



Pupil Premium 2017-2018 Expenditure Plan

School Lead: Headteacher (Assessment Manager)/Inclusion Manager (PP Champion)

Funding: £142 400

Objectives:

- To track attainment and progress of pupil premium eligible pupils (focus on more able) to identify, discuss and address underachievement immediately.
- To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and specific targeted TA support.
- To employ an additional teacher to provide booster learning for pupils across KS1 and KS2.
- To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching.
- To develop the role of the Leader Readers to impact on the fluency of underachieving pupils in reading.
- To continue to accelerate rates of progress and increase the GLD for pupil premium pupils in Reception through the employment of an additional TA (reducing pupil to adult ratio); focus on narrowing the school attainment gap and national attainment gap between pupil premium pupils and non-pupil premium pupils.
- To track specifically the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium eligible pupils and the non-pupil premium pupils.
- To further develop the provision in Early Years to accelerate progress and attainment in 'Understanding of the World' and 'Expressive Arts and Design' for pupil premium pupils.
- To continue to provide a broad range of enrichment activities, e.g. theatre visit and school trips linked to thematic curriculum
- To deliver reading, writing and maths training for the whole staff team to focus explicitly on raising attainment for the more able disadvantaged pupils.
- To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils.
- To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription, tests, etc...
- To target attendance and punctuality with an emphasis on pupil premium pupils; to increase 0.5% from 95.5% (2017) to 96% in 2018, to be in line with national for all pupils.
- To further develop home-school relationship and increase parental engagement in pupils' learning through the purchase of Marvellous Me.
- To ensure the achievement of pupil premium pupils is a high priority for all staff and are included in whole school staff appraisal targets.

Objective	Provision	Intended impact / Desired Outcomes	Evaluation
<p>To track attainment and progress of pupil premium eligible pupils to identify, discuss and address underachievement immediately.</p>	<p>Half termly tracking of attainment and progress for all pupils with PP eligible pupils highlighted on all tracking, with a focus on the more able pupil premium pupils.</p> <p>End of year targets set to include more able pupil premium pupils for greater depth of learning. Tracking to ensure this happens and underachievement is addressed through PPMs.</p> <p>School Pupil Premium Champion challenge any underachievement of pupil premium in the PPMs.</p>	<p>All children, especially the vulnerable pupils, are making good progress from their individual starting points. Attainment is improving for pupil premium pupils through careful and precise targeting.</p> <p>Pupil premium pupils are targeted for additional support to achieve a greater depth of learning.</p> <p>Greater depth of learning is tracked throughout the year to ensure the more able pupil premium pupils achieve the higher outcomes and remain 'on track'.</p>	<p>2018 KS2 RWM combined for exp for PP = 64% (Na exp for ALL is 64%)</p> <p><u>KS2 PP Results for 'expected' as follows:</u> Re 82% (Na Other 80%) Wr 73% (Na Other 83%) Ma 91% (Na Other 81%) SPaG 91% (Na Other 82%)</p> <p>Y6 PP pupils all significantly above National Other for Re, SPaG & Ma.</p> <p>KS2 PP made accelerated progress from KS1 to KS2. Progress scores well above expected progress measures, particularly for Reading & Maths</p> <p>Results for PP pupils as follows: Re= +4.5 Wr= +0.7 Ma = + 3.7</p> <p>In comparison, Non PP progress: Re = +3.6 Wr = +2.6</p>

			<p>Ma = +3.3</p> <p><u>KS1 PP Results for 'expected' as follows:</u></p> <p>Re 62%</p> <p>Wr 54%</p> <p>Ma 62%</p> <p>At the end of EYFS, PP pupils in this cohort achieved only 58% GLD so these results show sig progress, particularly in Reading & Maths.</p>
<p>To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and targeted support.</p>	<p>All staff to engage with the AfA Schools Programme. Rushall Advisory Service Team to deliver CPD (Metacognition) for all staff to raise independence, aspirations and expectations for all. Consultant 1 to 1 support to develop quality first teaching. Moderation of learning 1 to 1 - identifying next steps; focus specifically on pupil premium pupils.</p>	<p>Teachers' expectations for all (vulnerable) pupil premium pupils raised - lessons are challenging and meet pupils' needs, especially for the more able and disadvantaged. Gap between vulnerable pupils and others is narrowing.</p>	<p>80% Teaching is Good or better as noted in the overall Teaching and Learning profile. Staff identify Pupil Premium pupils on planning and in teaching - questioning aimed at the PP pupils to ensure acceleration through quality first teaching. All staff have PP pupils' acceleration to age-related expectations as part of their performance management target.</p>
<p>To employ an additional teacher to provide booster learning and interventions for pupils across KS1 and KS2.</p>	<p>An additional teacher employed to provide high quality booster for Maths, Reading & Writing as and where high needs are</p>	<p>Pupil premium attainment gap in Phonics (Y1) Maths, Reading and Writing decreases and progress of pupil premium pupils accelerated.</p>	<p>Phonics Check in Year 1 demonstrates an acceleration of learning for PP pupils. 94% PP</p>

