

Derwentwater Primary School Pupil Premium Strategy Impact Report: Academic Year: 2017 – 2018

Headlines

Attendance:

- Attendance of disadvantaged pupils has improved from 95.8% to 96.6%.
- Persistent absentees have reduced from 11.1% to 7.2%

Outcomes:

- 65% (11) of disadvantaged pupils have met GLD.
- 80% of pupils including disadvantaged pupils met the required standard in the Year 1 phonics check.
- At the end of Key Stage 1, disadvantaged pupils outperformed non-pupil premium pupils in writing and mathematics at expected levels.
- In most year groups gaps are diminishing.
- In Year 2, Year 4 maths and Year 5 writing, children are outperforming their non-disadvantaged peers.
- Attainment has risen across the school.
- In all year groups, almost all disadvantaged pupils who do not have SEND are working at age-related expectations or above in all subject areas.

Reception

	Reception GLD
DPS Pupil Premium	65%(11)
DPS Non - Pupil Premium	78%
National Non – Pupil Premium	

Reception Early Learning Goods			
	DPS Pupil Premium (11)	DPS Non - Pupil Premium (54)	National
Speaking	100%	81%	86%
Health and self-care	91%	87%	91%
Managing feelings and behaviour	100%	89%	88%
Making relationships	100%	87%	90%
Reading	91%	80%	77%
People and communities	100%	83%	86%
The World	100%	83%	86%
Technology	100%	98%	93%
Exploring media and materials	100%	91%	89%
Being imaginative	100%	91%	89%
Writing	64%	80%	74%
Number	64%	81%	80%
Next Step: <ul style="list-style-type: none"> • Focus on vocabulary, language and communication. • Raise attainment for this cohort through quality first teaching and bespoke interventions. 			

Year 1

Year 1	Phonics Screening Passed
DPS Pupil Premium	80%(8)
DPS Pupil Premium and SEND	100%(1)
DPS Non - Pupil Premium	95%(60)
National Non – Pupil Premium	

Attainment		Reading				Writing				Mathematics			
Year 1	No	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
DPS PP	10	0% (0)	40%(4)	40%(4)	20%(2)	0% (0)	50%(5)	50%(5)	0% (0)	0% (0)	40%(4)	60%(6)	0% (0)
DPS PP and SEND	1	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	1%(100)	0% (0)	0% (0)	0% (0)	1%(100)	0% (0)	0% (0)
DPS Non - PP	63	1%(1)	32%(22)	41%(28)	26%(18)	3%(2)	33%(22)	49%(33)	16%(11)		30%(21)	52%(36)	17%(12)

Progress		Reading		Writing		Mathematics	
Year 1	No	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress
DPS PP	10	60% (6)	30%(3)	20%(2)	30%(3)	70%(7)	10%(1)
DPS PP and SEND	1	100%	0%	100%	0%	100%	0%
DPS Non - PP	63	63%(40)	30%(19)	54%(34)	29%(18)	63%(40)	27%(17)
Next Step:							
<ul style="list-style-type: none"> Targeted interventions for the two pupils who did not pass the screening. Raise attainment for this cohort through quality first teaching and bespoke interventions. 							

Year 2

Year 2	Phonics Rescreening Pass
DPS Pupil Premium	57%
DPS Non - Pupil Premium	47%
National Non – Pupil Premium	

Attainment													
Year 2	No	Reading				Writing				Mathematics			
		WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
DPS Pupil Premium	19	26%	19%	42%	13%	26%	26%	52%	3%	19%	36%	39%	6%
DPS Pupil Premium and SEND	5	40%	20%	40%	0%	60%	20%	20%	0%	40%	20%	40%	0%
DPS Non - Pupil Premium	58	31%	21%	33%	15%	31%	26%	41%	2%	20%	32%	35%	13%

Progress							
Year 2	No	Reading		Writing		Mathematics	
		Expected progress	Accelerated Progress	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress
DPS Pupil Premium	19	42%(8)	37%(7)	47% (9)	26% (5)	53% (10)	26% (5)
DPS Pupil Premium and SEND	5	0% (0)	60%(3)	20% (1)	20% (1)	40% (2)	20% (1)
DPS Non - Pupil Premium	58	33%(19)	22%(13)	34% (20)	14% (8)	41% (24)	8% (5)

Next Steps:

- Raise attainment for this cohort through quality first teaching and bespoke interventions.
- Targeted interventions for the pupils who did not pass the screening.

