

Morpeth Road Primary School:2016-2018 Pupil Premium Strategy Statement

1. Summary information (Data taken from Autumn 1 and Autumn 2 Data Drops)			
Total number of pupils	408	Number of pupils eligible for pupil premium funding	215 (52.7% of total on roll)
Number of pupil premium children in each year group: Nursery= TBC Reception= 17/45 37.8% Yr1= 28/59 47.5% Yr2= 36/60 60% Yr3= 28/51 54.9% Yr4= 28/42 66.7% Yr5= 43/58 74.1% Yr6=35/53 66.0%			
Total pupil premium budget:	£283,800	Amount per pupil: Reception class to Year 6 =£1,320 Early Years(Nursery)= £300 Armed forces =£300 CLA = £1,900	
Date of external pupil premium review: July 2017 First impact review Monday 30th October 9.30am and second impact review 11th December 2017.		Dates of internal half termly reviews: 18/10/2017, 22/11/2017, 19/2/2018, 21/3/2018, 21/5/2018 and 25/6/2018	

2. Key indicators summer 2017			
	Pupils eligible for PP	2017 national averages for pupils not eligible for PP	Attainment/ progress gap
% of Reception class achieving a Good Level of Development (GLD) 24 PP in cohort	46% (Cohort 57%)	73%	-27%
% achieving expected standard in Year 1 Phonics Check 35 PP in cohort	74% (Cohort 82%)	84%	-10%
<u>End of Key Stage 1 (Year 2) attainment figures</u> 28 PP in cohort			
% reaching expected standard in reading	54 %	79%	- 25%
% reaching a high score/working at greater depth in reading	11 %	28%	- 17%
% reaching expected standard in writing	39%	72%	- 33%
% reaching a high score/working at greater depth in writing	0%	18%	-18%

% reaching expected standard in maths	61%	79%	-18%
% reaching a high score/working at greater depth in maths	0%	23%	-23%
End of Key Stage 2 (Year 6) 2017 attainment figures and progress Key Stage 1 to Key Stage 2 33 PP in cohort			
% reaching expected standard in reading, writing & maths	35 %	67%	-32%
% reaching a high score/working at greater depth in reading, writing & maths	0%	11%	-11%
% reaching expected standard in reading	72 %	77%	-5%
% reaching a high score/working at greater depth in reading	16%	29%	-13%
Progress scores	+2.9	+0.3	+2.6
% reaching expected standard in writing	74 %	81%	-7%
% reaching a high score/working at greater depth in writing	0%	21%	-21%
Progress scores	+0.2	+0.2	No gap
% reaching expected standard in maths	35%	80%	-44%
% reaching a high score/working at greater depth in maths	2%	27%	-25%
Progress scores	-1.8	+0.3	-2.1
Attendance % for all PP children in the school	94.85 %	96.6% (2016)	- 2.02%
Persistently absent % (All PP children with an attendance rate of 90% or below)	13.20%	6.2% (2016)	- 7%

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018	
A.	When the children join the academy, the vast majority of children are below age-related expectations and have poor language, communication and social skills. This results in an increasing number of children requiring additional speech and language support.
B.	A varied range of environmental barriers are being addressed by our family team to try and provide a stable behaviour for learning both at home and at school..
C.	Some parents do not support home learning well eg do not hear their children read which leads to low aspirations of some pupils and their parents.
D.	A high number of pupil premium children also have special educational needs.
E.	Poor attendance and punctuality of some disadvantaged children.

4. Outcomes and success criteria for summer 2018													
A.	Early Years: 60% of the cohort to achieve a GLD (Good Level of Development) and 55% of pupil premium children to achieve GLD.												
B.	Year 1 phonics screening: 85% of cohort to pass the phonics test and 78% of pupil premium children. (2017 pass rate for others nationally = 83%.)												
C.	End of KS1(Year 2) % of pupil premium pupils to achieve expected standard: Reading 70%, Writing 70%, Maths 70%. The gap between our disadvantaged pupils and others nationally to close significantly.												
D.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading 79%, Writing 80%, Maths 70%. The gap between our disadvantaged pupils and others nationally to close significantly.												
E.	<p>To diminish the differences in progress and attainment between our most able pupil premium children and high attaining national others.</p> <table border="1"> <thead> <tr> <th></th> <th><u>End of KS1 PP GDS</u></th> <th><u>End of KS2 PP GDS</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Mathematics</td> <td>10%</td> <td>10%</td> </tr> </tbody> </table>		<u>End of KS1 PP GDS</u>	<u>End of KS2 PP GDS</u>	Reading	18%	22%	Writing	10%	10%	Mathematics	10%	10%
	<u>End of KS1 PP GDS</u>	<u>End of KS2 PP GDS</u>											
Reading	18%	22%											
Writing	10%	10%											
Mathematics	10%	10%											

