



CALE GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY REVIEW AND GOVERNOR REPORT 2017/18

REVIEWED JULY 2018



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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 2017 to 2018 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 £1900 (This will be increase to £2300 in the next academic year)

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 (58 pupils / 19%) 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 reading, writing and maths. Their progress also exceeds their peers nationally. Gaps are closing year on year in Key stage 2 with accelerated progress evident in maths and writing.
- A large majority of minority ethnic pupils (34%) speak English as an additional language (27.1%) 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 is below the national average at 4.1 % overall compared to an LA average of 6.8. This is not reflected on pupil's stage of development on entry into school.

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 291 pupils on roll. The children are from a wide social mix with 58 children having free school meals. Currently, children are offered small class sizes in EYFS, KS1 and Year 3 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 awarded the Local Authority Inclusion Quality Mark with ambassador status. We currently hold the ICT Mark, Green Flag, Sustrans Gold Award, 3rd Basic Skills Quality Mark, Eco Schools Green Flag Award and Enhanced Healthy Schools awards. We are aiming to achieve the Artsmark and the Young Carers award in 2017/18.

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.
- 2 outstanding teachers have 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 as 'Pupil Premium Champion' to oversee and report on the effectiveness and impact of the spending of the 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.

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, reading of good practice documents in using Pupil Premium Funding, analysis of RAISEonline and FFT data, staff attendance at training, actively sharing good practice within local schools, using the Sutton Trust Toolkit, listening to and acting upon pupil and parental voice and our 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 '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 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 was reviewed in December 2017 and again in April 2018. This was updated and interventions put in place for the Spring / Summer terms after analysis of data / pupil observations. An evaluated strategy was submitted to the headteacher and governors in September 2018. The Pupil Premium Strategy was reviewed in September 2018. The updated strategy and governor's report for the year 2017/18 will be published on the website in October 2018.

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

In July 2018 there were 44 children eligible for FSM and 65 children in total (including FSM) who qualified for PPG through being a Looked After Child or Post-LAC or through the Ever 6 criteria.

Total number of pupils	(July 2017) 274 (July 2018) 311	
Number of Pupils eligible for PP	44 FSM 65 PP	
Total PPG received	£87, 719	(will increase next year to 60FSM / 75PP)
Total PPG expenditure	£87,719	(Staffing allocated to this budget: 0.5 pp teacher, 0.5 learning mentor costs)
PPG remaining	£0	
Dates of most recent reviews	January 2018 April 2018	July 2018

Cale Green took a whole school approach to raising standards. During 2017/18, the Pupil Premium Grant was used primarily to support disadvantaged children to make sure attainment gaps between groups of children close (progress was accelerated) and that opportunities were provided for children to enhance their learning provision and opportunities. Funding was also 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.

AGREED SPENDING PRIORITIES 2017/18

In-school barriers (issues to be addressed at school, such as poor oral language)	
A	Gap between of PP children achieving greater depth in writing and mastery in maths to be closed– particularly focus KS2
B	Emotional and Social difficulties: some children in Year 6 demonstrate behaviours indicative of low engagement and low aspiration which have a direct impact on their attainment and progress- restorative approaches
C	Low levels of English and age-appropriate stages of development amongst many EAL children on entry to school – including new admissions with no English
D	Early intervention to ensure that GLD attainment for PP children 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– develop guided group reading and higher - order comprehension skills – tapestry / tales toolkit / 1:1
G	Year 6 cohort – many children have significant additional barriers to learning
H	Significant % of PP cohort multiple barriers to learning such as EAL / SEN / Young carers etc.
EXTERNAL BARRIERS (Issues that require action outside school, such as low attendance rates)	
I	Increase attendance rates for pupils eligible for PP which is below that of non-disadvantaged children especially PP / EAL due to extended absence for religious observance.
J	Very low levels of English on entry and within the home
K	Parental engagement and homework completion can be a barrier for children especially disadvantaged cohort – access to resources at home and at school during lunchtimes / afterschool.
L	Emotional and Social difficulties: some children in year 6 demonstrate behaviours indicative if low engagement and low aspiration (including anti-social behaviour outside school) which have a direct impact on their attainment and progress