Year 3

Attainment													
Year 3	No	Reading				Writing				Mathematics			
		WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
DPS PP	8	0% (0)	50%(4)	50% (4)	0% (0)	0% (0)	50% (4)	50% (4)	0% (0)	12% (1)	38% (3)	38% (3)	12% (1)
DPS PP and SEND	2	0% (0)	100% (2)	0% (0)	0% (0)	50% (1)	50%(1)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)
DPS Non - PP	64	20%(13)	7% (4)	59% (38)	14% (9)	17% (11)	22% (14)	47% (30)	14% (9)	17% (11)	16% (10)	44% (28)	23% (15)

Progress							
Year 3	No	Reading		Writing		Mathematics	
		Expected progress	Accelerated Progress	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress
DPS Pupil Premium	8	38% (3)	25% (2)	63% (5)	13% (1)	63% (5)	25% (2)
DPS Pupil Premium and SEND	2	50%(1)	50% (1)	50%(1)	0%(0)	50% (1)	0%(0)
DPS Non - Pupil Premium	62	65% (40)	8% (5)	71% (44)	11% (7)	61% (38)	18% (11)

Next Step:

- Raise attainment for this cohort through quality first teaching and bespoke interventions.

Year 4

Attainment													
Year 4	No	Reading				Writing				Mathematics			
		WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
DPS PP	22	14%(3)	23% (5)	64%(14)	0%(0)	14% (3)	23% (5)	59% (13)	5% (1)	14% (3)	10% (2)	68% (15)	9% (2)
DPS PP and SEND	4	75% (3)	25% (1)	0%(0)	0%(0)	75% (3)	25% (1)	0%(0)	0%(0)	75%(3)	25% (1)	0%(0)	0%(0)
DPS Non - PP	47	17% (8)	18% (8)	51%(24)	15% (7)	21%(10)	28%(13)	34%(16)	17%(8)	11%(5)	19%(7)	60%(28)	11%(5)

Progress							
Year 4	No	Reading		Writing		Mathematics	
		Expected progress	Accelerated Progress	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress
DPS PP	22	64%(14)	18%(4)	59%(13)	18%(4)	68%(15)	27%(6)
DPS PP and SEND	4	50%(2)	25%(1)	25%(1)	0%(0)	75%(3)	0%(0)
DPS Non - PP	43	72%(31)	14%(6)	56%(24)	33%(14)	59%(26)	23%(10)

Next Step:

- Raise attainment for this cohort through quality first teaching and bespoke interventions.

Year 5

Attainment													
Year 5	No	Reading				Writing				Mathematics			
		WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
DPS PP	26	12%(3)	34%(9)	38%(10)	15%(4)	15%(4)	16%(4)	54%(14)	15%(4)	8%(2)	23%(6)	62%(16)	8%(2)
DPS PP and SEND	7	43%(3)	29%(2)	29%(2)	0%(0)	57%(4)	14%(1)	29%(2)	0%(0)	29%(2)	29%(2)	43%(3)	0%(0)
DPS Non - PP	61	25%(15)	20%(12)	39%(24)	16%(10)	26%(16)	10%(6)	49%(30)	15%(9)	10%(6)	12%(7)	51%(30)	27%(16)

Progress							
Year 5	No	Reading		Writing		Mathematics	
		Expected progress	Accelerated Progress	Expected progress	Accelerated Progress	Expected progress	Accelerated Progress
DPS PP	26	58%(15)	15%(4)	42%(11)	46%(12)	69%(18)	23%(6)
DPS PP and SEND	7	43% (3)	29%(2)	43%(3)	43%(3)	57%(4)	43%(3)
DPS Non - PP	52	60%(31)	33%(17)	40%(21)	54%(28)	67%(35)	27%(14)
Next Step:							
<ul style="list-style-type: none"> Raise attainment for this cohort through quality first teaching and bespoke interventions. 							