5. Planned expenditure 2017-2018		Total Budget - £283,000	Actual Spend - £281,708.54 + additional resources		
i. Strengthen the quality of teaching and learning		Total budgeted cost = £ 95,197.58			
Desired outcomes & success criteria	Actions / Staff Lead	Why prioritise this intervention?	How will you ensure it is implemented	Cost	Impact so far
<p>Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths.: Application and practice</p> <p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p>	<ol style="list-style-type: none"> CPD on needs/support of pupil premium children (Nov 2017) and what good/outstanding lesson planning looks like. (Oct 17) All teachers know who their PP children are and aim to give them strong support each lesson. SMT/subject leaders to QA lesson planning to make sure tasks are matched to ability and are challenging. Continue TA 'Blue Books' and TA's to go on 'Outstanding TA' course – Spring Term Lesson and intervention observations specifically focus on stretch/challenge for PP children. Book scrutinies for PP children. Same day/rapid interventions Bespoke feedback and guidance <p><i>Focused on:</i> Reading, writing and maths <i>By:</i></p> <ul style="list-style-type: none"> Small group work across all areas of the curriculum <p>Staff Lead – SR / KR</p>	<p>The differences in our disadvantaged pupils' progress and attainment and that of others nationally are not diminishing.</p> <p>RAISEonline for KS2 writing and maths in 2016.</p>	<ul style="list-style-type: none"> QA planning records Book scrutinies Learning walks TA 'Blue Books and QA these to ensure stretch and challenge 'Knowing your Class' 	<p>Overall KS2 TA's – £74,185.92 total cost</p> <p>74% PP children</p> <p>£54,897.58 from PP budget</p> <p>Additional Year 5 TA's – £25,000 total cost</p> <p>62% PP children</p> <p>£15,500 from PP budget</p>	<p>Teachers have a greater focus on PP children within their class.</p> <p>TA observations of 1 : 1 work with PP children showed evidence of stretch and challenge.</p>
<p>2) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.</p>	<p>Teachers to mark the work of pupil premium/SEND children using the whole school marking policy so the children know how to improve their work.</p> <p>Staff Lead – All teachers / SMT to QA</p>	<p>Marking is not yet impacting well on pupil progress.</p>	<p>Book scrutinies by SMT & subject leaders.</p>		<p>New marking policy is fully implemented and noticeable improvement of the quality of feedback given to children.</p>

<p>3) To ensure that staff ask probing questions that effectively check and deepen pupils' understanding, challenge pupils to explain their reasoning and extend their thinking.</p>	<ol style="list-style-type: none"> 1. INSET for teachers on effective questioning and broadening the learning experiences for each child by targeted and open questioning. (20th Oct 2017) 2. 'Thinking Time' and cascading questions to be trialled by staff in classrooms as a direct result of CPD above. 3. PP children to receive additional verbal feedback and constructive, immediate dialogue <p>Staff Lead – SMT to QA following in house CPD and external inset from Phil Spoors (Teacher Development Trust)</p>	<p>Children require more 'Thinking Time' to generate and think through their answers to questions. More high quality open questioning is also needed in some classrooms.</p>	<p>Learning walks and lesson observations.</p>		<p>Too Early to measure impact</p>
<p>4) To provide an early intervention within school which provides early years teaching and learning opportunities and parental support to birth to 3 age children.</p>	<ol style="list-style-type: none"> 1. Sessions to be planned by an early years' practitioner and focused on the 'Prime Areas' of learning. 2. Health visitors', SALT, physiotherapists and occupational therapists to access the setting to provide early interventions and have all necessary support plans in place for the children to start our school Nursery provision. 3. Improved engagement with positive interactions with parents/ carers' in an early education environment. 4. Children will be able to communicate their wants and needs appropriately. 5. Improved opportunities for school to support parents to support their children's learning. 6 Improved expectations and aspirations from the parents for their children. <p>Staff Lead – SMT to QA following in house CPD and external inset from Phil Spoors (Teacher Development Trust)</p>	<p>Children are entering Nursery below ARE in all areas, but in particular Communication and Language.</p>	<p>Children to begin Nursery closer to ARE, with some children being ARE.</p>	<p>£40,000 total cost 62% PP children £24,800 from PP budget</p>	<p>Too Early to measure impact for this years' cohort, however after a trend of 100% of children starting Nursery below ARE, this intervention has provided 10% ARE for Literacy and 25% ARE for Maths starting Nursery.</p>