CURRENT ATTAINMENT END OF KS2 BASED ON END OF KEY STAGE ASSESSMENT RESULTS 2017/18

FOUNDATION STAGE COMPARATIVE DATA JULY 2018

Attainment of FSM eligible pupils in Reception	2016/17			2017/18 % achieving good level of development			2017/18 % EXCEEDING GOOD LEVEL OF DEVELOPMENT		
	All pupils school	FSM eligible	National	All pupils school	FSM Eligible (9)	National	School	FSM	National
Reading	73%	43%	77%	69%	44%	77%	22%	0%	19%
Writing	66%	43%	73%	69%	44%	74%	18%	0%	11%
Number	83%	57%	79%	69%	44%	80%	29%	11%	16%
GLD	63%	45%	71%	67%	44% provisional	72%			
Additional relevant KS1 performance information	<ul style="list-style-type: none"> • 15 pupils EAL, 3 SEN, 15 Summer born • 6 children multiple groups • Very low entry levels • Gap school v national • School overall above national levels for exceeding GLD • 11% FSM exceeding in number • For EYFSP FSM eligible pupils School GLD 44% LA 46% National FSM 56% National all 72% 								

KS1 ATTAINMENT AND COMPATIVE DATA JULY 2018

Attainment of pupils eligible for Pupil Premium funding at KS1	2016/17								2017/18							
	% working at expected standard				% working at greater depth standard				% working at expected standard				% working at greater depth standard			
	Pupil Premium	School	LA	All children National	Pupil Premium	School	LA	All children National	Pupil Premium Year 2 16 pupils	School	LA	All children National	Pupil Premium Year 2 16 pupils	School	LA	All children National
Phonics in Year 1	85%	89%	82%	81%					75%	91%	82%	83%				
KS1 Reading		82.5%	77.3	76%		25%	28%	25%	80%	77.3%	75%	76%	27%	25%	28%	26%
KS1 Writing		70%	69.3	68		28%	28%	25%	75%	75%	68.7	70%	33%	25%	28%	26%
KS1 Mathematics		70%	75.7 %	75%		23%	22%	21%	80%	77.3%	74.3 %	76%	27%	25%	24%	22%
Additional relevant KS1 performance information	<ul style="list-style-type: none"> • In reading, writing and maths the % of Pupil Premium Eligible achieving EXS+ is above national levels for all children and at national levels for Greater Depth when compared to all children nationally. • In writing, attainment for Pupil Premium eligible working at greater depth in writing and maths is significantly above that of all pupils nationally. • Phonics interventions have been in place to support children in Y2 to meet screening check led by class teachers: A further 3/5 pp eligible pupils in year 2 passed when retested. The two children who didn't pass receive additional learning support. • In 2018, 90% (38/42 children) achieved or exceed the threshold mark with 40% (17 children) achieving 100% pass mark. 															

