



# Be all you can be

## Hayes School

1. Summary information					
<b>School</b>	Hayes School				
<b>Academic year</b>	2016-17	<b>Total PP budget</b>	£201,960	<b>Date of most recent PP review</b>	July 2016 (on Website)
<b>Total number of pupils</b>	450	<b>Number of pupils eligible for PP</b>	156	<b>Date for next internal review of this strategy</b>	July 2017

2. Current attainment					
	15/16 Pupils PP	16/17 PP Pupils	15/16 All Pupils national	16/17 All Pupils national	
KS2					
% achieving in reading, writing and maths	29%	25%	53%	67%	
Overall score progress in writing (from KS1 to KS2)	-2.36	-4.48	0	+0.17	
Overall score progress in reading (from KS1 to KS2)	-1.51	-6.71	0	+0.33	
Overall score progress in maths (from KS1 to KS2)	-1.78	-5.62	0	+0.28	
KS 1					
% Reading attainment	50%	70%	74%	79%	
% Writing attainment	45%	60%	65%	72%	
% Difference for maths attainment	40%	70%	73%	79%	
% passing phonics screening cumulative year 1 and 2	75%	81%	91%	93%	
EYFS					
% pupils achieving a good level of development	42%	67%	69%	69% (provisional)	

3. Barriers to future attainment (for pupils eligible for PP, including high attaining)	
In school barriers	
A	Behaviour issues for a small group of KS1 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.
B	Social and emotional issues (particularly making relationships and managing feelings and behaviours) for a number of children in Early Years impact their own and other's access to the wider curriculum
C	Children who do not leave KS1 being able to read fluently struggle to access the KS2 curriculum.
D	A group of boys (mostly eligible for PP) in upper key stage 2 do not demonstrate the resilience and aspiration to progress in writing

E	Historic class and setting structures in maths meant that lower attaining children (mostly eligible for PP) were not provided with opportunities for high levels of aspiration.
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#### External barriers

F	Attendance rates for PP children 15/16 is 91.4% (compared to our 96% target). This reduces the number of hours spent in school learning.
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#### 4 Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	100% of children to pass the phonics screening by end of KS1 regardless of entry point	Phonics teaching is of a high standard and focuses on reading in order to support the greatest number of year 1 pupils to be fluent with their decoding skills (81% passing year 1 screening). Intervention and support is designed and evaluated to ensure those in year have developed their decoding skills to improve.
B	Higher rates of progress for PP boys in writing over the next two academic years	Writing outcomes for end of key stage PP boys increases from 22% achieving ARE to 50%, closing the gap on national average in this year, and set to be inline by the following academic year.
C	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absence among pupils eligible for PP to 8% or below. Overall PP attendance improves from 91.4% to 96% in line with non PP pupils.
D	Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic progress	Our behaviour intervention and support programmes are streamlined; directed at highest area of need and the impact evaluated systemically in order for children to be given the help they need.
E	All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.	All teachers will support and put into action the mantra 'No child left behind'. There will be no setting based purely on attainment in all areas of the school. PPM will look at individual barriers for learners rather than talking about large groups. Target groups will be given specific support and intervention based on data rather than perceptions.

Please note: This document should be read in conjunction with our SIP's and other linked actions plans

5. Planned expenditure					
Academic year: 2016-17					
i : Quality of teaching					
Desired Outcome	Cost	Pupil premium used for: Year 2016/17	What is the evidence and rationale for the approach / action?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: Review date What did the action or activity actually achieve?
<p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.</p>	£35,000	<p>Employment of class based TA's in order to support key groups (in class) in the morning sessions and to provide cover for class teacher to run group interventions in the afternoon based on learning of maths or English in that day or previous day- <i>Pre &amp; post learning Interventions</i></p>	<p>Mastery learning approach through 'keep up intervention' enables children to understand and address misconceptions from their learning allowing them to narrow the gap with their peers and keep up with class learning. EEF: +5 <i>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i></p>	<p>Class teachers using SPTO to assess individual and group progress. Over seen &amp; scrutinised by SLT during Pupil progress meetings. Monitored by maths and English leads.</p>	<p>This approach was most effective in years 3, 5 and 6. <b>Writing:</b> Year 3: 93% of PP (non SEN) pupils made at least expected progress meaning gaps were not widening. Year 5: The average progress for PP (non SEN) was +3.7 (above average), with 44% of pupils making above or well above expected progress. Year 6: The average progress for PP (non SEN) was +3.2 (above average), with 38% of pupils making above expected progress. <b>Maths:</b> Year 3: 85% of PP (non SEN) pupils made at least expected progress meaning gaps were not widening. Year 5: The average progress for PP (non SEN) was +3.6 (above average),</p>

