

## Morpeth Road Primary Academy 2017-2019 Pupil Premium Strategy and Self-evaluation: revised December 2018

1. Summary information for 2018-2019						
Total number of pupils	409	Number of pupils eligible for pupil premium funding	At least 221 (54% of total on roll)			
Number of pupil premium children in each year group: Nursery= ? Reception=13 to 27(To be confirmed) Yr1=24 Yr2=31 Yr3=40 Yr4=31 Yr 5= 39 Yr 6= 43						
Total pupil premium budget:	£312,444	Amount per pupil: Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2.300				
Date of external pupil premium review: September 2017		Dates of internal half termly reviews: 14/11/18, 14/12/2018, 19/2/19, 23/3/19, 4/6/19 & 7/7/19 <span style="background-color: green; color: black;">Green</span> = School above the national attainment figures for other pupils (not disadvantaged). <span style="color: red;">Red</span> = Below				
2. Key indicators summer 2018: Early Years and Phonics (Unvalidated results) PPF = Pupil premium funding						
<b>NA = 2018 national average for all pupils.</b>		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 47 in cohort 22 PP 25 non-PP <b>Whole cohort GLD=64% NA =72%</b>		68% 17 of 25	59% 13 of 22	-9%	74%	-14% Gap has closed by 13%
% achieving expected standard in the 2018 Year 1 Phonics Check 30PP 30 non-PP % passing the Year 2 Phonics Check Retakes <b>Cohort=75%pass rate NA=83%</b>		80% 50% 1 of 2	70% 71% 5 of 7	-10% <span style="background-color: green; color: black;">+21%</span>	84%	-14% Gap has increased by 4%
End of Key Stage 1 (Year 2) attainment and progress data 59 in cohort 37 PP 22 non-PP						
% reaching expected standard in reading <b>Cohort = 71% NA=75%</b> % reaching a high score/working at greater depth in reading <b>Cohort=7%NA=26%</b> making expected progress in reading (as measured in the school)		67% 17%	63% 0%	-4% -17%	78% 28%	-16% Gap closed by 9% -28% Gap increased by 11 %
% reaching expected standard in writing <b>Cohort =53% NA=70%</b> % reaching a high score/working at greater depth in writing <b>Cohort=5% NA=16%</b> % making expected progress in writing (as measured in the school)		67% 12.5%	34% 0%	-33% -12.5%	73% 17%	-38% Gap increased by 5 %. -18%Gap has stay ed the same.

% reaching expected standard in maths <b>Cohort =68%</b> <b>NA=76%</b> % reaching a high score/working at greater depth in maths <b>Cohort=10%</b> <b>NA=22%</b> % making expected progress in maths (as measured in the school)	58%	57%	<b>-1%</b>	79%	<b>-22%</b> Gap increased by 4%
	21%	3%	<b>-18%</b>	24%	<b>-20%</b> Gap closed by 3%
<b>End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data</b>					Attainment gap when
53 in cohort 35 PP 18 non-PP NOA =national averages for pupils not eligible for PP	Not PP	PP	Within school gap	NAO 2018	compared to NAO
% reaching expected standard in reading, writing and maths <b>NA =64%</b> <b>Cohort=62%</b>	90%	56%	<b>-34%</b>	70%	<b>-14%</b> Gap closed by14 %
% reaching a high score/working at greater depth in RWM <b>NA=10%</b> <b>Cohort= 0%</b>	0%	0%	N/A	12%	<b>-12%</b> Gap has increased by 1%
% reaching expected standard in reading <b>NA =75%</b> <b>Cohort=74%</b> % reaching a high score/working at GD in reading <b>NA=28%</b> <b>Cohort=8%</b> Progress scores <b>NA = 0.0</b> <b>Cohort = -1.76</b>	100%	67%	<b>-33%</b>	80%	<b>-13%</b> Gap increased by 8%
	10%	7%	<b>-3%</b>	33%	<b>-26%</b> Gaps increased by 13%
	+2.63	-2.62	<b>-5.25</b>	+0.31	
% reaching expected standard in writing <b>NA =78%</b> <b>Cohort=72%</b> % reaching a high score/working at GD in writing <b>NA=20%</b> <b>Cohort=11%</b> Progress scores <b>NA = 0.0</b> <b>Cohort = -1.46</b>	90%	67%	<b>-33%</b>	83%	<b>-16%</b> Gap increased by 9%
	10%	12%	<b>+2%</b>	24%	<b>12%</b> Gap closed by 9%. --
	+3.36	-2.40	<b>-5.76</b>	+0.24	
% reaching expected standard in maths <b>NA 2018=76%</b> <b>Cohort=75%</b> % reaching a high score/working at GD in maths <b>NA=24%</b> <b>Cohort=6%</b> Progress scores <b>NA = 0.0</b> <b>Cohort = -1.20</b>	100%	70%	<b>-30%</b>	81%	<b>-11%</b> Gap closed by 34%
	10%	5%	<b>-5%</b>	28%	<b>-23%</b> Gaps closed by 2%
	+2.21	-1.86	<b>-4.07</b>	+0.31	
% reaching expected standard in grammar, punctuation & spelling (GPS) <b>NA =78%</b> <b>Cohort= 79%</b>	100%	74%	<b>-26%</b>	82%	<b>-8%</b> Gap
% reaching a high score/working at greater depth in GPS <b>NA=34%</b> <b>Cohort=9%</b>	10%	9%	<b>-1%</b>	39%	<b>-30%</b> Gap
<b>Attendance % Reception to Year 6</b> <b>NA = 95.8%</b> <b>Whole school = 94.89%</b>	94.92%	94.86%	No gap	<b>96.2%</b> (Non FSM)	<b>-1.34</b> Gap closing
<b>Persistently absent % Reception to Year 6 (Pupils with an attendance rate of 90% or below)</b> <b>NA = 9.6%</b> <b>Whole school = 10.78%</b>	9.09%	12.31%	<b>3.22%</b> higher	<b>7.6%</b> (Non FSM)	<b>4.71%</b> higher

