

St Peter's Catholic Primary School
Review of Pupil Premium Expenditure
Academic Year: 2018 – 19

i. Quality of teaching for all (pedagogy)

Desired Outcome	Chosen action / strategy	Impact:	Lessons learned/ will approach continue	Cost																																																		
<p>% of Pupil Premium pupils attaining the National Standard in reading, writing and mathematics combined is equal to non-Pupil Premium pupils in school and above national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in writing, maths in Year 6 will reach national.</p> <p>% of Pupil Premium and non-Pupil Premium pupils attaining Expected Standard in reading, writing, maths in Year 2 will reach and exceed national.</p> <p>COST: £43510</p> <p>BARRIER: A,B,</p>	<p>CPD for staff writing and reasoning in maths</p> <p>Additional TA support within classes:</p> <p>Year 2/3 1 TA</p> <p>Year 6 0.5 HLTA</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD : focused upon English, Maths</p>	<p><u>Attainment comparison Year 6 PPG/NPP achieving ARE</u></p> <p><u>2018/2019</u></p> <table border="1"> <thead> <tr> <th></th><th>All Pupils</th><th>PPG</th><th>Other</th><th>Gap</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>62.5%</td><td>60%</td><td>77.8%</td><td>17.8%</td></tr> <tr> <td>Writing</td><td>33.3%</td><td>30%</td><td>55.6%</td><td>35.6%</td></tr> <tr> <td>GPS</td><td>66.7%</td><td>60%</td><td>77.8%</td><td>17.8%</td></tr> <tr> <td>Maths</td><td>48.5%</td><td>30%</td><td>77.8%</td><td>47.8%</td></tr> <tr> <td>RWM</td><td>33.3%</td><td>30%</td><td>55.6%</td><td>25.6%</td></tr> </tbody> </table> <p>Gap in attainment still evident.</p> <p>Progress from Year 2 to Year 6 2018-2019</p> <table border="1"> <thead> <tr> <th>0.0 expected progress</th><th>All pupils</th><th>PPG</th><th>Other</th><th>Gap</th></tr> </thead> <tbody> <tr> <td>Reading</td><td>-0.9</td><td>-1.7</td><td>0.3</td><td>2.0</td></tr> <tr> <td>Writing</td><td>-6.7</td><td>-6.6</td><td>-7.4</td><td>0.8</td></tr> <tr> <td>Maths</td><td>-2.5</td><td>-2.7</td><td>-2.5</td><td>0.2</td></tr> </tbody> </table> <p>Progress within average range for reading and maths. Well below average for writing</p>		All Pupils	PPG	Other	Gap	Reading	62.5%	60%	77.8%	17.8%	Writing	33.3%	30%	55.6%	35.6%	GPS	66.7%	60%	77.8%	17.8%	Maths	48.5%	30%	77.8%	47.8%	RWM	33.3%	30%	55.6%	25.6%	0.0 expected progress	All pupils	PPG	Other	Gap	Reading	-0.9	-1.7	0.3	2.0	Writing	-6.7	-6.6	-7.4	0.8	Maths	-2.5	-2.7	-2.5	0.2	<p>Small Class sizes and intensive tuition in small groups are effective and enable expected and better progress to be made over time for pupils who begin school with very low levels of attainment. This is particularly evident in Key Stage 1 and Foundation Stage where pupils accessing interventions have generally made expected or better progress across the school.</p> <p>Within this particular Year 6 cohort, best progress and attainment is evident in reading and GAP. Where accelerated progress has not been made by PPG pupils, SEN and a range of social factors have often coexisted. Mobility contributed to several children who did not reach ARE or make expected progress.</p> <p>Progress within writing is a cause for concern and investigation</p> <p>A combination of small classes and vertical grouping of classes in Foundation Stage and Key Stage 1 and</p>	£43510
