

Pupil Premium Action Plan and Review

Summary Information			
School	Northfield Manor Primary Academy		
Academic year	2018-19	Total Budget (projected)	£248,160
Total No of pupils	410	Number of Pupils eligible for PP	188
Date for next review of PP Action Plan	Mid-point April 2020	Final July 2020	Review and new plan to be published October 2020

Current attainment and progress for 2018-19									
	School Non-PP			School PP			National Benchmark 2018 NOT PP (unvalidated)		
KS2 % achieving exs+ in RWM									
KS2 % exs+									
KS2 % GDS in RWM									
KS2 % Achieving GDS									
KS2 Progress Measures (FFT)	R	W	M	R	W	M			
	+1	+2.3	+2.1	+2	+1.9	+1.7			
KS1 % achieving exs+ in RWM									
KS1 % exs+	R	W	M	R	W	M	R	W	M
	90	74	82	65	43	52	78%	73%	79%
KS1 % GDS in RWM									
KS1 % Achieving GDS	R	W	M	R	W	M			
	41	5	36	17	4	13			
Y1 phonic screening % WA	88%			84%			84%		
EYFS % achieving GLD	70%			66%					

Action Plan for Current Year

1. i. Barriers to future attainment – in-school barriers
ii. Barriers to future attainment – in-school barriers
2. i. Action Plan – Quality First Teaching
ii. Action Plan – Targeted Support
iii. Action Plan – Alternate Approaches
3. Review of previous year's expenditure

1. Barriers to future attainment (for pupils eligible for PP, including high ability)			
ii. In-school barriers (issues to be addressed in school, such as poor oral language skills)			
	Barriers	Desired Outcomes	Success Criteria
S1	Poor language and communication skills on entry to Reception, which slows progress across all areas of learning	<ul style="list-style-type: none"> Pupils language and communication skills improve and they are able to use rich and varied language Children are able to explain their understanding clearly Children understand how to take turns in a discussion, and speak with clarity and purpose using standard English Pupils are able to access all learning, leading to improved outcomes 	<ul style="list-style-type: none"> PP outcomes improve and a greater proportion of children meet age-related expectations for Communication and Language at the end of Reception Assessment data shows that the gap between PP and non-PP is closing (not limited to Communication and Language) Formative assessment and child observations show that the gap is reducing and PP children are making good progress
S2	Behaviour for learning, including group work, and lack of resilience brought about by emotional trauma, social, emotional or mental health difficulties arising from experiences at home	<ul style="list-style-type: none"> Greater resilience in PP children All PP pupils access all learning all of the time High level of engagement from all PP children 	<ul style="list-style-type: none"> Books and formative assessment show that PP children are sustaining effort across challenging tasks Fewer behaviour incidents recorded including removals from class

		<ul style="list-style-type: none"> PP children collaborate well, which enhances their learning 	<ul style="list-style-type: none"> Pupil and staff voice reflects that engagement and attitude to learning of reluctant PP children has improved Pupil voice and observations show that children know what to do when stuck and follow 5 Bs of independence Assessment data shows that the gap between PP and non-PP is reducing Monitoring shows that PP children are showing greater resilience and are engaged at all times Observations show that PP children are active and diplomatic participants in collaborative work
S3	Some children present with a poor work ethic and lack the expectation of high standards for themselves	<ul style="list-style-type: none"> All PP children work hard at all times Care is taken in work and children are proud of their outcomes Children have fewer gaps in their knowledge so are able to better access new concepts and learning 	<ul style="list-style-type: none"> Monitoring shows that PP children are completing their work to a good standard Presentation is good and work is the best it can be, with books showing clear progress across the year Teachers work diagnostically, identifying gaps with their questioning and feedback so that children are able to access learning, with their books showing that they work hard to do so
S4	Lack of parental understanding of age-related expectations for behaviour and learning, including a lack of support	<ul style="list-style-type: none"> Parents are engaged, attend workshops and support their children with their homework Good Start, Great Start leads to positive relationships and increased parental support and engagement Vulnerable PP children show greater awareness and more 	<ul style="list-style-type: none"> Good Start Great Start is well attended and parental voice shows greater engagement Assessment data shows that children in GSGS rapidly close the gap between them and non-PP children Parents evenings and workshops are better attended Disengaged PP children complete their homework or learning projects

		appropriate behaviour in learning and social situations	<ul style="list-style-type: none"> Fewer behavioural incidents are reported and where they are parents are supportive
S5	Pupils may have a limited vocabulary and do not have access to books, nor are they supported with their reading skills	<ul style="list-style-type: none"> PP children regularly read for pleasure at home PP children attain highly in reading and writing assessments Vocabulary is a key part of everyday life at school 	<ul style="list-style-type: none"> PP children's homework diaries are regularly signed PP children regularly change their book in class or at the library, and pupil voice shows that they can recommend authors Assessments show that reading attainment improves for PP children Observations show that vocabulary is a key feature of all lessons and opportunities are taken to discuss it regularly
S6	Children enter reception from a variety of different providers and some do not attend nursery at all, which can lead to some children entering well behind their peers	<ul style="list-style-type: none"> A greater proportion of children attend nursery Children who start behind catch up quickly in terms of language development, creative play and independence 	<ul style="list-style-type: none"> Parents understand the importance of attending a nursery setting so a greater number do so (potentially through the school offering this setting) Assessment data shows that the gap between children who have attended nursery and those that have not is rapidly reducing Assessment data shows that the gap between PP and non-PP is closing Staff voice and child observations show that children who did not attend nursery are developing rapidly in language development, creative play and independence Tracking of children who have attended nursery and those that have not, as well as children from different settings, so that the school can ensure that intervention is put in place to close the gap