<b>3. Current attainment and progress: Please see November 2018 cohort summary sheets.</b>		
<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Gaps in maths basic skills	
<b>B.</b>	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 has resulted in a low percentage of pupils passing Y1 phonics check and Y2 retake.	
<b>C.</b>	High percentages of pupils with low attainment in reading, poor engagement with home reading	
<b>D.</b>	High percentage of pupils exiting KS1 with poor oral language skills	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates below national expectation of 96%	
<b>5. Intended outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A</b>	EARLY YEARS To accelerate progress in all the early learning goals, so the results are in line with the national average for <i>all pupils</i> .	72% of PP pupils achieve GLD and the attainment gap between our pupils and the national benchmark reduces.
<b>B</b>	Progress in MATHS for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXPECTED STANDARD in maths across all cohorts is narrowed from September starting points.	Maths PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=77% Y2=66% (Low target, may be revised) Y3=69% Y4=83% Y5=91% Y6=82%
<b>C</b>	Percentage of PP pupils passing the Y1 PHONICS CHECK is in line with national for <i>all pupils</i> (83%). % of Y2 PP pupils passing the phonics check retake is in line with national (92%).	Percentage of pupils passing Y1 phonics check and Y2 retake is in line with national for <i>all pupils</i> (NA: Y1 - 83%; Y2 - 92%)
<b>D</b>	Progress in READING is accelerated, leading to percentages of pupils achieving the EXPECTED STANDARD being in line with the national average for <i>all pupils</i> .	Reading PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=77% Y2=55% (Low target, may be revised) Y3=77% Y4=66% Y5=76% Y6=82%
<b>E</b>	Progress in WRITING is accelerated, leading to percentages of pupils achieving the EXPECTED STANDARD in WRITING and Grammar, Punctuation & Spelling (GPS) being in line with the national average for <i>all pupils</i> .	Writing PP cohort exit targets for EXPECTED STANDARD are achieved: Y1=77% Y2=52% (Low target, may be revised) Y3=49% Y4=66% Y5=76% Y6=77% GPS Y3=40% Y4=66% Y5=76% Y6=80%
<b>F</b>	High attaining pupil premium learners make better progress, so the % achieving at greater depth moves closer to the national benchmarks.	Reading Y2 GD exit target 3%(Target may be revised) Y6=36% Writing Y2 GD exit target 3%(Target may be revised) Y6=16% Maths Y2 GD exit target 10% Y6=20%
<b>G</b>	Overall ATTENDANCE rates increase to be in line with or above national (95.8%) with rates of PA in line with national (9.6%)	Attendance of PP pupils is at least 96% with PA rates below national of 9.6%.

