

Pupil premium strategy – review

December 2016



i. Quality of teaching for all

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Actions and associated impacts to date:																									
Communication and reading skills will be rapidly improved	Implementation of the Helicopter approach for story telling in the Early Years	The Head of Early Years is a national Helicopter champion. Full training (and modelling of the technique) will be provided by her to Early Years staff. Monitoring of the delivery of the technique will be undertaken	<ul style="list-style-type: none"> Helicopter training (and associated ongoing guidance) provided for all EY practitioners. Tracking of communication and language areas of learning show a clear pattern of pupil premium children having accelerated progress within speaking. This is not yet mirrored in listening and attention / understanding. This will be a focus / tracked as a move forward. <table border="1"> <thead> <tr> <th></th> <th colspan="2">On track for GLD</th> <th colspan="2">Steps progress</th> </tr> <tr> <th></th> <th>All</th> <th>PPr</th> <th>All</th> <th>PPr</th> </tr> </thead> <tbody> <tr> <td>Listening and attention</td> <td>70%</td> <td>57.1%</td> <td>0.6</td> <td>0.4</td> </tr> <tr> <td>Understanding</td> <td>70%</td> <td>57.1%</td> <td>0.7</td> <td>0.4</td> </tr> <tr> <td>Speaking</td> <td>66.7%</td> <td>71.4%</td> <td>1.0</td> <td>1.2</td> </tr> </tbody> </table>		On track for GLD		Steps progress			All	PPr	All	PPr	Listening and attention	70%	57.1%	0.6	0.4	Understanding	70%	57.1%	0.7	0.4	Speaking	66.7%	71.4%	1.0	1.2
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Introduction of cued articulation and links to the phonics strategy	Selected staff members will attend specific training. Training on a basic level will be provided to all members of staff through inset CPD by the SENCo and the Speech and Language Assistant. The use of cued articulation in line with phonics sessions will be checked	<ul style="list-style-type: none"> Cued articulation training and ongoing guidance has been provided for all teaching staff delivering phonics and speech intervention for children in years 1 and below. As of end term 2, 2016, 67% of pupil premium children in year 1 were broadly on track to reach the expected level for the phonics screen (this compares to 50% of the pupil premium children reaching expected levels in communication and language at the end of year R) In 2015/16, 54% of disadvantaged children attained the required level in phonics (at the end of year 1) 																										
Increased experiential learning inside and outside the school environment	All teaching staff will be asked to plan in experiences for children as part of the long term planning of the curriculum. Associated budgets will also be finalised (subsidised attendance will be factored in for disadvantaged children) The development of free flow playtimes around the site, and the installation of play equipment as a basis for imaginative play will be undertaken	<ul style="list-style-type: none"> Experiences were planned into the curriculum at the end of the 2015/16 academic year ensuring that all were arranged and notice periods to parents were lengthened as much as possible. The residential experience for children (PGL during 2015/16 and Kings Wood adventure centre for 2016/17) has been a significant focus for the pupil premium strategy with a clear drive to enable more disadvantaged children to attend. Subsidies have been provided and 'advertised' from the beginning. In 2015/16 16.2% of the total party for the residential was made up of disadvantaged children. This year (2016/17) 31.4% of the party is made up of disadvantaged children. 																										

