexts. Measure: Children to use new vocabulary and experiences to support writing progress; expected progress in reading whilst also developing more knowledge of the world.</p>	<p>Children to be able to use new vocabulary and memories from experiences had and transfer these to learning in all areas.</p>
<p>G.</p>	<p>Children to have good emotional and mental health to enable them to learn and express themselves in school.</p> <p>Measure: Qualitative assessment of children's emotional well-being.</p>	<p>Children are settled and ready to learn.</p>
<p>H.</p>	<p>To have access to resources at home that will support their learning and progress.</p> <p>Measure: Children to feel more confident in completing Y2 and Y6 tests by having had access to practising them at home and discussing any queries with staff at school.</p>	<p>Children to feel confident in completing Y2 and Y6 tests and discussing any queries with staff at school.</p>
<p>I.</p>	<p>School office to liaise with EWO regarding the attendance of those children with PP listed in the additional barriers section 'I' above. School to reward increased attendance.</p> <p>Measure: Attendance improves when compared to previous academic year.</p>	<p>The small number of children with PP that have low attendance to increase their attendance which should increase their opportunity to achieve more progress.</p>

J.	<p>Children with PP from Years Rec to Y6 to have additional non-class teacher based support on a 1-1 or small group basis dependent on needs in reading, writing, maths and SEMH in the summer term</p> <p>Measure: More children with PP making expected progress in reading, writing and maths and the attainment gap is narrowing.</p>	<p>Children to make progress from their given starting points in reading, writing, maths and SEMH.</p> <p>Children to also develop their interpersonal skills and interaction skills.</p>
K.	<p>Additional 1-1 support for high level SEND children with PP.</p>	<p>Children are integrated with their peers and receiving targeted individual support to address their identified needs.</p>

5. Planned expenditure 2018-2019						
Academic year	2018-2019					
i. Quality teaching for all: See Pupil Progress Meeting notes and School Improvement Priorities for areas in focus.						
ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

<p>A. Class teachers to support TA's to provide additional targeted support with speaking and listening.</p> <p>2 members of staff to attend LCC Oracy Voice 21 training and feedback to the whole school to develop best</p>	<p>Increased percentage of children attaining 40-60 months (Age Related Expectation) by the end of Reception</p> <p>Increased opportunities for speaking and listening in all subject areas.</p>		<p>Monitoring in Pupil Progress meetings.</p> <p>Monitoring spoken language data across the school when data is updated 6 times a year.</p> <p>Monitoring opportunities for oracy development in curriculum areas and through assemblies.</p>	<p>LB</p> <p>AD KH LS ZM</p>	<p>£5,700</p> <p>£2,000</p>	<p>Every half term</p> <p>Every data collection 6 times a year.</p> <p>Through daily learning walks.</p>
<p>B. Deputy Head to use enhanced provision for reading with all phases from Mon-Thurs every week.</p>	<p>Improvement in achievement and attainment in reading and writing across the school.</p>	<p>Last year this worked very well with more children transferring reading into writing. See section 7 (subsidised educational resources row) for writing data breakdown for each year group.</p>	<p>Monitoring in Pupil Progress meetings.</p> <p>Deputy Head to moderate writing and reading journals to transference of vocabulary and techniques.</p>	<p>SC</p>	<p>£9,120</p>	<p>Every half term in collaboration with the HT</p>

<p>C. HLTA support of teaching maths with children with PP from Y2- Y5, mastering the four functions and application to word based questions.</p>	<p>Children with PP attaining higher % in chapter review assessments. More children with PP achieving expected progress in maths.</p>	<p>The data is showing that some children with PP are not reaching age appropriate attainment in maths and require extra support. The HLTA attended all professional development meetings on Singapore mathematics and developing mastery.</p>	<p>Deputy Head to review chapters in Pupil Progress Meetings.</p>	<p>RL</p>	<p>£6,000</p>	<p>Every half term to ensure the practice is having the desired impact.</p>
<p>D. Non-class based teacher to use a day to support writing development of children with PP. To improve use correct syntax and tense within sentences and develop consistency when using these to make their writing.</p>	<p>More children with PP making expected progress in writing.</p>	<p>The data is showing that some children with PP are not reaching age appropriate attainment in writing and require extra support. See section 7 (subsidised educational resources row) for writing data breakdown for each year group.</p>	<p>Deputy Head to monitor the impact of the support through data collected and regular moderation of writing books every half term.</p>	<p>DG , AB, LG</p>	<p>£14,000</p>	<p>Every half term to ensure the practice is having the desired impact.</p>
<p>E. to comprehend reading, developing children's ability to summarise and then reflect on questions from different domains.</p>	<p>An increase in progress towards Age Related Expectations and beyond. More children to answer questions correctly following Teach Read sessions.</p>	<p>The data is showing that some children with PP are not reaching age appropriate attainment in reading and require extra support. Also, some children are above age related attainment and require support with mastery of comprehension.</p>	<p>Deputy Head to monitor the impact of the support through data collected in reading during Pupil Progress Meeting's.</p>	<p>DG, LG</p>	<p>£8,000</p>	<p>Every half term in PPM.</p>