Barriers to future attainment (for pupils eligible for PP, including high ability)			
ii. External barriers (issues which also require action outside school, such as low attendance rates)			
	Barriers	Desired Outcomes	Success Criteria
E1	Poor attendance and punctuality, with a higher proportion of PP being 'persistent absentees'	<ul style="list-style-type: none"> The persistent absentee rate of PP children is reduced significantly, to be in-line with national non-PP PP attendance rises in-line with national non-PP Parents have high awareness of the detrimental impact of missing school 	<ul style="list-style-type: none"> Attendance rates show that PP children are in-line with national non-PP Persistent absenteeism is reduced to national non-PP levels Key families are targeted and meetings arranged with attendance officer's involvement to encourage improved attendance and raise awareness of the impact of poor attendance Profile of attendance around school is high through displays, rewards, assembly time
E2	Disadvantaged children lack the opportunity for wider enrichment experiences, which leads to a vocabulary, writing and comprehension deficit	<ul style="list-style-type: none"> Pupils attend a broad range of experiences and clubs Children attend events and visit places that they may not have previously experienced Experiences give children 'cultural capital', developing schemata in a greater number of areas so that they can access a greater range of learning 	<ul style="list-style-type: none"> All PP children attend a club PP children are in leadership roles within the school such as school council PP families are supported to enable their children to attend trips PP children's reading attainment improves as their level of experience-led general knowledge improves Pupil voice shows that children have greater aspirations as a result of visits and thematic outcomes PP attendance improves as they want to come school

2. Action plan for Current year			Amount of PP received: £225,060		
i. Quality First Teaching					
Barrie r	Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured?	Cost
S1	Develop EYFS teachers/TAs and middle and senior leaders by working with <i>Early Excellence</i> and VIC Trust Director of EYFS (12 days) with a focus on play-based learning and early literacy. <i>EEF Toolkit</i>	So that there is support and quality assurance for the new EYFS lead to enable the school to have a clear, consistent pedagogical approach to EYFS which is understood and implemented by all teachers/leaders. So that there is a clear understanding of	<ul style="list-style-type: none">Teaching is consistently excellentAssessment is accurate and supportive of learningSenior leaders are holding middle leaders and teachers to account	Learning walks Lesson observation External visit Moderation outcomes	£4,685

	<p><i>Early Literacy Approaches +4 months</i></p> <p><i>Early Numeracy Approaches +6months</i></p> <p><i>Communication and Language Approaches +6 months</i></p> <p><i>Self-regulation strategies +5 months</i></p>	<p>excellent teaching in EYFS</p> <p>So that there is strong and consistent accountability.</p>			
S1	Develop EYFS indoor and outdoor learning environments. (To include the purchase of a range of indoor and outdoor furniture and equipment and books for	So that the learning environment is highly- motivating and engages pupils in effective literacy and language development as well as social and emotional development.	<ul style="list-style-type: none"> Increased pupil engagement and confidence Greater language development in a range of contexts especially for disadvantaged boys and disadvantaged SEND boys 	<p>Pupil voice.</p> <p>External reviews</p> <p>% GLD - Personal, Social and Emotional Development</p> <p>% GLD – Communication and Language</p> <p>% GLD Reading and Writing</p>	£12,000

	continuous provision.) <i>EEF Toolkit</i> <i>Physical Development Approaches +3 months</i>		<ul style="list-style-type: none"> Wider range of motivating opportunities for reading and writing 		
S1 S5	<p>Release of Key Stage1/ EYFS lead to support quality first teaching in identified areas including phonics and comprehension and liaise with English and Maths leads.</p> <p>EEF Toolkit</p> <p>Reading Comprehension Strategies +6 months</p>	So that all teachers in EYFS and KS1 are supported through planning and team-teaching to deliver consistently high-quality lessons.	<ul style="list-style-type: none"> All pupils receive consistently high standards of teaching in all areas of the curriculum All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome Close gap between PP and non-pp in KS1 assessments Continue to ensure PP above national 'other' in phonics 	<p>Planning scrutiny</p> <p>Lesson observation</p> <p>Team teaching notes</p> <p>Data for English, Maths, Phonics and</p>	£8,900

	Phonics +4 months		<ul style="list-style-type: none"> • All children in KS2 can decode fluently • Catch-up phonics in place across KS2 		
S2 S5	Release KS2 lead 1 day per week to raise standards within the phase and work with DHT monitoring implementation of strategy	So that consistency and quality of approach is maintained through KS2	<ul style="list-style-type: none"> • Consistent approaches and lessons • High expectations for all • Standards driven by key stage 2 lead, resulting in improved outcomes 	SLT meeting minutes and monitoring records	£6,000
S3	Develop subject leaders to improve the quality of the wider curriculum so that children know and remember more	<p>So that the curriculum is rich, broad and purposeful.</p> <p>So that there is a consistent pedagogical approach across the school and in-line with the trust</p>	<ul style="list-style-type: none"> • High level of pupil engagement • High level of pupil motivation and independence • High standards of pupil work seen in books and in learning 	<p>Pupil voice</p> <p>SLT book scrutiny</p> <p>Lesson observations</p> <p>Learning walks</p> <p>% disadvantaged on track in foundation subjects</p>	<p>SLT and leader release: £8,400</p> <p>External development opportunities: £1,000</p>