Year 6

Year 6	No	Reading		Writing		Mathematics		SPAG		Combined	
		EXP	HS	EXP	GDS	EXP	HS	EXP	HS	EXP	HS
DPS PP	48	69%	13%	65%	8%	69%	19%	75%	31%	54%	4%
DPS PP and SEND	10	10%	0%	20%	0%	10%	0%	20%	0%	0%	0%
DPS Non - PP	54	80%	28%	80%	17%	83%	28%	83%	46%	70%	15%
DPS All Pupils	102	75%	21%	73%	13%	76%	24%	79%	39%	63%	10%

Progress	No	Reading	Writing	Mathematics
Year 6				
DPS Pupil Premium	48	-0.4	-1.1	0.6
DPS Pupil Premium and SEND	10	-2.3	-1.1	-2.2
DPS All Pupils	103	-0.5	-1.2	0.4
DPS Non-Pupil Premium	54	-0.5	-1.3	0.4

Diminishing the Gap 2017-2018

Diminishing the Gap between Pupil Premium and Non-Pupil Premium children 2017-2018			Targets 2018-2019
Early Years	PP children's attainment was higher than Non-PP children in all areas except for writing and number		Current Year 1s To increase attainment by a further 10% in writing and maths
Year 1 Reading Year 1 Writing Year 1 Maths	The gap did not diminish The gap did not diminish The gap did not diminish	7% gap 15% gap 9% gap	Current Year 2s To increase attainment by 10% Reduce the gap by 10% To increase attainment by 10%
Year 2 Reading Year 2 Writing Year 2 Maths	Diminished the gap by 9% Diminished the gap by 22% Diminished the gap by 5%	PP exceeding by 7% PP exceeding by 12% 3% gap	Current Year 3s To increase attainment by a further 10% To increase attainment by a further 10% To increase attainment by a further 10%
Year 3 Reading Year 3 Writing Year 3 Maths	The gap did not diminish Diminished the gap by 3% Diminished the gap by 10%	23% gap 11% gap 16% gap	Current Year 4s Reduce the gap by 10% Reduce the gap by a further 10% Reduce the gap by a further 10%
Year 4 Reading Year 4 Writing Year 4 Maths	The gap did not diminish The gap diminished by 3% The gap diminished by 2%	2% gap PP exceeding by 13% PP exceeding by 6%	Current Year 5s To increase attainment by 10% To increase attainment by a further 10% To increase attainment by a further 5%
Year 5 Reading Year 5 Writing Year 5 Maths	The gap did not diminish Diminished by 3% Diminished by 2%	2% gap PP exceeding by 5% 8% gap	Current Year 6s To increase attainment by 10% To increase attainment by a further 10% To increase attainment by a further 10%
Year 6 Reading Year 6 Writing Year 6 Maths	Diminished the gap by 6% The gap did not diminish The gap did not diminish	11% gap 15% gap 15% gap	

Summary Information:

Total number of pupils in the school: 623 pupils	School Total Pupils: Reception – Year 6: 593 pupils Nursery: 30 pupils
Total Pupil Premium Budget: £264,000.00 April 2017 – March 2018 Early Years: £3,153	Total Number of Pupil Premium Pupils: 200 pupils (January 2017) Nursery Pupil Premium Pupils: 12 pupils (January 2017)
LAC: £3,000	Date of most recent pupil premium review: September 2018

Reference Table:

Year Group	PP (Dfe)	FSM (Eligible for PP, awaiting categorisation)	Total Disadvantaged	Percentage
Nursery	11	0	11	23%
Reception	0	11	11	16%
Year 1	10	7	17	22%
Year 2	19	12	31	36%
Year 3	8	2	10	14%
Year 4	22	1	23	32%
Year 5	26	3	29	34%
Year 6	44	7	51	47%
	129	54	183	Overall 30%