					with 44% of pupils making above expected progress. Year 6: The average progress for PP (non SEN) was +3.6 (above average), with 69% of pupils making above expected progress. In other year groups additional behaviour issues and staffing changes meant that TA deployment wasn't used in the optimum way.
<p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children's attainment in maths</p>	0.5 £35,000	New DHT employed to teach in formal partnerships across the school in English and Maths. The purpose will be to plan, deliver and reflect on lessons taught together in order to improve teacher pedagogy and subject knowledge and in turn raise the attainment of learners in the class (or year group)	Evidence shows improvements in teacher pedagogy can come from lesson Study approach – this is using this approach on a more day-to-day basis over half a term. The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback.	Classes or teachers will be chosen for a partnership by HT based on appraisal observations, book scrutiny and pupil data. DHT will discuss intended outcomes with teacher before commencing the intervention and evaluate after, SLT will scrutinise data to ensure an impact has been made.	Partnership in year 1 autumn 2016: 86% of pupils made expected progress. The teacher returned after long-term sickness and had a number of pupils on behaviour plans. Teacher confidence increased and monitoring throughout the year demonstrated that they were having a good impact on learning. Partnership in year 6 autumn 2016: The average progress for PP (non SEN) was above average (+1.2). The only pupil that did not make expected progress was a pupil that did not attend school due to medical

					<p>needs.</p> <p>Partnership in year 2 spring 2017: 100% of PP (non SEN) pupils made expected progress. Monitoring before this partnership demonstrated activities did not match learning objectives, the sequence of learning did not build concepts incrementally and lesson structure was very rigid and did not respond to pupil need. Further monitoring in Autumn 2017 demonstrates progress against these areas and pupils are making good progress.</p> <p>Partnership in year 4 spring 2017: 100% of PP (non SEN) pupils made at least expected progress. This is compared to 60% the previous term. Planning for sequences of concepts became a focus of the observation as well as subject knowledge development.</p>
<p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly</p>	£6,000	20 new I Pads purchased to be used for Apps that promote learning in	Ipads provide a motivational tool that can provide instant feedback for learning or expose them to models and images that will be impossible to	<p>Teacher observations will show us of and impact of apps.</p> <p>English and math leads will</p>	<p>I-pads used to promote reading at KS 2, specifically Accelerated Reader, narrowing gap across the</p>

<p>those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.</p>		<p>core subjects and interventions. In maths: Apps will be used to provide models and images that support their understanding of a range of mathematical concepts as well as games that enhance fluency in number. Interventions use In English: Apps that provide instant feedback with spelling games and recognising patterns will be used with small groups as well as provided additional capacity for AR tests and taking photos or videos for writing opportunities.</p>	<p>replicate with paper.  Digital Technology: EEF +4 <i>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). However, there is considerable variation in impact. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more</i></p>	<p>share useful apps with staff as required. Impact of apps will also be identified through learning walks and PPM discussions.</p>	<p>school.  This is something to promote further in 2017-18</p>
<p>B: Higher rates of progress for PP boys in writing over the next two academic years  E All children but particularly those in years 2 and 6 are exposed to and given the tools</p>	<p>£30,000</p>	<p>Pay for an additional year 6 teacher to split 2 form year 6 between 3 teachers</p>	<p>Reduced class sizes mean more targeted support for all children in their learning and supporting their behaviours for learning. Previous year 5 cohort had difficulties</p>	<p>Monitored by SLT and governors consulted regarding sustainability and impact of extra adult provision</p>	<p>Pupil premium pupils (non SEN) and disaggregate HJ (a pupil who was educated at home due to medical issues):</p>

