



## Slade Primary School Pupil Premium Strategy 2018/2019

1. Summary information					
School	Slade Primary School				
Academic Year	2018/19	Total PP budget	£64,600	Date of most recent PP Review	2 <sup>nd</sup> May 2017
Total number of pupils	379	Number of pupils eligible for PP	36	Date for next internal review of this strategy	TBC
External Achievements					
Following the completion of the Achievement for All (AfA) programme, we were awarded with the AfA Quality Mark in September 2018.					

2. Current attainment (2017/2018) (Provisional)						
Context: 7 Pupil Premium Pupils in Year 6. 2 pupils eligible for FSM. 2 pupils classed as adopted. 1 pupil a Young Carer. 1 pupil on SEN register.	Pupils eligible for Pupil Premium		Gap with national	Pupils eligible for Pupil Premium (without SEN)	Pupils not eligible for Pupil Premium	
	School	National (all pupils)		School	School	Local (National not available yet)
% achieving Age Related Expectations (ARE) or above in reading	57.1%	75%	-17.9%	71.1%	71.8%	82%
% achieving ARE or above in writing	85.7%	78%	+7.7%	84.4%	82.1%	86.6%
% achieving ARE or above in maths	57.1%	76%	-18.9%	75.6%	76.9%	80.8%
% achieving ARE or above in English grammar, punctuation and spelling	85.7%	78%	+7.7%	71.1%	66.7%	81.3%
% achieved ARE in R/W/M combined	57.1%	64%	-6.9%	68.9%	69.2%	72.7%

### 3. Desired Outcomes and barriers to future attainment

Desired Outcomes	Internal Barrier/s	Success Criteria	Milestone
<p>Pupil Premium Pupils (without a Special Educational Need (SEN)) to have achieved age related expectations in Reading/Writing and Maths to enable them to be in line with their peers</p>	<p>2017/2018 end of year data showed Pupil Premium pupils (without SEN) only diminished the difference and achieved ARE in:</p> <ul style="list-style-type: none"> <li>• EYFS (80% v 78% all pupils)</li> <li>• Year 1 (83% v 73%)</li> <li>• Year 3 (100% v 78%)</li> <li>• Year 5 (100% v 78%)</li> </ul> <p>The 2017/2018 Year 2 Cohort has a high number of FSM and PP pupils (7 FSM and 2 PP). Only 1 pupil achieved ARE in R/W/M at the end of the academic year. 50% of these pupils started to be tracked on B-Squared during 2017/2018 to ensure gaps in their learning were identified and all teaching met their needs.</p> <p>Whole school barriers to learning analysis shows that the main barriers for PP pupils at Slade are:</p> <ul style="list-style-type: none"> <li>• Concentration</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Progress is measured three times a year during Pupil Progress Meetings with actions set to enable good progress to be made</li> <li>• Pupils working outside of their year group are measured using the B-squared assessment to ensure progress is carefully tracked and supports accelerated progress</li> <li>• Pupil Premium attainment is collected three times year and presented in the phase leader reports. Reports show the difference between 'all pupils' and pupil premium pupils is diminishing over the course of the year</li> <li>• Teaching and Learning is at least 100% consistently good across the school</li> <li>• Pupil Premium pupils demonstrate positive learning behaviours</li> <li>• All teachers are trained and confident in Talk for Writing</li> <li>• Provision for Year 3 and Year 5 is strategically considered to enable PP pupils (without SEN) diminish the difference and achieve ARE</li> </ul>	<p>Target for each year group is set at Pupil Progress Meetings in Term 2, 4 and 6.</p>
<p>Pupil Premium attendance % to be in line with whole school attendance by the end of 2018/2019</p>	<ul style="list-style-type: none"> <li>• 12 out of 36 pp children had an attendance figure of 95% or below at the end of 2017/2018</li> <li>• Pupil Premium attendance for 2017/18 was 94.95% which was 1.61% below the whole school attendance</li> <li>• Two families are currently open to Early Help.</li> <li>• One family is open to SS.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils to have demonstrated an improvement in their attendance % by the end of 2018/19</li> <li>• Identified pupils to have achieved an attendance of at least 95% by the end of 2018/19</li> <li>• The gap between pupil premium attendance and whole school attendance to continue to diminish</li> <li>• Pupil Premium attendance to be in line or higher than national</li> <li>• All staff to be aware of any identified pupil premium pupils in their class and be supported by the Family Liaison Officer</li> <li>• All Pupils to be recognised for demonstrating good attendance throughout the year</li> <li>• All pupils that make a vast improvement with their attendance to be recognised throughout the year</li> </ul>	<p>Term 1: 95.4%</p> <p>Term 2: 94.68%</p> <p>Term 3: 94.64%</p> <p>Term 4: 94.34%</p> <p>Term 5: 97.01%</p> <p>Term 6: 96.95%</p>