KS2 ATTAINMENT AND COMPARATIVE DATA JULY 2018

Attainment of pupils eligible for Pupil Premium funding at KS2	2016/17								2017/18							
	% working at expected standard				% working at greater depth standard				% working at expected standard				% working at greater depth standard			
	Pupil Premium (10)	School	LA	All children National	Pupil Premium	School	LA	All children National	Pupil Premium (6) pupils	School	LA	All children National	Pupil Premium 16 pupils	School	LA	All children National
KS2 Reading	60%	80%	76%	72%	20%	20%	28%	25%	67%	71%	79%	75%	17%	29%	30%	28%
KS2 Writing	80%	80%	77%	76 %	10%	3%	17%	18 %	67%	81%	80%	79%	17%	24%	20%	20%
KS2 Mathematics	60%	73%	77%	75 %	20%	17%	25%	23%	83%	86%	77%	76%	17%	14%	25%	24%
KS2 GPS	70%	83%	80%	77%	30%	27%	32%	31%	67%	76%	80%	78%	0%	14%	35%	34%
Additional relevant KS12 performance information	<ul style="list-style-type: none"> Of the six PP eligible children in this cohort, 5/6 had multiple barriers to learning (either SEN / EAL) so received significant intervention / support over the year. Progress: 50% of low prior attainers reached expected standard in mathematics and 50% low prior attainers achieved expected standard in writing Reading / writing / maths combined for pupil premium was 68% (4/ 6 children) compared with LA 47.2 % and National disadvantaged 49% (National all combined 64%). The non-disadvantaged school cohort scored 73% (11/15) combined RWM This school's overall combined percentage was significantly above the local authority and national percentage. The difference in overall outcomes between disadvantaged pupils at the school (67%) and the average for <u>all pupils</u> nationally (64%) was +3 percentage points. In terms of combined scores, <u>the gap in attainment when compared to national has closed.</u> Overall the Year cohort made well above value-added progress in writing and maths and average progress in reading when compared to LA and National progress measures (see above table) Maths was a particular area of strength where in school, gaps between PP eligible children and all children attaining the expected standard + have closed (PP 83%, all children school 86%, All children nationally 76% - <u>Gaps in attainment closed.</u>) here were 6 SEND pupils in the cohort (all boys) There were 14 boys and 7 girls in the cohort. In reading, 71% achieved the expected standard in Reading (15/21 with a further 1 scoring 98) against a national score of 75%. 2 disadvantaged children scored 109 so just missed attaining Greater Depth. In reading, 6/21 pupils achieved the Greater Depth Standard (with a further three pupils scoring 108, 109, 109). 17% of disadvantaged pupils were at the high standard.33% of pupils with SEN (2/6) achieved EXS with one child GDS. Progress for disadvantaged children was 1.0 above the national figure. The progress score for reading was 2.3. In writing 17% disadvantaged pupils were at the high standard. This is a significant increase from previous years. Progress for disadvantaged children was 1.7 above the national figure 67% disadvantaged pupils (4 / 6) achieved the expected standard compared to 81% in school and 79% nationally. The progress score for writing was 4.7. In mathematics 83% of disadvantaged pupils were at the expected standard (5/6 pupils) Average attainment for disadvantaged children at 105.3 was 1.1 above that of other children at the school (104.4) and below that of disadvantaged children nationally (101.7) 83% pupils with SEN (5/6) reached EXS with one child GDS The progress score for mathematics was 3.9 															

Progress (Value Added – provisional September 2018 data)

	School	LA	COMMENT
Reading VA Progress	2.3	0.6	Average progress overall
Writing VA Progress	4.7	-0.1	Well above national progress levels
Maths VA Progress	3.9	0.2	Well above national progress levels

ABSENCE AND PERSISTANT ABSENCE COMAPRARTIVE DATA (Not yet published October 2018)

Absence Rate of Pupils eligible for Pupil Premium Funding	2016/17		2017/18	
	School	National	School	National
% of sessions missed due to overall absence				
% persistent absentees – absent for 10% or more of sessions				
Impact of Pupil Premium funding on attendance				

HOW DID WE SPEND THE FUNDING? WHAT WAS THE IMPACT? HOW DO WE KNOW?

ACTIVITY	COST	DESIRED OUTCOME	CHOSEN STRATEGIES/ INTERVENTION SUPPORTING EVIDENCE / RATIONALE / STAFF LEAD	How ensure implemented well? Review Date (3 x yearly through RAP process)	Evaluation / Evidence
<p>A</p> <p>ATTENDANCE</p> 	<p>See Breakfast Club</p> <p>£550</p>	<p>BARRIERS H and L</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)</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>Increase in numbers of children attending 'fix it' time over the year and positive child and parent feedback.</p> <p>Evidence in books of children's responses to marking moving the learning on more effectively – particularly in English and maths.</p> <p>Decrease in 'late' pupils (late book) barrier to learning</p> <p>Pupils and parents supported where needed 1:1 or group support by learning mentor – positive impact on breaking down barriers to learning noted by staff – children more positive in school at start of day.</p> <p>'Daily check-ins' in breakfast club and support offered / incentives are having positive effect on children being ready to start the school day particularly for identified 'vulnerable children' in school.</p> <p>Increase in attendance for Young Carers in school through targeted intervention.</p>