	identified in KS1 & KS2.	Quality 'close the gap' intervention is delivered to all vulnerable pupils to accelerate progress.	achieved their Phonics Check compared with 86% Non PP pupils.
To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching.	TAs trained to provide pre-teach or 'plug the gap' booster for Maths, Reading and Writing.	Significant increase in 'expected' and 'higher' level for pupils from the start of the year to the end of the year. Pupil premium pupils who are also SEND have improved outcomes, particularly at end of Y2 and Y6. Increased rate of progress to exceed 'expected progress' from KS1 to KS2	Pre-teaching of reading text takes place regularly throughout the school. Children are more confident in lessons and are readily prepared to respond to whole class questioning on texts. Progress from KS1 to KS2 is above Na. PP Progress scores are as follows: Re = +4.5 Wr = +0.7 Ma = +3.7
To develop the role of the Leader Readers to impact on the fluency of underachieving pupil premium pupils in reading.	Training pupils to work alongside their younger peers; develop peer-on peer coaching to develop reading fluency for hesitant, vulnerable pupils.	Vulnerable and hesitant readers develop greater reading fluency. There is clear evidence of progress from start to end of Peer Reading Programme intervention.	Fluency is greatly increased for all pupils involved in the programme.
To continue accelerating rates of progress; increase the GLD for pupil premium pupils in Reception through the employment of an additional TA with a focus on narrowing the school and national attainment gap.	Additional TA to reduce adult to pupil ratio in EYs and for SEND/pupil premium pupils across the whole school.	Increase in GLD for pupil premium pupils at the end of EYFS, particularly for exceeding. Pupil premium pupils who are also SEND have improved outcomes, particularly at end of Early Years.	PP GLD = 72% So, 10 out of 14 pupil premium pupils achieved their GLD.

<p>To track specifically the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium eligible pupils and the non-pupil premium pupils.</p>	<p>Tracking half termly, phonics progress of Pupil Premium eligible pupils in Y1 in comparison to non-pupil premium pupils. Pupils to have additional support/booster to accelerate the rate at which young pupils learn to read.</p>	<p>Y1 phonics screening shows an increase rate of success in Pupil Premium eligible pupils so there is a narrowing of the gap.</p>	<p>Y1 PP Pupils' Phonics = 94% compared to Na ALL 83%</p> <p>Additional booster sessions take place throughout the year, particularly targeting the PP pupils and other vulnerable pupils.</p>
<p>To further develop the provision in Early Years to accelerate progress and attainment in 'Understanding of the World' and 'Expressive Arts and Design' for pupil premium pupils.</p>	<p>Plan and deliver learning specifically to extend pupil premium pupils' knowledge and understanding in the specific areas of 'Understanding of the World' and 'Expressive Arts and Design' to accelerate rates of progress and improve the overall learning in these areas in comparison to last year.</p>	<p>Pupil premium pupils make accelerated progress from their low starting points. In comparison to Baseline Results 2017 pupils make accelerated rates of progress in these areas.</p>	<p><u>PP pupils' data comparing baseline to data submitted at the end of the year</u></p> <p>Baseline 2017 Results: UW = 8% EAD = 38%</p> <p>Summer 2018 submission data: UW = 71% EAD = 79%</p>
<p>To continue to provide a broad range of enrichment activities, e.g. theatre/beach visit, school visits out and visitors in to enliven the thematic curriculum.</p>	<p>Visit to a theatre to see a live performance.</p> <p>Provide a range of visits out to places of interest or a visit from to motivate learners and</p>	<p>Pupil premium pupils develop a love for the arts and culture. Experience allow pupils to understand how reading stories/poetry is transferred to stage - impact on own performance. Reading fluency improves and vulnerable groups develop confidence in the spoken language. An enrichment Curriculum with experiential learning at the core; engages and inspires pupils and promotes enquiring minds. Pupils'</p>	<p>Theatre Production visited by whole school. Pupils are able to understand skills involved and apply these to own performances.</p> <p>Range of enrichment visits out to various venues and visitors invited to the</p>

