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# CALE GREEN PRIMARY SCHOOL

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**PUPIL PREMIUM STRATEGY 2018/19**

**PRESENTED TO GOVERNORS 10.10.18**



## **CONTENTS**

### **SECTION 1: CONTEXT OF SCHOOL AND PUPIL PREMIUM STRATEGY**

- Page 2      What is the Pupil Premium Grant and how can I apply for Pupil Premium Funding?
- Page 3:      What is unique and distinctive about the context of Cale Green and our Pupil Premium Offer?
- Page 6:      How do we decide how to spend the funding?
- Page 7:      How is the impact of spending recorded, measured, reported and reviewed?

### **SECTION 2: KEY BARRIERS AND SPENDING PRIORITIES**

- Page 8:      Overview of barriers and main spending priorities 2018/19
- Page 9:      How will we spend the funding? What are the desired outcomes? How will we ensure value for money and evaluate strategies?
- Page 19:     When will the strategy be reviewed?

# SECTION 1

## WHAT IS THE PUPIL PREMIUM GRANT? HOW CAN I APPLY FOR PUPIL PREMIUM FUNDING?

The Pupil Premium Grant (PPG) is a government grant in addition to the main school funding that schools receive in their annual budgets. We believe that appropriate use of this money is the best way to close the gap in educational inequalities between children in schools.

Pupil Premium Funds are received for: Every child who qualifies for Free School Meals (FSM) currently, or has qualified in the past 6 years - £1320 per eligible pupil. The pupil premium for 2018 to 2019 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2016.

Eligibility for funding has been extended to all children who:

- Have been looked after for one day or more
- Were adopted from care on or after 30th December 2005 left care under
- Had a special Guardianship Order on or after 30th December 2005
- Had a Residence Order on or after 14th October 1991.
- Service children - £300
- Looked After Children (LAC) and post-LAC £2300

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. 3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria and their family gets **one** of the following:

Income Support, income-based Jobseeker's Allowance, income-related Employment and Support Allowance, support under part VI of the Immigration and Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit or Universal Credit.

Children will also attract funding if:

they are currently being looked after by a local authority in England or Wales, they have left care in England or Wales through: an adoption, a special guardianship order or a child arrangement order.

Children must receive free early education in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are entitled to in order to get EYPP. Children become eligible for free early education at different points in the year depending on when they turn 3. **Please note that 4-year-olds in primary school reception classes who already receive the school-age pupil premium are not eligible for EYPP funding.** This means that in the financial year 2015 to 2016, providers received £302.10 for each eligible child who takes up the full 570 hours of state-funded early education they are entitled to.

If a child is eligible for a Free School Meal (FSM) and a parent applies, this triggers the funding. If you think that your child might be eligible for FSM and you would like more information, please contact the school office. It is important to understand that not only will your child receive a free school meal, they will also be entitled to additional interventions and enrichment activities to support their education and well-being.

Schools are free to allocate and spend the Pupil Premium Grant in the way they deem most appropriate, however Cale Green Primary School is accountable for ensuring this grant is deployed effectively to progress the learning of eligible pupils. The senior leadership team, staff and governors rigorously evaluate how Pupil Premium money is spent and the impact targeted interventions are having on pupils' attainment, closing gaps and addressing barriers to learning. Vulnerable groups are identified early and appropriate interventions are put in place, funded by the Pupil Premium. The school tracks the progress and attainment of all children.

New measures will be included in the performance tables that will report on the achievement of those pupils covered by the Pupil Premium. Schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

**If you think that your child may be eligible for Free School Meals (and the additional funding attached) then please follow this link for further information:**

<http://www.stockport.gov.uk/services/advicebenefitsgrants/benefits/freeschoolmeals/>

## WHAT IS UNIQUE AND DISTINCTIVE ABOUT OUR SCHOOL?

### **CONTEXT: Pupils' stage of development on entry into school:**

Pupils development on entry in is **significantly well below the expectation for their age** when assessed using the expectations set out in 'EYFS Development Matters' and our own baseline assessments. Pupils with English as an additional language and those eligible for Pupil Premium is also significantly above national average.

### **RAISE online shows:**

- The school has a higher proportion of pupils (22%) benefitting from free school meals than schools nationally. The attainment gap between this group of children and their peers in reading, writing and maths combined is closed by the end of Key Stage 1. In KS2, the attainment gap between disadvantaged pupils and their peers nationally has closed in maths and is closing in Reading and Writing. The progress made by many disadvantaged pupils also exceeds their peers nationally.
- A large majority of minority ethnic pupils (40%) speak English as an additional language (36%) and enter the school with little or no spoken English.
- The numbers of SEN children in the school (9%) is below the national average.
- The school deprivation indicator has remained stable (0.25) for the past 4 years and is between the 60th and 80th percentile when compared to all schools nationally.
- Absence for disadvantaged pupils (Summer 2018) was 2.8% which was well below the school figure of 4.3%.