	<i>EEF toolkit - Metacognition and Self-regulation +7 months</i>	<p>So that all teachers are supported to plan, teach and assess effectively and to include metacognitive learning through use of CORT 1 thinking tools</p> <p>So that pupils are highly motivated by their learning</p>	<p>challenge outcomes pupils are able to select CORT 1 skills to plan, organise, prioritise and reflect on work</p> <ul style="list-style-type: none"> • Assessment framework in place • Formative retrieval practice 		
S3 S6	<p>Embedding Formative Assessment Programme – release teachers for peer observations</p> <p>EEF backed programme +2 months</p> <p>Feedback +8 months</p>	So that there is a high-quality research-led pedagogical approach to teaching and learning	<ul style="list-style-type: none"> • Lessons consistently reflect shared approach • Pupils are engaged, challenged and highly motivated • Quality of teaching for all teachers is continually improving 	<p>Lesson obs.</p> <p>Book scrutiny</p> <p>Internal and external data</p> <p>Pupil Voice</p>	£8,066

			<ul style="list-style-type: none"> Quality training is provided to staff 		
S3 S5	<p>Release of English and Maths leaders to support quality first teaching.</p> <p>EEF Toolkit</p> <p>Feedback +8 months</p> <p>Mastery learning - +5 months</p>	So that all teachers are supported through planning and team-teaching to deliver consistently high-quality lessons.	<ul style="list-style-type: none"> All pupils receive consistently high standards of teaching in English and maths All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome. 	<p>Planning scrutiny</p> <p>Lesson observations</p> <p>Team-teaching records</p> <p>English and Maths data for disadvantaged pupils</p>	<p>£8,850</p> <p>£8,550</p>
S3 E2	Handwriting scheme of learning	So that children can effectively communicate their ideas in writing	<ul style="list-style-type: none"> Children are able to better communicate their ideas in writing Presentation and pride in work improves 	Books	£1899
				Total cost: £68,350	

ii. Targeted Support					
Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	• Intended Outcome	How it will be measured?	Cost
S1 S3 S5 E2	Buy new books – decodable and ‘book webs’ EEF Toolkit Reading Comprehension Strategies +6 months	So that children have access to quality ability-appropriate books So that staff have greater subject knowledge and are able to recommend books	<ul style="list-style-type: none"> Children read regularly and for pleasure Children are motivated to and are able to practise reading skills learned in class 	Phonics check KS1 and KS2 reading SATs	Book webs - £10,400 Decodable books - £6,000

	Phonics +4 months				
S1 S2	Continue with Rainbow Group EEF Toolkit – Reducing class sizes +3 months Small group tuition +4 months Social and emotional learning +4 months	So that disadvantaged pupils who are ‘unable to access’ the curriculum can be appropriately challenged, supported and motivated	<ul style="list-style-type: none"> • High levels of progress, particularly in phonics • Improved attendance • High levels of well-being 	Pupil Progress Tracker Pupil Voice Lesson observations Attendance data	£26,000
S1 S4	<i>Good Start Great Start</i> Programme – school’s version of it EEF Toolkit – Parental Engagement +4 months	So that parents of Reception children are supported and engage fully with school	<ul style="list-style-type: none"> • Positive parental-school relationships • Good pupil attendance • Good parental engagement at school parent appointments and other activities 	Attendance records Pupil and parent voice	£1500

S1 S5	Additional Support Services Speech and Language ASD	So that pupils can access specialist support So that teachers can access specialist advice	<ul style="list-style-type: none"> • High levels of progress • High levels of confidence and well-being 	Professionals records Pupil/parent voice	£11,170 Breakdown: Speech and language - £7500 COBs - £2025 Educational psychology - £2350
S2 S4	Learning mentor to support vulnerable pupils EEF Toolkit – Social and emotional learning +4 months	So that disadvantaged pupils' (including Forces and LAC pupils) well-being and academic progress can be supported and protected in times of crisis or loss.	<ul style="list-style-type: none"> • Academic progress is protected and remains good • Pupils feel supported, secure and confident at school • Behaviour and attitude of pupils remains positive 	Learning mentor records/academic records and data Pupil voice	£18,500
S4 S5	Disadvantaged pupils access high-quality evidence-based interventions at a lower mark threshold – use of the RADY	So that all disadvantaged pupils are identified and supported more quickly before gaps in knowledge can appear	<ul style="list-style-type: none"> • Disadvantaged pupil progress does not relapse but continues to accelerate 	Provision map Internal data External data	£24,000 (TA time)

	framework (termly PIRA and annual PUMA maths tests)				
S4	Intervention training for specific Teaching Assistants in Addacus (maths)	So that pupils access impact-led intervention should they require it	<ul style="list-style-type: none"> Pupils catch-up quickly to meet age-related expectations 	Progress Tracker	£450
S4	SENCO time EEF Toolkit – Social and emotional learning +4 months	So that pupils and parents of disadvantaged SEND pupils are provided with best practice and support	<ul style="list-style-type: none"> Effective delivery and rigorous monitoring of high-impact interventions 	Engagement of pupils identified through 'First Focus' documents Attendance data Parent voice Progress Tracker data	£27,000
S5	Beanstalk Reading Programme	Additional 1:1 reading for targeted 'Developing' pupils in Year 2 and 3 who do not read at home.	<ul style="list-style-type: none"> Accelerated progress for identified pupils. Pupils are 'secure' readers. 	Beanstalk impact records Pupil tracking data	£1200