6.Planned expenditure 2018/19					
i. Strengthen the quality of teaching and learning for all					
Intended outcomes	Chosen actions / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far & milestones achieved
<b>B. Progress in maths for all pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXS in maths across all cohorts is narrowed from September starting points.</b>	AHT leads maths across school  DoT&L supports with maths teaching and learning across school  DoT&L supports maths lead to develop leadership skills	Strong, effective leadership is key in implementing change and driving school improvement.  The DoT&L has extensive experience of leading maths and has a proven track record of success.	The work carried out by the DoT&L is quality assured by the North of the Tyne Regional Hub lead and monitored by the CEO of the trust.	Maths lead DoT&L for maths	<u>December 2018--MATHS</u> Data suggests Years 5 and 6 (PP and non-PP) have made strong progress from their entry points to the end of Autumn term. The other year groups are making slower progress and there are wide attainment gaps between PP and non-PP in Years 1 and 2.
<b>C. Percentage of pupils passing the Y1 phonics check is in line with national for all pupils (83%). Percentage of Y2 PP pupils passing the phonics check retake is in line with national (92%).</b>	RWI training  School to school support from Bexhill SL in EYFS and KS1 with RWI implementation.	RWI is an approach that ensures pupils experience success from the beginning.  It is used successfully in other schools within the trust, with percentages of pupils passing the Y1 check above national averages.  School to school support is a valuable element of school improvement. The support received from within the trust, which began in summer 2018, showed an impact on staff expertise when delivering RWI. This support will therefore continue during autumn 2018.	Regular monitoring of RWI sessions, with half termly data collection, will ensure that the impact of RWI is robustly monitored and adjustments made where appropriate.	Literacy lead	<u>December 2018—PHONICS</u> RWI training has taken place and the quality of phonics teaching is improving.
<b>D. Progress in reading is accelerated leading to percentages of pupils achieving EXS in line with national. End of KS1 = 75% End of KS2 = 75%</b>	DHT leads literacy across school  Accelerated Reader purchased and training delivered  DoT&L supports staff with planning and teaching of reading	The DoT&L are experienced primary school literacy leads with a proven track record of success.  Accelerated Reader is embedded in other schools within the trust and pupils have shown rapid gains in their chronological reading ages. Pupil voice indicates that pupils' attitudes towards reading improves with higher numbers	The DHT will support with the implementation of AR and ensure that all staff receive appropriate training.  Other key members of KS2 staff will also receive training directly from AR.  A consistent approach will be used, ensuring that reading is	Literacy Lead  DoT&L	<u>December 2018—READING</u> Data suggests Years 5 and 6 have made strong progress from their entry points to the end of Autumn term. The other year groups are making slower progress. Year 2 reading standards appear to have dipped; this year group will need intensive support during term two.

		of pupils reading for pleasure at home.  The Sutton Trust Toolkit states that parental engagement in children's learning can lead up to 3 months gain with use of digital technology providing +4 months gain.	given a high profile across school. The Chair of Governors, along with a librarian, will support with the setting up of AR books and creating a stimulating library environment.		
<b>E. Percentages of Y2 PP pupils achieving EXS in writing is in line with national. Reading = 75% Writing = 70%</b>	The trust SALT specialist supports EYFS team and HLTA in planning for pupils with oral skills below ARE.  Talk for Writing approach used across school  DoT&L supports with implementation of T4W  Educational visits used as a hook into learning.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  Implementation of the T4W approach has proven successful in other schools within the trust. The DoT&L for reading and writing are both experienced leaders of T4W.	A consistent whole school approach will be established.  The DoT&L will support staff with planning and delivery of T4W sequences of work using the T4W approach.  Regular CPD will be delivered both by a T4W consultant and the DoT&L.	Literacy lead  DoT&L for reading and writing  KS1 lead	<u>December 2018--WRITING</u> Data suggests Years 2, 3, 4, 5 and 6 have made strong progress from their entry points to the end of Autumn term. Year 1 are making insufficient progress and will need intensive support during term two.
<b>Total budgeted cost</b>					£99.194
<b>ii. Targeted support for pupil premium children</b>					
<b>Intended outcomes</b>	<b>Chosen actions/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact so far and milestones achieved.</b>
<b>A. EARLY YEARS To accelerate progress in all the early learning goals, so results are in line with the national benchmark for all pupils.</b>	DoEYFS supports EYFS lead with monitoring progress.  The trust's SALT specialist supports with implementation of Launchpad to Literacy.  Support with RWI implementation from within the trust.	Launchpad to Literacy is used effectively within school and across the trust to develop pre-literacy skills.  RWI has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	CPD delivered for RWI by skilled practitioners.  Support will be provided as follow on from training by professionals within the trust with proven track records of success.	EYFS leader (MH)	<u>December 2018</u> Early language and communications are developing well due to Launchpad and additional guidance from the Speech and Language Consultant and the WISE Director of Early Years who have provided high quality INSET for the EYFS team. The daily assessments identify misconceptions which are addressed in the afternoons and the learning needs for the next day. % on track to achieve GLD = <b>46.2%</b>