Cale Green Primary School is truly comprehensive and we celebrate our diverse and inclusive community. However, we recognise that as English is often not spoken in the home the level of spoken English on entry is often low. As a result, we focus much of our additional bi-lingual support in the EYFS. In addition, many families do not access pre-school education resulting in low levels of social skills and social and communication difficulties. Health visitors, bilingual and Children's Centre staff alongside Learning Mentors support children and their families to encourage participation in learning.

We have a nursery and provide extended provision from 7:45am to 6.00pm each day. There are currently 311 pupils on roll. The children are from a wide social mix with 69 children having free school meals. Currently, children are offered small class sizes in EYFS and KS1 to provide the children with the best possible start to their education and development.

Cale Green is one of the areas of highest social deprivation in Stockport. A Children's Fund profile recognised that Cale Green has a high incidence of 'risk factors' and categories it as an area where 'groups of young people or isolated individuals in the area (are) most at risk of social exclusion'. Cale Green is the only school in Stockport with a significant proportion of children from minority ethnic backgrounds whose families are recognised as living in an area of social disadvantage.

Ofsted recognise Cale Green as being a 'good' school. In February 2017 Ofsted commented that *'The treasure in your school is the strong sense of community...community cohesion is not an initiative from a past era but a living reality. Pupils who come to this school are given the skills and confidence they need to be positive contributors to life and society in Britain today ...they are friendly and upbeat ...keen and eager to please ... you and your leaders have sustained the position of the school as the heart and hinge of this local community. Your commitment and devotion to the pupils and their parents is valued. Parents trust you and have every confidence that their children are in safe hands, will learn well and make good progress.'*

Ofsted also recognised that *"the pupil premium funding is spent on specific strategies that are proven to meet the needs of the large number of disadvantaged pupils. The fact that these pupils achieve well is proof that governors ensure value for money"*.

We benchmark our overall performance through working towards external accreditation for much of the school's work. We have recently been reaccredited for the fourth time with the Basic Skills Quality Mark. We currently hold the ICT Mark, Local Authority Inclusion Mark with Ambassador Status, Green Flag, Sustrans Gold Award, 5th Basic Skills Quality Mark, Eco Schools Green Flag Award and Enhanced Healthy Schools awards.

Cale Green is a vibrant, truly comprehensive school with children from a wide range of different backgrounds, reflecting the community found in the Cale Green and Davenport area.

Each child within the school is seen as an individual with something unique and positive to offer. Our aim is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Cale Green.**

We aim to ensure that the school is orderly and hardworking and that children are prepared through a rich broad and balanced curriculum for life in modern British society.

## WHAT IS DISTINCTIVE ABOUT OUR PUPIL PREMIUM OFFER?

- There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning - we are committed to 'Closing the Gap' between vulnerable pupils and the rest of the school population – the progress these groups in school make are at the heart of school improvement.
- We have capacity and flexibility in school know that all children are different and have different needs and use our knowledge to allocate spending for best value and need; If we feel that a child would benefit from additional, personalised support, we will invest pupil premium and support that child in a bespoke way.
- Barriers to learning are identified for all pupils and individual support by class teachers is offered to groups and individuals. Provision for intervention is often 1:1 and personalised. Additional interventions are led by qualified teachers and highly-skilled teaching assistants designed to close gaps in learning and target individuals to accelerate progress across the school.
- The school employs a Pupil Premium Champion to oversee pupil premium spend and impact across the school.
- The governor responsible for overseeing Pupil Premium is the chair of governors, Louise Skelhorn, reflecting further the school's commitment and priority given to disadvantaged pupils and their families.
- Regular reports on the progress of pupils supported by Pupil Premium are given to the Governing Body Teaching and Learning committee. Meetings regularly discuss strategies and their impact.
- Early intervention is a priority.
- Spending is evaluated and reviewed regularly to address any additional barriers to learning to ensure interventions have maximum impact on closing any gaps in attainment between the disadvantaged and non-disadvantaged cohorts both in school and when compared to all children nationally - the leadership team alongside the pupil premium champion and governors analyse attainment and progress of children in receipt of PPG to ensure that interventions are effective.
- Extended learning out of school hours via Breakfast Club and After School Club (wrap around care), Easter 'Revision' clubs, NWGT association workshops and an extensive programme of enrichment and engagement activities to support learning.
- Providing daily access to a lunchtime homework / ICT access club – with experienced TA available to support pupils.
- Daily access to library facilities to promote reading and research.
- Class teachers assess the performance of PPG pupils as a vulnerable group within their class and report to SLT during pupil progress meetings specifically. The progress made by this cohort in school is linked to appraisal outcomes for all teaching staff.
- Attendance has a high priority in school. Children and their families are supported by a learning mentor and the school nurse to ensure children are in school and ready to learn.
- Emotional, social and wellbeing support is offered by the school to all children and their families.
- One outstanding teacher has been specifically appointed to support pupils and close any gaps in attainment. Additionally, high quality teaching and support staff are in post across the school including language assistants and mentors.
- 'Able disadvantaged' children are tracked specifically and planned for to ensure they continue to progress and achieve their potential.
- The pupil premium offer is transparent and accessible to all - **NO STONE IS LEFT UNTURNED** when supporting children to be the best learners and people they can be

## HOW DO WE DECIDE HOW TO SPEND THE FUNDING?

The school has appointed an outstanding teacher – Mrs Nicola Lewis - as 'Pupil Premium Champion' to oversee and report on the effectiveness and impact of the spending of the Pupil Premium.