<p>Pupil Premium pupils with a Special Educational Need to be on track to meet their end of Key Stage SEN outcomes</p>	<ul style="list-style-type: none"> <li>• There are 8 pupils on the SEN register.</li> <li>• 50% of these pupils are FSM.</li> <li>• 3/8 pupils have an EHCP with 2 of these pupils supported by our Specialist Resource Provision</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to know who their SEN Pupil Premium pupils are and to know their SEN outcomes</li> <li>• All staff to be supported by the school Inclusion Leader to know how to best address their needs</li> <li>• All staff to have the opportunity to receive appropriate training to meet the needs of their SEN pupil premium pupils</li> <li>• SEN Outcomes to be tracked 3 times a year at Pupil Progress Meetings and provision to be reviewed with parents</li> <li>• Pupils working outside of their year group are measured using the B-squared assessment to ensure progress is carefully tracked and supports accelerated progress</li> <li>• For identified SEN PP pupils, Pupil Premium is used to meet their individual needs in alternative ways</li> </ul>	<p>Target for each pupil is set at either the Pupil Progress Meetings in Terms 2, 4 and 6 or at the Provision Plan Meetings with parents.</p>
<p>Pupil Premium pupils across the school consistently display positive learning behaviours in all areas of the curriculum</p>	<ul style="list-style-type: none"> <li>• Whole school barriers to learning show that concentration and vocabulary are key factors impacting on our Pupil Premium pupils and most vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils, regardless of need, are engaged and involved in their lessons</li> <li>• All staff plan engaging lessons which meet the needs of their PP pupils</li> <li>• All staff to have been involved in Lesson Studies to enable them to develop their understanding of how children learn best in order to be fully engaged</li> <li>• All staff confidently use their working walls in all lessons in order to develop vocabulary</li> <li>• Colour coding is evident and embedded in Years 1 – 3 to support pupils with vocabulary and word type understanding</li> </ul>	<p>Term 1: 75% pupils engaged in learning</p> <p>Term 2: 80% pupils engaged in learning</p> <p>Term 3: 85% pupils engaged in learning</p> <p>Term 4: 90% pupils engaged in learning</p> <p>Term 5: 95% pupils engaged in learning</p> <p>Term 6: 100% pupils engaged in learning</p>

#### 4. Planned expenditure for 2018/2019

Item/Project	Responsibility and Cost	What is the evidence and rationale for this choice?	Objectives/Milestones	Monitoring	Review date
<p>Family Liaison Officer</p>	<p>£1200</p> <p>Zoe Brockington (Inclusion Leader)</p>	<ul style="list-style-type: none"> <li>• The Governors and Senior Leadership Team have identified (over the last 2 – 3 years) the need to build capacity within the team in order to better support families across the school.</li> <li>• From the success seen through the Structured Conversation approach introduced by Achievement for All, it has become apparent the need for the role of the Family Liaison Officer to ensure this good practice continues but not at the detriment of teaching and learning</li> <li>• Over the last 2 – 3 years we have seen an increase in the amount of families needing to be referred to Early Help</li> </ul>	<ul style="list-style-type: none"> <li>• Identified families are provided with the support needed and improvements are quickly seen</li> <li>• Identified pupils supported by the FLO demonstrate positive learning behaviours in all lessons</li> <li>• Identified pupils supported by the FLO make good progress from their starting points in R/W/M</li> <li>• Identified pupils to have achieved an average of 95% for</li> </ul>	<ul style="list-style-type: none"> <li>• DSL Meetings</li> <li>• Inclusion Leader/FLO meetings</li> <li>• Attendance Reports</li> <li>• Pupil Progress Meetings</li> <li>• Learning Walks</li> <li>• Pupil Voice</li> </ul>	<p>Seasonally</p>