	<p>Increased exposure to high quality texts</p>	<p>High quality texts will be attached to all planned curriculum projects. Key expectations around the sharing of these texts and their integration within guided reading will be in place.</p>	<ul style="list-style-type: none"> • Additional monitoring is in place to assess the extent to which experiential trips are being subsidised for pupil premium children. In the 3 main trips undertaken between October and December 81% of the children subsidised fully by the school were in receipt of pupil premium. • Key texts are in place for all curriculum projects ensuring wide exposure to quality first texts. • <i>Further work is required to ensure that disadvantaged children are able to access high quality texts outside of the classroom environment (see notes below for 'The Big Bedtime Read' initiative)</i>
	<p>Developing a love of reading</p>	<p>The Accelerated Reader programme will be implemented for all children in KS2 and those that are able to access the system in KS1. Individual targets will be set for children and reviewed regularly to ensure that they are enabled to use the system effectively. Training for teaching staff will be given through in-house inset</p>	<ul style="list-style-type: none"> • Accelerated reader is in place and accessed by all children in KS2 plus all children able to independently read in year 2. Progress figures for reading indicate a positive impact for all readers. The percentage of disadvantaged children making more than expected progress is greatest in years 4 and 6 (where it is also higher than the percentage of non-disadvantaged children making more than expected progress). • <i>Further work is needed to ascertain percentage differentials between disadvantaged and non-disadvantaged children in terms of engagement with the programme / words read etc.</i>
<p>Children will recognise their own potential</p>	<p>A clear knowledge of what good behaviour for learning looks like</p>	<p>The behaviour for learning continuum will be further developed and shared with all staff. Children will be conferenced on a half termly basis and, with the support of an adult, be enabled to identify a key target for behaviour for learning. This will be reviewed every half term. Ongoing analysis of overall data will be undertaken and fed back to staff as needed</p>	<ul style="list-style-type: none"> • Behaviour for learning consultations are in place each half term with all children able to identify and set targets for themselves (with varying levels of support from the adult working with them). The impact on behaviour itself is being monitored through the number of squad / achievement points received by children. • The overall picture for squad point distribution is positive. <i>However, further work is need to ensure the gap between point distribution (between disadvantaged and non-disadvantaged) is narrowed.</i> In term 2 (compared to term 1) the gap narrowed in years 4 and 5 but widened in years 2, 3 and 6.
	<p>High expectations will be embedded across the school with the notion of aspiration and resilience (along with other core values) being prominent</p>	<p>Pupil progress meetings will actively challenge any suggestion of children not making appropriate progress from their own starting points. Progression questionnaires will be implemented to challenge limited progress and identify routes forward.</p>	<ul style="list-style-type: none"> • Progress is robustly challenged through pupil progress meetings and reviewed through cross-correlation with the children's workbooks. Progression questionnaires are requested to evidence the process of 'verification' of progress being in place when children have not 'obviously' moved from one category to the next (ie A to OT)

Provision for lower attainers within the classroom through effective differentiation, inclusion and quality first teaching will be a key focus for monitoring. Communicate in print will be purchased to ensure that there is a whole school approach to enabling access to the curriculum. Training will be given on communicate in print and expectations that it will be seen used to strong effect in books and in classrooms will be given.

Children will be supported to set their own targets for the core values and encouraged to take personality and responsibility for their progression across these over time

- Provision for lower attainers (through book looks) is increasingly strong with evidence of effective differentiation and tools such as communicate in print being in place to ensure all children can access the work.
- Data for prior lower attainers (KS2) at the end of term 2, 2016 showed that the historical poor progress of the group (which accelerated during the 2015/16 academic year) remains strong this year. Ongoing tracking and monitoring is required.

- Half termly 1:1 conferences are in place for all children and are working well with children clear on why they are setting targets and their responsibility for working towards them. 'Average' value 'scores' for each class are taken as a means of providing overall evidence of progression over time. The decision was taken to analyse 'averages' for disadvantaged as compared to non-disadvantaged children over time as well to identify any gaps, act upon these and to monitor if these close over time. Term 2 data is as below with the vast majority of gaps showing disadvantaged children are below non-disadvantaged children for R – resilience, E – exploration, A – aspiration, P – positivity and B - behaviour for learning. This data has been shared with all staff with a *future clear focus on looking at provision to narrow these gaps over time.*

	R	E	A	P	B
Y2	-0.3	-0.3	-0.1	-0.3	-0.2
Y3	+1.1	-0.7	-0.2	0	-0.1
Y4	-0.2	+0.2	-0.1	-0.5	-0.5
Y5	0	-0.4	-0.7	-0.6	-0.7
Y6	-0.8	-0.1	-0.6	-0.5	-0.6

Children will recognise when they are making progress and are able to critically reflect on the next steps for their own, and others learning Exposure to a variety of career opportunities

Expectations for children to assess their own learning, and that of others, will be made clear with a progressive approach outlined through the school (including the use of learnosaurs in the Early Years). Weekly review sheets (incorporated in curriculum books) will record children's own thoughts and feelings on how to improve.

- A progressive approach for self and peer assessment has been devised with clear expectation for how children should be able to review the work of themselves and others as they move through the school. Work has been carried out to dovetail how the 'learnosaurs' in the Early Years enable self and peer assessment and also dovetail to the school's core learning values
- Weekly review sheets will begin (curriculum books) at the start of term 3.