Attainment: July 2017

Year 6 July (35 pupils)	2015 – 2016			2016 – 2017				
	DPS PP	DPS All pupils	All pupils Nat	DPS PP	DPS All pupils	All pupils Nat	Nat PP	Nat All other pupils
% achieving at or above in reading, writing and mathematics	43%	55%	53%	57%	62%	61%	48%	67%
% achieving the higher standard in reading, writing and mathematics	0%	12%	5%	2%	11%	9%	4%	11%
% at expected for writing	66%	76%	74%	67%	69%	76%		81%
% at expected for reading	49%	60%	66%	67%	71%	72%		77%
% at expected for mathematics	74%	80%	70%	77%	76.2%	75%		80%
% at expected for EGPS	74%	80%	73%	77%	80%	77%		82%
% at greater depth for writing	9%	22%	15%	5%	13%	18%		21%
% at the higher standard for reading	9%	29%	19%	17%	32%	25%		29%
% at the higher standard for mathematics	11%	24%	17%	19%	25%	23%		27%
% at the higher standard for EGPS	17%	33%	23%	33%	40.5%	31%		36%
% making progress in reading	-2.1	-0.78	0.0	-0.7	0.7	0.0	-0.7	0.3
% making progress in writing	-0.9	-0.02	0.0	-2.1	-1.4	0.0	-0.4	0.2
% making progress in mathematics	1.2	1.36	0.0	0.8	0.5	0.0	-0.6	0.3

Barriers to future attainment (for pupils eligible for PP)

In-school barriers: (Data sources: Internal data and Analyse School Performance)

1. PP pupils have very low entry points into Derwentwater (in comparison to non-PP) and in general are behind the expected standard. Children need to make accelerated progress in the 3 prime areas. These low starting points have also meant that often PP children have major gaps in their understanding of key facts/basic skills in the core subjects. These gaps often take a number of years to close.
2. PP children's exposure to high-level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, fewer pupils achieve expected in reading and writing as well as greater depth in reading, writing and mathematics.
3. Aspirations of children and role models for PP children are typically not as high as non-pp children and this can have an impact on their characteristics of effective learning (including their resilience towards tasks and positive learning behaviours) – historically, in some year groups, this has led to attainment gaps.

External barriers (issues which also require action outside school, such as low attendance rates)

4. Some families and pupils (mostly eligible for PP) would benefit greatly from additional support and nurture. The levels of engagement with the school of those same families is often an issue and can become a barrier to success and progress.
5. Parental educational background.
6. Circumstances in the home have an impact on the pupil's emotional well-being in school. Historically at Derwentwater, PP children are more likely to have to deal with challenging home circumstances. This is a barrier to progress.
7. Opportunity for support in completing home learning/access to learning material is often limited for PP children and many children need additional support with this.
8. Lack of experience of career choices available leading to low long-term career aspirations.
9. Poor dental hygiene.
10. Not having breakfast and therefore starting the day off hungry resulting in poor attention and concentration.
11. Limited access to quality reading materials.
12. Limited opportunity to participate in enrichment activities outside of school.
13. Poor quality models of speaking and listening.
14. Lack of access to additional educational opportunities and equipment such as tutoring, ICT.

Desired outcomes

	Desired Outcomes:	Success Criteria:
1.	Progress: Pupil premium pupils in all year groups to make progress in line with their counterparts.	All pupils meet their targets and make appropriate progress as set in September 2017 baselines.
2.	Attainment: To raise standards of attainment to reduce the gap between pp and non-pp pupils in core subjects, including science. To reduce the attainment gap of children achieving greater depth in all subject areas between pp and non-pp.	All pupils meet their attainment and progress targets set in September 2017 baselines.
3.	Basic Skills: To raise the standards of attainment for PP children in understanding and recalling of basic facts.	80% of pupils reach their basic skills expectation in Nursery through to Year 1. 100% of pupils reach their basic skills expectation from Year 2 through to Year 6 by July 2018.
4.	Build Confidence and Social Skills: To develop pupils' confidence and social skills.	100% of pupils feel confident about themselves. Pupils feel that they are able to make friends easily and know how to deal with friendship issues.
5.	To continue to rigorously monitor and review standards of attainment and progress for PP children in all subjects and to implement actions accordingly to close any gaps that emerge during the school year – including supporting teachers with delivering consistently good quality first teaching in all subjects.	- Senior leadership team utilise termly assessment data to analyse progress and attainment of PP children and coordinate (through pupil progress meetings) implementation of interventions where necessary. - All teachers utilise effective assessment for learning strategies to ensure PP children make accelerated progress.
6..	To provide support for pupils and families to ensure those with high needs have access to relevant support.	All high need PP children have access to a range of services to improve their learning potential.