	Link to Impact Report: Impact Report				
E1	<p>Attendance of disadvantaged pupils monitored and supported by EWO in partnership with Headteacher and safeguarding officer.</p> <p>EEF Toolkit – Parental engagement +3 months</p>	<p>So that accurate monitoring leads to timely intervention</p> <p>Parents of pupils who are persistently absent are given tailored support including home visits</p>	<ul style="list-style-type: none"> Improved attendance and punctuality 	Attendance and punctuality data	£3,200
				Total cost: £129,950	

iii. Alternative approaches					
Barrier	Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured?	Cost
S2 S3 S4 S5	<p>Work with <i>Achievement for All</i> Programme</p> <p>(NGO nationally recognised for achieving significant impact for disadvantaged pupils – see impact report).</p> <p><u>Achievement for All Impact Report 2015/2016</u></p>	<p>So that we are utilising best practise and support for addressing social mobility/outcomes for disadvantaged pupils. A4A to provide guidance, support and expert coaching. (Project focussed on EYFS and Year 1 cohorts).</p>	<ul style="list-style-type: none"> Improved outcomes for a selected cohort of disadvantaged pupils. Gaps are closed earlier in school so that pupils can close gap on national attainment benchmarks at KS2. Best practise is rolled- out through whole school. Pupil tracker is developed to enable us to identify a PP child's 'diet' 	<p>Narrowing gap between disadvantaged pupils and 'national other' benchmarks seen through GLD and phonics data.</p>	<p>£5950 – programme cost</p> <p>£1800 – SLT time</p>

			and intervene as appropriate		
S3 S4	Senior Leadership time to co-ordinate and lead on provision for disadvantaged across the school, including the development of a tracking system	So that provision is successfully tailored in order to improve outcomes for disadvantaged	<ul style="list-style-type: none"> • Approach is effective and draws on best practise and impact-led research such as from EEF toolkit • Gaps narrow to 'national other' in all year groups 	PP documentation External and internal data	£11,210
S3 E1	Continue to use 'Magic Breakfast' EEF report +2 months	So that all pupils have eaten breakfast each morning	<ul style="list-style-type: none"> • All pupils are ready to learn in the morning 	Pupil voice Pupil well-being	£1,200
E1	Safeguarding Officer/DSL time to review response to safeguarding outcomes and locate and signpost or provide	So that early intervention (Early Help) or any further support is accessed in a timely manner. So that there is a rigorous, co-	<ul style="list-style-type: none"> • All disadvantaged families access maximum support available. Pupils are supported to 	Case Studies Attendance data	£24,000

	<p>additional family support. (Work with Barnardo's and other agencies).</p> <p>Time to work with EWO.</p> <p>EEF Toolkit – Parental engagement +3 months</p> <p>Social and emotional learning +4 months</p>	<p>ordinated approach to interventions by the EWO and other professionals.</p>	<p>attend regularly and do well.</p>		
E2	<p>Disadvantaged pupils supported with access to trips and experiences as necessary</p> <p>EEF Toolkit - Collaborative learning +5 months</p>	<p>So that all disadvantaged pupils benefit from a wide range of additional experiences</p>	<ul style="list-style-type: none"> • High levels of pupil engagement • High levels of motivation • Effective tracking system in place 	<p>Trip attendance records</p> <p>First Focus documents</p> <p>PP tracker</p>	<p>£2,500</p>

E2	Disadvantaged pupils supported with uniform/PE kits and other equipment as necessary	So that no disadvantaged pupil is excluded or excludes themselves through due to financial hardship.	<ul style="list-style-type: none"> All pupils in uniform and PE kits 	My Concern records PP tracker	£1000
E2	Extension of Music Tuition and support for electives as required EEF Toolkit Impact +2 months.	So that numbers of disadvantaged pupils learning to play an instrument increase	<ul style="list-style-type: none"> Increase in percentage of disadvantaged pupils taking elective music lessons 	Ukulele tuition in Year 3 Electives tuition PP tracker	£2200
				Total cost: £49,860	

Review of previous year’s expenditure		Amount of PP received: £225,060	
Quality First Teaching			
Action	Intended impact	Estimated Impact – including further actions/ next steps	Cost
<p>Develop EYFS teachers/TAs and middle and senior leaders by working with <i>Early Excellence</i> and VIC Trust Director of EYFS (21 days) with a focus on play-based learning and early literacy.</p> <p><i>EEF Toolkit</i></p> <p><i>Early Literacy Approaches +4 months</i></p> <p><i>Early Numeracy Approaches +6months</i></p>	<ul style="list-style-type: none">• Teaching is consistently excellent• Assessment is accurate and supportive of learning• Senior leaders are holding middle leaders and teachers to account	<p>(note, national GLD comparison refers to 2018 as 2019 not yet available)</p> <ul style="list-style-type: none">• GLD has improved from 59% to 68% since 2017• At the start of the year, 10% of PP children were at age-related expectations; at the end of the year, 66% achieved GLD• There is only a small in-school gap between PP and non-PP GLD (4%); in previous years, this was over 20%• PP are significantly ahead of national PP, but 7% behind national other, which is our key comparator• Teaching, observed at least biweekly, is consistently good• Leaders are held to account, resulting in close monitoring of data and good progress <p><u>Next steps</u></p>	£6,450