<p>to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.</p>		<p>for morning lessons providing a high ratio of adult/pupil support. In addition to class based TAs. <i>Throughout the year</i></p>	<p>between groups of children this was resolved by splitting the classes into three with careful consideration of which children had difficulties working together. Reducing Class Sizes: EEF +3 <i>Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive</i></p>		<p>Writing: average progress +3.2 (above average) including 38% making above expected progress. Reading: 100% of pupils made expected progress including 15% making above expected. Maths: average progress +3.6 (above average) including 69% making above expected progress.</p>
<p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.</p>	<p>EYFS0.1 £5,000</p> <p>KS 1 0.1 £5000</p> <p>UKS20.1 £5000</p>	<p>Funding release time for senior leaders to support other teachers.</p> <p>Phase leads to model outstanding teaching, team teach &amp; support phase including NQT's with planning and assessment support.</p>	<p>Evidence shows improvements in teacher pedagogy can come from lesson Study approach. The approach intervenes with teachers during planning by making suggestions or asking challenging questions to ensure outcomes have carefully been considered; modelling aspects of lessons to expose teachers to a new approach; working with specific groups of pupils to narrow the gap or extend and challenge; evaluate lesson – considering what needs to come next in the sequence; and support with effective marking and feedback.</p>	<p>To increase pupil engagement in learning and increase number to 100% lessons monitored achieving good or better. Monitored by SLT , SIP and reported to governors</p>	<p>Monitoring showed that 81% of classes were receiving a good or better quality of teaching and learning with consistency. Where problems were evident, partnership teaching and support were put into place however in some cases progress from teachers was not swift enough so they are no longer employed at the school.</p>
<p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly those in years 2 and 6 are exposed to and given the tools</p>	<p>0.5 £25,000</p>	<p>Employment of music and PE specialist teachers so class teachers can be released to conference with</p>	<p>To build pupil confidence. Setting high expectations, eradicate misconceptions and to identify next steps. High quality feedback provided. EEF: +8 impact <i>Feedback redirects or refocuses either the teacher's</i></p>	<p>Teachers working together to share good practice. Input from subject specific leads based on experience and need. Build on approaches and</p>	<p>Overall feedback from pupils and staff evidenced that pupils found being removed from music and PE was having a detrimental effect on their motivation</p>

to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.		children weekly during whole class music P.E. sessions. Reading, Writing and Maths conferencing on a 1:1 or small group basis.	<i>or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals.</i>	good practice established. Using School Pupil Tracker Online (SPTO) to monitor writing and maths levels. Monitored by Phase leads.	and enjoyment of school. For many pupils, music and PE allows learners to explore different skills where they can thrive and have a sense of success. Therefore impact of this approach has been inconsistent and will not be in place academic year 2017/18.
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**ii : Targeted Support**

<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: Review date What did the action or activity actually achieve?</b>
<p>A : 100% of children to pass the phonics screening by end of KS1 regardless of entry point</p> <p>B: Higher rates of progress for PP boys in writing over the next two academic years</p> <p>E All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.</p>	£4500	<p>High quality and accredited intervention programme will be purchased (for maths, reading and spelling) and TAs will be trained to use them in order to provide high quality targeted support for children that are behind ARE.</p> <p>Employment of TAs in order to provide 'Catch up'</p>	<p>The children will close the gap on peers in those particular subject areas.</p> <p><b>Small Group Tuition EEF: +4</b></p> <p><i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>English and maths lead will select intervention programme and staff suitable for training.</p> <p>In maths, standardized score will be used to measure impact before and after intervention.</p> <p>Children's progress will be monitored half termly by teachers and through pupil progress meetings.</p>	<p>6 staff members enrolled on Babcock Maths CPD to deliver as part of SDP 16/17.</p> <p>The design and structure of the Babcock interventions have been reflected on and so approaches are adapting in year 17/18 for a higher impact earlier on.</p> <p>Year 2 intervention in writing and maths: Writing – 20% PP pupils made accelerated progress and another 30% made expected (from EYFS).</p>