Planned Expenditure 2017 – 2018:

Intervention outcome codes: 0 Expected +1 More than expected +1.5 Significantly more than expected +2 Significantly more than expected

Quality of teaching for all					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Progress and Attainment	Additional focused teaching support – through planning support and team teaching led by Subject Leads and Assistant Headteachers (ongoing) Cost: £60,000	Utilising expertise, experience and strengths to develop standards of teaching through a collaborative approach has been proven to be effective in raising standards. There will be a focus on team teaching and shared planning.	Monitoring of progress of key children and rolling monitoring and improvement cycle. Evaluation of teaching & learning. Analysis of data. Subject and phase reviews. Book monitoring. Learning Walks.	SLT	Teaching improved across the school as a result of leadership support and CPD. This is evidenced through external validation.
Progress and Attainment	Pupil premium pupil progress focus meetings to be run with the Head/DHT on a half termly basis. Cost: £6,000	Regular pupil progress meetings develop closer tracking of pupil premium children. Teachers are constantly evaluating progress and developing next step support strategies.	Time planning	Head DHT	Ongoing pupil progress meetings showed that teachers had a clear understanding of pupils' needs and next steps.
Progress and Attainment	Specialised CPD to support pupil progress and emotional health (ongoing) Cost: £2,000	Specialist Practitioner Research-based strategies which have positive impacts.	Reviewing training before it happens. Review impact in classrooms.	Counsellor SALT EP	The behaviour and wellbeing of pupils improved. As a result of the training, teachers felt more equipped to support pupils. Pupil voiced showed that they were happier.

<p>Progress and Attainment</p>	<p>Speech and Language Therapist employed four days a week. Cost on PP budget is 1.5 days per week. Cost: £12,000</p>	<p>Specialist Practitioner Research-based strategies which have positive impacts.</p>	<p>Review the impact of pupil programmes.</p>	<p>SALT SENCo</p>	<p>As a result, we have become a more inclusive school at the universal level. Staff expertise have improved.</p> <p>The children in wave 3 interventions are making significant progress.</p> <ul style="list-style-type: none"> Colourful Semantics 1 +2 Colourful Semantics 2 +2 Colourful Semantics 2 +1 Concepts through movement +2 Concepts through movement +2 Concepts through movement +1.5 Concepts through movement +1 Lego Therapy +1 Lego Therapy +2 Past Tense programme +2 Past Tense programme +1 Plurals Programme +2 Plurals Programme +2 Pronoun programme +2 Pronoun programme +2 Reading between in lines +1 Semantic Links +1 Sequential Concepts Programme +2 Semantics programme +2 Vocabulary programme +1 Social Skills Group +2 Health Speech and Language Speech Sounds +1 Narrative Therapy group +2 Speech and Language – Fronting Pack +2 Speech and Language Therapy +2
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Targeted Support					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Progress and Attainment	Leadership to teach small booster groups twice a week, to specifically target pupil's gaps. Cost: £41,000	Leadership team have the expertise, experience and strengths in closing pupils' gaps. This has been proven to have a high impact on pupil outcomes, including PP.	Analysis of data of intervention impact.	SLT	Year 1 Pre-Teach Maths +1.8 Targeted Year 2 Maths +1.1 Year 1:1 Focus Readers +1.3 Year 2 Reading WTS-EXP +0.7 Year 2 Reading WTS-EXP +2 Year 2 writing PP Group 1 +0.6 Year 2 writing PP Group 2 +0.5 Year 3 Maths Intervention +0.4 Year 3 Maths Support +2 Year 3 Maths Intervention +0 Year 3 English Support +2 Year 4 Reading Booster WB +0.8 Year 4 Writing Booster WB + 1 Year 4 English Support +2 Year 4 Mathematics in class support +2 Year 5 Reading Booster WB +0.5 Year 5 Writing WB +1.3 Year 5 Reading WB +0.8 Year 5 GDS Reading Booster +0.8 Year 5 Maths Intervention +0.9 Year 6 English support in class +2 Year 6 GDS Writing Booster +1.8 Year 6 During School Maths +1.3 Year 6 Push to EXS Readers +1.8 Year 6 Push to EXS Writers +1 Year 6 push to GDS Writers +1.8 Year 6 push to GDS writing boosters +1.2 Year 6 Maths +3 Year 6 Maths +1