<p><b>B. Progress in maths for PP pupils is accelerated across all cohorts. The gap in the percentages of PP and non-PP pupils achieving EXS in maths across all cohorts is narrowed from September starting points.</b></p>	<p>A SENCO Assistant TA supports targeted groups of pupils in maths.</p> <p>CPD delivered re: maths mastery by DoT&amp;L for maths</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Small group in-class support to help pupils working to mastery level and same day fluid intervention will ensure that pupils keep up not catch up.</p>	<p>Regular CPD focusing on maths mastery will be planned into the CPD schedule together with regular monitoring activities.</p>	<p>Maths lead</p> <p>DoT&amp;L</p>	<p><u>December 2018</u> Data suggests Years 5 and 6 PP learners have made strong progress in maths from their entry points to the end of Autumn term. The PP learners in other year groups are making slower progress and there are wide attainment gaps between PP and non-PP in Years 1 &amp; 2.</p> <p>% of PP learners on track to achieve expected standard: Y1= 39% Y2 = 31% Y3=66% Y4= 40% Y5=67% Y6=84%</p>
<p><b>C. Percentage of PP pupils passing the Y1 phonics check is in line with national for all pupils (83%). Percentage of Y2 PP pupils passing the phonics check retake is in line with national (92%).</b></p>	<p>DoEYFS supports EYFS lead with monitoring progress.</p> <p>The trust's SALT specialist supports with implementation of Launchpad to Literacy.</p> <p>Support with RWI implementation from within the trust.</p>	<p>A high percentage of pupils have poorly developed phonic skills. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>CPD delivered for RWI by skilled practitioners.</p> <p>Support will be provided as follow on from training by professionals within the trust with proven track records of success.</p>	<p>RWI lead</p> <p>Literacy lead</p>	<p><u>December 2018</u> Phonics training has strengthened the teaching of phonics and phonics skills are developing well. % of Year 1 PP learners on track to pass phonics test=61%</p>
<p><b>D. Progress in reading is accelerated leading to percentages of pupils achieving EXS in line with national. (75%)</b></p>	<p>RWI delivered across EYFS and key stage 1.</p>	<p>See above.</p>	<p>As above.</p>	<p>RWI lead</p> <p>Literacy lead</p>	<p><u>December 2018</u> Progress in reading is not as rapid as it needs to be and the dip in performance of Year 2 readers needs to be addressed.</p> <p>% of PP learners on track to achieve expected standard: Y1= 43% Y2 = 15% Y3=59% Y4= 40% Y5=68% Y6=59%</p>