At Cale Green our key objective in using the Pupil Premium Grant is to close the gap in attainment between pupil groups as historically, levels of attainment nationally for FSM pupils (those eligible for free school meals), in terms of learning and progress is lower than that of non-FSM.

We have robust systems in place at school to track and monitor progress. This data is used alongside our detailed knowledge of the children and their families to target intervention, support and enrichment across the whole school that will work towards eliminating barriers to learning and progress or developing able pupils further. In doing so, we allow each pupil to thrive and make progress to work within or above national year group expectations.

At Cale Green we also recognise that the children in our school may face additional challenges or complex situations that result in barriers to their learning or ability to flourish as individuals. These may be linked to confidence, behaviour difficulties, attendance, English as an additional language, communication skills or less support received from home. Some of the interventions we provide are put in place to develop children's social and emotional well-being or behaviour which we know can be a significant barrier to learning.

For children who start school with low attainment on entry, our aim is to ensure they make accelerated progression in order to reach / exceed age-related expectations as they move through the school.

### **RESEARCH AND GUIDANCE USED TO INFORM SPENDING DECISIONS**

To inform our decision-making regarding spending of the Pupil Premium Grant, a range of evidence, research and guidance is used. This includes a termly analysis of progress data for all children by all class teachers – the findings of which are shared with the headteacher and Governing Board. An integral part of determining how the funding will be spent is ensuring value for money. We choose strategies that have a proven success rate at closing gaps and raising attainment. Documents include: good practice guides produced by Ofsted and the DfE, local and national research paper findings and recommendations, analysis of RAISEonline and FFT data, staff attendance at national training, actively sharing good practice within local schools, using the Sutton Trust Toolkit, listening to and acting upon pupil and parental voice and using our detailed knowledge and understanding of the children and their families.

As so many individual projects and interventions are provided at Cale Green, it is essential that the impact of these in terms of 'closing the gap' is closely monitored, recorded and reported to ensure that the PPG is used to provide the best interventions and enrichment opportunities possible to address the individual needs of our children. The Chair of Governors is the Governing Board's 'Pupil Premium Champion'.

## HOW IS THE IMPACT OF SPENDING RECORDED, REPORTED, MONITORED AND REVIEWED?

The school's evaluation of its own performance is rigorous. Tracking over time is thorough so we can quickly identify any dips in performance and target intervention and support to promote improvement. Intervention is recorded in detail in the school's Raising Achievement Plans.

A PPG Champion (Mrs Nicola Lewis) has been appointed to oversee the tracking of pupils who are eligible to benefit from the PPG. It is their responsibility to observe the pupils in this particular cohort regularly in their classes and discuss their progress with teachers, monitor the impact of interventions offered, ensure children are accessing the wide range of additional enrichment activities, monitor attendance and punctuality alongside the learning mentor and report on the progress in attainment and quality of provision provided in terms of having an impact on the children to the head teacher, governing board and parents. Tracking and monitoring is undertaken termly alongside all staff. Raising Achievement Plans are evaluated and modified termly to ensure funding is being spent where it is most needed – to close any gaps in attainment, to enrich experiences, address barriers to learning and to raise aspirations.

The Pupil Premium Champion works alongside the school's leadership team to track the spending and impact of spending throughout the year. The school evaluates performance, especially in-year progress, rigorously. School leaders can identify any dips in performance and target intervention and support to promote improvement. Intervention is recorded in detail in the school's Raising Achievement Plans, Progress Reviews and Headteacher's reports. The action plan will be reviewed in December 2018 and again in April 2019. This will be updated and interventions put in place for the Spring / Summer terms after analysis of data / pupil observations. An evaluated action plan will be submitted to the headteacher and governors in July 2019. The Pupil Premium Strategy will be reviewed in September 2019. The updated strategy and governor's report for the year 2018/19 will be published on the website in October 2019.

During each Summer term, a strategic review of the Pupil Premium Offer and impact of spending' will be completed by the Pupil Premium Champion and reported to the Governing Board in the Autumn term. Decisions are then made collectively with staff, school leaders and governors about spending allocation for the next academic year. In July each year, the Pupil Premium Strategy is reviewed and updated. This review will be published the following term on the school's website.

Reports are easily accessible and are clear and transparent for all parents / staff / governors and external bodies

## **SECTION 2**

### **OVERVIEW AND EVALUATION OF MAIN BARRIERS AND PRIORITIES FOR SPENDING 2018/19**

#### **Cale Green will receive £88,440 Pupil Premium funding for the year 2018/19.**

Cale Green takes a whole school approach to raising standards, closing gaps and addressing barriers to learning. During 2018/19, the Pupil Premium Grant will be used primarily to support all disadvantaged children to make sure gaps between groups of children close and that opportunities are provided for children to enhance their learning provision and aspirations. Funding will also be used to provide intervention and support that was designed to make sure gaps are closing and standards are being raised for all children across the school. Priority for spending will be to address the barriers identified by leaders in school.