		interventions.			<p>Maths – 17% PP pupils made accelerated progress and a further 39% made expected (from EYFS). *for 26% of that cohort there is no EYFS data so progress measures cannot be made.</p> <p>Results for Year 2 phonics outcomes are 93% passing, an increase from the previous year.</p>
B: Higher rates of progress for PP boys in writing over the next two academic years	0.5 £30,000	<p>‘Inspirational’ teacher employed 5 mornings a week to deliver ‘School without Walls’ Programme.</p> <p>Minibus maintained to provide learning opportunities beyond the school-through School Without Walls programme. An optimum 6 week programme is used with weekly excursions (Hooks), essentially out of class. This creates a context and</p>	<p>To develop resilience and aspiration in order to develop positive learning attitudes and enhanced confidence and skills with their writing when integrating back into class.</p> <p><b>Outdoor Adventure Learning EEF: +4</b> <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</i></p>	<p>Children identified through data by not making expected progress over previous academic year. PPM and SLT to monitor impact on academic outcomes and behavioural changes.</p> <p>SLT and class teachers to monitor children when integrated back into the class. Are they able to apply their learning?</p>	<p>Developed Y 5 &amp; 6 attitudes to writing &amp; significantly improved behaviour.</p> <p>In Year Six Three chn made at least four terms progress. Three chn made accelerated progress (four terms or more) Punctuation and grammar has been a major focus in order to achieve this. Evidence of accelerated progress within books Ofsted Report 23.6.17 Pg 8 Bullet 2 Referenced the ‘Writing Project’ (School Without Walls) as being ‘highly successful’. ‘Pupil’s much improved attitudes towards writing. These</p>

		purpose for writing.			<i>pupils have made accelerated progress to be on-track to achieve expected standard this year.</i>
E All children but particularly those in years 2 and 6 are exposed to and given the tools to access the curriculum at their ARE or above resulting in a rise in attainment in maths (55% in KS1 and 70% in KS2), narrowing the gap towards non-disadvantaged children.	JB £25,000	Highly qualified Maths Champion employed to support groups of children underachieving.  Complimentary Interventions will be tailored from information gained from diagnostic assessments, teacher liaison and pupil conferencing	To develop confidence in maths for children working in small groups in morning and afternoon sessions.  The Maths Champion will support more able Mathematicians achieving Greater Depth and specific children with gaps in subject knowledge  The Maths champion will work to support TA's through monitoring of Maths intervention programmes as well as supporting staff through partnership models of teaching a sequence together.  Small Group Tuition EEF: +4 <i>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind,</i>	Maths lead to monitor impact of interventions and meet with teachers and Maths champion to identify areas of need throughout the year for Pre & post teaching Interventions. Pupil Progress Meetings will identify those children needing to make accelerated progress. HT & DHT to signpost teachers to Maths champion when support is needed.	Partnership in year 3- Spring 2017: 100% of pupils made expected progress in spring compared to 86% the previous term.  Partnership in year 5 summer 2017: 100% of pupils made expected progress and 36% made above expected progress during this term.  Long term partnership across year 6 spring/ summer 2017: average progress +3.6 (above average) including 69% making above expected progress.  Interventions were not limited to PP children and based on need in year 5 and

			<i>but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>		6. 'Catch up' interventions to identify and fill conceptual gaps and 'keep up' interventions were used to ensure pupils that started to fall behind in class were used to provide further input before the next lesson for a better chance of success. Of those pupils in year 6 that were in regular 'keep up' interventions, 20% made expected progress and a further 60% made accelerated progress. In a series of year 5 'catch up' interventions, 71% made expected progress and a further 29% made accelerated progress.
A : 100% of children to pass the phonics screening by end of KS1 regardless of entry point  D Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process	LM £20,000	Mrs Moore employed to deliver speech and language intervention  Children identified as low in below in communication and language (EYFSP) or below ARE through teacher judgements	To develop speech and language as an early intervention and ready children for the rigours of a KS 1 English curriculum. There are a number of children's whose difficulty in forming relationships and managing their feelings in EYFS has a negative impact on their learning behaviours and academic progress in class. There is a positive correlation between this outcome and those with Sp & L and	Teachers will make assessments on pupils for evaluation by the SENDCo/ phase leader who will recommend the type of intervention or request external agency involvement.  LM reports back to CT what they have been practicing in order to build on this in	Results improved over three years results at EYFS PP GLD raised from 13% in 2015 to 42% 2016- and a raise in PP end of year 17 PP GLD 67%  Results for Year 1 phonics 68% for PP children. Year 2 phonics outcomes are 93% for ALL passing, an increase from 87% the previous year.