		<p>which demonstrates to us the need for early intervention with some of our families</p> <ul style="list-style-type: none"> <li>Recent changes in the local area, including the development of new housing, has altered the demographics of the school community</li> </ul>	<p>their attendance by the end of the academic year</p>		
Talk for Writing	<p>£5000</p> <p>Susan Walker (English Leader )</p>	<ul style="list-style-type: none"> <li>2017/2018 end of year data and lesson observations shows that for Writing pupil progress and attainment is not meeting the needs of all pupils across the school</li> <li>The Senior Leadership Team (SLT) have identified the need to invest in Talk for Writing in order to improve outcomes for all pupils</li> <li>The SLT believe from their own experience of using Talk for Writing that it would be highly beneficial for the Pupil Premium pupils not currently on track as will allow teachers with the tools to be able to impact on the internal barriers identified; concentration and vocabulary</li> <li>Talk for Writing has been used by a number of the SLT in previous schools and have seen good successes</li> </ul>	<ul style="list-style-type: none"> <li>All teachers have received Talk for Writing Training and have received support across the school year</li> <li>All teachers are involved in Lesson Studies to develop their practice by learning from their colleagues</li> <li>All PP pupils make good progress from their starting points</li> <li>All English teaching and learning is 100% consistently good or better</li> <li>Evidence of Talk for Writing is clearly seen across the school and is starting to be embedded</li> <li>PP pupils speak positively about English and show positive learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks</li> <li>Pupil Voice</li> <li>Teacher Voice</li> <li>Pupil Progress Meetings</li> </ul>	<p>Termly (starting from Term 3 due to training in January)</p>
Conferencing Teaching Assistants for each phase	<p>£32,583</p> <p>Viki Garrett (Deputy Head Teacher)</p>	<ul style="list-style-type: none"> <li>Conferencing Teaching Assistants have continued to have a positive impact on PP pupils since their introduction in 2016/2017 following a review with regards to how TAs are deployed across the school</li> <li>Conferencing TAs provide immediate, individualised verbal feedback which is recognised by the Education Endowment Foundation as having a positive impact on learning by 8 months with little cost</li> <li>Evidence of impact on identified pupils is shared regularly at the Pupil Progress Meetings which are attended by the Conferencing TAs</li> <li>The role of the Conferencing TA was commended during our Achievement for All accreditation in September 2018 as we were able to demonstrate examples of individual children which had resulted in rapid, accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Conferencing TAs have a good understanding of the needs of the PP pupils and provide appropriate support in liaison with the class teacher</li> <li>Conferencing TAs use the tracking document to be able to demonstrate the progress of children against their individual targets</li> <li>All teachers understand the role of the Conferencing TA and deploy them appropriately in order to have a positive impact on pupil progress</li> <li>Pupils make good progress against their individual targets</li> </ul>	<ul style="list-style-type: none"> <li>Learning Walks</li> <li>Pupil Progress Meetings</li> <li>Performance Management</li> <li>Pupil Voice</li> <li>Impact tracking document</li> </ul>	<p>Seasonally</p>