The PPG grant will be used specifically to pay for outstanding intervention teaching in number, reading, English, maths and spelling and to ensure that all children have equal opportunities in school. These spending decisions supports the school's priorities for development as outlined in the 'school improvement plan' and 'raising achievement plans'. The exact nature of interventions and opportunities funded by Pupil Premium has been and will be determined after rigorous data analysis of each child's progress and attainment undertaken by staff termly combined with a broad knowledge through the study of relevant research as to strategies that make the most impact.

All interventions are chosen carefully to tackle underachievement, address barriers to learning, and support more able pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas and enriching the learning experiences of the children.

Funding will also be spent to support individual pupils and their families further to provide them with enrichment or wellbeing opportunities that without additional intervention, they may not have accessed.

In addition to the PPG funding, Cale Green provided additional financial resources from the school's annual budget to pay for a number of additional interventions / activities /staff that will benefit all children and further support the objectives of 'closing the gaps' between groups of pupils and extending learning opportunities for all children across the school.

## PRIORITIES 2018/19

<b>BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)</b>	
<b>IN-SCHOOL BARRIERS (issues to be addressed at school, such as poor oral language)</b>	
A	Greater numbers of PP children achieving greater depth in writing and mastery in maths – particularly more able children in KS2
B	Emotional and Social difficulties: disadvantaged cohort (particularly children in Y6) – many children have significant additional barriers to learning
C	Low levels of English and age-appropriate stages of development amongst many EAL children on entry to school.
D	Ensure GLD of PP in reception meets / exceeds national expectations despite low starting points on BASELINE entry
E	Speech, language and communication – phonics screening check to be at / above national
F	Low parental engagement with reading – develop guided group reading and higher-order comprehension skills – tapestry / tales toolkit / 1:1 / Mouse club
G	Significant % of PP cohort multiple barriers to learning such as EAL / SEN / Young carers etc.
H	Ensure children have greater access to quality texts and breadth of vocabulary development
I	Spelling attainment – in particular retention – to be boosted across the school
<b>EXTERNAL BARRIERS</b>	
<b>(Issues that require action outside school, such as low attendance rates)</b>	
J	Attendance rates for pupils eligible for PP are ... which is below that of non-disadvantaged children especially PP / EAL due to extended absence for religious observance.
K	Very low levels of English on entry and within the home
L	Parental engagement and homework completion can be a barrier for children especially disadvantaged cohort – access to resources at home.
M	Lack of opportunity and aspiration for some families across the school

ACTIVITY	COST	DESIRED OUTCOME	CHOSEN STRATEGIES/ INTERVENTION SUPPORTING EVIDENCE / RATIONALE / STAFF LEAD	How ensure implemented well?  Review Date (3 x yearly through RAP process)
<p><b>A</b></p> <p><b>ATTENDANCE</b></p> 	<p>See Breakfast Club</p> <p>£550</p>	<p><b>BARRIERS A,E,F,G,J,L</b></p> <p>To increase attendance</p> <p>Children have more time to learn</p>	<p>Class awards / high profile attendance celebration / breakfast club subsidy / 100% attendance awards / daily + weekly monitoring of attendance</p> <p>Attendance awards (100%) Swimming party (or other) for overall class</p> <p>To fully subsidise breakfast club for all disadvantaged children.</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p> <p>Lists of PP children attending Breakfast club.</p> <p>Parent voice</p>
<p><b>A</b></p> <p><b>ACCESSIBILITY AND PARENTAL ENGAGEMENT</b></p> <p><b>FAMILY SUPPORT</b></p> 	<p>£4500</p>	<p><b>BARRIERS C,D,E,F,G,H,K,L,M</b></p> <p>For school / home to be more accessible</p> <p>Engage all parents in child's learning</p> <p>Greater transparency and accessibility</p> <p>(See also emotional wellbeing / learning</p>	<p>Bilingual TA in foundation stage</p> <p>Use bilingual support to engage parents in school policy</p> <p>Breakfast club open from 7:45 for parents, carers and siblings</p> <p>Art workshops</p> <p>Phonics / maths workshops</p> <p>Animoto / regular open school class visits</p> <p>Performances throughout the school year</p> <p>Foodbank referral school</p> <p>Mouse Club – Foundation Stage</p>	<p>Parents evening</p> <p>attendance lists (DM)</p> <p>Breakfast club list</p> <p>Case study pupil voice / parent voice</p> <p>Learning walk with governor</p> <p>Mouse club evaluation and feedback forms</p>