<p><b>E. Percentages of Y2 PP pupils achieving EXS in writing is in line with national. Writing = 70%</b></p>	<p>HLTA delivers writing intervention to targeted pupils</p> <p>TA delivers nurture provision to EYFS/KS1 pupils with opportunities for writing</p> <p>The trust's SALT specialist supports with implementation of Launchpad to Literacy (pre-writing skills)</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Pupils' social and emotional needs are addressed.</p> <p>Pupils need to develop pre-writing skills in small steps ensuring they are ready to write before the end of reception.</p>	<p>Regular monitoring of pupil progress through book scrutinies and half termly moderation with termly cross school moderation.</p> <p>Termly summative assessments will enable tracking of progress and attainment.</p>	<p>Literacy lead</p>	<p><u>December 2018</u> Data indicates that in almost all year groups PP learners are making strong progress in writing; the progress of Year 6 PP learners is particularly impressive. However, the dip in performance of Year 1 PP learners needs to be addressed.</p> <p>% of PP learners on track to achieve expected standard: Y1= 43% Y2 = 38% Y3=55% Y4= 63% Y5=50% Y6=84%</p>																																			
<p><b>F. High attaining pupil premium learners to make better progress, so the % achieving greater depth moves closer to the national benchmarks.</b></p>	<p>CPD for teachers and TAs in developing an understanding of GDS writing.</p> <p>WISE writing approach implemented across key stages 1 and 2.</p>	<p>WISE writing approach has had proven success in another school within the trust. The school is of a similar context to MRA.</p>	<p>Regular monitoring of pupil progress through book scrutinies and half termly moderation with termly cross school moderation.</p> <p>Termly summative assessments will enable tracking of progress and attainment.</p>	<p>Maths and Literacy Leaders</p>	<p><u>December 2018</u></p> <p>% of PP learners on track to achieve the higher threshold/greater depth:-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>22%</td> <td>4%</td> <td>22%</td> <td></td> </tr> <tr> <td>Year 2</td> <td>4%</td> <td>8%</td> <td>12%</td> <td></td> </tr> <tr> <td>Year 3</td> <td>21%</td> <td>3%</td> <td>38%</td> <td>36%</td> </tr> <tr> <td>Year 4</td> <td>25%</td> <td>11%</td> <td>15%</td> <td>37%</td> </tr> <tr> <td>Year 5</td> <td>23%</td> <td>9%</td> <td>22%</td> <td>4%</td> </tr> <tr> <td>Year 6</td> <td>22%</td> <td>19%</td> <td>13%</td> <td>19%</td> </tr> </tbody> </table>		Reading	Writing	Maths	GPS	Year 1	22%	4%	22%		Year 2	4%	8%	12%		Year 3	21%	3%	38%	36%	Year 4	25%	11%	15%	37%	Year 5	23%	9%	22%	4%	Year 6	22%	19%	13%	19%
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<b>Total budgeted cost</b>					£176,341																																			
<b>iii. Other approaches</b>																																								
<p><b>Intended outcomes</b></p>	<p><b>Chosen actions/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>																																			
<p><b>G. Overall attendance rates increase to be in line or above national (95.8%) with rates of PA in line with national (9.6%)</b></p>	<p>EWO employed by the trust monitors attendance, meets with parents, conducts home visits.</p> <p>Family team, 2 staff, support families with ensuring pupils attend school regularly, removing</p>	<p>Parents often seek support from school with regard to issues surrounding their families.</p> <p>This support is provided in the main through the family team.</p> <p>Having a dedicated attendance officer ensures that the school has a consistent</p>	<p>The family team are available throughout the school day and all meetings are logged on CPOMS.</p> <p>The attendance officer has regular times at school which are in the diary in advance, ensuring consistency of</p>	<p>HT/HoS</p>	<p><u>December 2018</u></p> <p>PP attendance rate = 95.4%</p> <p>Non-PP attendance rate = 95%</p> <p>In school gap= +0.4</p> <p>PP persistent absence rate = 11%</p> <p>Non-PP PA rate = 17%</p> <p>In school gap = -6%</p>																																			

	barriers to attendance.  Lunchtime provision improved. New school lunch menu introduced with choices. Move from family service to counter service.	focus on improving attendance.  Improving lunches is one way of enhancing the general positive experience of school of some children. If children feel happy in school then they are more likely to want to attend regularly.	approach. Weekly meetings are held between the EWO and senior leaders to discuss attendance with agreed actions.		<u>March 2019</u> PP attendance rate = Non-PP attendance rate = <b>In school gap=-</b> PP persistent absence rate = Non-PP PA rate = <b>In school gap =</b>
<b>Total budgeted cost</b>					£127,934