<p>F. Subsidising costs for children with PP for residential visits, swimming, after school clubs, school trips and other life experiences.</p>	<p>Children to use new vocabulary and experiences to support writing progress; expected progress in reading whilst also developing more knowledge of the world.</p>	<p>CLL in Reception on entry to school is low. Observations show that children require more opportunities to speak and this is limited by the life experiences they have.</p>	<p>Monitoring during Pupil Progress Meetings.</p>	<p>AD</p>	<p>£8,000</p>	<p>Teachers will share the impact this has had on learning during half termly PPM.</p>
<p>G. SEMH teacher to support children's emotional and mental health to enable them to learn, make progress and express themselves in school.</p>	<p>Qualitative assessment of children's emotional well-being.</p>	<p>SENDco identified children that need further SEMH support.</p>	<p>SENDco regularly reviews the progress of the children alongside the SEMH support teacher.</p>	<p>SB</p>	<p>£5,000</p>	<p>SEMH and SENDco meet weekly to review and liaises with HT.</p>

<p>H. The school to enable parents to purchase support materials in Y2 and Y6 at a reduced cost to support learning at home.</p>	<p>Children to feel more confident in completing Y2 and Y6 tests by having had access to practising them at home and discussing any queries with staff at school.</p>	<p>Parents welcomed the idea of having support material at home for children to practise learning.</p>	<p>The HT will send out letters to parents in Y2 and Y6 and children with PP will have the cost subsidised. The office will ensure all packs are collected.</p>	<p>AD</p>	<p>£800</p>	<p>It was successful last year and we will ask parents again in preparation for 2019-2020.</p>
<p>I. School office to liaise with EWO regarding the attendance of those children with PP listed in the additional barriers section 'I' above. School to reward increased attendance.</p>	<p>Attendance improves when compared to previous academic year.</p>	<p>Attendance data correlated with age related expectations across the school.</p>	<p>HT to liaise with the EWO and the school office to ensure that it has been implemented.</p>	<p>PT DH-J</p>	<p>£1,000</p>	<p>EWO visits.</p>

J.Non-class based teacher to provide tailored support for children with PP to support reading, writing, maths. SEMH support as and when required.	More children with PP making expected progress and making accelerated gains to close the attainment gap.	The data is showing that some children with PP are not reaching age appropriate attainment and require extra support.	Monitoring during Pupil Progress Meetings	DG	£12,000	Every half term in PPM.
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K.Additional 1-1 support for high level SEND children with PP.	For children with SEND and PP to be able to progress from their given starting points in all areas including social interaction.	Children with high level SEND and PP require additional 1-1 support to develop in all areas including social interaction.	SENDco meets with staff team to coordinate support and monitors this every 2 weeks. SENDco monitors when liaising with outside agencies.	KP LB TS NP	£8,900	Every 2 weeks.
Total budgeted cost					£80,520	
6. Additional detail						

7. Review of expenditure 2017-2018


Previous Academic Year 17/18

i. Quality teaching for all: See Pupil Progress Meeting notes and School Improvement Priorities for areas in focus.