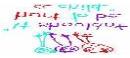
		mentor)		
<b>A</b> <b>ABLE PUPILS</b> 	See intervention	<b>BARRIERS A,D,H,M</b> <p>Ensure pupils identified as being 'able' or 'able disadvantaged' at EYFS / KS1 continue to be set challenging targets and achieve their full potential</p> <p>Disadvantage does not affect access to opportunity</p>	<ul style="list-style-type: none"> <li>• <i>EEF Overall, the pattern is that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></li> <li>• Ofsted 'successful schools never confuse eligibility for the PP with low ability'.</li> </ul> <p>Subsidy / NWGT association events and in school  Training for PP champion to lead /able pupil' training in school  Staff training: 'mastery' in writing and maths  Specific resources purchased in EYFS to further engage high achieving pupils  Subsidy for 'able' musicians to enable attendance at performances across Manchester  Subsidy for choir to attend Manchester events across the year  Year 6 2 x terms HA group English and maths to accelerate learning led by PP teacher  RAP termly review used to discuss progress of individual 'able' pupils and check that they continue to achieve their potential in their progress and attainment  Training for challenge-based curriculum opportunity  Staff / subject leader training</p>	<p>Increased number of PP children attaining GD in RWM year on year</p> <p>Gap in attainment closed between national and PP  Termly data analysis – all staff accountable and report to HT – monitoring schedule in place SMT  Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO  Termly 1:1 meetings class teacher / HT 'Pupil Review'</p>
<b>B</b> <b>BREAKFAST</b>	Subsidy and staffing £9500	<b>BARRIERS B,E,F,G,J,L</b> To be accessible and affordable for parents To increase % attendance and	Y6 SATs week subsidy Staffing cost subsidy Cost of food subsidy Additional enrichment i.e. healthy eating / fruit-tasting mornings / hand washing	<p>Observations evidence of children being ready for school.</p> <p>Lists of children</p>

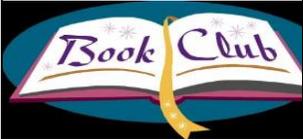
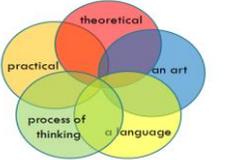
<p><b>CLUB</b></p> 		<p>punctuality Provide 'natural' environment for speech and language To promote healthy eating To provide an additional link to home / provide time to address SEMH To allow early intervention in the day for specific pupils – increase a positive mind-set</p>	<p>Additional resources purchased Restorative approaches used to address barriers to learning and provide emotional support as children enter school</p>	<p>attending / accessing resource.  Evidence of late attendance reduced Case study</p>
<p><b>C</b></p> <p><b>COUNSELLING</b></p> 	<p>£1500</p>	<p><b>BARRIERS B,G,</b></p> <p>To provide specific emotional support for pupils (as identified by SENCO, staff and parents)</p> <p>Staff to work in partnership with parents / professionals to provide best possible value for money / care / intervention to support individual children and their barriers to learning</p>	<ul style="list-style-type: none"> <li><i>PP Award Winner 2015 Parkfield Community Primary Case Study: Outstanding practice – Addressing social and emotional issues to raise attainment.</i></li> </ul> <p>Full time learning mentor appointed 1x weekly EAL bilingual mentor 1:1 groups sessions with learning mentor Family support offered by learning mentor and bilingual community teacher Small group 'learning mentor sessions tackling resilience and self-esteem for individuals</p>	<p>SENCO monitors and reports progress to staff, HT and parents / carers</p> <p>Impact seen in classroom – mindset for learning / progress made by individuals needing this support</p> <p>Case study</p> <p>SENDCO reports</p>

<p><b>D</b></p> <p><b>DIET</b></p>  <p>Healthy Schools</p>	<p>See Breakfast Club</p> <p>£1000</p>	<p><b>BARRIERS B,L,M</b></p> <p>To raise profile of healthy eating and the importance of nutrition and a healthy diet with children and parents.</p> 	<p>Joint initiatives between Breakfast club and Healthy Eating / KOSSW Week</p> <p>Gardening club equipment subsidy</p> <p>Opportunities to deliver curriculum through science / STEAM</p> <p>Cookery / family learning 2 x hour workshop</p>	<p>Observations evidence of children being ready for school.</p> <p>Lists of children attending / accessing resource.</p>
<p><b>E</b></p> <p><b>EMOTIONAL WELLBEING</b></p> <p>Nurture Groups</p> 	<p>£13300</p> <p>see also BCLUB</p>  <p>Also school mentor paid from school budget.</p>	<p><b>BARRIER B, D,G, K, L, M</b></p> <p>To ensure pupils Emotional, social, mental health is at the heart of school experience.</p> <p>To address and support pupils with emotional barriers to learning.</p>	<p><i>EEF 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). 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><b>Full time Learning Mentor / pastoral care (see counselling)</b></p> <p>RSE workshops offered 3 x yearly to parents in Y4-6</p> <p>Small group intervention on 'pride, resilience, self-esteem 1 x weekly, 10 weeks</p> <p>Year 6 NWGT / Christians in Schools Workshops</p> <p>Transition to new phases / classes carefully planned and recorded</p> <p>Seeing the Autism training for T / TAs</p> <p>Restorative approach training for parents / staff and governors</p> <p>Breakfast Club</p> <p>Morning 'check in' for individuals to target emotional barriers to positive mind set at school</p> <p>Mentor support</p> <p>Self-esteem small groups / 1:1 sessions with individuals across the school</p>	<p>Monitor attendance at meetings – parents specifically targeted</p> <p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p> <p>HT monitoring morning routines in school</p> <p>Pupil voice – feedback</p> <p>Impact observations by staff</p>
<p><b>E</b></p> <p><b>ENRICHMENT AND VISITS</b></p> 	<p>£4350</p> <p>See 'transport'</p> 	<p><b>BARRIERS A, C, D, E, G, H, K M</b></p> <p>To raise attainment of underperforming pupils in Year 6 – maths, reading comprehension and spelling</p> <p>To extend and support pupils working above</p>	<p>Full programme of class visits / enrichment activities organised in school.</p> <p>Guitar tuition fully subsidised for school for all KS2 classes 1 hour fortnightly</p> <p>Subsidised trips for all classes</p> <p>Charanga Music Scheme</p>	<p>Evidence of accelerated learning in books – links to curriculum areas and development of vocabulary</p> <p>Case study examples</p> <p>Pupil Voice</p>