ii. Targeted support for pupil premium children.		Total budgeted cost = £93,798.56			
Desired outcomes & success criteria	Actions / Staff lead	Why prioritise this intervention?	Monitoring and Milestones	Total Cost % PP PP Cost	Impact so far
<p>EARLY YEARS</p> <p>Accelerate progress from exceptionally low starting points to raise attainment through additional, supported, activities.</p> <p>55% of pupil premium children to achieve GLD.</p> <p>Gap between our pupil premium children and others nationally to reduce to 10% or less.</p>	<ol style="list-style-type: none"> 1. New timetable and structure of teaching literacy and mathematics within the Reception end of the Early Years Unit. 2. Whole day teaching to embed a particular aspect and / or concept and allow time to use skill / concept independently. 3. All activities set out for child initiated related to that concept and children allowed to explore and investigate to deepen their own learning and challenge themselves. 4. Early Years Review by Lynne Watson in September. 5. Write and fully implement a communication policy which includes visualisation strategies. (Working with Croftway Nov 2017) 6. Deliver "Early Talk Boost." 7. Employ a nursery apprentice to improve our adult/pupil ratio and level of support provided. (Employed September 2017) 8. Organise parents' workshops to help them feel more confident about supporting home learning. Also "Stay & Learn" see page 8. 9. Health visitors to attend "Tiny Explorer" sessions to enable referrals to go into SALT via HV and GP services before a child begins nursery. 10. High quality number interventions to focus on number bonds and early calculation skills. 11. Create an exciting reading area where books can go home to be shared at bedtime 12. Use mini bus to take parents and their children to enrol at the public library. <p>Staff Lead – Early Years Lead Michelle Hewison</p>	<p>Some have poor speech and language skills when they start nursery.</p> <p>Disadvantaged need more targeted support to achieve GLD.</p>	<p>Learning walks, lesson observations and workbook scrutinies.</p> <p>Progress towards prime and specific ELG's from baseline</p> <p>Progress towards GLD from baseline</p> <p>Comparison to non PP pupils in school and, in summative report, nationally</p>	<p>£20,000 total cost</p> <p>38% Based on Reception data until EYPP identified for Nursery</p> <p>£7,600 PP budget</p>	<p>October 30th – Children have had 2 weeks of the new timetable / structure and early results show a more focussed learning environment is evident which is leading to deepening the learning at a quicker pace.</p> <p><u>Autumn 1 data PP GLD –</u> Rec MH – 33% Rec CM – 25%</p> <p><u>Autumn 2 data PP GLD –</u> Rec MH – Rec CM -</p>