Colour Coding	£15,015 Zoe Brockington (Inclusion Leader)	<ul style="list-style-type: none"> <li>• Colour Coding has continued to have a positive impact on the current Year 2 and Year 3 pupils since the introduction in 2016/2017.</li> <li>• Learning walks and book looks have demonstrated the positive impact it is having on pupils development of vocabulary and understanding.</li> <li>• The use of colour coding is continuing to be embedded across the school and is seen as good practice in Years 1 and 2.</li> <li>• Training is planned for Year 3 and Year 4 teachers during 2018/2019 as well as top up training for KS1 teachers in order to continue to develop teachers understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium pupils in Year 1 – 3 make good progress from their starting point in Reading and Writing</li> <li>• Classroom environment to demonstrate Colour Coding is embedded and is available to all pupils as part of Quality First Teaching</li> <li>• Teachers in Years 1 – 4 are confident at applying Colour Coding during English lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Impact reports from Speech and Language Therapist</li> <li>• Learning Walks</li> <li>• Pupil Voice</li> </ul>	Seasonally
Speech and Language Sessions		<ul style="list-style-type: none"> <li>• Speech and Language continues to be an area for development for a number of pupils across the school for two reasons.</li> <li>• One reason is due to changes in the demographic of the school community which is seen through low starting points for some children in the EYFS</li> <li>• Second reason is due to individual children needing additional speech and language support</li> <li>• Previous speech and language support has had a positive impact on children’s development and is therefore a source of provision we will continue to invest in</li> <li>• Communication and language continues to be a priority as recognised by the Kent County Council research project as well as from our own analysis of pupils in school</li> <li>• 2017/2018 EYFS data shows an increase in Communication and Language</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and Language to be above national for EYFS Pupil Premium pupils and for there to be increase on 2017/18 data</li> <li>• Evidence of progress against individual targets for pupils receiving speech and language therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Impact reports from Speech and Language therapist</li> <li>• Pupil Voice</li> <li>• Pupil Progress Meetings</li> </ul>	Seasonally
Personalised Group Tuition	£570 Viki Garrett (Deputy Head Teacher)	<ul style="list-style-type: none"> <li>• The Education Endowment Foundation demonstrates that one to one tuition can on average accelerate learning by five additional months progress.</li> <li>• As a school we have invested in 1:1 tuition over a number of years and where we have seen a positive impact on either learning or attitude to learning is when there is a clear identified focus and the session is planned to meet the needs of the pupils</li> <li>• For 2018/2019 we have reviewed how the 1:1 tuition money has been used previously and will be trialling having small group tuition over a period of weeks with a clear target to identify whether impact is greater for the PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils have a clear target and progress is accelerated against the target</li> <li>• Group tuition is well planned and meets the needs of the pupils being taught</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Impact report from teacher leading the session</li> <li>• Pupil Voice</li> </ul>	Seasonally

<p>Pupil Premium Promise</p> <ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• School Uniform</li> <li>• PE Kit</li> <li>• Extra-curricular after school club</li> <li>• Curriculum Trips</li> <li>• School Journey (Year 6)</li> <li>• (10 sessions 1:1 Tuition with conferencing TAs – see Conferencing TAs item)</li> </ul>	<p>£2000</p>	<ul style="list-style-type: none"> <li>• We have identified the need to ensure all pupils eligible for Pupil Premium receive the items listed as a bare minimum to enable them to have a similar starting point to their peers. Items have been chosen for the following reasons:</li> <li>• Research indicates that pupils who have eaten will have an increased level of concentration and engagement</li> <li>• By providing these spaces in the past, it has helped to remove the barrier for those pupils that have poor attendance/punctuality; prepare pupils for the day's learning and provide parents with support when required</li> <li>• Over the last 2 – 3 years we have been able to use the Pupil Premium money to fund a number of spaces at our Extra-Curricular clubs after school which has been appreciated greatly by the children and their families</li> <li>• This has helped to increase the number of PP pupils attending extra-curricular clubs and provide additional opportunities to these pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils to have received a good breakfast and have a positive start to the day</li> <li>• Improved attendance/punctuality for identified pupils</li> <li>• Pupils demonstrate positive learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Registers to track attendance</li> <li>• Pupil Progress Meetings</li> <li>• Pupil Voice</li> <li>• Learning Walks</li> <li>• Attendance Reports</li> </ul>	<p>Seasonally</p>
<p>Fruit, Milk and Cereals for KS2 pupils</p>	<p>£1500</p>	<ul style="list-style-type: none"> <li>• It has been identified by the SLT the need for our PP pupils in Year 3 to have access to healthy food at playtimes as they no longer receive free fruit as they enter KS2</li> <li>• It has also been identified the need for free fruit and milk across KS2 to ensure all pupils are receiving the right food to be able to then be ready for learning following break time</li> <li>• A supply of breakfast cereals is also required for some children who do not receive breakfast in the morning regularly and do not attend our breakfast clubs</li> <li>• Research indicates that pupils who have eaten will have an increased level of concentration and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils in KS2 receive a healthy snack for playtime</li> <li>• Improved learning behaviours for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Pupil Voice</li> </ul>	<p>Seasonally</p>
<p>Early Excellence Year 2 of programme</p>	<p>£2400</p> <p>Natalie Pearson (Phase Leader)</p>	<ul style="list-style-type: none"> <li>• Research from the Education Endowment Foundations has shown that Early Years intervention is beneficial and on average can have an impact of five additional months' progress. In addition to this, early intervention appears to be particularly beneficial for children from low income families.</li> <li>• One of the outcomes from the Kent County Council research project showed that investment in Early Years had a positive impact in all schools that took part in the project.</li> <li>• With an increase seen in the number of pupil premium pupils attending Slade in comparison to other year</li> </ul>	<ul style="list-style-type: none"> <li>• For PP pupils in Year 1 and Year 2 to continue to achieve ARE by the end of the academic year</li> <li>• For PP pupils in Year 1 and Year 2 that are not on track to either have made accelerated progress or be on track to achieve their SEN outcomes</li> <li>• Early Excellence Approach to continue to be practised in EYFS and Year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Pupil Progress Meetings</li> <li>• Pupil Voice</li> </ul>	<p>Seasonally</p>