		national expectations To ensure disadvantage is not a barrier to opportunity To raise aspirations		
<b>EYPP</b>	£4910 See also outstanding staff	<b>BARRIERS</b> <b>B,C,D,E,F,G,H,K,M</b>	<p><i>EEF Research Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families</i></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>See: Accessibility and family engagement Emotional Wellbeing Outstanding staff (EAL EYFS) 1 x day EAL support Subsidy small classes – increase proportion of time quality first teaching Learning mentor Free breakfast club access for PP eligible children Individual afterschool subsidy and SEN top-up for 2 children for 4 – 6 months Tapestry funding Wellcom funding and training costs Proportion of mastery in maths training costs to develop skills and delivery in maths Mouse club Baby and Toddler Group investment</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p> <p>Increase in levels of GLD by FSM eligible pupils</p> <p>Impact of toddler group – parental voice</p>
<b>H</b> <b>HOMEWORK</b>	£2000	<b>BARRIERS</b> <b>A,C,F,G,H,I,K,L,</b> Extending learning time To support Y6 pupils - programme for SATs revision  Provide for pupils who may not have resources such as computers at home – addressing poverty	<p>Lunchtime homework club open daily. Staff support available daily Homework policy and practise designed to support key skills in core areas Additional Booster classes in Spring term (1:1) Maths Rock Stars Education City</p>	<p>Increased number of PP children attaining GD in RWM year on year</p> <p>Gap in attainment closed between national and PP All PP children complete homework on time to a good standard</p>

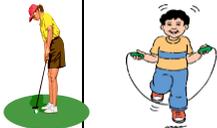


		<p>Access for pupils to a qualified member of staff to support learning</p> <p>Access to high quality texts</p>		<p>Homework registers kept</p> <p>Pupil Voice / Parental feedback</p>
<p><b>I</b></p> <p>INTERVENTIONS AND IMPACT OF TRAINING</p> 	<p>See also</p> <p>O - Outstanding teachers</p> <p>R -Reading</p> <p>M</p> <p>Maths</p> <p>E</p> <p>Emotional / Social</p>	<p><b>BARRIERS A,C,E,F,G,H</b></p> <p>To raise attainment of underperforming pupils in Year 6 and across the school in maths, reading comprehension and spelling.</p> <p>To individualise support</p> <p>Target support for children to address misconceptions, gaps, and weaknesses</p> <p>To ensure children taught by skilled staff – quality first teaching</p>	<ul style="list-style-type: none"> <li>• <i>EEF 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></li> <li>• <i>PP Award winners 2017 Springfield Junior Suffolk. Case study – recognised for outstanding practice providing high quality teaching with pastoral support</i></li> </ul> <p>(See also Reading, writing, Maths)</p> <p>Motor Skills United 2 x weekly (Y1/2/3)</p> <p>Formative assessment training (all staff)</p> <p>Lesson Study training and tasks – staff</p> <p>Governor training – Governor Mark Award</p> <p>Marking policy update</p> <p>Suite of safeguarding training for all staff</p> <p>Training in Leicester Inference Project</p> <p>Strategies to support EAL pupils</p> <p>Restorative Approaches training for staff</p> <p>Mastery approach to maths / Lesson study / TRGs</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p> <p>Quotative data showing before / after attainment and progress made where possible</p> <p>Pupil voice /evaluation</p> <p>Case study Leicester Inference Project</p>
<p><b>L</b></p> <p>LOOKED AFTER CHILDREN</p>	<p>See also</p> <p>U - uniform</p> <p>C - counselling</p> <p>Nurture groups</p> 	<p><b>BARRIERS A, B, G,J,L,M</b></p> <p>To raise attainment of underperforming pupils in maths, reading comprehension and spelling</p> <p>To ensure disadvantage does not mean lack of opportunity</p>	<p>Uniform for all disadvantaged pupils</p> <p>Access to Learning Mentor 1:1</p> <p>Package of family support offered</p> <p>Breakfast Club and After School Club subsidy</p> <p>Access to family activities – art workshop</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p> <p>Notes from Virtual Headteacher</p>
<p><b>L</b></p>	<p>£500</p>	<p>BARRIERS A, C,F,G,H,I,K,L</p> <p>Extending the learning</p>	<p><i>EEF Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the</i></p>	<p>Pupil Voice</p> <p>Individual pupil</p>