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost																																								
TA support in class up until Dec 2017	Increased % of children with PP making expected progress in reading, writing and maths.	<p>90% of children across school with PP made expected progress (2 steps) by the end of Aut 2 2017.</p> <p>Six children (10%) did not make expected progress despite participating in interventions in addition to TA support in class.</p> <table border="1"> <thead> <tr> <th>All Pupils (60 pupils)</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Progressed by 6 steps or more</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0.0 (0%)</td> </tr> <tr> <td>Progressed by 5 steps</td> <td>5 (8.3%)</td> <td>2 (3.3%)</td> <td>1 (1.7%)</td> <td>2.7 (4.4%)</td> </tr> <tr> <td>Progressed by 4 steps</td> <td>5 (8.3%)</td> <td>4 (6.7%)</td> <td>4 (6.7%)</td> <td>4.3 (7.2%)</td> </tr> <tr> <td>Progressed by 3 steps</td> <td>16 (26.7%)</td> <td>13 (21.7%)</td> <td>5 (8.3%)</td> <td>11.3 (18.9%)</td> </tr> <tr> <td>Progressed by 2 steps</td> <td>17 (28.3%)</td> <td>14 (23.3%)</td> <td>30 (50.0%)</td> <td>20.3 (33.9%)</td> </tr> <tr> <td>Progressed by 1 step</td> <td>7 (11.7%)</td> <td>14 (23.3%)</td> <td>10 (16.7%)</td> <td>10.3 (17.2%)</td> </tr> <tr> <td>No steps progress</td> <td>3 (5.0%)</td> <td>4 (6.7%)</td> <td>3 (5.0%)</td> <td>3.3 (5.6%)</td> </tr> </tbody> </table>	All Pupils (60 pupils)	Reading	Writing	Mathematics	Average	Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)	Progressed by 5 steps	5 (8.3%)	2 (3.3%)	1 (1.7%)	2.7 (4.4%)	Progressed by 4 steps	5 (8.3%)	4 (6.7%)	4 (6.7%)	4.3 (7.2%)	Progressed by 3 steps	16 (26.7%)	13 (21.7%)	5 (8.3%)	11.3 (18.9%)	Progressed by 2 steps	17 (28.3%)	14 (23.3%)	30 (50.0%)	20.3 (33.9%)	Progressed by 1 step	7 (11.7%)	14 (23.3%)	10 (16.7%)	10.3 (17.2%)	No steps progress	3 (5.0%)	4 (6.7%)	3 (5.0%)	3.3 (5.6%)	<p>Additional support in classrooms resulted in children making expected progress sin the Aut term.</p> <p>As a result of budgetary constraints and a restructuring process which resulted in a number of reductions in TA posts in the school, this approach had to be modified and did not continue in the same format.</p>	£21,000
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<p>TA support across the Key Stages from Jan 18 to Jul 18</p>	<p>Increased % of children with PP making expected progress in reading, writing and maths.</p>	<p>In reading across the school, just over 75% of children with PP made 4 steps + progress over the academic year.</p> <p>In maths across the school, 71% of children with PP made 4 steps + progress over the academic year.</p> <p>In writing across the school, just over 65% of children with PP made 4 steps + progress over the academic year.</p> <table border="1" data-bbox="674 464 1433 659"> <thead> <tr> <th>All Pupils (60 pupils)</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Progressed by 6 steps or more</td> <td>28 (46.7%)</td> <td>27 (45.0%)</td> <td>24 (40.0%)</td> <td>26.3 (43.9%)</td> </tr> <tr> <td>Progressed by 5 steps</td> <td>9 (15.0%)</td> <td>7 (11.7%)</td> <td>17 (28.3%)</td> <td>11.0 (18.3%)</td> </tr> <tr> <td>Progressed by 4 steps</td> <td>9 (15.0%)</td> <td>5 (8.3%)</td> <td>2 (3.3%)</td> <td>5.3 (8.9%)</td> </tr> <tr> <td>Progressed by 3 steps</td> <td>2 (3.3%)</td> <td>3 (5.0%)</td> <td>4 (6.7%)</td> <td>3.0 (5.0%)</td> </tr> <tr> <td>Progressed by 2 steps</td> <td>2 (3.3%)</td> <td>7 (11.7%)</td> <td>3 (5.0%)</td> <td>4.0 (6.7%)</td> </tr> <tr> <td>Progressed by 1 step</td> <td>2 (3.3%)</td> <td>2 (3.3%)</td> <td>3 (5.0%)</td> <td>2.3 (3.9%)</td> </tr> <tr> <td>No steps progress</td> <td>1 (1.7%)</td> <td>2 (3.3%)</td> <td>0 (0%)</td> <td>1.0 (1.7%)</td> </tr> <tr> <td>Regressed</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0.0 (0%)</td> </tr> <tr> <td>Missing Data</td> <td>7 (11.7%)</td> <td>7 (11.7%)</td> <td>7 (11.7%)</td> <td>7.0 (11.7%)</td> </tr> </tbody> </table>	All Pupils (60 pupils)	Reading	Writing	Mathematics	Average	Progressed by 6 steps or more	28 (46.7%)	27 (45.0%)	24 (40.0%)	26.3 (43.9%)	Progressed by 5 steps	9 (15.0%)	7 (11.7%)	17 (28.3%)	11.0 (18.3%)	Progressed by 4 steps	9 (15.0%)	5 (8.3%)	2 (3.3%)	5.3 (8.9%)	Progressed by 3 steps	2 (3.3%)	3 (5.0%)	4 (6.7%)	3.0 (5.0%)	Progressed by 2 steps	2 (3.3%)	7 (11.7%)	3 (5.0%)	4.0 (6.7%)	Progressed by 1 step	2 (3.3%)	2 (3.3%)	3 (5.0%)	2.3 (3.9%)	No steps progress	1 (1.7%)	2 (3.3%)	0 (0%)	1.0 (1.7%)	Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)	Missing Data	7 (11.7%)	7 (11.7%)	7 (11.7%)	7.0 (11.7%)	<p>Children benefited from having more specific targeted support from TA's.</p>	<p>£6,000</p>
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<p>Targeted phonics provision by teachers in Y1. 6 children with PP to be targeted in phonics.</p>	<p>Children to meet age related expectations for phonics as measured by the phonics screening at the end of Y1.</p>	<p>2 of the 6 children with PP attained WA in the Y1 phonics assessment.</p> <p>4 of the 6 children with PP did not: of those 4 children, 2 joined SCPS late from overseas; 2 have SEND.</p>	<p>The provision enabled children to make more progress in phonics when teachers delivered high quality phonics teaching.</p> <p>Next year, teachers will continue to provide the targeted support for phonics as overall our 2018 phonics score was above National by 3.5% points. SCPS 85.5%: National 82%</p>	<p>£4,000</p>																																																		