	<p>enhance their learning.</p> <p>Impact on school attendance, particularly for pupil premium pupils. Attendance target is 96% for pupil premium pupils.</p>	<p>first-hand experience is shown via impact on outcomes, especially for the pupil premium pupils.</p> <p>Pupil premium attendance target is 96% to bring it in line with national for ALL.</p>	<p>school to provide pupils with first-hand experiential learning. All visits/visitors are linked to the wider curriculum. PP pupils attendance: Including Rec = 95.1% Excluding Rec = 95.6% An engaging curriculum that had an impact on attendance - pupils want to be in school</p> <p>2016 Pupil Premium Attendance = 94.7% 2017 Pupil Premium Attendance = 95.5% (historical figs exc Rec) Figures show PP pupils' attendance is improving year on year.</p> <p>July 2018 PA = 5% This is below Na 8%</p>
<p>To deliver reading training for the whole staff team and individual staff to focus explicitly on developing reading comprehension skills for the pupil premium pupils.</p>	<p>Quality first teaching of reading has a greater focus on strategies development.</p>	<p>All pupils, especially pupil premium pupils have a better understanding of how to answer specific types of questions and understand what strategies are required. Pupils develop stamina for tackling reading comprehension at length.</p>	<p>January 2018 READING training took place to develop greater depth of reading and readers. Whole class guided sessions are having an impact on pupils' reading skills. Re attainment for PP</p>

			<p>pupils by Summer 2018: Y1 80% Y2 88% Y3 77% Y4 84% Y5 90% Y6 82%</p>
<p>To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils. To nurture a culture of 'reading for pleasure and enjoyment'.</p>	<p>Each year group allocated a 'significant author' collection of books.</p> <p>Each year group to have a 'Booklist' allocation from a range of text types and authors. Staff encourage all pupils, especially the pupil premium pupils to read widely and set up challenges to develop competitiveness to motivate.</p> <p>All pupils enjoy the whole school Reading Challenge and as a direct result read more books every day.</p>	<p>A 'love to read' culture develops across the whole school and impacts on pupils' outcomes for reading, especially for the pupil premium pupils.</p>	<p>PP Pupils read widely and the culture for reading is changing throughout the school. From EYs to Year 6, all pupils talk about the books they have read.</p> <p>Reading Challenge was successful with a good proportion of children soaring through the challenges set.</p>
<p>To identify the reading needs of the children in Years 1 to 6 through the Accelerated Reader programme and 'close the gaps'.</p>	<p>Accelerated Reader is purchased for the whole school, introduced to all pupils and is used well. Reading gaps in pupil premium pupils are identified and then intervention is delivered to 'close the gap'.</p>	<p>Pupil premium pupils' reading improves and the learning gaps are closing.</p> <p>The differences between pupil premium pupils and non-pupil premium pupils are diminishing.</p>	<p>After a careful evaluation of the 'Accelerated Reader' agreed NOT to purchase the scheme. Money rolled over into the following year to spend on more books.</p>

<p>To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription, tests, etc...</p>	<p>Purchase of Sandwell Numeracy Test and Testbase subscriptions.</p>	<p>The resources are well utilised and a result the expected and greater depth scores for the pupil premium pupils increases.</p>	<p>PP Maths attainment was 91% expected in comparison to Na other 81%</p>																												
<p>To target attendance and punctuality with an emphasis on pupil premium pupils.</p>	<p>Incentivise individual pupils and whole classes for attendance. Individual prizes for termly attendance and class prizes for weekly attendance.</p>	<p>Attendance for pupil premium is increased - 0.5% from 95.5% (2017) to 96% in 2018. This brings pupil premium attendance in line with national for ALL pupils.</p>	<p>PP attendance for whole school: Including Rec = 95.1% Excluding Rec = 95.6%</p>																												
<p>To further develop home-school relationship and increase parental engagement in pupils' learning through the purchase of Marvellous Me.</p>	<p>Develop communication and feedback to parents about pupils' learning, behaviour and attendance via the Marvellous Me app</p>	<p>Pupil premium pupils are incentivised and motivated. Their learning, behaviour and attendance is improved.</p>	<p>92% pupils have at least one parent engagement (most children have more than one parent) through the Marvellous Me app</p>																												
<p>To ensure the achievement of pupil premium pupils is a high priority for all staff and are included in whole school staff appraisal targets.</p>	<p>All staff to have appraisal targets to accelerate rates of progress for PP eligible pupils.</p>	<p>A minimum of 66% pupil premium pupils are working at age-related expectations by the end of the year.</p>	<p>Following PP % results in each year group at end of 2017-18:</p> <table border="1" data-bbox="1720 858 2087 1157"> <thead> <tr> <th></th> <th>Re</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>94</td> <td>88</td> <td>94</td> </tr> <tr> <td>Y2</td> <td>77</td> <td>62</td> <td>85</td> </tr> <tr> <td>Y3</td> <td>76</td> <td>71</td> <td>81</td> </tr> <tr> <td>Y4</td> <td>85</td> <td>65</td> <td>65</td> </tr> <tr> <td>Y5</td> <td>94</td> <td>50</td> <td>69</td> </tr> <tr> <td>Y6</td> <td>82</td> <td>73</td> <td>91</td> </tr> </tbody> </table> <p>All PP targets achieved, exception Y5 Writing.</p>		Re	Wr	Ma	Y1	94	88	94	Y2	77	62	85	Y3	76	71	81	Y4	85	65	65	Y5	94	50	69	Y6	82	73	91
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