<b>7. Review of expenditure for 2017/18</b>		<b>Total cost = £283,800</b>		
<b>i. Quality of teaching for all</b>				
<b>Intended outcomes</b>	<b>Chosen actions/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>Raise teacher expectations and pupil premium progress and attainment outcomes.</b>	External pupil premium review and follow up visits by reviewer to help the school trial new strategies and measure their impact well. CPD for teachers on stretch/challenge, effective questioning including "Hinge Questions", marking and feedback. Close monitoring of teaching and learning. INSET for staff and governors on tracking, assessment and data/gap analysis.	Some of the attainment gaps in the core subjects between our pupils and others not in receipt of PP funding have started to close.  We recognise that we need to do more to close the gaps between our pupil premium children and their classmates, so we move closer to the national benchmarks.	We will continue to improve the subject knowledge and teaching skills of our staff. We will further improve our in-class support for PP children, so it is of a consistent high standard across all year groups.  ALL teachers to mark the work of PP/SEND children in great detail and ensure pupils respond by improving their work.	£95,917



ii. Targeted support for pupil premium children				
<p><b>EARLY YEARS</b> Significantly increase the % of our pupil premium children that achieve a good level of development (GLD)</p>	<p>Early years interventions; Early Talk Boost, Talk Boost, Wise Academy Launch pad to improve speech and language, intensive daily streamed phonics linking the reading of sounds to the writing of sounds and number interventions that focus on number bonds and early calculation skills.</p> <p>Nursery apprentice employed to improve level of support provided.</p> <p>Exciting reading areas created.</p> <p>Stay &amp; Learn sessions. Parent workshops</p>	<p>The % of PP children achieving GLD improved from 46% in 2017 to 59% in 2018.</p>	<p>Personalised support for our children will continue and we will pilot new strategies in 2018/19.</p>	<p>£93,798</p>
<p><b>PHONICS</b> 78% of our pupil premium children to pass the Year 1 phonics test in 2018.</p> <p>Target not achieved</p>	<p>Bespoke phonics training for all teachers and teaching assistants to help them deliver high quality phonics.</p> <p>Intensive daily phonics (Read Write Inc) and assessed every half term.</p> <p>Parents workshop for parents held in September so they feel confident to help their children with their phonics homework. Parents also be provided with free resources (phonics chart and guidance notes) they can use at home.</p> <p>Phonic tests every half term and afternoon interventions at least twice a week.</p>	<p>The % of PP children that passed the Year 1 phonics test has declined from 74% in 2017 to 70% in 2018.</p> <p>We need to improve phonics results and get closer to national benchmarks.</p>	<p>We will provide Read Write Inc training for all our staff, quality assure phonics teaching and monitor phonics progress more closely.</p>	

<p><b>MATHS</b>  <b>End of KS1</b>  <b>70% of pupil premium children to achieve expected standard.</b>  <b>End of KS2</b>  <b>70% of pupil premium children to achieve expected standard.</b></p> <p><b>Targets not achieved</b></p>	<p>Maths CPD to improve subject knowledge of staff and maths workshops for parents.</p> <p>Targeted interventions and same day catch up for PP children. Lunchtime Numeracy Clubs for Years 1 to 6 and SAT's booster classes for Year 2 &amp; Year 6.</p> <p>Maths challenges to provide greater stretch/challenge for all pupils. Pre/post maths assessments at the start and end of a new topic to demonstrate progress over time.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard has declined from 61% in 2017 to 57% in 2018.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard improved from 35% in 2017 to 70% in 2018.</p>	<p>We will continue to improve the subject knowledge and expertise of our teachers and teaching assistants and fully implement all of the new WISE Academy maths strategies.</p>	
<p><b>READING</b>  <b>End of KS1</b>  <b>70% of pupil premium children to achieve expected standard.</b>  <b>End of KS2</b>  <b>79% of pupil premium children to achieve expected standard.</b></p> <p><b>Targets not achieved</b></p>	<p>Read Write Inc training and CPD on long term literacy planning. Two additional teaching assistants employed to boost reading skills of pupil premium children. Phonics/reading workshops for parents to help them support home learning.</p> <p>Rising stars reading test and Salford reading test (for SEND PP pupils) every term to identify weaknesses/support required. All children read for first 10 mins of every morning.</p> <p>Introduced Lexia interventions for 5 PP children in each year group and "Cracking Comprehension" interventions for KS2.</p> <p>Exciting new reading areas created in every classroom and the library.</p> <p>SAT's booster classes for Year 2 &amp; Year 6.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard rose from 54% in 2017 to 63% in 2018.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard declined from 72% in 2017 to 67% in 2018.</p>	<p>We recognise that we need to do more to close the attainment gaps between our pupil premium children and others nationally, particularly at KS2.</p> <p>We will fully implement all of the new WISE Academy reading strategies.</p>	