<p>A</p> <p>ACCESSIBILITY AND PARENTAL ENGAGEMENT</p> <p>FAMILY SUPPORT</p> 	<p>£5000</p>	<p>BARRIERS H, I, J, K, L</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 mentor)</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 2017/18</p>	<p>Parents evening attendance lists (DM)</p>	<p>95% attendance at parents' consultation (or catch-up meetings)</p> <p>'Meet the Teacher' meetings organised for the first time September 2017</p> <p>5 families referred for foodbank scheme – parent voice positive</p> <p>Mouse club early intervention started Easter 2018 – parental voice feedback positive</p> <p>All key stages completed performances – each performance at capacity for parents</p> <p>Animoto / open morning feedback positive and well-attended across the school</p> <p>Play bag initiative successful – first language. Extending to maths play bags</p> <p>October 2017 RSE / Anti-bullying greater parental engagement and involvement – all children accessing curriculum</p> <p>Increased numbers of parents supporting pupils at home in EYFS impact on high levels of progress from low starting points –evidence: 'TAPESTRY' feedback</p> <p>High levels of parents attending Friday Assembly – extended to Reception Parents Easter 2018</p> <p>1:1 progress meetings with parents contributed to significant accelerated progress for pupils in Year 6.</p>
<p>A</p> <p>ABLE PUPILS</p> 	<p>£1092 +</p> <p>Outstanding teachers</p>	<p>BARRIERS A, C, D, H, K</p> <p>Ensure pupils identified as being 'able' or 'able disadvantaged' at EYFS / KS1 continue to be set challenging targets and achieve their</p>	<p><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></p> <p>Subsidy / NWGT association events and in school</p>	<p>Increased number of PP children attaining GD in RWM year on year</p> <p>Termly data analysis – all staff accountable and report to HT – monitoring</p>	<p>See above attainment tables.</p> <p>*66% of PP eligible children Year 6 had multiple barriers to learning 2017/18.</p> <p>Nicola Lewis (Pupil Premium Champion) completed 'Pupil Premium Reviewer Training'. Is now able to review PP in other schools.</p> <p>SMT meetings with all staff 3 x yearly include specific discussions about progress made by able pupils and pupils who could have higher targets set.</p>

		<p>full potential</p> <p>Disadvantage does not affect access to opportunity</p>	<p>Training for PP champion to lead /able pupil' training in school</p> <p>Staff training: 'mastery' in writing and maths</p> <p>Specific resources purchased in EYFS to further engage high achieving pupils</p> <p>Subsidy for 'able' musicians to enable attendance at performances across Manchester</p> <p>Subsidy for choir to attend Manchester events across the year</p> <p>Year 6 2 x terms HA group English and maths to accelerate learning led by PP Champion</p> <p>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</p>	<p>schedule in place SMT</p> <p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	<p>Children in KS2 visited HALLE at Bridgewater Hall.</p> <p>Choir: Town Hall, Local Visits</p> <p>Greater Depth in Maths and reading Booster classes in Year 6 1 term organised and led by staff (full attendance to all invited)</p>
<p>B</p> <p>BREAKFAST CLUB</p> 	£9500	<p>BARRIERS B, C, E, G, H, I, K, L</p> <p>To be accessible and affordable for parents</p> <p>To increase % attendance and punctuality</p> <p>Provide 'natural' environment for speech and language</p> <p>To promote healthy eating</p>	<p>Y6 SATs week subsidy</p> <p>Staffing cost subsidy</p> <p>Cost of food subsidy</p> <p>Additional enrichment i.e. healthy eating / fruit-tasting mornings / hand washing</p> <p>Resources purchased</p> <p>RA approaches used to address barriers to learning and provide emotional support as children enter school</p>	<p>Observations evidence of children being ready for school.</p> <p>Lists of children attending / accessing resource.</p>	<p>Attendance list shows increased attendance and use of this facility. Over 50 children per day now attend. (Broken down into significant groups)</p> <p>Parental engagement and feedback.</p> <p>Positive attitudes to learning observed – children ready for school</p> <p>Accessible for parents and affordable (free for PP eligible)</p> <p>Staff have breakfast with children – promoting talk in a natural environment</p> <p>Opportunities for staff to 'check in' with children are taken daily</p> <p>Profile of healthy eating raised (healthy options)</p> <p>Activities provided link to school priorities of reading and SEMH</p>

		<p>To provide an additional link to home / provide time to address SEMH</p> <p>To allow early intervention in the day for specific pupils – increase a positive mind-set</p>			
<p>C</p> <p>COUNSELLING</p> 	£1500	<p>BARRIERS B, G and K</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>	<p>Qualified councillor intervention funded by school</p> <p>1:1 groups sessions with learning mentor</p> <p>Family support offered by learning mentor and bilingual community teacher</p> <p>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>Pupil / parental voice – positive outcomes for children</p> <p>Teacher voice – increase in participation for individuals receiving support in classroom and attitudes to learning observed</p> <p>Greater parental engagement (and wider family) observed for particular individuals.</p> <p>Pupils receiving emotional support are accessing their learning more (observations by class teachers / SENCO)</p>