		<p>groups, it is important for us to invest in EYFS and Year 1 to ensure the gap between pupil premium and non-pupil premium does not widen.</p> <ul style="list-style-type: none"> <li>• Having invested in the first year of the Early Excellence Programme during 2017/2018, we have decided to continue this investment into the second year due to the positive impact on pupil outcomes seen in EYFS and Year 1.</li> <li>• 4/6 PP pupils achieved GLD in 2017/2018. 1 of the pupils that did not achieve has severe needs and has an EHCP.</li> <li>• 80% of PP pupils achieved ARE in R/W/M by the end of 2017/2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of the Early Excellence Approach to be seen in Year 2 where appropriate</li> </ul>		
Attendance Incentives	<p>£250</p> <p>Viki Garrett (Deputy Head Teacher)/ Christina (Family Liaison Officer)</p>	<ul style="list-style-type: none"> <li>• We have identified a number of pupils that continue to have poor attendance which is therefore having an impact on their progress</li> <li>• In addition to our Family Liaison Officer supporting these pupils, we have identified the need to introduce alternative reward systems that are an incentive to the pupil premium pupils</li> <li>• Incentives will recognise those that have made vast improvements to their attendance as well as those that consistently demonstrate a good attendance throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils to have demonstrated an improvement in their attendance % by the end of 2018/19</li> <li>• Identified pupils to have achieved an attendance of at least 95% by the end of 2018/19</li> <li>• The gap between pupil premium attendance and whole school attendance to continue to diminish</li> <li>• Pupil Premium attendance to be in line or higher than national</li> <li>• All staff to be aware of any identified pupil premium pupils in their class and be supported by the Family Liaison Officer</li> <li>• All Pupils to be recognised for demonstrating good attendance throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Pupil Progress Meetings</li> </ul>	Termly
Nurture Group Safe Spaces	<p>£2000</p> <p>Zoe Brockington (Inclusion Leader)</p>	<ul style="list-style-type: none"> <li>• Due to an increase seen in the amount of emotional need for some of our pupil premium pupils, we have identified a need for a nurture group in order to ensure all pupils are prepared and ready to learn</li> <li>• A type of nurture group was trialled during 2017/18 with a group of Year 2 pupils which saw great success. The group were taught in a small group for Maths which enabled all pupils to learn in a way best for them. Pupils were tracked on B-Squared to ensure their learning was</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils are well supported in order to ensure they make good progress from their starting point</li> <li>• Identified pupils have access to a safe space around the school and this is clearly communicated to all members of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Learning Walk</li> </ul>	Seasonally

		<p>focused on their gaps. Evidence of impact was seen through the progress each child made with one pupil closing the gap between him and his peers.</p> <ul style="list-style-type: none"> <li>Over the last 1 – 2 years we have recognised that there is a need for pupils to use the learning environment around the school to create safe spaces. When these safe spaces have been created and used well, it has allowed the pupil to use strategies to get themselves back into the correct zone for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Nurture room is set up and correct level of training has been received</li> </ul>		
				<b>Total budgeted cost</b>	<b>£62518</b>