 <p><b>LUNCHTIME CLUBS</b></p>	<p>'see Sports Premium and homework'</p> 	<p>time in school Addressing poverty by providing support and resources in school (accessibility and equal opportunities) To encourage speech, language and communication opportunities outside classroom To promote healthy lifestyles / enrichment / raise aspirations</p>	<p><b>targeted use of before and after school programmes are also often wider benefits for low-income students in terms of attendance at school, behavior and relationships with peers.</b></p> <p>Outdoor play equipment purchased to develop learning opportunities and communication in outdoor environment Learning mentor 'intervention (emotional wellbeing) Reading for Gold intervention KS1 'Brainbox Club' maths intervention by KS1 teachers Motor Skills United Y3 2 x 30min weekly</p>	<p>trackers</p>
<p><b>M</b></p> <p><b>MATHEMATICS</b></p> <p>Mathematics is ...</p> 	<p>£2700 'see outstanding teachers'</p>	<p><b>BARRIERS A ,G,D</b> To raise attainment and close gaps across the school in maths To support children to attain national standards or Year Group Expectations in maths To extend the learning opportunities for children across the school</p> 	<p><b>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF Overall, the pattern is that small group tuition is effective Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</b></p> <p>First class @ Number 3 x weekly Y1First class @ Number 3 x weekly 38 weeks Y3 numeracy support programme PLUS 1 1 pupils Y3 Summer 2 hours weekly PP champion support maths 'closing the gap'. Y4 1:1 intervention 38 weeks 3 children Plus 1 Y4 2.5.hours weekly Support 8 children reducing class sizes, closing the gaps PP champion Y6 2 hours weekly per week 12 pupils PP champion Training in 'mastery' in maths for all staff. T led 3 x 60 mins intervention support T led – cover provided in class 2 x staff training 'Shanghai Mastery Approach' research group (year programme)</p>	<p>Gap in attainment closed between national and PP and at GD standard Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>

<p><b>O</b></p> <p><b>OUTSTANDING STAFF</b></p>	 <p>£26,688</p>	<p><b>BARRIERS A, B, C,D,E,G,H,I,J,K,L,M</b></p> <p>To provide additional, outstanding teaching for individuals and small groups to 'close the gaps' in core areas across the school.</p> <p>To provide language support to pupils and families with EAL. (see also EYFS)</p> <p>To ensure quality-first teaching is at the heart of closing the gaps.</p>	<ul style="list-style-type: none"> <li>• <b>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</b></li> <li>• <b>EEF Overall, the pattern is that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</b></li> <li>• <i>Social Mobility and Child Poverty Commission Report</i></li> <li>• <i>Peter Humphries – HMI – June 2018 Report 'ensure disadvantaged get good teachers and quality first teaching'</i></li> <li>• <i>National Education Trust successful initiative recognised as bringing in specialist teachers who have a hood track record of working with disadvantaged pupils.</i></li> </ul> <p><i>'Impact seen where schools have an incessant focus on quality of teaching'</i></p> <p>See interventions, maths, literacy, reading, nurture groups Additional bilingual support 1 day per week in EYFS Pupil Premium Teacher 0.6 Learning mentor 1:2 TUTORING (summerTerm)</p>	<p>Quality first teaching to enable barriers to learning to be removed. Gap in attainment closed between national and PP and at GD standard Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO Lesson observations Learning walks Lesson study evidence</p>
<p><b>O</b></p> <p><b>OFFSITE PROVISION ENRICHMENT</b></p> 	<p>£8000</p>	<p><b>BARRIERS A, C,G,H,M</b></p> <p>To ensure all children achieve KS2 National Award for swimming by the time they leave Y6</p> <p>Develop 'skills for life'</p> <p>For poverty to not be a barrier to opportunity</p> <p>Building confidence whilst enriching learning experiences</p>	<ul style="list-style-type: none"> <li>• <b>EEF Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Meta-cognition and self-regulation) may also be involved.</b></li> <li>• <i>Social Mobility and Child Poverty Commission Report</i></li> </ul> <p><i>'Impact seen where schools prepare pupils for all aspect of life not just exams.'</i></p> <ul style="list-style-type: none"> <li>• <b>PP Award winners 2017 Springfield Junior Suffolk. Case study – recognised for outstanding practice providing high quality enrichment and experiences</b></li> </ul> <p>Swimming lessons – transport and cost of additional lessons Bikeability contribution Z-ARTs Trip subsidy Swimming lessons Subsidised transition activities Challenge 4 Change</p>	<p>All PP involved in an uptake of extracurricular activities.</p> <p>Lesson observations show impact of visits in work. Pupil voice and engagement in learning</p>