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		<p>Attainment Comparison ARE Year 2 PPG And Other Pupil Groups 2018-2019</p> <table><tr><td></td><td>All pupils</td><td>PPG</td><td>Other</td><td>Gap</td></tr><tr><td>Reading</td><td>69.2%</td><td>75%</td><td>50%</td><td>25%</td></tr><tr><td>Writing</td><td>76.9%</td><td>75%</td><td>78%</td><td>3%</td></tr><tr><td>Maths</td><td>69.2%</td><td>62.5%</td><td>75%</td><td>12.5%</td></tr></table> <p>Attainment remains slightly below national, though attainment of PPG exceed NPP for reading</p> <table><tr><td colspan="2">Attainment Foundation 2 2018-2019</td></tr><tr><td>GLD</td><td>81.8%</td></tr><tr><td>Boys at ARE</td><td>80.0%</td></tr><tr><td>Girls at ARE</td><td>83.8%</td></tr><tr><td>Gender Gap</td><td>3.8%</td></tr><tr><td>EAL</td><td>-----</td></tr><tr><td>SEN</td><td>100%</td></tr><tr><td>PPG</td><td>66.7%</td></tr><tr><td>Non PPG</td><td>100%</td></tr><tr><td>CLA</td><td>-----</td></tr><tr><td>Summer born</td><td>-----</td></tr></table> <p>Attainment above average overall</p>		All pupils	PPG	Other	Gap	Reading	69.2%	75%	50%	25%	Writing	76.9%	75%	78%	3%	Maths	69.2%	62.5%	75%	12.5%	Attainment Foundation 2 2018-2019		GLD	81.8%	Boys at ARE	80.0%	Girls at ARE	83.8%	Gender Gap	3.8%	EAL	-----	SEN	100%	PPG	66.7%	Non PPG	100%	CLA	-----	Summer born	-----	<p>2 with additional TA support will facilitate small group and individual personalised learning for children in the coming year.</p> <p>A revision of the writing curriculum in both key stages is required</p>	
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<p>Vulnerable Pupil Premium Pupils attain Age Related Expectations in reading, writing and mathematics.</p> <p>Pupil Premium pupils in all classes make accelerated progress from their starting points.</p> <p>COST: (See above)</p> <p>BARRIER: A,B,</p>	<p>Additional TA support within classes:</p> <p>Foundation 2 0.5</p> <p>Year1 full time TA</p> <p>Year 4/5 full time TA</p> <p>Year 2/3 full time TA</p> <p>This results in Targeted support in lessons for PP pupils.</p> <p>Effective Feedback</p> <p>Mastery Approach to T&L</p> <p>CPD : focused upon EYFS,Additional TA support within classes for specific pupils/ groups</p> <p>Intervention</p> <p>Behaviour management support and ASD friendly strategies</p> <p>Streaming for phonics and guided reading Foundation Stage to Year 3</p> <p>Individual and paired reading</p>	<p>See Data above</p> <p>Attainment in Phonics 2018-2019</p> <table><tr><th>Group</th><th colspan="3">Phonic Screening</th></tr><tr><th></th><th colspan="2">Year 1</th><th>Year 2</th></tr><tr><th></th><th>%School Expected</th><th>%National Expected</th><th>%School expected</th></tr><tr><td>All</td><td>61.1%</td><td>81.9</td><td>91.6%</td></tr><tr><td>Male</td><td>50%</td><td></td><td></td></tr><tr><td>Female</td><td>75%</td><td></td><td></td></tr><tr><td>SEN</td><td>0</td><td></td><td></td></tr><tr><td>PPG</td><td>25%</td><td></td><td></td></tr><tr><td>NPPG</td><td>87.5%</td><td></td><td></td></tr></table> <p>A gap in phonic attainment of PPG and N PPG still exists.</p> <p>% Pupils at ARE in Reading, Writing , Maths July 19</p> <table><tr><th>Reading</th><th>PP</th><th>NPP</th><th>All</th></tr><tr><td>Y1</td><td>44</td><td>89</td><td>66</td></tr><tr><td>Y2</td><td>75</td><td>50</td><td>69</td></tr><tr><td>Y3</td><td>50</td><td>87</td><td>71</td></tr><tr><td>Y4</td><td>75</td><td>88</td><td>76</td></tr><tr><td>Y5</td><td>33</td><td>86</td><td>53</td></tr><tr><td>Y6</td><td>60</td><td>78</td><td>63</td></tr></table> <p>In Year 2 more PPG pupils are at ARE for reading than NPPG</p>	Group	Phonic Screening				Year 1		Year 2		%School Expected	%National Expected	%School expected	All	61.1%	81.9	91.6%	Male	50%			Female	75%			SEN	0			PPG	25%			NPPG	87.5%			Reading	PP	NPP	All	Y1	44	89	66	Y2	75	50	69	Y3	50	87	71	Y4	75	88	76	Y5	33	86	53	Y6	60	78	63	<p>See evaluation above.</p> <p>A dip in phonics attainment Year 1 this year is largely due to specific SEN or as a result of mobility. Similar approach to continue 2019-2020</p> <p>Across the school and especially within EYFS, Key Stage 1 and Lower Key Stage 2. PP pupils are making good and accelerated progress as a result of additional support. They are mainly working within year band with increasing numbers, eg in year 2 and 4 working at ARE</p>
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In other year groups an attainment gap remains