<p>Pupil Progress Meeting (PPM) time</p>	<p>As a result of constant monitoring of progress, attainment, provision and next steps with all year groups, with a focus on this group of children with PP, children to make progress in core subjects.</p>	<p>All children across the school with PP were monitored.</p> <p>The overall progress of all children in Y6 in 2018 for reading, writing and maths were as follows:</p> <p>reading writing maths</p>  <p>For children with PP at the end of Y6 in 2018 progress was as follows.</p> <table border="1" data-bbox="667 630 1249 815"> <thead> <tr> <th></th> <th>Reading Explore data in detail</th> <th>Writing Explore data in detail</th> <th>Maths Explore data in detail</th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td>1.05</td> <td>4.35</td> <td>2.64</td> </tr> </tbody> </table>		Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail	Progress score for disadvantaged pupils	1.05	4.35	2.64	<p>Staff value the time spent with Senior Leaders 5 times a year in PPM to review, analyse, diagnose and to create next steps for learning.</p> <p>This will continue next academic year 2018-2019, with a revision to the organisational structure resulting from budgetary constraints.</p>	<p>£6,300</p>
	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail									
Progress score for disadvantaged pupils	1.05	4.35	2.64									
<p>SEND/PP support time Teachers given weekly guidance about how to support children with SEND & PP.</p>	<p>Children with SENDco have appropriate for their learning needs to enable them to make progress.</p>	<p>Teachers with children with SEND and PP were supported by the SENDco.</p> <p>75% of children with SEND made 4+steps progress in reading; 77% of children with SEND made 4+steps progress in maths; 60% of children with SEND made 4+steps progress in writing.</p>	<p>This will continue in revised format. New SENDco in post from Sept 2018. Revision of systems resulting in class teachers having a more detailed understanding of their children's needs, how to plan for progress & support directly.</p>	<p>£1,900</p>								

<p>Enhanced provision for reading Deputy Head to provide enhanced provision for reading with Y5&6 from Oct to Apr 18 and Y1&2 from Jan 18 to Jul 18.</p>	<p>To support language development and expanding vocabulary. To support the development of high order comprehension exposure to high quality challenging texts.</p>	<p>Children's love of words and transference into writing and reading comprehension was much better. Y6 writing and Y2 writing attainment in 2018 is below:</p> <p>All Year 2 writing at expected = 75%: National =70% PP Year 2 writing at expected = 55%: National =74% All Year 2 reading at expected = 79%: National =75% PP Year 2 reading at expected = 64%: National =79% All Year 6 writing at expected = 92%: National = 78% PP Year 6 writing at expected = 70%: National = 83% All Year 6 reading at expected = 79%: National = 75% PPYear 6 reading at expected = 60%: National = 80% The difference diminishes in writing from Y2 to Y6 in writing.</p>	<p>It rapidly became clear that this was having more of an impact than previous systems.</p> <p>This will continue next year 2018-2019 for all children in all phases across the school, led by Deputy Head.</p>	
<p>Non class based teachers (equivalent of 0.6 FTE) providing targeted small group support.</p>	<p>Children benefit from additional support to meet their specific learning needs in core subjects.</p>	<p>The results for reading and writing at Y6 for 2018 are in the row above, maths is below:</p> <p>All Year 6 maths at expected = 82%: National =76% PP Year 6 maths at expected = 70%: National =81%</p>	<p>Next year there will need to be different staff due to retirement and the focus will continue to be on children with PP.</p>	<p>£24,000</p>