					Year 6 Maths +1.3 Year 6 Maths +2 Targeted Year 3 Maths +1
Progress and Attainment	Before school pre-learning lessons four days a week) Cost: £8,600	Pupils benefit from pre-teaching. This has been proven to have a high impact on pupil outcomes – including PP.	Analysis of data of intervention impact.	Maths Leaders	Year 6 Pre-Teach +2
Build confidence and make friends	Lunchtime social and communication club (Spring and Summer Term) Cost: £ 2,500	To enable children who struggle with friendships and communication to develop confidence and skills through games, song and role play. This will be the first time that this club will be running.	Baseline surveys Half Termly follow up surveys.	SENCo TA	Lunchtime Support +2
Build confidence	After school speech and language groups Year 3-6 (Spring and Summer Term) Cost: £3,100	Supporting children with autism to explore strategies and raise self-esteem. Historic data shows that this has a high impact.	Baseline surveys Baseline diagnostic baselines and follow up surveys. Half Termly follow up surveys.	SALT SENCo	Group impact +2 Social Skills Group +1 Social Skills Group +1
Progress and Attainment	RWI Year 1 and 2 phonics 1-2-1 tuition. (daily) Cost: £7,000	Identifying pupils' gaps and teaching to them. The data from the last two years shows that it has a good impact and the number of children who are achieving the phonics screening check has increased annually.	Progress assessments every 6 weeks.		Year 1: +1.6 Year 2: +1.3 Keep up Phonics 1 +2 Keep up Phonics 1 +1.3 RWI 121 +1.6 Year 2 RWI Booster +1.3

Progress and Attainment	Train parents to be reading volunteers (5 sessions) Cost: £3,000	Pupils benefit from 1-2-1 reading as they do not receive it at home. 1-2-1 reading has an impact on pupil progress.	Progress assessments every 6 weeks.	DHT PSA	Pupil voice shows that pupils enjoyed the sessions. Reading age scores rose.
Progress and Attainment	Daily 1-2-1 Reading in Reception Cost: £9,400	Pupils benefit from personalised support. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact.	EYFS Leader	Expected Progress Good Progress 3 pupils
Progress and Attainment	Reception – Talking Box intervention (Three times a week) Cost: £1,900	Pupils develop their support language. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact.	SALT EYFS Leader	All pupils made expected progress. This had a positive impact on their speaking, understanding, literacy and topic learning. They could participate in whole carpet sessions with the rest of the class. 1 selective mute is now speaking. Box Clever Intervention +1.6
Progress and Attainment	Nursery – Talking Box intervention (Three times a week) Cost: £1,900	Pupils develop their language skills. This has been proven to have a high impact on pupil outcomes.	Analysis of data of intervention impact.	SALT EYFS Leader	Children who have been on the programme all year made good progress. High mobility was an issue with many new children arriving and joining the programme. All pupils made expected progress.
Progress and Attainment	After school maths intervention (days a week) Cost: £2,300	Pupils benefit from pre-teaching and revision. This has been proven to have a high impact on pupil outcomes, including PP.	Analysis of data of intervention impact.	TA Maths Leaders	Maths Intervention after school +1.2 Year 6 pre-teach +1.3
Progress and Attainment	Year 6 specialist mathematics teacher (daily)	Pupils benefit from smaller classes and specialist teaching.	Analysis of data	Maths leader	Baseline 0% of pupils attained expected standard. July 2018 57% of pupils attained expected standard.