<p><i>Communication and Language Approaches +6 months</i></p> <p><i>Self-regulation strategies +5 months</i></p>		<ul style="list-style-type: none"> • Close the gap between in-school PP and national 'other' attaining GLD • Develop writing in EYFS so that a greater proportion of children achieve the early learning goal • Develop the new nursery setting • Support new Reception Lead in establishing herself • Provide leadership development, challenge and support for new EYFS lead 	
<p>Develop EYFS indoor and outdoor learning environments. (To include the purchase of a range of indoor and outdoor furniture and equipment and books for continuous provision.)</p> <p><i>EEF Toolkit</i></p> <p><i>Physical Development Approaches +3 months</i></p>	<ul style="list-style-type: none"> • Increased pupil engagement and confidence • Greater language development in a range of contexts especially for disadvantaged boys and disadvantaged SEND boys • Wider range of motivating opportunities for reading and writing 	<p>(note, national GLD comparison refers to 2018 as 2019 not yet available)</p> <ul style="list-style-type: none"> • GLD has improved from 59% to 68% since 2017 • At the start of the year, 10% of PP children were at age-related expectations; at the end of the year, 66% achieved GLD • There is only a small in-school gap between PP and non-PP GLD (4%); in previous years, this was over 20% • PP are significantly ahead of national PP, but 7% behind national other, which is our key comparator • Pupils report as being more engaged in reading. Teacher observations confirm this • Pupil voice sample of PP boys in EYFS found that 100% of children asked enjoyed reading and were able to name some books, or types of books, they enjoyed 	£3,500
<p>Release of Key Stage1/ EYFS lead to support quality first teaching in identified areas including phonics and</p>	<ul style="list-style-type: none"> • All pupils receive consistently high standards of teaching in all areas of the curriculum 	<ul style="list-style-type: none"> • 86% of children passed the year 1 phonics check – an increase of 14% on the previous year and in-line with National • Disadvantaged children attained the same as National 'other' and were in-line with in-school 'other' 	£4,900

<p>comprehension and liaise with English and Maths leads.</p> <p>EEF Toolkit</p> <p>Reading Comprehension Strategies +6 months</p> <p>Phonics +4 months</p>	<ul style="list-style-type: none"> All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome 	<ul style="list-style-type: none"> 90% PP children passed the phonics check by year 2, which is in-line with National 'other' Key Stage One reading results increased significantly, rising from 63% in 2017 to 81% in 2019 From the previous year, PP reading increased from 37% to 65%, writing from 37% to 43% and maths from 37% to 52%. This is still below National and National 'other' however, so more work needs to be done. Improved phonics teaching will support these children and new children moving forward. There is a significantly smaller gap between PP and 'other' in the new year 1 and reception cohorts <p><u>Next steps:</u></p> <ul style="list-style-type: none"> Improve key stage one PP results through early identification of barriers, improved teaching and continuing to ensure rapid progress in Reception and Year 1 Monitor and intervene with PP children moving into year 3 so that they are able to catch-up with their peers through key stage two. 	
<p>Release KS2 lead 1 day per week to work with DHT monitoring implementation of strategy</p>	<ul style="list-style-type: none"> Consistent approaches and lessons 	<ul style="list-style-type: none"> Consistent approach has now been established in all lessons Teacher strengths and weaknesses have been identified with tailored support in place PDMs have been scheduled according to needs as a result of monitoring, leading to a consistent, coherent and effective approach in all lessons 	<p>£6,000</p>

		<u>Next steps</u> <ul style="list-style-type: none"> Develop KS2 lead's role so that they are able to raise standards effectively across all year groups with less support from DHT 	
<p>Work with VIC Trust Director of Curriculum to develop NMA curriculum and staff approach.</p> <p>2 training days</p> <p>2 days curriculum development</p> <p>3.5 days face-to-face planning support</p> <p>1 day equating to additional support for on-going planning</p> <p>6 days in-school support – lesson observations, book scrutiny, learning walks.</p> <p>2 days development of assessment system</p>	<ul style="list-style-type: none"> High level of pupil engagement High level of pupil motivation and independence High standards of pupil work seen in books and in learning challenge outcomes pupils are able to select CORT 1 skills to plan, organise, prioritise and reflect on work 	<ul style="list-style-type: none"> Pupils are highly engaged in thematic lessons; for example, one child wrote to her parent's place of work regarding their plastic recycling topic and has been made an ambassador Planning in spring and summer reflects a significant improvement and is more focused on learning rather than being activity-led Book scrutinies show that learning, engagement and pupil motivation has improved, particularly during the summer term CORT 1 skills are being used in all classrooms All children have experiences/visitors/trips linked to their learning challenge every term <p><u>Next steps:</u></p> <ul style="list-style-type: none"> Continue to develop curriculum assessment Continue to develop the depth of knowledge in the curriculum Continue to develop subject leaders 	£3,800