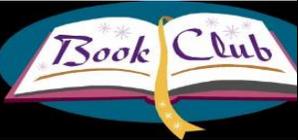
<p>D</p> <p>DIET</p>  <p>Healthy Schools</p>	<p>See Breakfast Club</p> <p>£1000</p>	<p>BARRIER J, K</p> <p>To raise profile of healthy eating and the importance of nutrition and a</p>  <p>healthy diet with children and parents.</p>	<p>Joint initiatives between Breakfast club and Healthy Eating / KOSSW Week Gardening club equipment subsidy Additional sports equipment purchase subsidy (in addition to Sports Premium) Opportunities to deliver curriculum through science 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>Science work on health and nutrition - books Gardening club KOSSW Increased parental engagement / positive feedback / healthier lunchboxes (attendance at workshops) Y6 links with high school established – food technology Healthier choices in Breakfast Club</p>
<p>E</p> <p>EMOTIONAL WELLBEING</p> <p>Nurture Groups</p> 	<p>£13300</p> <p>see also BCLUB</p> 	<p>BARRIER B, G, H, I, K, L</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>Full time Learning Mentor / pastoral care RSE workshops offered 3 x</p>	<p>Monitor attendance at meetings – parents specifically targeted Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	<p>Children can quickly and regularly access support from Learning mentor to address barriers to learning. Families being supported on a daily basis.</p> <p>RSE curriculum embedded</p> <p>Evidence in PHSE books / PSHE Pioneers meet regularly with curriculum lead to discuss learning across the school</p> <p>'Teaching Puberty' training with KS2 and Tanya Cross (LA) Positive feedback from 'hard to reach' parents working group</p> <p>Y6 exit questionnaire</p> <p>Positive children attitudes / experiences (pupil voice)</p> <p>Y6 Chamaeleon project</p> <p>Social stories used throughout the school for specific pupils</p> <p>Pupils voice – restorative approaches</p> <p>Open-door policy</p>

			<p>yearly to parents in Y4-6 Small group intervention on 'pride, resilience, self-esteem 1 x weekly, 10 weeks Year 6 NWGT Workshops Transition to new phases / classes carefully planned and recorded Seeing the Autism training for T / TAs Restorative approach training for parents / staff and governors Breakfast Club Morning 'check in' for individuals to target emotional barriers to positive mind set at school Mentor support Self-esteem small groups 'Happy 2B Me'</p>		<p>Parent View Christians in Schools Subsidy (Year 6 May 2018) Evidence – Hazel Grove visit feedback Carefully planned transition to mixed classed (Years 3/4) evidence – all children happy and settled September 2018 Year 6 staff completed 'Seeing the Autism;' trainings – using strategies in classroom</p>
<p>E ENRICHMENT AND VISITS</p> 	<p>£4350</p>  <p>See 'transport'</p>	<p>BARRIERS A, C, E, G, K To raise attainment of underperforming pupils in Year 6 – maths, reading comprehension and spelling To extend and support pupils working above national expectations To ensure disadvantage is not a barrier to opportunity To raise aspirations</p>	<p>Full programme of class visits / enrichment activities organised in school. Guitar tuition fully subsidised for school for all KS2 classes 1 hour weekly Subsidised residential trips for Y3 /4 Subsidised trips for all classes Y4 Shakespeare Project School Linking Project Transition</p>		<p>Newsletters outlining activities Work in children's books show greater depth of learning experiences as a direct result of enrichment (History / Geography / RE) Pupil voice positive about experiences and what they have gained All children made progress against targets set by guitar teacher Links between curriculum music and tuition strengthened Good attendance at concerts within school and wider community – Town Hall / Academy / Bridgewater Hall/ Theatre Year 4 completed Shakespeare project - Macbeth</p>