	Cost: £12,000	This has been proven to have a high impact on pupil outcomes, including PP.			
Progress and Attainment	Nessy Reading and Spelling Year 3 to 6. (annual) Cost: £4,200	Reading and spelling program to develop phonic awareness, phonics, blending, sight words, fluency, spelling, vocabulary and comprehension. Aimed at children who struggle to read and spell, children with EAL and particularly children with dyslexia. Studies show that this has a positive impact on pupils' reading age.	New Salford reading test to establish chronological baseline follow up 6 months later	SENCo TA	Year 3 +1 Year 4 +1.8
Progress and Attainment	Reading Eggs and Reading Express (annual) Cost: £5,000	Computer program to develop phonological awareness, develop vocabulary, fluency and comprehension. Improve spelling skills and reading skills through engaging interactive activities. Historic data shows that this has a high impact on students' reading age.	Programme continuously measures impact. Analysis of this program will be on a half termly basis.	SENCo TA	Year 3 Nessy Reading and Spelling +1 2300 books read – on average 18 books per pupil Usage was inconsistent across the school, however for those children who used it consistently more lexical growth was made. Increase profile of R.Eggs in assemblies, workshops and classes. Pupil voice shows that the children enjoy Reading Eggs: <i>'It's fun because you can play against friends and it's educational.'</i> <i>'You can play and learn.'</i> <i>'It's fun because you can learn English at the same time as playing.'</i>

					<p><i>'I really like it because it looks at grammar and spellings.'</i></p> <p><i>'It's good but sometimes it's hard. It helps me speak.'</i></p> <p><i>'I like all of it.'</i></p>
Progress and Attainment	<p>Thirdspace Maths tuition Year 3 to 6 (annual)</p> <p>Cost: £22,400</p>	<p>Online one to one tutor to work on individualised curriculum with pupils. Impact reports show that the pupils make good progress.</p>	<p>Half termly pupil progress report. Reports to be analysed and correlated.</p>	<p>Maths leaders</p>	<p>Group 1 Progress average +0.5</p> <p>Group 2 Progress average +1.5</p>
Progress and Attainment Build confidence	<p>Lunchtime Homework Club (weekly)</p> <p>Cost: £2,300</p>	<p>To support children who have not returned or completed homework. This is the first time that we will be running the club as a result of pupils' requests.</p>	<p>Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that they are making, pre and post joining the club.</p>	<p>SENCo TA</p>	<p>Children used the computers to complete Reading Eggs and mathematics games. They enjoyed coming in to learn.</p>
Progress and Attainment Build confidence	<p>After school homework club (four times a week)</p> <p>Cost: £3,500</p>	<p>To support children who have not returned or completed homework. This is the first time that we will be running the club as a result of pupils' requests.</p>	<p>Register to be kept on pupil attendance. Pupil baseline surveys on how they feel about homework and the progress that they are making, pre and post joining the club.</p>	<p>SENCo TA</p>	<p>Homework club impact was inconsistent. Some children completed set tasks but several children did not take any homework with them and would access reading eggs or Nessy instead. Pupils on the whole were positive about the club:</p> <p><i>'I like it because it is quiet and you can do your homework.'</i></p> <p><i>'At home I get disturbed by my sister talking to me or my dad or tv.'</i></p> <p><i>'I can do it all in one day.'</i></p> <p><i>'It was really good atmosphere and it was quiet.'</i></p>