<p>Subsidised educational outings, study resources, swimming, theatre trips, after school clubs. For children to develop life experiences and learning beyond the classroom.</p>	<p>Children to benefit from a range of life experiences to support their personal development, broaden horizons and influence learning and progress in the classroom.</p>	<p>Where possible, staff incorporated educational outings and experiences each term or more often to develop children’s knowledge of the world and repertoire of language. This was transferred to writing.</p> <p>Writing attainment based on conversion from their starting points for children with PP.</p> <p>Year 1</p> <table border="1" data-bbox="674 512 1435 679"> <thead> <tr> <th colspan="7">Writing</th> </tr> <tr> <th colspan="7">No. (% of total pupils)</th> </tr> <tr> <th colspan="2">End of Reception</th> <th colspan="5">Year 1 Summer 2</th> </tr> <tr> <th>ELGs</th> <th>No. Pupils</th> <th>No Assessment</th> <th>40-60 b+</th> <th>40-60 w+</th> <th>1b+</th> <th>1s</th> </tr> </thead> <tbody> <tr> <td>No Assessment</td> <td>2</td> <td>1 (14.3%)</td> <td></td> <td></td> <td>1 (14.3%)</td> <td></td> </tr> <tr> <td>Emerging</td> <td>3</td> <td></td> <td>1 (14.3%)</td> <td>2 (28.6%)</td> <td></td> <td></td> </tr> <tr> <td>Expected</td> <td>2</td> <td></td> <td></td> <td></td> <td>1 (14.3%)</td> <td>1 (14.3%)</td> </tr> <tr> <td>Exceeding</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Year 2</p> <table border="1" data-bbox="674 802 1435 932"> <thead> <tr> <th colspan="7">Writing</th> </tr> <tr> <th colspan="7">No. (% of total pupils)</th> </tr> <tr> <th colspan="2">End of Reception</th> <th colspan="5">Year 2 Summer 2</th> </tr> <tr> <th>ELGs</th> <th>No. Pupils</th> <th>No Assessment</th> <th>40-60 w (P?)</th> <th>40-60 w+</th> <th>1s+</th> <th>2s</th> </tr> </thead> <tbody> <tr> <td>No Assessment</td> <td>4</td> <td>1 (8.3%)</td> <td></td> <td>1 (8.3%)</td> <td>1 (8.3%)</td> <td>1 (8.3%)</td> </tr> <tr> <td>Emerging</td> <td>5</td> <td></td> <td>1 (8.3%)</td> <td></td> <td>1 (8.3%)</td> <td>3 (25.0%)</td> </tr> <tr> <td>Expected</td> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td>1 (8.3%)</td> </tr> <tr> <td>Exceeding</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>2 (16.7%)</td> </tr> </tbody> </table>	Writing							No. (% of total pupils)							End of Reception		Year 1 Summer 2					ELGs	No. Pupils	No Assessment	40-60 b+	40-60 w+	1b+	1s	No Assessment	2	1 (14.3%)			1 (14.3%)		Emerging	3		1 (14.3%)	2 (28.6%)			Expected	2				1 (14.3%)	1 (14.3%)	Exceeding	0						Writing							No. (% of total pupils)							End of Reception		Year 2 Summer 2					ELGs	No. Pupils	No Assessment	40-60 w (P?)	40-60 w+	1s+	2s	No Assessment	4	1 (8.3%)		1 (8.3%)	1 (8.3%)	1 (8.3%)	Emerging	5		1 (8.3%)		1 (8.3%)	3 (25.0%)	Expected	3					1 (8.3%)	Exceeding	0					2 (16.7%)	<p>Children in all year groups participated in and benefited from a range of experiences.</p> <p>This impacted on children’s speaking and listening as they were able to talk about experiences and this became evident in children’s writing and use of vocabulary.</p>	<p>£5,000</p>
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Year 3