EEF toolkit - Metacognition and Self-regulation +7 months			
<p>DHT/HT to model and monitor quality first teaching and impact</p> <p>To include approaches to instruction, questioning and feedback.</p> <p>EEF Toolkit</p> <p>Feedback +8 months</p>	<ul style="list-style-type: none"> Lessons consistently reflect shared approach Pupils are engaged, challenged and highly motivated Quality of teaching for all teachers is continually improving 	<ul style="list-style-type: none"> Teaching has significantly improved – PP Y1 phonics results have increased by 37% and key stage 2 (reading) by 16%. As well as this, PP children make more progress than National ‘other’ (+2 in reading, +1.9 in writing, +1.7 in maths – based on FFT) All teachers now teach consistently effective lessons Instruction and planning have significantly improved. Questioning and feedback are developing. <p><u>Next steps:</u></p> <ul style="list-style-type: none"> Improve responsive teaching through a package of sessions and collaboration – Embedding Formative Assessment (EEF approved +2) 	£24,000
<p>Release of English and Maths leaders to support quality first teaching.</p> <p>EEF Toolkit</p> <p>Feedback +8 months</p> <p>Mastery learning - +5 months</p>	<ul style="list-style-type: none"> All pupils receive consistently high standards of teaching in English and maths All barriers to disadvantaged pupil progress in English and Maths are addressed and overcome. 	<ul style="list-style-type: none"> Phonics Y1 and Y2 pass rates are now in-line with national levels for PP and non-PP children Key stage two attainment is broadly in-line with national levels for the whole cohort, with disadvantaged children making particularly high progress, especially in reading (greater than National ‘other’ and in-school ‘other’) Maths attainment and progress at key stage two were above national In-school ‘mastery’ level attainment has increased for pupil premium children 	<p>£3,850</p> <p>£8,550</p>

Total cost: £61,050

Targeted support

Action	Intended impact	Estimated Impact – including further actions/ next steps	Cost																		
<p>Creation of Rainbow Group</p> <p>EEF Toolkit – Reducing class sizes +3 months</p> <p>Small group tuition +4 months</p> <p>Social and emotional learning +4 months</p>	<ul style="list-style-type: none">• High levels of progress• Improved attendance• High levels of well-being	<ul style="list-style-type: none">• Significant increase in attendance <table><tr><th>Child</th><th>Attendance for Academic year 2017-2018</th><th>Attendance for academic year 2018-2019</th></tr><tr><td>A</td><td>87.0%</td><td>96.3%</td></tr><tr><td>B</td><td>97.2%</td><td>99%</td></tr><tr><td>C</td><td>91.6%</td><td>94.2%</td></tr><tr><td>D</td><td>94.6%</td><td>95.3%</td></tr><tr><td>E</td><td>83.7%</td><td>94.2%</td></tr></table> <ul style="list-style-type: none">• They have all made progress from their starting points (see separate case study) <p><u>Next steps:</u></p> <ul style="list-style-type: none">• Evaluate provision to ascertain whether to continue with the same children or whether new ones could be included• Continue to develop the curriculum so that attainment continues to rise	Child	Attendance for Academic year 2017-2018	Attendance for academic year 2018-2019	A	87.0%	96.3%	B	97.2%	99%	C	91.6%	94.2%	D	94.6%	95.3%	E	83.7%	94.2%	£26,000
Child	Attendance for Academic year 2017-2018	Attendance for academic year 2018-2019																			
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		<ul style="list-style-type: none">Create a forest school group for our most vulnerable children																									
<p><i>Good Start Great Start Programme</i></p> <p>EEF Toolkit – Parental Engagement +4 months</p>	<ul style="list-style-type: none">Positive parental-school relationshipsGood pupil attendanceGood parental engagement at school parent appointments and other activities	<ul style="list-style-type: none">Two main indicators enhancing family involvement in transition:<ul style="list-style-type: none">Improvement in school pre-test mean 19%, post-test mean 23.3%Improvement at home pre-test mean 17%, post-test mean 19%Overall improvement in transition readiness for parents and child leading to a sustained attendance record. <table><tr><th>CHILD ATTENDANCE</th><th>PRE-GSGS</th><th>POST-GSGS</th></tr><tr><td>A</td><td>92.90%</td><td>95.1%</td></tr><tr><td>B</td><td>100%</td><td>100%</td></tr><tr><td>C</td><td>100%</td><td>97.30%</td></tr><tr><td>D</td><td>95.20%</td><td>95.40%</td></tr><tr><td>E</td><td>100%</td><td>96.20%</td></tr><tr><td>F</td><td>77.40%</td><td>78.40%</td></tr><tr><td>G</td><td>94.00%</td><td>95.70%</td></tr></table> <ul style="list-style-type: none"> <p>Next steps:</p> <ul style="list-style-type: none">Identify new Reception families to work withAdapt Good Start Great Start programme to overcome barriers specific to our context	CHILD ATTENDANCE	PRE-GSGS	POST-GSGS	A	92.90%	95.1%	B	100%	100%	C	100%	97.30%	D	95.20%	95.40%	E	100%	96.20%	F	77.40%	78.40%	G	94.00%	95.70%	£1700
CHILD ATTENDANCE	PRE-GSGS	POST-GSGS																									
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<p>Additional Support Services</p> <p>Speech and Language</p>	<ul style="list-style-type: none">High levels of progressHigh levels of confidence and well-being	<ul style="list-style-type: none">Progress in all key stage two tests was at least sustained or significantly improvedAttainment in GLD and phonics significantly improved	£8,500																								