<p><b>WRITING</b>  <b>End of KS1</b>  <b>70% of pupil premium children to achieve expected standard.</b>  <b>End of KS2</b>  <b>80% of pupil premium children to achieve expected standard.</b></p> <p><b>Targets not achieved</b></p>	<p>CPD on raising boys' achievement through texts and literacy strategies. New handwriting policy introduced to improve writing and presentation skills.</p> <p>Increased writing opportunities across the curriculum and in English.</p> <p>Introduced a new handwriting policy and a pen licence scheme.</p> <p>Weekly SPAG boosters for KS2 children.</p>	<p>The percentage of Year 2 pupil premium children reaching the expected standard fell by 5%, from 39% in 2017 to 34% in 2018.</p> <p>The percentage of Year 6 pupil premium children reaching the expected standard declined from 74% in 2017 to 67% in 2018.</p>	<p>We will continue to improve the teaching of writing, so outcomes move closer to the national benchmarks.</p> <p>We will fully implement all of the new WISE Academy writing strategies.</p>	
<p><b>HIGH ATTAINING PP CHILDREN</b>  <b>% of PP to achieve at greater depth.</b></p> <p><u>End of KS1</u>  <u>Year 2</u>  Reading 18%  Writing 10%  Maths 10%  <u>End of KS2</u>  <u>Year 6</u> Reading 22%  Writing 10%  Maths 10%</p>	<p>Updated our most able register, adding potential high attaining PP children.</p> <p>Planned intervention sessions in maths and English for most able Year 2 and Year 6 pupils.</p> <p>Challenge Club organised for most able. We established links with a local university and Centre for Life so we could organise competitions to help us raise aspirations.</p> <p><b>Targets not achieved.</b></p>	<p>The KS1 greater depth percentages did not improve. No Year 2 PP children achieved the higher threshold in reading and writing and only 3% achieved at greater depth in maths.</p> <p>At KS2 (Year 6) the attainment gaps between are PP children and others nationally have started to close in writing and maths, but large gaps in reading (26%) and maths (23%) remain.</p>	<p>We are introducing greater depth maths, reading and writing booster sessions for our most able PP children.</p>	
<b>i. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £92,712</b>				
<p><b>Lower absence rates to improve attainment.</b></p>	<p>Attendance review meetings organised with parents of pupils at risk of becoming a persistent absentee. HT/EWO, emphasis on the lack of progress in RWM. Home visits.</p> <p>Improved attendance rewards scheme eg weekly</p>	<p>The absence rate of our PP children has stayed the same (95%). The persistent absence rate has been reduced by 1%. Term time holidays remain a</p>	<p>We will take action well before pupils become PA and raise teacher, parent and pupil expectations that only an attendance rate of 97% or better is good enough. New strategies to be introduced in 2018-2019 see page 12.</p>	

	<p>attendance rewards for best class and improved attendance awards (certificate &amp; treat) awarded every half term to pupils who improve their attendance by at least 4%.</p> <p>Holidays taken in term time not authorised. Penalty fines introduced.</p>	concern.		
<b>Engaging parents</b>	<p>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 support home learning.</p> <p>Stay and learn sessions for parents of nursery and reception children.</p> <p>Family team help parents to be more involved in their children's learning</p>	Increased parental support.	These strategies were successful and will continue in 2018/19.	
<b>Raise aspirations, build learning resilience and improve behaviour for learning so lessons flow smoothly and behaviour outside lessons is of an equally high standard.</b>	<p>We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits and enrichment activities.</p> <p>Breakfast club subsidised.</p> <p>Inspirational guest artists, dancers, Enterprise Week and STEM challenges to provide exciting learning experiences to encourage our children to aim high.</p>	<p>We removed many of the financial barriers to learning by paying for or subsidising residential, educational visits and enrichment activities.</p> <p>Breakfast club subsidised.</p> <p>Inspirational guest artists, dancers, Enterprise Week and STEM challenges to provide exciting learning experiences to encourage our children to aim high.</p>	Impacted well. Many financial barriers removed.	