<p>EYPP</p>	<p>£3140 See also outstanding teachers</p>	<p>BARRIERS C, D, E, G, I</p> <p>See also Learning mentor / outstanding staff bilingual teacher Breakfast club uniform Attendance</p>	<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</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	<p>See levels of attainment.</p> <p>Evaluation – 2018/19. Low levels of attainment on entry and low levels of English continue to be a barrier. Funding next year to focus on increasing ELS intervention programme for 6 months, re-starting parent and toddler group and Phonics for EAL parents and children combined to address these barriers further.</p>
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			<p>children for 4 – 6 months</p> <p>Tapestry funding</p> <p>Wellcom funding and training costs</p> <p>Proportion of mastery in maths training costs to develop skills and delivery in maths</p>		
<p>H</p> <p>HOMEWORK</p> 	<p>£2445</p> <p>booster</p>	<p>BARRIERS A, F, J, K</p> <p>Extending learning time</p> <p>To support Y6 pupils - programme for SATs revision</p> <p>Provide for pupils who may not have resources such as computers at home – addressing poverty</p> <p>Access for pupils to a qualified member of staff to support learning</p> <p>Access to high quality texts</p>	<p>Lunchtime homework club open daily.</p> <p>Staff support available daily</p> <p>Homework policy and practise designed to support key skills in core areas</p> <p>Additional Booster classes in Spring term (1:1)</p>	<p>Increased number of PP children attaining GD in RWM year on year</p> <p>Gap in attainment closed between national and PP</p> <p>All PP children complete homework on time to a good standard</p>	<p>Increased numbers of children completing homework tasks across KS2</p> <p>Y6 attendance regularly 2/3 times weekly</p> <p>Positive parental feedback</p> <p>Evidence in end of year progress and attainment</p> <p>Children using facilities daily to complete 'My Maths' and Times Tables Rockstars'</p> <p>'Brainbox Club' for KS1 running for Summer term led by staff after school</p> <p>Booster classes in Year 6 1 term organised and led by staff (full attendance to all invited)</p>

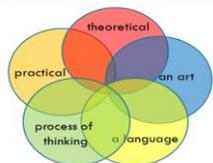
<p>I</p> <p>INTERVENTIONS AND IMPACT OF TRAINING</p> 	<p>See also</p> <p>O - Outstanding teachers</p> <p>R - Reading</p> <p>M</p> <p>Maths</p> <p>E</p> <p>Emotional / Social</p>	<p>BARRIERS A, E and G</p> <p>To raise attainment of underperforming pupils in Year 6 and across the school in maths, reading 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>	<p><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></p> <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</p> <p>Inference Project</p> <p>Strategies to support EAL pupils</p> <p>Restorative Approaches training for staff</p> <p>Mastery approach to maths</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	<p>Impact of maths intervention in Year 6 – gaps closed when compared with all children nationally.</p> <p>RAPs updated termly and results analysed to inform spending decisions and understanding of pupil progress and attainment - all staff involved</p> <p>Investment of training and INSET 'Mastery in Maths' and 'Lesson Study' research and two members of staff TRG trained has had significant impact in maths progress across the school – evidence: book scrutiny / observations / pupil voice / staff feedback / end of year progress</p> <p>Evidence across the school of children responding to effective feedback in order to make further progress Evidence in books shows that children have a dialogue with teachers</p> <p>Children respond to feedback and assess their own work often using success criteria</p> <p>Planning evidence shows children have responded well to 'Restorative Approaches' and it is being embedded as part of everyday school life</p>
<p>L</p> <p>LOOKED AFTER CHILDREN</p>	<p>See also</p> <p>U - uniform</p> <p>C - counselling</p> <p>Nurture groups</p> 	<p>BARRIERS A, B, G, K, L</p> <p>To raise attainment of underperforming pupils in maths, reading comprehension and spelling</p> <p>To ensure</p>	<p>Uniform subsidy for individual pupils</p> <p>Counselling funded (see above)</p> <p>Resources for home funded</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>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	<p>SENCO / PP Champion completed up-to-date training by virtual school – now joint responsibility for this group of pupils in school</p> <p>All children have equal access to opportunities in school All staff aware of barriers children face and work collectively to address barriers to support children and their families</p> <p>Parental / child feedback after sessions demonstrate positive / impact seen in classroom and home.</p> <p>See 'uniform'</p>

		disadvantage does not mean lack of opportunity	Access to family activities – art workshop Subsidy to wrap around care where required		
 L LUNCHTIME CLUBS	<p>£800 'see also Sports Premium and</p>  <p>H – homework'</p>	<p>BARRIERS A, E and G Extending the learning time in school Addressing poverty by providing support and resources in school (accessibility and equal opportunities)</p> <p>To encourage speech, language and communication opportunities outside classroom</p> <p>To promote healthy lifestyles / enrichment / raise aspirations</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 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.</i></p> <p>Outdoor play equipment purchased to develop learning opportunities and communication in outdoor environment Happy2Bme' intervention (emotional wellbeing) Reading for Gold intervention KS1 'Brainbox Club' maths intervention Motor Skills United Y3 2 x 30min weekly Small group Booster groups in years 2 / 6 1 term</p>		<p>See 'Sports Premium' report Outstanding break / lunchtime behaviour Children able to access playtime timetables and structure their play Pupil voice / school council involvement positive Visits from other schools to observe our good practice Small maths / English group Booster groups in years 2 / 6 1 term – impact (refer to results summary tables above)</p>