Writing	PP	NPP	All
Y1	44	89	66
Y2	75	78	76
Y3	83	87	86
Y4	50	66	59
Y5	33	72	48
Y6	30	56	33

Writing attainment is similar for PP and NPP in Year2 and 3. In other year groups an attainment gap for writing remains

Maths	PP	NPP	All
Y1	33	89	61
Y2	62	75	69
Y3	83	87	86
Y4	75	88	76
Y5	33	58	42
Y6	30	77	46

In Year 3 Maths attainment is similar for PP and NPP. In other classes an attainment gap remains

% Making Good Or Accelerated Progress July 19

Reading	PP	NPP	All
Y1	85	89	89
Y2	100	100	100
Y3	100	100	100
Y4	88	78	82

		<table><tr><td>Y5</td><td>75</td><td>100</td><td>84</td></tr><tr><td>Y6</td><td>86</td><td>89</td><td>87</td></tr></table> <p>In reading most PP pupils make good progress . In Year 2,3 it is the same as NPP peers, in Year 4 it is better.</p> <table><tr><td>Writing</td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Y1</td><td>85</td><td>89</td><td>89</td></tr><tr><td>Y2</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Y3</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Y4</td><td>88</td><td>78</td><td>82</td></tr><tr><td>Y5</td><td>67</td><td>100</td><td>79</td></tr><tr><td>Y6</td><td>86</td><td>89</td><td>87</td></tr></table> <p>In writing most PP pupils make good progress . In Year 2,3 it is the same as NPP peers, in Year 4 it is better.</p> <table><tr><td>Maths</td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Y1</td><td>85</td><td>89</td><td>89</td></tr><tr><td>Y2</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Y3</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Y4</td><td>100</td><td>89</td><td>94</td></tr><tr><td>Y5</td><td>58</td><td>100</td><td>74</td></tr><tr><td>Y6</td><td>93</td><td>89</td><td>91</td></tr></table> <p>In Maths most PP pupils make good progress . In Year 2,3 it is the same as NPP peers, in Year 6 it is better.</p>	Y5	75	100	84	Y6	86	89	87	Writing	PP	NPP	All	Y1	85	89	89	Y2	100	100	100	Y3	100	100	100	Y4	88	78	82	Y5	67	100	79	Y6	86	89	87	Maths	PP	NPP	All	Y1	85	89	89	Y2	100	100	100	Y3	100	100	100	Y4	100	89	94	Y5	58	100	74	Y6	93	89	91		
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				Total budgeted cost	£43,510																																																															

ii. Targeted support (interventions)