<p>PHONICS 78% of Year 1 pupil premium children to pass the phonics test in 2017.</p>	<ol style="list-style-type: none"> 1. Intensive daily phonics for this group from Year 1 teacher and TA's. 2. Phonics workshops for parents held in September and October so they feel confident to help their children with their phonics homework. Also provided with free resources they can use at home. <p>Staff Lead - KS1 Lead and Year 1 teachers</p>	<p>Need to continue to close the gap between our disadvantaged children and national others.</p>	<p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	<p>See Literacy costs below.</p>	<p>Parents more confident to support their children. Parents asking for more workshops. <u>Aut 1 / Aut 2 PP Phonics Check data –</u> Year 1 – LB = Year 1 –GB / LT =</p>
<p>READING Improve attainment in reading for the lowest attaining pupils (80%) PP through a focused group and individual programmes Decoding (phonic) skills Word building, spelling and writing Fluency and comprehension CPD for teachers and teaching assistants Impact of best practice</p> <p>End of KS1 70% of pupil premium children to achieve expected standard. End of KS2 79% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> 1. Read Write Inc training for new staff . (January 2018) CPD on long term literacy planning on 5/9/2017. 2. First 10 mins of each morning to be spent reading; teachers, TA's and reading champions to support PP children who need extra help. 3. Exciting new reading areas created in every classroom and the library. The staircase used to promote authors and books that each class study every half term. 4. EYs / KS1 and KS2 'World Cup of Books to be introduced. 5. Targeted reading and 'Cracking Comprehension' interventions to be used in KS2 6. Lexia –5 children in each year group to receive 3 x 30 mins intervention sessions from Lexia TA. 7. Rising stars reading test every term to identify weaknesses and Salford reading test for SEND PP students. 8. 2 additional TA's employed to boost reading skills of Year 5. 9. All children provided with age/ability appropriate reading books. <p>Staff Lead – Steph Greenaway (Literacy Lead)</p>	<p>Need identified to improve PP reading frequency and outcomes particularly EY's and KS1.</p>	<p>Lesson observations and learning walks. New "Reading Champions" and TA's trained so they provide high quality reading support. HLTA /TA employed by the trust to raise achievement and outcomes for reading – temporary contracts for one year.</p> <p>Numbers of pupils entering/leaving programmes Progress of pupils by reading age and <i>towards age-related expectation</i></p>	<p>£105,332 total cost</p> <p>58% PP</p> <p>£61,092.56 from PP budget</p> <p>This is Literacy budget costings to include reading and writing.</p>	<p>Strategies need time to embed. <u>Aut 1 /AUT 2 PP data: (ARE)</u> Yr1 – LB =15.4% 31% Yr1 – LT / GB =0% 0% Yr 2 – KW =43.8% 67% Yr 2 – MJ = 16.7% 40% Yr 3 – ET = 50% 62% Yr 3 –LJ /EZ =26.7% 38% Yr 4 –RK =28.6% 39% Yr 4– SG =23% 53% Yr 5 – DY = 48% 48% Yr 5 – JL = 41% 46% Yr 6 – HH = 40% 40% Yr 6 – KR = 65% 71%</p> <p>Most groups are well below target however reading records are beginning to demonstrate progress over time.</p>