M

MATHEMATICS

Mathematics is ...



£2700

See also
O
Outstanding staff

BARRIERS A and J

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

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.

First class @ Number 3 x weekly
Y1 First class @ Number 3 x weekly 38 weeks
Y3 numeracy support programme PLUS 11 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

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

Achieved Basic Skills Quality Mark (4th time accredited)

Mastery approach in maths embedded in school

EYFS / KS1 / KS2 results 2017

Impact evident in school books and moderating activities undertaken by staff – children working at much higher levels of attainment than prior years.

Expectations are high throughout the school

Challenging targets are set and pupil progress tracked robustly 3 x termly alongside SMT

Gap tasks and lesson studies undertaken by staff show increased awareness of working at mastery - positive impact on 'challenge' and pupil progress

2 staff members TRG trained in maths Mastery – impact seen across school in quality of lesson design and children's learning / progress in maths

Additional Evidence – refer to summary data in above table.

			2 x staff training 'Shanghai Mastery Approach' research group (year programme)		
<p>O</p> <p>OUTSTANDING STAFF</p>	 <p>£26, 691</p>	<p>BARRIERS A, B, E, F, I</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>	<p><i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p> <p><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></p> <p>See interventions, maths, literacy, reading, nurture groups Reading Recovery (Summer term 2016)/ EY specialist employed full time Additional bilingual support 1 day per week in EYFS Pupils Premium Champion Teacher 0.6 EAL support 3 x mornings per week 1:1 Y4 KS1 PP teacher 0.5 2 terms</p>	<p>Quality first teaching to enable barriers to learning to be removed.</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>Outstanding teacher / SMT leads Pupil Premium in school</p> <p>Experienced Early Years teacher lead English / literacy interventions in EY / KS1</p> <p>TA training in all other interventions</p> <p>1 x bilingual learning mentor 0.3 (FS)</p>

<p>O</p> <p>OFFSITE PROVISION ENRICHMENT</p> 	<p>£6800</p>	<p>BARRIERS A, G, I, K 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>	<p>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.</p> <p>Swimming lessons – transport and cost of additional lessons Bikeability contribution Z-ARTs Trip subsidy Swimming lessons Subsidised residential activities Challenge 4 Change Shakespeare Project Year 5 Nursery and Reception nuresery rhymes One Voice Initiative Sports attendance Shakespeare Project Simply Books awards – promoting love of reading Zoo trip subsidy (years 3/4) Plaza visit – author Chillfactore subsidy (Y5/6) Challenge4change subsidy Y5 Etihad workshop</p>	<p>All PP involved in an uptake of extracurricular activities.</p> <p>Lesson observations show impact of visits in work.</p>	<p>All children in Y6 achieved National KS2 award swimming</p> <p>Feedback from families – now swimming regularly as a result of children enjoying and being able to swim – wellbeing</p> <p>Pupil voice positive – experiences of residential</p>
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<p>R</p>  <p>RESOURCES</p>	<p>£850</p>	<p>BARRIERS A, K To provide opportunities for enrichment for children to participate in whole school / class events Use up-to-date technology across the curriculum</p>	<p>Recorders class set Boom whackers class set Purchase of music and costumes for productions (x3) Computing / ICT specialist teaching and resources</p>		<p>Pupil voice / parental feedback / turnout high for all events Glockenspiels now being used to enrich music curriculum in all classes</p> <p>History books purchased to develop creative curriculum and extend resources for children's learning – evidence of impact in children's books</p>
<p>R</p> <p>READING, WRITING, GPS AND LITERACY</p> 	<p>Intervention £4500</p> <p>See also Outstanding staff</p>	<p>BARRIERS A, C, F, G, I</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.</i></p> <p><i>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</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>Basic Skills Quality Mark reaccreditation Spring 2018 Pupil responses regarding additional support very positive Parental voice at Parent Consultation - parents can see improvements Children making progress over the year (evidence tracking grids) / books Attainment at key stages (see 'summary')</p> <p>Increase in confidence – evidence pupil interview</p> <p>Increased attainment in GPS - significant % higher in KS2</p> <p>Evidence in books across the school when moderating show grammar is beginning to be embedded across the school and applied across the curriculum</p>