		<p>receive regular speech and language intervention either through a specific programme designed by external SLT or other interventions that are accredited for impact.</p> <p><i>Throughout the year</i></p>	<p>communication problems.</p> <p><b>Oral language interventions: EEF +5</b></p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year</i></p>	<p>class.</p> <p>Impact monitored by SENDCO</p>	<p>In nursery, 100% of PP pupils that were in a communication and language intervention made accelerated progress in Communication and Language and EYFS Literacy</p>
<p>D Behaviour is improved amongst all children across EYFS and KS1 to ensure they are ready to learn and make expected academic process</p>	<p>JP £12,000 SW £7,000 JL £10,000</p>	<p>Pastoral support-releasing Mrs Palfrey, Ms Walker and Mrs Lloyd in afternoons to deliver Thrive, SEAL and Baby SEAL</p> <p>Children identified through thrive assessment will be offered sessions in small groups or a 1:1 basis depending on need.</p>	<p>Will help the children move through the stages of development allowing them to learn more effectively ensuring their emotional needs are met and they are ready to learn.</p> <p><b>Social and Emotional Learning EEF +4</b></p> <p><i>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p>	<p>Mrs Palfrey is kept up-to-date with Thrive training and recommendations.</p> <p>Thrive is an accredited intervention for supporting behaviour. Repeating of thrive assessments to monitor progress. Through tracking their academic progress using SPTO.</p> <p>Monitored by SENDCo.</p>	<p>In nursery, 93% of pupils in baby SEAL made accelerated progress in Personal, Social and Emotional Development. This also positively impacted their RWM with 93% of pupils making accelerated progress in at least one of these areas.</p> <p>In reception, 71% of pupils in baby SEAL made expected progress in Personal, Social and Emotional Development. 80% of pupils in Thrive groups made expected progress in Personal, Social and Emotional Development. 70% of these</p>

					pupils also made accelerated progress in at least one of RWM.
<b>iii : Other approaches</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b> <b>Brief summary of the intervention or action including details of the year groups involved and the timescale</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact:</b> <b>Review date</b> <b>What did the action or activity actually achieve?</b>
B : Higher rates of progress for PP boys in writing over the next two academic years		Subsidising trips, enrichment activities and educational visitors for all year groups where there is a direct and specific learning focus/ outcome.	To build self esteem, resilience and knowledge. To provide children with a shared experience and ensure they feel part of the school community and have a sense of belonging. Real life experiences provide enrichment for writing opportunities and motivation to write.	Phase leader will ensure visits and visitors have a direct impact on learning and the theme taught. They will look for evidence of progression of those children both socially and academically. PPM will provide opportunities to share successes.	An educational visit to Living Coasts in KS1 based on habitats of different animals interested the pupils and resulted in some well-researched writing. Pupils felt confident with the content and so focussed on sentence structure to write some simple non-fiction fact sheets. By subsidising the year 6 residential and providing alternate activities for those unable to attend, all pupils had an experience to write about for their evidence portfolio. All year 6 teachers

					observed this piece of writing was one of the strongest in their portfolio of evidence. Overall, comments made in PPM about pupil engagement in the curriculum showed pupil's were interested in engaged, with the exception of Diwali (LKS2) and India (UPKS2).
C: Increased attendance rates for pupils eligible for PP  All outcomes	DT 0.6  £40,000	SENCO released from class to focus on PP children with SEND  SENCo to work with teachers, subject leads and Ed Psych in order to track pupil premium children across the school identifying barriers and supporting the implementation of intervention/involvement of external agencies.	Previously the SENDco was released but staffing issues resulted in capacity being limited. Identify gaps and provide support for intervention or resources for teachers and TAs in order to close gap and increase number of PP children making expected or higher than expected progress.	Monitored by SLT, Assessment Lead and reported to governors through SEN report, case study and SENCO report on PP provision for SEN children at EYFS, KS 1 & KS 2	Although provision to narrow gap and support in place, Improving outcomes are a high priority action this year.
C: Increased attendance rates for pupils eligible for PP	CF  £27,000	Employ full time pastoral support worker.  The role will	Increase capacity and utilise experience of person in work with families to support them overcoming their barriers for their children attending school regularly and on	Aut & Spring Term to work with Babcock to improve systems HT, SENCO and Governors through Case Studies	Provided support for various families overcoming barriers to learning. More rigorous systems in place to improve persistent