<p>WRITING End of KS1 70% of pupil premium children to achieve expected standard. End of KS2 80% of pupil premium children to achieve expected standard.</p>	<ol style="list-style-type: none"> 1. Audit/increase extended writing opportunities across the curriculum and in English. Beginning in September 2017 2. Attractive displays in every classroom to celebrate improved writing standards. – Developed by October half term 2017 3. Pencil grips to be supplied to reinforce tripod grasp for writing. (Awaiting delivery) 4. CPD on raising boys’ achievement through texts and literacy strategies on 5/9/17. 5. Continue to provide and monitor extended writing opportunities across the curriculum and in English. 6. Arrange for 2 guest authors to visit in October and March to develop extended writing. One author to be selected on the grounds that their books appeal to boys. (This will be for all of the 3 schools in the Trust.) 7. Pie Corbet “Talk for Writing” programme to continue. 8. New handwriting policy introduced to further improve writing and presentation skills. 9. Weekly SPAG boosters for all abilities in KS2. <p>Staff Lead – Steph Greenaway (Literacy Lead)</p>	<p>Need identified for PP outcomes to improve particularly at EY’s and KS1.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>	<p>See Reading costs above.</p>	<p><u>Aut1 / AUT 2 PP data: (ARE)</u> Yr1 – LB =8% 44% Yr1 – LT / GB =0% 0% Yr 2 – KW = 25% 40% Yr 2 – MJ = 6% 10% Yr 3 – ET = 50% 46% Yr 3 –LJ /EZ =20% 44% Yr 4 –RK =29% 46% Yr 4– SG =40% 47% Yr 5 – DY = 43% 38% Yr 5 – JL = 32% 36% Yr 6 – HH = 40% 53% Yr 6 – KR = 45% 71% Most groups are well below target however books demonstrate progress over time.</p>
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<p>MATHS</p> <p>Accelerate progress of disadvantaged pupils through deployment of an additional teacher for maths at both sites (mornings only) so that pupils can continue to work in sets of closer ability; pre-learn and apply strategies: Practical maths teaching Bespoke feedback and guidance</p> <p>End of KS1 70% of pupil premium children to achieve expected standard. End of KS2 70% of pupil premium children to achieve expected standard.</p>	<p><u>Mathematics is a whole school priority in 2017 / 2018.</u></p> <ol style="list-style-type: none"> 1. NCETM subject audit to be done online by all teachers. July 2017 – under direction from Maths Review Lead Simon Bissett 2. INSET by Trust Maths leads to improve subject knowledge of teachers and TA's. (planned from the GCSE audit that all staff completed in July) 3. Introduction and purchase of more concrete mathematical resources e.g. base tens, Numicon sets for each class 4. Maths Review by Ofsted inspector in September / October 2017. 5. MATHSCPD to improve subject knowledge of teachers and TA's. "Every Child Counts" by Gateshead LA. 6. Targeted support for PP children via 1st Class Number 1, 1st Class Number 2 and Success@Arithmetic. 7. Nurture room groups taught in maths groups with a strong maths focus. 8. Lunchtime Numeracy Clubs for Years 1 to 6. 9. Gold, Silver and Bronze maths challenges to provide greater stretch/challenge for all abilities. 10. Pre/ post maths assessments at the start and end of a new topic to demonstrate progress over time. <p>Staff Lead – Libby Jorden (Mathematics Lead)</p>	<p>Pupil premium maths outcomes are too low at KS1 and KS2 and below the average for national others.</p> <p>KS2 maths progress was signposted – on RAISEonline in 2016</p>	<p>Challenging performance management targets, learning walks and book scrutinies.</p> <p>Maths review conducted by Simon Bissett (Ofsted Inspector)</p>	<p>£39,852 total cost</p> <p>63% PP children</p> <p>£25,106 from PP budget</p>	<p>Maths Review Outcomes–</p> <p>*Strongest Teachers to teach lower ability children</p> <p>*SEN 'best practice' benefits all</p> <p>*Concrete – Pictorial – Abstract</p> <p>*Calculating not counting by the end of Reception / Year One</p> <p>*Number lines to be used appropriately from Nursery</p> <p><u>Aut1 / AUT 2 PP data: (ARE)</u></p> <p>Yr1 – LB =23% 38%</p> <p>Yr1 – LT / GB =0% 0%</p> <p>Yr 2 – KW =75% 73%</p> <p>Yr 2 – MJ = 33% 30%</p> <p>Yr 3 – ET = 50% 69%</p> <p>Yr 3 –LJ /EZ =40% 63%</p> <p>Yr 4 –RK =50% 69%</p> <p>Yr 4– SG =47% 73%</p> <p>Yr 5 – DY = 38% 43%</p> <p>Yr 5 – JL = 27% 32%</p> <p>Yr 6 – HH = 47% 47%</p> <p>Yr 6 – KR = 70% 76%</p> <p>Most groups are well below target however books demonstrate progress over time.</p>
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<p><u>MOST ABLE</u> Significantly improve the progress of our most able pupil premium children so they all exceed age related expectations.</p>	<ol style="list-style-type: none"> 1. Update our most able register, adding potential high attaining PP children. (Oct 2017) 2. Planned intervention sessions in maths and English for most able Year 2 and Year 6 pupils. (Nov 2017) 3. DHT to organise a Challenge Club for most able (Sept 2017), establish links with a local university and Centre for Life to organise competitions/raise aspirations and register and coach pupils for the High School challenge afternoons. <p>Staff Lead – Kim Ramsey – Deputy Head for Teaching and Learning and MAT Lead.</p>	<p>High attaining PP children do not achieve as well as their peers and others nationally.</p>	<p>Book scrutinies, learning walks and lesson observations. Termly HT reports to governors.</p>		
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iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = £92,712.40

Desired outcome & success criteria	Actions / Staff Lead	Why prioritise this intervention?	Monitoring	Cost	Impact so far
<p><u>ENGAGING PARENTS</u> Key workers to support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour Vulnerable children on the 'Continuum of Need' Universal services EHA Children in Need and Child Protection Signposting families to outside agencies for additional support</p>	<ol style="list-style-type: none"> 1. Maths, reading and writing workshops to show parents how to support home learning effectively. Personal invitations for hard to reach parents. Free learning resources provided to use at home. 2. "Stay and Learn" sessions for parents of nursery to Year 3 children. 3. Family Team and SEND review in September 2017 by Lynn Watson. 4. Family team will continue to support parents with external problems (debt, housing problems, food shortages etc) and help them to be more involved in their children's learning. <p>Staff Lead – Sheila Dixon – Assistant Head and Head of Families and Communities</p>	<p>Increased parental support will lead to better progress and higher attainment.</p>	<p>Frequency that parents/carers hear their children read evidenced in homework diaries. Records kept of parents' events. Increase in attendance figures Attendance of all pupil groups broadly in line Reduction in PA's De-escalation in levels of 'continuum of need' De-escalation of EHA Reduction in existing CIN and CP cases Evaluations from service users Cohort progress tracking</p>	<p>£77,732 total cost 70% PP children £54,412.40 from PP budget</p>	<p>90% or above attendance at parents evenings in October 2017. Better attendance at parent workshops. More parents being proactive with their child's learning. Cohort progress tracking</p>