Children will feel highly supported within the

Mindfulness techniques to be utilised / in place

Differing mindfulness approaches will be trialled in various year groups through the

- Mindfulness approaches have started in all year groups (years 1 to 6) with children coming in early from the end of the lunch break to

school environment and able to develop their own strategies to cope with challenging situations	within curriculum time	early part of the academic year (yoga, colouring etc). Reviews of impact will be considered before defining a clear way forward	enable them to spend time calmly transition from outdoor play to learning time. Individual colouring seems to be the most effective approach currently based on teacher feedback. <i>Pupil voice feedback needs to be gained in order to decipher the information</i>
	Knowledge of how to self-help within the classroom environment and build ability to work through any problems	Clear information and training will be given regarding the availability of manipulatives within the classroom (for maths based activities). Clear expectation will be set regarding the nature of supportive information around classrooms for children to use	<ul style="list-style-type: none"> Regular input during weekly staff meetings provides ongoing initiatives and suggestions for the use of manipulatives within maths. All classrooms are now equipped with manipulatives and children are seen to be increasingly confident in accessing these and using them as a supportive tool. <i>Further work is planned to ensure that age related expectation statements are put in place for reading, writing and maths in all classrooms to ensure that children have clarity regarding their 'aim'. These statements will be differentiated to outline 'working towards', expected and exceeding levels</i>

Total budgeted cost £46,200

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Actions and associated impacts to date
Communication and early reading skills will be rapidly improved throughout Early Years / KS1	Speech and language therapist visits (on regular basis through the year) and a permanent speech and language teaching assistant	The speech and language assistant will be guided by the speech and language therapist with regard to programmes to be run. The S&L assistant will report into the SENCo.	<ul style="list-style-type: none"> Speech and language programmes are fully up and running and effective in nature with children making noted progress. <i>Additional information needs to be collated with regard to the ongoing impacts and the differential in children accessing S&L support between disadvantaged and non-disadvantaged children</i>
	Junior language link will be purchased to enable effective checking of children as they grow and develop		
	Individual reading sessions for identified children	Highly skilled TAs will work with the identified children on a 1:1 basis. Children will be selected via the pupil progress reviews ensuring that provision is appropriate and agreed by class teachers / Head of School	<ul style="list-style-type: none"> Individual reading sessions are provided by 4 skilled TAs providing a total of 20 additional hours of 1:1 reading time each week. Pupil premium children are prioritised for this time. Percentage uptake is variable as the time is outside the main school day (beginning at 8am). <i>Further analysis needs to be undertaken to ascertain the impact of this work upon children's levels over time.</i>

<p>Children will recognise their own potential and how a successful education can enable them to achieve this</p>	<p>Use of Accelerated Learning to target small gaps in children's knowledge and understanding enabling them to make accelerated progress.</p>	<p>Children eligible for accelerated learning will be identified through pupil progress meetings. Regular (at least 2 per half term) reviews will take place with phase leaders to review children's progress / ensure evidence is in place documenting the input that children receive and any impact on daily work.</p>	<ul style="list-style-type: none"> Accelerated learning provision is prioritised for disadvantaged children but other children benefit from this and the balance between disadvantaged and non-disadvantaged children on the scheme varies significantly over time. The provision has impact that is measured through the progress judgement (in year – based on teacher judgement and challenged through pupil progress meetings). At the end of term 2, the following table identifies the percentage of children deemed to be making expected or better than expected progress in each year group who had been on the programme at some point from September: <table border="1" data-bbox="1433 494 1892 798"> <thead> <tr> <th colspan="2">% of children (who had taken part in accelerated learning) making expected or better than expected progress at the end of term 2.</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>88%</td> </tr> <tr> <td>Year 3</td> <td>83%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> </tr> <tr> <td>Year 5</td> <td>93%</td> </tr> <tr> <td>Year 6</td> <td>88%</td> </tr> </tbody> </table>	% of children (who had taken part in accelerated learning) making expected or better than expected progress at the end of term 2.		Year 2	88%	Year 3	83%	Year 4	100%	Year 5	93%	Year 6	88%
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<p>Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging situations enabling them to refocus on class work</p>	<p>Pastoral support team to support children (families) with low self esteem / difficulties in coping with emotive situations</p> <p>Where children have had severe / specific incidents requiring specialist support, play therapy can offer a potential route for support</p>	<p>The 'use' of the pastoral team by individual children will be monitored and reported to SLT who will look for trends. Key support mechanisms and interventions will be in place and tracked by the Pastoral team.</p> <p>The school employs a qualified play therapist one day per week (post holder of pastoral support manager at Kemsley primary academy). Referrals are agreed between the play therapist, the SENCo and the pastoral support manager</p>	<ul style="list-style-type: none"> A key provision from the Pastoral Support Leader is the use of a lunchtime club that children can attend (through invitation) when they have specific worries or concerns. Children can discuss worries and these are recorded / followed up as appropriate. Data is kept regarding the number of visits undertaken by each child. The term 2 'visit' data to the lunchtime worry drop in showed that 51% of visitors were pupil premium children. Due to sickness absence during terms 1 and 2, play therapy has not taken place. Impact to be reviewed when play therapy is able to recommence. 												