### 5. Review of expenditure for 2017/2018

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium pupils (without Special Educational Needs) to have achieved age related expectations in Reading, Writing and Maths.	<p>Conferencing Teaching Assistants</p> <p>Colour Coding</p> <p>1:1 Tuition</p> <p>Structured Conversations</p> <p>Dyslexia in-class support</p> <p>Early Excellence Project</p> <p>Read and Feed</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>EYFS pupil premium pupils to have achieved a good level of development (GLD) and diminished the difference compared to national</li> <li>Year 1 – Year 6 pupils to have achieved the expected standard or more by the end of the academic year and diminished the difference compared to national</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>✓ EYFS PP pupils without SEN (5 pupils) 80% of these pupils achieved a GLD by the end of the academic year</li> <li>✓ % achieving a GLD for all pupils has increased from 70% (2016/2017) to 77.6% (2017/2018)</li> <li>✓ Year 1 PP Pupils without SEN (6 pupils) 83% achieved the expected standard in R/W/M and combined</li> <li>✓ % of FSM Ever 6 pupils achieving the expected standard in the Phonics Screening has risen from 57.1% (2016/2017) to 66.7% (2017/2018)</li> <li>✓ Year 2 PP pupils without SEN (7 pupils) 57% achieved the expected standard in Reading and</li> </ul>	<p><b>Conferencing Teaching Assistants</b></p> <p>The use of our conferencing TAs continue to be a strength around school and has allowed us this year to be flexible in order to meet the needs of the Year 2 cohort in particular. Due to the skills of this TA, we were able to trial a Year 2 Maths Nurture Group which involved using B-Squared to assess the needs of these children and ensure the planning and teaching targets the gaps in their understanding to make accelerated progress. For the PP pupils in this group, the majority completed the Year 1 Maths curriculum and started the Year 2 curriculum. For one of these pupils, they made accelerated progress and completed the Year 2 curriculum. They were teacher assessed as being on track and now in line with their peers by the end of the year.</p> <p>Our use of conferencing TAs was seen as a strength during our Achievement for All Quality Mark visit as we were able to demonstrate ‘significant successes of individual children including rapid, accelerated progress that has enabled children to transition fully into lessons pitched at age appropriate attainment.’</p> <p><b>We will continue to have three conferencing TAs spread across the school and ensure we respond to the needs of each cohort by being flexible with how these adults are deployed.</b></p> <p><b>Colour Coding</b></p>	