Desired Outcome	Chosen action / strategy	Impact :Success Criteria met	Lessons learned/ will approach continue	Cost																																																								
<p>TAs/ SENCO to deliver targeted intervention to ensure Pupil Premium pupils, with SEND, make good progress</p> <p>COST: above</p> <p>BARRIER: c</p>	<p>SEND Hub team intervention</p> <p>EG: Talking Partners, EAL support, Lifeboat, , Guided and Reciprocal Reading, Whole Literacy Intervention, Personalised Curriculum, Orrets Meadow Outreach Support, Bespoke Programmes recommended by CAMHS and Speech and Language Service</p>	<p>July 2019</p> <p>The Progress of SEND/PP pupils to July is similar for SEN pupils with and without PPG. Progress at least at expected level(4+) though accelerated in the majority of classes</p> <p>Average progress class SEN cohort by class</p> <table><tr><td></td><td colspan="3">% PPG/SEN making expected progress +</td><td colspan="3">%SEN making expected progress +</td></tr><tr><td></td><td>R</td><td>Wr</td><td>M</td><td>R</td><td>Wr</td><td>M</td></tr><tr><td>Y1</td><td>30</td><td></td><td></td><td>30</td><td>50</td><td>30</td></tr><tr><td>Y2</td><td>50</td><td>50</td><td>32</td><td>50</td><td>50</td><td>32</td></tr><tr><td>Y3</td><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr><tr><td>Y4</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Y5</td><td>75</td><td>25</td><td>37</td><td>75</td><td>25</td><td>37</td></tr><tr><td>Y6</td><td>83</td><td>50</td><td>83</td><td>83</td><td>50</td><td>83</td></tr></table>		% PPG/SEN making expected progress +			%SEN making expected progress +				R	Wr	M	R	Wr	M	Y1	30			30	50	30	Y2	50	50	32	50	50	32	Y3	100	100	100	100	100	100	Y4	60	60	60	60	60	60	Y5	75	25	37	75	25	37	Y6	83	50	83	83	50	83	<p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning had good impact. SEND team personalise learning most effective when leading specific intervention programmes and when they work closely with the class teacher, intensive small groups is very effective in helping learners to catch up. Short periods of intensive sessions tend to have had the most impact.</p> <p>Increased monitoring of specific intervention for impact to be undertaken each term</p> <p>Expertise from Orrets Meadow has had significant impact in upskilling Teaching Assistant within Hub to meet the needs of PPG pupils with SEN.</p> <p>Electronic interventions effective eg IDL Cloud and Times Tables Rock-stars proving to be effective to accelerate progress reading, spelling, recall multiplication facts.</p>	See above
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<p>Year 6 Pupils not on target to participate in one to one or small group Maths tuition to improve attainment to reach ARE</p>	<p>Small group tuition in mathematics for 20weeks.</p>	<p>Year 6 at ARE July 2019 Per SATS</p> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Maths</td><td>30%</td><td>77.8%</td><td>45.8%</td></tr></table>		PP	NPP	All	Maths	30%	77.8%	45.8%	<p>:Pupils entitled to PP did not attain in line with NPP peers. As a result of small group and one to one tuition,PP pupils did generally make expected progress. Clear</p>	£1520																																																
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<p>COST: £1520</p> <p>BARRIER: B</p>		<p>Progress in Maths 2018-2019</p> <table><tr><td></td><td>PP</td><td>NPP</td><td>All</td></tr><tr><td>Good</td><td>-2.7</td><td>-2.5</td><td>-2.5</td></tr></table> <p>As a result of intervention pupils entitled to PP made better in year progress than peers. 93% good progress compared to 89% NPP peers See above</p>		PP	NPP	All	Good	-2.7	-2.5	-2.5	<p>improvement in accuracy of calculations. Intervention to continue in 2019-2020</p>	
	PP	NPP	All									
Good	-2.7	-2.5	-2.5									
<p>Family Liaison and Teaching Assistants to support the pastoral and SEMH needs of vulnerable pupils and families As a result SEMH of pupils and families will improve, Effective parent partnership will develop with Parents as co-educators. Pupils will attain age related expectations in reading, writing and mathematics.</p> <p>COST: £5700</p> <p>BARRIER: C D</p>	<p>Family Liaison and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p> <p>Liaison Coordinator and Teaching Assistants to support the pastoral and learning needs of vulnerable pupils.</p> <p>More specialised programmes delivered by TAs which are targeted at students with particular social or emotional problems;</p> <p>. School-level approaches to developing a positive school</p> <p>Direct approach to families by Family Liaison Coordinator</p> <p>My Esteem workshops for pupils and parents as appropriate.</p>	<p>Through survey, Head teacher monitoring and case studies it is apparent that SEMH Intervention programmes have had impact in enabling several targeted pupils to learn to self-regulate and focus upon learning.</p> <p>Improvement in behaviour target pupils. Reduction in use of sanctions. Pupils move focussed and ready to learn, disruption to lessons minimised.</p> <p>No external exclusions 2018-2019</p> <p>Continuing development of positive relationships with parents evident in surveys.</p> <p>Sensory hub being accessed by a number of pupils for interventions.</p> <p>Parents have attended a number of workshops, for instance, SAT and Chat, RE, storytelling, art, fitness activities, yoga, cookery maths mornings to work alongside pupils. Parents value the opportunity to participate within St Peter's learning community</p>	<p>Use of Family Liaison Support and TA support and intervention to continue in 2019-2020</p> <p>Parents to be offered opportunity to engage in further activities within school to increase community and family cohesion and partnership as co-educators</p> <p>Some SEMH issues still evident in school – intervention ongoing.</p>	<p>£5700</p>								
				<p>Total budgeted cost</p>	<p>£7220</p>							