<p><u>ATTENDANCE</u> Lower absence rates to improve attainment.</p>	<ol style="list-style-type: none"> Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. Improved attendance rewards (certificate & book) for pupils who manage to improve their attendance by at least 4%. Awarded every half term. 100% certificates awarded every half term. Weekly attendance noted in assemblies and best class awarded cup/house points/attendance tiger. Holidays taken in term time not authorised. Penalty fines introduced. Termly attendance letters to emphasise the importance of good attendance. Sentence to be included on short reports to emphasise the importance of good attendance and linking attendance to progress. <p>Staff Lead – Julie EWO</p>	<p>Some PP children have high absence rates which is affecting their progress and attainment.</p>	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>	<p>£30,000 total cost</p> <p>Shared with Trust £10,000</p> <p>53% PP</p> <p>£5,300 PP budget</p>	<p><u>2016 -2017</u> PP attendance =94.85% PA rate = 13.20%</p> <p><u>6/9/17 – 30/10/17</u> PP attendance = 95.11% PA rate = 15.21% EWO – 3 days per child holiday in September raises this percentage.</p>
<p><u>RAISE ASPIRATIONS AND BUILD LEARNING RESILIENCE</u> Behaviour and Emotional Support</p> <p>Improve behaviour for learning so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard</p>	<ol style="list-style-type: none"> The school will continue to pay for or subsidise the school mini bus to allow staff to take the students beyond the classroom for exciting learning experiences, Year 6 residential to the South of England (Chessington, Legoland, London and Portsmouth), Year 4 Outwood Bound Residential and a variety of sporting challenges eg surfing, cycling, golf, velodrome, skiing, disability sport and canoeing. Continue to subsidise breakfast club so breakfast only costs 30p a day. Organise Enterprise Week with guest speakers from a variety of careers and STEM challenges to further raise aspirations. Inspirational guest authors, athletes, artists and dancers to provide exciting learning experiences to encourage our children to aim high. Nurture Room intervention Breakfast club to ensure children are punctual and ready to learn. <p>Staff Lead – Michelle Hewison (PP Lead)</p>	<p>Many of our PP children have low aspirations.</p>	<p>Track enrichment activities.</p> <p>Pupil voice surveys in September and July to see if aspirations have been raised.</p>	<p>Breakfast Club – £6,973.75 total cost</p> <p>34% PP children</p> <p>£2,371.08 from PP budget</p> <p>Other – £50,000</p> <p>66% PP children</p> <p>£33,000 from PP budget.</p>	<p>Too early to measure impact.</p>

7. Review of expenditure for previous academic year 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £54,466

Desired outcomes & success criteria	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improve the language, communication and social skills of our nursery children.</p> <p>Increase the percentage of our pupil premium children that achieve a good level of development.</p>	<p>Deliver “Early Talk Boost“ interventions.</p> <p>Employ a nursery apprentice to improve our adult/pupil ratio and level of support provided.</p> <p>Organise parents’ workshops to help them feel more confident about supporting home learning.</p> <p>Health visitors to attend “Tiny Explorer” sessions to enable referrals to go into SALT via HV and GP services before a child begins nursery if required.</p>	<p>All interventions were delivered and impact in terms of parental engagement and improvements / reductions in the number of requiring SALT referrals when starting Nursery and Reception.</p> <p>Greater parental involvement and understanding of the high expectations we have for the children and an understanding of the ways they can help their child reach these expectations using their targets shared at parents interviews.</p> <p>46% of PP children achieved GLD; 7% more than in 2016 but there is still a large gap (34%) between our disadvantaged children and others nationally</p>	<p>Early Talk Boost was very time consuming and this year we plan to adapt the scheme to more target the needs of our children using the resources provided.</p> <p>Nursery apprentice has been employed on a year’s contract and is being utilised very well in meeting the needs of the children within Nursery.</p> <p>Parent workshops have been very well attended and we have an improved parent interview attendance rate because of this.</p>

ii. Targeted support for pupil premium children.