Writing No. (% of total pupils)									
End of Key Stage 1		Year 3 Summer 2							
End KS1 TA	No. Pupils	1w+	1w	2w	3b	3b+	3w+	3s	3s+
No Assessment	0								
Below	0								
Foundations	1	1 (12.5%)							
Working Towards	2				1 (12.5%)	1 (12.5%)			
Working At	4						1 (12.5%)	3 (37.5%)	
Greater Depth	1								1 (12.5%)

Year 4

Writing No. (% of total pupils)													
End of Key Stage 1		Year 4 Summer 2											
End KS1 TA	No. Pupils	Assessment	1w+	2w	2s	3b+	3w	3w+	3s	4w+	4w+	4s	4s+
No Assessment	0												
Other	8	2 (3.2%) 1 (1.6%)											1 (1.6%) 1 (1.6%)
Below	0												
Foundations	4					1 (1.6%) 2 (3.2%)							1 (1.6%)
Working Towards	3						1 (1.6%) 1 (1.6%)						1 (1.6%)
Working At	28									1 (1.6%) 7 (11.3%)	15 (24.2%)	5 (8.1%)	
Greater Depth	19										2 (3.2%)	17 (27.4%)	

Year 5

Writing No. (% of total pupils)													
Year 2 Summer 2		Year 5 Summer 2											
Levels (ABC)	No. Pupils	2s	3b+	3s	4b	4w+	4s	5b	5b+	5w	5w+	5s	5s+
No Assessment	12	1 (1.6%)			1 (1.6%)		1 (1.6%) 2 (3.1%)			1 (1.6%)	3 (4.7%)		3 (4.7%)
1B	4						2 (3.1%)		1 (1.6%)				1 (1.6%)
1A	4		1 (1.6%)	1 (1.6%)									
2C	9					1 (1.6%)	1 (1.6%)	1 (1.6%)	2 (3.1%)	2 (3.1%)		1 (1.6%)	1 (1.6%)
2B	17					1 (1.6%)	1 (1.6%)	2 (3.1%)	5 (7.8%)	2 (3.1%)	5 (8.1%)	1 (1.6%)	
2A	11								1 (1.6%)		4 (6.3%)	6 (9.4%)	
3C	7									1 (1.6%)	2 (3.1%)	4 (6.3%)	
3B	0												

Year 6

Writing No. (% of total pupils)							
Year 2 Summer 2		End of Key Stage 2					
Levels (2ABC)	No. Pupils	Foundations	Early Development	Growing Development	Working Towards	Working At	Greater Depth
No Assessment	10					8 (13.1%)	2 (3.3%)
Level 1	6					2 (3.3%)	4 (6.6%)
2C	20					3 (4.9%)	16 (26.2%)
2B	9					7 (11.5%)	2 (3.3%)
2A	9					3 (4.9%)	6 (9.8%)
Level 3	7						7 (11.5%)
Level 4	0						
Level 5	0						

SEMH teacher to provide emotional & mental well-being support for learning	As a result of support, children with PP & SEMH needs are ready to access learning.	Child 1 L2c end of KS1 converted to WT in writing at the end of Y6. In reading, L2c at KS1 and HNM in Y6. Child 2 PKF at the end of KS1 converted to 1w+ in writing at the end of Y3. In reading, PKF at KS1 and 1s+ at the end of Y3.			SEMH teacher to continue to provide emotional and mental health and well-being so that children can be ready for learning	£5,000
BRP TA support	To have trained TA's using BRP to support children with PP that struggle with reading.	Number of children	Starting point at the end of KS1 or EYFS based on national assessment	Conversion end of 2017/18	BRP program worked well for the majority of the children with PP involved. The school intends to use this approach again in 2018-2019. However, it is likely to be for a reduced number of children based on budgetary constraints.	£6,000
		Y6: 4 children	2: L1 2: L2c	2: 6b+ & 6b (HMN) 2: 5w+ & 6b(HMN)		
		Y5: 2 children	1: L1 1: L2b	1:5b 1:5b+		
		Y4: 3 children	1: PKF 1: WTS 1: WA	1: 1s+ 1: 4w 1: 4s+		
		Y3: 4 children	1: PFK 1: WA 1: WTS 1: GDS	1: 1s+ 1: 3b+ 1: 3b+ 1: 3s+		
		Y2: 5 children	1: Emerging 1: Emerging 1: No EYFS result 1: Emerging 1: No EYFS result	1: 2w+ 1: 40-60s 1: 1s+ 1: 2s 1: 40-60s		
		Y1: 2 children	1: Emerging 1: Emerging	1: 40-60w 1: 1b		
					Total	£79,200