			<p>Nursery and Reception nursery rhymes  One Voice Initiative  Sports attendance  Simply Books awards – promoting love of reading  Zoo trip subsidy (years 3/4)  Plaza visit - author</p>	
<p><b>R</b></p>  <p><b>RESOURCES</b></p>	<p>£500</p>	<p><b>BARRIERS A, M</b> To provide opportunities for enrichment  For children to participate in whole school / class events  Use up-to-date technology across the curriculum</p>	<p>Purchase of music and costumes for productions (x3)  6 x glockenspiels  Subscription – First News  Computing / ICT specialist teaching and resources</p>	
<p><b>R</b></p> <p><b>READING, WRITING, GPS AND LITERACY</b></p> 	<p>£4000</p> <p>See also Outstanding staff</p>	<p><b>BARRIERS A, C,D,E,F,G,H,I,K</b></p> <p>To raise attainment of underperforming pupils and all pupils in all aspects of literacy</p>	<p><i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p> <p>Daily guided group reading 4 [pupils, 38 weeks, Y2  Y1 2 x 20 min weekly phonics booster phase 3  Reading for Gold 1 x weekly  Y1 Narrative therapy group 5 x 45 mins weekly  Y2 phonics games group 2 x weekly JH  Leicester Inference  Project ( and training) Y2-6 2 x 45min TELL weekly groups for 6 pupils  Y2 Daily guided group reading 4 children  LSS support buy-back for 3 pupils 3 x 30 mins weekly  Y3 Toe-by-Toe 4 children  Y3 1:1 readers 3 mins daily x 4 pupils  Y4 phonics and spelling groups 2 x 4 pupils 10 weeks 45 mins  Y4 daily readers 12 x 10mins 3 x weekly  Y4 Toe by Toe intervention  4 hours weekly reading support PP champion Y4  Y4 Summer term handwriting / phonics / dyslexia friendly techniques 1 x 30</p>	<p>Gap in attainment closed between national and PP and at GD standard</p> <p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>

			<p>min weekly  Y5 Lester Inference  Y6 2 terms handwriting intervention and resources 1 x 30 mins weekly  Book prizes linked to star charts  Book prizes for entering competitions  Y6 4 hours weekly small group literacy support  Y6 Leicester Inference Project  Teacher training in formative assessment, moderation activities, Looking at expected standards in writing</p> <p>Grammar resources purchased  Training in grammar for teachers  Y4 phonics and spelling group 1.5 hours 12 weeks  Y5 summer handwriting / phonics catch up group  Y6 handwriting intervention group  Spelling Bee challenges</p>	
<p><b>S</b> SPORT PREMIUM</p> 		<p>See 'Sport Premium Report'</p>	<p>See 'Sport Premium Report'</p>	
<p><b>S</b> SPEECH AND LANGUAGE</p> 	<p>See reading and English</p>	<p><b>BARRIERS A,B,S,D,E,G,K</b></p> <p>To raise attainment of all pupils when communicating about their learning and in everyday life</p> <p>To accelerate the progress made in language for the high proportion of pupils starting school with EAL and their families (see also EYFS)</p>	<p><i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. 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>FS2 PP / AL interventions phonics and spellings by outstanding teacher  Talking Tots Programme FS  Play Club Bags and EAL Language support training parents  3 x Boogie Babies Sessions  S and L support 2 x 45 mins weekly  Narrative Therapy 2 x 45 min weekly Y1  LSS buy back 2 x pupils Y1 30 mins weekly  Daily ELD intervention individually tailored phonics delivered by specialist</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>

			SALT 1-2 2 x 45mins weekly Y1 ESOL classes (English classes for parents)	
<b>T</b>  TRANSPORT AND TRAVEL  	£2350	BARRIER A,H,M To ensure that poverty not a barrier to opportunity. To provide experiences / develop language skills	Transport subsidy School Linking Network Project subsidy Challenge 4 Change Project Chameleon Transition Project Pantomime subsidy FS-Y6 Entry to Halle subsidised Z ARTs / activities and Arts mark Mellor – School linking network trip subsidy KS2 guitar lessons paid for Class trip subsidies throughout year	Pupil feedback questionnaires
<b>U</b>  UNIFORM  	£1592	<b>BARRIERS B,M</b> To ensure children have the basic equipment they need for school. 2 x shirt 1 x jumper all PP eligible children Spare PE kit bought for school  Develop a sense of ownership and belonging.	School uniform to support transition to new uniform for all disadvantaged families Spare PE kit bought for school Establish 'shoe bank'	
<b>Z</b>  ZERO CLUB  	£500	BARRIERS A,B,H,M  To promote zero tolerance of bullying / racism and promote the Modern British Values of democracy rights and responsibilities.	Subsidised visits to places of worship School council (Led by Learning Mentor) Eco council 4 <sup>th</sup> theme resources planning 'Prevent' / MBV training for all staff Christians in School donation LGBT workshop Subsidised Activities to celebrate religious festivals (speakers / workshops) Assembly visitor donations Visits to classes by Greater Manchester Fire / Police Service Anti-social behaviour workshops See also Emotional Wellbeing (Learning Mentor)	Impact in books Circle time lesson observations Quality of discussion in classrooms
<b>TOTAL</b>	<b>£88, 440</b>			

<b>SPEND</b>		
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This strategy will be reviewed and updated in December 2018, April 2018 and July 2019. Reviews will be presented to the governing board by the Headteacher and Pupil Premium Champion.

Report completed by Mrs Nicola Lewis October 2018  
Pupil premium Champion