		<p>Maths. Both areas were a main focus for these children.</p> <ul style="list-style-type: none"> <li>✓ Year 3 PP pupils without SEN (1 pupil) 100% achieved the expected standard in R/W/M and combined.</li> <li>✓ Year 4 PP pupils without SEN (5 pupils) 80% achieved the expected standard in Maths and Writing; 100% in Reading and 60% in the combined.</li> <li>✓ Year 5 PP pupils without SEN (4 pupils) 100% achieved the expected standard in R/W/M and the combined</li> <li>✓ See data above for Year 6 pupils</li> </ul>	<p>Now in it's second year, Colour Coding is now embedded across Year 1 and Year 2. Learning environments reflect the good practice that is happening and teacher subject knowledge of different word types has improved. Children are able to use the working walls and 'Dudes' to identify word types and extend their writing. 83% of Year 1 PP pupils achieved the expected standard in Reading and Writing.</p> <p><b>Colour Coding is not currently being reflected in the Year 2 data and therefore we have identified that we need the teaching of Writing to be taught through the style of 'Talk for Writing' in order to provide the ideas and experiences to help these children accelerate.</b></p> <p><b>We have decided that Colour coding will continue to be taught in Year 1 and Year 2 as this is now normal classroom practice and will also provide training for Year 3 teachers to ensure the good work is continued into Key Stage 2.</b></p> <p><b>Dyslexia Support</b></p> <p>The use of dyslexia support within identified classrooms provided the teaching staff with the opportunity to develop their professional development and obtain additional strategies to be able to support those children displaying dyslexic tendencies. Over the year, we have seen an increase in strategies being used across the school and the classrooms becoming more dyslexia friendly.</p> <p><b>Due to the appointment of our new Inclusion Leader, we have decided to stop the in-class dyslexia support for the next year so that the member of staff that was providing this can use her skills elsewhere in school. The Inclusion Leader will be supporting staff across the school to ensure all classes are dyslexia friendly and meeting the needs of the pupils.</b></p> <p><b>Early Excellence Project</b></p> <p>Good impact was seen from investing into the Early Excellence Project in both EYFS and Year 1. 77.6% of all pupils achieved GLD which was a 7.6% increase on the previous year. 73% of pupils in Year 1 achieved the combined by the end of the year. The project has had a positive impact on the Year 1 learning environment and we now have in place an outdoor learning space for these pupils. The Year 1 curriculum is now taught in a less formal way to ensure the needs of all children are met and this has been included the introduction of 'COOL' Time (Choose Our Own Learning).</p> <p><b>We will be continuing with Year 2 of the project to ensure the good practice is continued to be embedded in Year 1. A member of the Year 2 team will be attending alongside a Year 1 teacher to</b></p>	
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			<p><b>help ensure the good practice moves into Year 2 to support pupils so that they have a successful transition.</b></p> <p><b>Read and Feed</b> The club ran successfully during the Spring and Summer term, two mornings a week before the school day. All pupils demonstrated that they had gained confidence with their reading and showed great enjoyment in the books they were reading. The club also provided the opportunity for the children to have time to talk to the adults about their week and interests which we felt had an impact on their well-being as then found the transition into class a lot smoother.</p> <p><b>A learning point from the Read and Feed club is in order to track the impact more closely we need to introduce the measurement of Leuven Scales as the impact is not always seen in the attainment.</b></p>	
<p>Pupil Premium pupils with a Special Educational Need to be on track to meet their end of key stage SEN outcomes</p>	<p>Speech and Language sessions</p> <p>Extra-curricular Lessons</p> <p>Dyslexia in-class support</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>100% of pupils to be on track by the end of the year to meet their end of key stage SEN outcomes</li> </ul> <p><b>Impact:</b> 75% on track to meet end of Key Stage SEN Outcomes</p>	<p><b>Speech and Language Sessions</b> We have continued to see good impact from our investment in providing speech and language sessions for identified pupils on a weekly basis. Our speech and language therapist has built good relationships with staff and pupils over the years and provides a high level of support and training so that staff can ensure good progress is made by these pupils. We ensure the children who need access to this support are prioritised and meet termly to discuss the pupils to ensure the correct level of support is in place and progress is being made. Impact reports are produced by our speech and language therapist each seasonal term which clearly identifies the impact she is having on our pupils.</p> <p><b>We have decided to continue to invest in speech and language sessions for the next academic year due to the impact we can see. Speech and Language also continues to be one of our main barriers to learning across the school.</b></p>	
<p>Pupil Premium attendance % to be in line with whole school attendance.</p>	<p>Breakfast and After School Club spaces</p> <p>Extra-curricular Lessons</p> <p>Structured Conversations</p>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Identified pupils that had below 95% during 2016/2017 to have improved their attendance by the end of the academic year</li> <li>Pupil Premium pupils average attendance to be in line or higher with the whole school attendance %</li> <li>Pupil premium pupils average attendance to be in line or higher with national</li> </ul> <p><b>Impact:</b></p>	<p><b>Structured Conversations</b> Staff continue to have structured conversations with identified families throughout the school year in order to strengthen relationships. This take various forms depending on the purpose of the conversation. When attendance in particular is raised as a concern then through following the school attendance policy this can result in a meeting with the attendance officer, Head Teacher and the School Liaison Officer. We have seen a positive impact from these meetings for a number of children where parents have responded well and therefore we have seen an increase in attendance %.</p>	

		<ul style="list-style-type: none"> <li>• 8/14 pupils identified at the end of 2016/17 as having an attendance below 95% had a 95%+ attendance by the end of 2017/18</li> <li>• 11/14 pupils had improved their attendance figures from 2016/17 to 2017/18</li> <li>• From 2016/17 to 2017/18 we saw a 1.44% increase in attendance for pupil premium pupils</li> <li>• At the end of 2016/17 there was a -2.86% difference between pupil premium pupils and the whole school whereas at the end of 2017/18 there was a -1.61% difference. This shows we are diminishing the difference</li> </ul>	<p>Our structured conversation model was seen as a strength during our Achievement for All Quality mark visit and was described as ‘improving communication and enabling staff to build trusting relationships with parents. ‘Parent Partnership’ meetings have provided opportunities for teachers to work collaboratively with parents in meaningful ways, challenging assumptions and promoting a shared aim to ensure each child succeeds. Making time to listen to parents talk, identifying barriers to their involvement and exploring the challenges their children face has supported a change in the way staff approach working with targeted families.’</p> <p><b>We will continue to use the structured conversation approach to engage parents. We recognise though that for some members of staff that this can be daunting and therefore will consider providing training and using our newly appointed Family Liaison Officer to ensure all staff are confident with talking to families.</b></p>	
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## 6. Additional detail

In order to be more effective we will:

- Continue to build on the good work recognised from achieving the Achievement for All Quality Mark
- Identify opportunities to work with other schools in the collaboration and local area to ensure we are up to date with research and new initiatives