ASD		<ul style="list-style-type: none"> SEND children made very good progress - +5.4 in reading, +1.8 in writing and +2.9 in maths (FFT) Many of these children were also PP <p>Next steps:</p> <ul style="list-style-type: none"> Continue to rigorously monitor, track and intervene with SEND children across the school Extend speech and language support to 1 day per week 	
<p>Learning mentor to support vulnerable pupils</p> <p>EEF Toolkit – Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> Academic progress is protected and remains good Pupils feel supported, secure and confident at school Behaviour and attitude of pupils remains positive 	<ul style="list-style-type: none"> Barriers to learning are identified quickly through early intervention. (213 children/families received early help) 1-1 or group mentoring providing greater access to learning through having; Emotional needs met, fewer behavioural incidents and behaviour for learning improved. Improved social understanding and reduced anxiety to improve greater academic achievement <p>Next steps:</p> <p>Whole school approach to Early Help for families and children to enable access of support at the earliest opportunity.</p>	£18,500
Disadvantaged pupils in Year 5 and 6 are given access to coaching support from middle/senior leaders.	<ul style="list-style-type: none"> Pupils respond effectively to teacher feedback All pupils complete their best work in class Pupils complete homework All pupils complete homework All pupils are confident when sitting tests 	<ul style="list-style-type: none"> Some children that were behind caught up as a result of this, eg KP made +10 scaled points progress in 3 months in maths PP KS2 test data showed progress of +2 in reading, +1.9 in writing and +1.7 in maths (FFT), showing that the PP group made excellent progress and felt confident in taking their tests 	£4800

EEF Toolkit – Social and emotional learning +4 months		<ul style="list-style-type: none"> Book scrutinies showed greater care being taken by key coached pupils <p><u>Next steps:</u></p> <ul style="list-style-type: none"> Identify which children would benefit from coaching this year 	
Disadvantaged pupils access high-quality evidence-based interventions at a lower mark threshold (termly PIRA and PUMA tests)	<ul style="list-style-type: none"> Disadvantaged pupil progress does not relapse but continues to accelerate 	<ul style="list-style-type: none"> RADY approach implemented through PIRA/PUMA, raising expectation for PP children, which has led to a greater proportion of PP mastery across school PP children at risk of falling behind are now being identified earlier and intervention is being put in place (as seen through assessment results) Teacher assessments are more accurate, which means intervention in-class or additional provision has a greater impact and is more focused <p>Next steps:</p> <ul style="list-style-type: none"> Continue to work with Challenge Education and use RADY approach to identify pupils 	£24,000
Intervention training for specific Teaching Assistants in Wordshark, Rapid Reading and Precision Reading	<ul style="list-style-type: none"> Pupils catch-up quickly to meet age-related expectations 	<p>As a result of the reading focus on interventions, attainment has improved across the school for those lower prior attaining children.</p> <ul style="list-style-type: none"> SENCO is able to measure whether there may be any underlying additional needs where despite intervention, the child has not made expected progress. 	£1500

		<ul style="list-style-type: none"> • Specific intervention supports in the evidence gathering process to identify whether a child may need an Education, Health and Care Plan. • 2018-19 SEN progress in Key Stage Two +5.4 in reading, +1.8 in writing and +2.9 in maths (FFT early result service) <p>Next steps</p> <ul style="list-style-type: none"> • Create a more robust impact-evaluation system for other interventions 	
<p>SENCO time</p> <p>EEF Toolkit – Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> • Effective delivery and rigorous monitoring of high-impact interventions • 	<ul style="list-style-type: none"> • SEND children made very good progress - +5.4 in reading, +1.8 in writing and +2.9 in maths (FFT). Many of these children were also PP • SEND pupils feel safe and happy in school (pupil voice questionnaires) • Parents/carers are well-informed, supportive and know how to support their child (parental questionnaires). This leads to greater SEND pupil progress. • Pupil engagement and attendance of pupils in Rainbow Group has improved significantly (see 'Creation of Rainbow Group' action) leading to increased attainment. <p>Next steps:</p> <ul style="list-style-type: none"> • Train Assistant Headteacher to support in role whilst SENCO on maternity leave, using trust expertise to support 	£25,000