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 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
Beanstalk REading

<p>S SPORT PREMIUM</p> 		<p>See 'Sport Premium Report'</p>	<p>See 'Sport Premium Report'</p>		<p>See 'Sport Premium Report'</p>
<p>S SPEECH AND LANGUAGE</p> 	<p>see Reading and ENglish</p>	<p>BARRIERS A, C, F, G, I</p> <p>To raise attainment of all pupils when communicating about their learning and in everyday life 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.</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>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</p>	<p>Evaluation of intervention updated on pupil trackers and RAPs by T and SENCO</p>	

			<p>weekly Y1 LSS buy back 2 x pupils Y1 30 mins weekly Daily ELD intervention individually tailored phonics delivered by specialist SALT 1-2 2 x 45mins weekly Y1 ESOL classes (English classes for parents)</p>		
<p>T</p> <p>TRANSPORT AND TRAVEL</p> 	£2000	<p>BARRIER K To ensure that poverty not a barrier to opportunity. To provide experiences / develop language skills</p>	<p>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 Pizza Express Subsidy</p>		<p>Pupils voice positive / collaborative work between Cale Green and Mellor Primary School shows links are increasing over time. Evidence in books Parental feedback and numbers of children accessing performances high – increase from previous years Parental feedback tells is that many children go to High school and continue musical tuition funded now by parents See ‘enrichment’</p>
<p>UNIFORM</p> 	500	<p>BARRIERS K To ensure children have the basic equipment they need for school.</p> <p>Develop a sense of ownership and belonging.</p>	<p>School uniform subsidy for identified families</p>		<p>All children across the school have appropriate uniform and PE kit. Access to full curriculum by all.</p>
<p>Z</p>	£1000	<p>To promote zero tolerance of bullying / racism and promote the</p>	<p>Subsidised visits to places of worship School council (Led by Learning Mentor) Eco council</p>		<p>Pupil voice / work in books shows increased understanding of a range of aspects of different faiths Very small number of racist incidents reported. All staff ‘Prevent’ trained Full PHSE curriculum in place and accessed by all children.</p>

<p>ZERO CLUB</p> 		<p>Modern British Values of democracy rights and responsibilities .</p>	<p>4th theme resources planning 'Prevent' / MBV training for all staff Assembly visitor donations Visits to classes by Greater Manchester Fire / Police Service Anti-social behaviour workshops See also Emotional Wellbeing (Learning Mentor)</p>	<p>Parents consulted and informed about content 4 x yearly Children aware of Modern British Values and how they apply to them - what they look like in day-to-day life Cheadle Hulme Easter Trail subsidy for all children Y1-6 Stockport Crucial Crew subsidy Y6</p>
<p>TOTAL SPEND</p>	<p>£87,719</p>			

SECTION 3

HOW MUCH FUNDING WILL WE RECEIVE FOR THE ACADEMIC YEAR 2018/19?

Cale Green will receive £88, 440 Pupil Premium funding FOR THE YEAR 2018/19 (including EYPP)

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 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.

The PPG grant will be used specifically to pay for outstanding intervention teaching in number, reading, English, maths and spelling. 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.

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 across the school.

PRIORITIES 2018/19

BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)	
IN-SCHOOL BARRIERS (issues to be addressed at school, such as poor oral language)	
A	Increase numbers of PP children achieving greater depth in writing and mastery in maths and all identified more able children in KS2
B	Emotional and Social difficulties: disadvantaged cohort (particularly children in Y5 / 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
EXTERNAL BARRIERS	
(Issues that require action outside school, such as low attendance rates)	
J	Increase attendance rates for pupils eligible for 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

The strategy for 2018/19 will be presented to the Governing Board by the Headteacher and Pupil Premium Champion on October, 10th 2018. The strategy will be reviewed in December, 2018, April 2019 and July 2019.

Mrs Nicola Lewis Pupil Premium Champion