<p>Build confidence and make friends</p>	<p>Lunchtime Wellbeing group (weekly) Cost: £2,500</p>	<p>Target children who have multiple vulnerabilities (special needs children, EAL pupils and Pupil Premium). The focus of this group will be social interaction and well-being – games, drawing, mindfulness colouring, origami etc. This is the first time that we will be running the club as a result of pupils’ requests.</p>	<p>Pupil emotional wellbeing baseline surveys. Pupil conferencing.</p>	<p>SENCo TA</p>	<p>Children had fewer disruptive incidents at lunch time. Children had more success in the afternoon lessons. TA: ‘7 children accessed it regularly across year groups. They were very supportive of one another and enjoyed socialising with one another. They developed speaking and listening skills.’</p>
<p>Build confidence and make friends</p>	<p>School counselling ‘The Space’ (annual) Cost: £7,100</p>	<p>‘The Space’ gives children the opportunities for self-referral.</p>	<p>School counsellor keeps records of pupils attending and produces a monitoring report on a termly basis</p>	<p>DHT Counselling Manager</p>	<p>School Counselling Service +2 Children enjoy sessions and felt safe to talk. Trends for drop-ins: 107 self-referrals 59 visits</p>
<p>Build confidence and make friends</p>	<p>1-2-1 school counselling (annual) Cost: Part of school counselling</p>	<p>Pupil premium children are referred by the school for 1-2-1. Historic data shows that it has a positive impact on a pupil’s wellbeing.</p>	<p>Baseline surveys are done with the pupil, parent and class teacher. Follow up surveys are done when appropriate.</p>	<p>DHT Counselling Manager Counsellor</p>	<p>4 children were seen by a psychotherapist. CSM worked with the class teachers to share helpful information which helped the children in their classes. CSM held termly meetings with parents to develop a close partnership. CSM collected attainment and emotional being data across the year. Feedback was positive.</p>
<p>Build confidence Progress</p>	<p>1-2-1 and small group occupational therapy programs (weekly) Cost: £2,600</p>	<p>Programmes are designed by the local authority Occupational Therapist. The programmes focus on improving pupils’ fine, gross motor skills and core strength.</p>	<p>Therapist creates baselines and does post-intervention measurements.</p>	<p>SENCo Occupational Therapist</p>	<p>Pupils made expected progress from baselines.</p>

Support for pupils and families					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for parents	Parent drop-ins with the Counselling Manager (weekly) Cost: Part of counselling	Parents require the opportunity to have someone to speak to about their issues. Historic data shows that this has a good impact on our pupils' well-being.	The Counselling Manager keeps a record of parents' attendance and general commentary on parental issues.	DHT Counselling Manager	Impact of intervention +2 Parents that are using it feel very positive. 15 parents attended the Raising Child's Self Esteem coffee morning in children's mental health week. "Thank you so much for supporting us through this bereavement and giving extra time to X out of class" Friendship group – School Counsellor: supporting children with friendship skills, managing conflicts, peer pressure, choosing friends and listening skills.
Support for parents	Parents Support Adviser (PSA) (annual) Cost: £34,000	To provide guidance and advice to parents and carers on supporting their children at home. Improving links with parents to increase their involvement in school life. To deliver tailored workshops, for example on reading, healthy eating, parenting skills to help parents know how best to improve children's outcomes.	The PSA keeps a log of parents supported and impact of support. Following every parent workshop feedback is collected by parents. Arabic and Somali coffee mornings provide parents with the opportunities for feedback and strategy and themes for upcoming events.	PSA	Ongoing liaison support was given to parents in a non-judgemental way which allowed parents to have the confidence to engage with the school on a range of social and learning issues. Ongoing workshops and information sessions for parents provided them with information/advice on their children's education and wellbeing. This supported and impacted on the parents' understanding of their children's social and educational needs.

					One to one support and signposting had a positive impact on family life and wellbeing. Identified children were mentored, this had a positive impact on children's behaviour in school and consequently, alleviated parental anxiety about how their children are coping in the school environment.
Build confidence and make friends	Activities and experiences Funding for participation in wider school activities (ongoing) Cost: £3,700	To enable full participation in all school activities so that disadvantaged pupils can take advantage of the same opportunities available to their peers, enabling them to acquire life skills and improve their self-confidence.	Feedback from pupils.	SBM AHTs DHT	Pupils enjoyed the activities and experiences.
Support for parents	Phonics workshops in EYFS and KS1 (six sessions) Cost: £1000	To enable parents to support their child in learning to read.	Feedback from parents.	EYFS Leader AHT KS1	Parents enjoyed workshops. Parents' feedback that they were now better able to support their children at home.
Support parents Build confidence and made friends	Wrap around care funding for before and after school. (ongoing) Cost: £2,500	To ensure children from disadvantaged families enjoy a healthy breakfast and to provide opportunities for parents to take up employment, improving quality of life and outcomes for these children.	Feedback from pupils and parents.	DHT SBM	Pupils felt calm and ready for the school day.