iii. Other approaches				
Desired Outcome	Chosen action / strategy	Impact/ Success Criteria met	Lessons learned/will approach continue	Cost
<p>To improve levels of attendance and punctuality for PPG eligible pupils, reducing rates of Persistent Absenteeism (PA).</p> <p>Pupils have additional opportunities to develop social and communication skills in breakfast club</p> <p>Pupils in school energised and ready to learn at the beginning of the school day</p> <p>Cost : £13814</p> <p>Barrier: E</p>	<p>Attendance Officer to monitor attendance daily</p> <p>Walking Bus as required</p> <p>ESW support</p> <p>Breakfast club free for children PPG pupils</p> <p>Attendance League and rewards for good attendance</p>	<p>2018-2019 Absence PPG 6.5% absence compared to 5.3% for other pupils 2018-2019 Persistent Absence PPG 16.3% compared to 13.8% for other pupils</p> <p>In 2018-2019 unauthorised holidays and a whole school bout of chickenpox impacted upon attendance,</p> <p>From pupil voice and observation it is apparent that children enjoy coming to breakfast club and as a result are focussed energised and ready to learn at the beginning of the school day. They are motivated by attendance awards our HERO initiative and league</p> <p>A large number of pupils entitled to PPG access free breakfast club on an occasional or regular basis. Attendance at breakfast club enables pupils to develop and maintain good attendance habits.</p>	<p>Monitoring of attendance weekly in school to continue. Parents alerted when attendance falls below 95%</p> <p>Monthly monitoring of Attendance and intervention by ESW, though useful will not continue as Service no longer available</p> <p>Register of Breakfast Club attendance to continue with specific invitation to target pupils</p> <p>Despite rigorous monitoring, persistent absence remains an issue because of unauthorised holidays taken by families. Other factors coexisted for some families for instance unauthorised absence, lateness after register closed and illness. Policies and procedures implemented for families taking unauthorised holidays implemented leading to number FPNs. Procedure to be reviewed and amended by Governing body in line with LA recommendation.</p> <p>A new focus in 2018-2019 to target punctuality of pupils who persistently arrive in school after register has closed with support via phone calls and HERO initiative has improved punctuality.</p>	£13814