		include: schools attendance officer  Support PP during periods of holiday  Providing support for families and children and signpost and liaise with external agencies.	time. Babcock training and recommendations will be implemented to ensure strategies used are cost effective and result in clear outcomes.	produced to evidence best practice	absentees/lateness 16/17 PP attendance 93.9% Improved on previous year 15/16 91.4%
A : 100% of children to pass the phonics screening by end of KS1 regardless of entry point		Payment of AR programme in year 1 to provide a motivational tool for children that are working above ARE in reading. Launching AR for those pupils that are fluently and confidently applying their phonic skills to reading.	Building on the success of the impact of AR in key stage 2 AR will be used in KS1 and, for the first time, in year 1. This gives pupils something to aim for and ensures higher attainers are challenged sufficiently.	Phase lead and English lead will monitor the data to ensure the programme is suited for individuals. English lead will monitor the progress of reading.	Results for Year 2 phonics outcomes are 81% passing, an increase from the previous year.  The implementation of AR into year 1 and year 2 was not initially successful due to timetabling problems and the maturity of pupils. However, towards the end of 2016/17 pupils engaged more purposefully with reading and motivation to time spent reading increased.
<b>iv : Additional actions with no cost</b>					
<b>Desired Outcome</b>		<b>Pupil premium used for: Year 2016/17</b>	<b>What is the evidence and rationale for the approach / action?</b>	<b>How will this activity be monitored, when and by whom? How will success be</b>	<b>Actual impact: Review date What did the action or</b>

	<b>Brief summary of the intervention or action including details of the year groups involved and the timescale</b>		<b>evidenced?</b>	<b>activity actually achieve?</b>
All Outcomes	Assign a governor to monitor impact of PP strategy and provide challenge and feedback to SLT	Previously no one governor had an in-depth understanding of the PP provision and costings. This allocates a specific person to represent the governing body to be challenging and support with evaluation. This more rigorous system holds the HT to account for PP funding.	Governing body and any external agencies that are requested to evaluate our impact.	N/A

## Appendix 1- PP Results 2016/17

### EYFS- Good Level of Development

% Achieving EYFS GLD	2015	2016	2017
All	48	64	73%
Girls	59	65	74
Boys	37	64	68
FSM	13	42	67%

### KS1 subject performance 2017

	Actual results			Pupil progress			Actual results over time
	2015	2016	2017	2015	2016	2017	Select a row from the table to display the data on a chart
Number of Pupils / % Matched	19	22	20	95%	95%	100%	
<b>Reading</b>							
% Expected Standard +	-	45%	70%	-	-18%	+10%	<b>% Expected Standard + Reading</b> 
% Higher Standard	-	0%	0%	-	-10%	-9%	
% Level 2+	47%	-	-	-30%	-	-	
% Level 2B+	47% <span style="color:red">⊖</span>	-	-	-13%	-	-	
% Level 3+	11%	-	-	+1%	-	-	
Average Point Score	12.8 <span style="color:red">⊖</span> <span style="color:blue">↓</span>	-	-	-1.1 <span style="color:blue">↓</span>	-	-	
<b>Writing</b>							
% Expected Standard +	-	41%	60%	-	-12%	+9%	<b>% Expected Standard + Writing</b> 
% Higher Standard	-	0%	5%	-	-5%	+1%	
% Level 2+	58%	-	-	-13%	-	-	
% Level 2B+	42%	-	-	+1%	-	-	
% Level 3+	0%	-	-	-4%	-	-	
Average Point Score	12.1 <span style="color:red">⊖</span>	-	-	-0.6	-	-	
<b>Maths</b>							
% Expected Standard +	-	41%	70%	-	-21%	+11% <span style="color:blue">↑</span>	<b>% Expected Standard + Maths</b> 
% Higher Standard	-	0%	5%	-	-7%	-2%	
% Level 2+	84%	-	-	+4%	-	-	
% Level 2B+	63%	-	-	+5%	-	-	
% Level 3+	11%	-	-	+1%	-	-	
Average Point Score	14.3	-	-	+0.1	-	-	

## PP v Non PP Progress Analysis

### Reading:

Av' Points Progress End Y4-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.15	3.25	85%	92%	45%	37%	10%	8%
Av' Points Progress End Y5-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.20	3.5	90%	92%	32%	43%	5%	3%

**Writing:**

Av' Points Progress End Y4-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.15	3.65	85%	100%	55%	47%	5%	18%
Av' Points Progress End Y5-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.00	4.1	80%	100%	32%	40%	11%	14%

**Mathematics:**



Av' Points Progress End Y4-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.35	3.75	85%	98%	65%	74%	10%	3%
Av' Points Progress End Y5-End Y6		Making Expected Progress		Making Above Expected Progress		Making Well Above Expected Progress	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
3.70	3.90	90%	71%	63%	8%	11%	0%