Total budgeted cost £71,500

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Actions and associated impacts to date
Children will recognise their own potential and how a successful education can enable them to achieve this	Development of aspiration through learning about different career choices and commitment to ensuring all children visit University to see life as an undergraduate	A programme will be built to expose children to varying career opportunities including a visit to Kidzania for all year 5 children	<ul style="list-style-type: none"> Further work is required to ensure that this programme is finalised and bookings are made in line with the commitments made
Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging situations enabling them to refocus on class work	The introduction of Covey's 7 habits work to build self leadership skills. In addition, work on self awareness will take place so children (and adults) can build a framework in which to build / develop the habits	The 7 habits approach (and associated self awareness work) will be built by staff and children at the same time ensuring that it is a joint journey. Momentum will be maintained through the half termly change to consideration of a new habit	<ul style="list-style-type: none"> The 7 habits work is being introduced at the start of term 3. Children will undertake a quiz that enables them to identify their drivers – which will be represented by a Mr Men character. Staff will also undertake the test and then work alongside the children to build their knowledge of, and reflect upon, one habit per half term. Term 3 focuses on the first habit: being proactive. Further work needs to be undertaken to define a way in which the impact of the work can be 'measured' and considered.

Total budgeted cost £3200

Addressing external barriers

Current barrier	Chosen action/approach	What is the evidence and rationale for this choice?	Actions and associated impacts to date
Poor approach to the need for regular attendance	Allocation of Pastoral Support lead time to proactively liaising with parents alongside positive initiatives within the school for attendance (on an individual reward basis)	Weekly reporting of attendance will be carried out and tracked by the Pastoral support leader and the Hos / Exec Head. Specific tracking and monitoring of all children who are, or are close to being, persistent absentees will be scrutinised and any additional possible actions put in place. Close liaison with the local authority's Educational welfare officer will continue.	<ul style="list-style-type: none"> Weekly reporting is carried out ensuring that there is ongoing records and associated challenge around poor attendance. Persistent absence is a significant problem in the school with 19% of children in this category (with overall attendance of less than 90%). Of the persistent absentees, 28.2% are pupil premium children which, although in need of improvement, indicates that pupil premium children are not the main issue for persistent absence. Pupil premium attendance overall is very poor (91.13%) however, with the persistent absentees removed from this, the overall attendance is better (at 95.71%). Challenge visits for attendance are regularly undertaken by the local authority EWO and a REAch2 associate school leader with expertise in attendance. The school has commissioned the support of an attendance consultant to review all systems and procedures during January 2017 in order to try and further address the issues involved.
Caution with regards to approaching the school / knowledge of how to support from home	Widen the availability of information through a variety of communication channels (eg website, twitter, facebook). Use a	Marvellous Me (parental app) will be launched to all classrooms, training will be given and use will be tracked in terms of use through the online administration portal. Blog and twitter use will be monitored for use	<ul style="list-style-type: none"> The Marvellous Me app has been highly successful generally with parents who are using it feeling more in contact with the school. At the end of December 2016, 61% of the children in school had parents who had signed up to use the app. Further data analysis will enable us to ascertain the percentage of

specific parent facing app to distribute positive messages

by each class.

disadvantaged children whose parents are using the app and what further focused work is need to increase this figure.

Total budgeted cost £10,600

Key next steps identified from the review:

- *Further work is required to ensure that disadvantaged children are able to access high quality texts outside of the classroom environment. Further work to develop 'The Big Bedtime Read' initiative to be undertaken.*
- *Further work is needed to ascertain percentage differentials between disadvantaged and non-disadvantaged children in terms of engagement with the Accelerated Reader programme / words read etc.*
- *Further work is need to ensure the gap between point distribution (between disadvantaged and non-disadvantaged) is narrowed with regard to squad points and with regard to average scores for the learning values*
- *Pupil voice feedback needs to be gained in order to understand children's thoughts on mindfulness activities*
- *Further work is required to ensure that the aspirations programme is finalised and bookings are made in line with the commitments made*
- *Further work needs to be undertaken to define a way in which the impact of the 7 habits work can be 'measured' and considered.*