<p>Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs, such as karate, yoga, dance, are given opportunities to engage in out of school learning</p> <p>Cost : £14000</p> <p>Barrier F</p>	<p>Visitors: Fun Food Chef, visiting Artists, MEAS, Visiting Musicians, Dance Workshops</p> <p>Subsidy for day trips, eg Pantomime and Residential trips to Oaklands and Barnstondale.</p> <p>Music Tuition in Year 2,3,4 and 5</p> <p>Choir – Peace Proms</p> <p>See also PE funding/ spending</p>	<p>From observation, pupil voice surveys it is apparent that residential trips to Oaklands and Barnstondale have broadened the life experiences of pupils, increase self-esteem, confidence, independence and social skills.</p> <p>Subsidized school trips , for instance to The Floral Pavillion, Peace Proms , and visitors such as the Fun Food Chef and visiting theatre companies and musicians have provided curriculum enrichment motivation and additional “ hooks” into learning.</p> <p>Year 2,3,4 and 5 PPG Pupils continue to develop musical skill as a result of weekly music tuition</p> <p>PPG children who have attended afterschool clubs have enjoyed the experience, growing in confidence and skill. Most popular With Junior PPG children have been the dance and sport clubs. Family Yoga has been best attended by Infant PPG children and their families</p> <p>,Our choir has performed in the Peace Proms at the Echo Arena in Liverpool. Pupils also showed increased confidence during end of term productions and performances</p>	<p>Subsidised residential trips have significant impact upon the personal growth of pupils and will continue.</p> <p>Extra-curricular clubs with element of competition such as matches, and performance, eg, Peace Proms have been very well received by parents and provided “hooks “ into curriculum for PPG pupils. Approach will continue, but with different focus on rolling programme.</p> <p>A number of pupils introduced to music through Eukele lessons have embraced the opportunity to play, buying their own Eukeles to play outside school.</p>	<p>£14000</p>
TOTAL				£27814
				£78544

Additional Information
<p>Actions based on research:</p> <p>The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications. This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.</p> <p>A wide variety of strategies are employed to tackle ‘the opportunity gap’ in education and to raise attainment for the children from disadvantaged backgrounds. For example:</p> <ul style="list-style-type: none"> • rigorous monitoring and use of data;

- deploying staff and resources effectively;
- employing intervention programmes;
- raising pupil aspirations using engagement/aspiration programmes;
- focussing on pupils' attitude to learning;
- engaging parents/carers;
- developing social and emotional competencies;
- supporting school transitions;
- Guided and reciprocal reading
- one-to-one tutoring by parent volunteers, particularly in reading;
- CPD to encourage quality first teaching.

Undoubtedly, the quality of teaching delivers the greatest improvements in learning outcomes for all pupils, including those from deprived backgrounds. The most powerful approaches are well-specified, well-supported and well-implemented programmes of work, incorporating extensive continuing professional development that is often delivered within the school context. Intervention and specific tutoring of individuals/groups by Teachers and Teaching Assistants builds confidence, fills gaps in learning and consolidates which has resulted in pupils making good or better progress by the end of Key Stage 2. From a low baseline, most pupils reach ARE by the time they leave school

Wherever possible, School uses collaborative learning strategies effectively to encourage pupils to develop the necessary social and communication skills to learn.

The school adopts a variety of synchronised approaches, long-term, planned and co-ordinated provision to enable all children to experience success and achieve. Various studies (for example, The Sutton Trust) have considered and evaluated different strategies, and although useful, as it explains it is a "supplement rather than a substitute for professional judgement". Undoubtedly, strategies are most successful when confident, well-trained adults use programmes that meet the needs of individual pupils and circumstances of the school.