<p>Beanstalk Reading Programme</p> <p>Link to Impact Report: Impact Report</p>	<ul style="list-style-type: none"> Accelerated progress for identified pupils. Pupils are 'secure' readers. 	<ul style="list-style-type: none"> Of the 3 children participating in the intervention, using SATs scores to measure, child A made +9 scaled points, child B +19 and child C +7 (see Beanstalk evaluation) Pupil voice showed that children reported improved attitudes towards reading 	£6150
<p>Attendance of disadvantaged pupils monitored and supported by EWO.</p> <p>EEF Toolkit – Parental engagement +3 months</p>	<ul style="list-style-type: none"> Improved attendance and punctuality 	<ul style="list-style-type: none"> Attendance has improved from last year 2017/18-94.5% to 2018/19-95.2% Persistent absence children targeted through attendance clinics, the leave in term time process and fast track process with DSL and EWO. PA numbers reduced from last year 2017/18-16.56% =76 pupils to 2018/19 -11.61%=52 pupils. Vulnerable list to support families and children through Early Help. PP children's attendance improved 2017/18-92.87% to 2018/19-93.49% <p>Next steps:</p> <ul style="list-style-type: none"> To continue to improve punctuality and attendance - EWO increased to one day a week to enable more home visits, attendance clinics and 'late gates' 	£3200
<p>Total cost: £119,350</p>			

Alternative Approaches

Action	Intended impact	Impact – including further actions/ next steps	Cost
<p>Work with <i>Achievement for All</i> Programme</p> <p><i>(NGO nationally recognised for achieving significant impact for disadvantaged pupils – see impact report).</i></p> <p><u>Achievement for All Impact Report 2015/2016</u></p>	<ul style="list-style-type: none"> Improved outcomes for a selected cohort of disadvantaged pupils. Gaps are closed earlier in school so that pupils can close gap on national attainment benchmarks at KS2. Best practice is rolled- out through whole school. 	<ul style="list-style-type: none"> More effective pupil premium policy and action plan, which has raised the standards for the provision Structured conversations have led to an improvement in attainment or attendance for 79% of children involved Progress and attainment has increased across the school for pupil premium children (see data under strategy 1: Quality First Teaching) <p>Next steps:</p> <ul style="list-style-type: none"> Work with A4A to develop a pupil premium tracker to ensure all PP children participate in enrichment and leadership opportunities Evaluate PP provision through Needs Analysis 	£5950
<p>Senior Leadership time to co-ordinate and lead on provision for disadvantaged across the school</p>	<ul style="list-style-type: none"> Approach is effective and draws on best practise and impact-led research such as from EEF toolkit Gaps narrow to ‘national other’ 	<ul style="list-style-type: none"> PP review and action plan is now more effective and strategic – confirmed through a trust review PP seen as a school strength now – internal trust challenge review PP progress very good and attainment rising (see data under strategy 1: Quality First Teaching) 	£6720

		<p><u>Next steps:</u></p> <ul style="list-style-type: none"> Continue to co-ordinate on the provision so that a greater proportion of PP children achieve GLD, and EXS and GDS at the end of key stage one and two 	
<p>Introduce 'Magic Breakfast'</p> <p>EEF report +2 months</p>	<ul style="list-style-type: none"> All pupils are ready to learn in the morning 	<ul style="list-style-type: none"> Uptake has been very good and pupils report having more energy, which will benefit their learning <p><u>Next step:</u></p> <ul style="list-style-type: none"> Continue to work with Magic Breakfast to ensure all of our children have had breakfast and are ready to learn in the morning 	£1,200
<p>Safeguarding Officer/DSL time to review response to safeguarding outcomes and locate and signpost or provide additional family support. (Work with Barnardo's and other agencies).</p> <p>Time to work with EWO.</p> <p>EEF Toolkit – Parental engagement +3 months</p> <p>Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> All disadvantaged families access maximum support available. Pupils are supported to attend regularly and do well. 	<ul style="list-style-type: none"> 42 children supported with Child in Need or Child protection plan 113 concerns reported on 'My Concern' and actioned by DSL. 236 children/families recorded to have received Early Help intervention- through referrals, assessments, meetings, reports written, contact with external agencies, signposting Daily pastoral care provided for children and families to deal with concerns, worries or issues by DSL DSL attended Birmingham safeguarding conference and briefings Training given to staff on all safeguarding aspects throughout year 	£22,000

<p>Disadvantaged pupils supported with access to trips and experiences as necessary as necessary</p> <p>EEF Toolkit -Collaborative learning +5 months</p>	<ul style="list-style-type: none"> • High levels of pupil engagement • High levels of motivation 	<ul style="list-style-type: none"> • Case study: a Y6 child had transport paid for so she could complete SATs after moving out-of-area but still being enrolled with school • Residential funding was awarded for children unable to pay for it themselves • Extra trips were put in for Rainbow Group and were heavily subsidised such as ThinkTank and the zoo <p>Next steps:</p> <ul style="list-style-type: none"> • Develop a tracking system to identify which PP children are attending clubs, music lessons, enrichment activity, etc and continuing with them 	£2,500
<p>Disadvantaged pupils supported with uniform/PE kits and other equipment as necessary.</p>	<ul style="list-style-type: none"> • All pupils in uniform and PE kits 	<ul style="list-style-type: none"> • Uniform provided has ensured all children can participate in PE lessons • Links created with a local charity has supported parents in getting affordable uniforms 	£1000
<p>Extension of Music Tuition and support for electives as required</p> <p>EEF Toolkit Impact +2 months.</p>	<ul style="list-style-type: none"> • Increase in percentage of disadvantaged pupils taking elective music lessons 	<ul style="list-style-type: none"> • Opportunities for Y5 and 6 to take elective lessons <p>Next steps:</p> <ul style="list-style-type: none"> • Design a tracking system to ensure that this opportunity is taken up and children with potential talent are identified early 	£2200

Total cost: £41,570