Total budgeted cost = £105,332

<p>To accelerate progress in READING and WRITING and ensure children reach or exceed age related expectations.</p>	<p>Provide targeted support across the whole school via the following interventions: Read Write Inc, Lexia, SALT, Communication support, Phonics and Language Development.</p>	<p>The % 's of pupils achieving the expected standard at both KS1 and KS2 improved; KS2 reading and SPAG expected standard %'s above national others. However, more needs to be done to help our most able reach their full potential.</p> <p>Year 1 phonics scores will continue to improve and translate into improved reading and writing results.</p>	<p>We need to raise the bar again. Teacher and TA expectations need to be higher and new strategies will be introduced</p> <p>Approaches used in 2016-2017 will continue.</p>
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<p>To accelerate progress in MATHS and ensure children reach or exceed age related expectations.</p>	<p>Provide targeted support across the whole school via using the new 'White Rose' scheme of work to provide consistency of approach throughout school.</p> <p>Teaching assistants completed a maths knowledge audit. INSET for teachers and TA's delivered by Maths Leader to improve subject knowledge.</p> <p>Provided targeted support across the whole school.</p> <p>Calculations policy written and shared with parents.</p>	<p>Planning and next steps for children identified using the planning, Assessment , observation cycle and 'White Rose' move the learning forward at a greater pace.</p> <p>Middle ability pupils made better progress but maths outcomes are still too low across both key stages.</p>	<p>Approaches will continue in 2017 / 2018</p> <p>Additional high quality CPD for teachers and TA's is essential if we are to raise maths standards..</p>
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iii. Other approaches to improve the attainment and progress of pupil premium children.			Total cost = 126,092
Desired outcomes & success criteria	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p><u>IMPROVE CONFIDENCE & EMOTIONAL WELL-BEING</u></p>	<p>Regular timetabled support from our family team for our parents and their children (EYFS to Year 6) to improve engagement and raise expectations/self-esteem. Parent courses on 'Surviving Parenting', Toddle Talk' 'Boys, Boys, Boys', as well as STEPS training for staff.</p>	<p>With the family team interventions and 'Tiny Explorers' parent sessions, the confidence and well-being of the children and families are continuing to increase and parent engagement is increasing as a result.</p>	<p>These approaches will continue throughout 2017 – 2018.</p>

<p><u>ATTENDANCE</u></p>	<p>With the employment by the 'Blyth Quays Trust' of an EWO a number of schemes, incentives and procedures have been put in place to improve attendance (especially persistent absence in girls which is highlighted on our school 'Dashboard' and SDP)</p> <p>Attendance panel meetings for children with an attendance rate of 90% or below. Good attendance rewarded eg certificates, gift vouchers and a visit to a soft play area for pupils with a 100% attendance record.</p>	<p>Slight reduction in PA absence rate but absence rates for many pupil premium children are still too high.</p>	<p>More needs to be done to encourage good attendance. New strategies to be piloted.</p> <p>Approaches used in 2016 – 2017 will continue alongside new strategies.</p>
<p><u>REMOVE FINANCIAL BARRIERS TO LEARNING AND SUPPORT A HEALTHY START TO THE SCHOOL DAY</u></p>	<p>The school subsidised or financed: school mini bus to allow staff to take the students beyond the classroom for exciting learning experiences, Year 6 residential to the South of England (Chessington, Legoland, London and Portsmouth), Year 4 Outwood Bound Residential, cycling, including a trip to Italy and a variety of sporting challenges eg surfing, golf, velodrome, skiing, disability sport and canoeing.</p> <p>A highly subsidised breakfast club is provided for all children, which all pupil premium children have access to.</p>	<p>Children will have highly subsidised activities available to experience to allow greater depth of writing and reading and problem solving.</p> <p>Children will have access to a breakfast club to allow them to have a good breakfast and a good start to the day and make the child more ready to learn. Breakfast club has also been used to combat lateness and attendance issues.</p>	<p>Due to the high cost of some of these activities, the SMT have taken the decision to keep activities that involve a high proportion of pupils, however have re-evaluated the impact of high cost, foreign travel visits. These will not continue next year. (Italy)</p> <p>Breakfast club will continue to be highly subsidised and only cost 30p per day per child.</p>

8. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy, information leaflet for parents and our School Development plan for 2017-2018.

