

Morpeth Road Primary Academy 2018 - 2020 Pupil Premium Strategy and Self-evaluation

1. Summary information for 2018-2019			
Total number of pupils	396	Number of pupils eligible for pupil premium funding	211 (53%)
Number of pupil premium children in each year group: Nursery= 0 Reception= 6 Y1=31 Y2=33 Y3=32 Y4=42 Y5=30 Y6= 37 Total PP budget Date of most recent PP Review			
Total pupil premium budget:		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 next internal pupil premium review:			
December 2019			
2. Current Attainment			
		Pupils eligible for PP (your school)	2019 national averages for all pupils
% achieving expected standard or above in reading, writing and maths (GDS)		40% (2%) 13 of 22	65% (11%)

% achieving expected standard in reading (GDS)	53% (9%)	73% (27%)
% achieving expected standard in writing (GDS)	67% (9%)	78% (20%)
% achieving expected standard in mathematics (GDS)	63% (2%)	79% (27%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Gaps in maths basic skills	
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. Low percentage of pupils passing Y1 phonics check and Y2 retake.	
C.	High percentages of KS2 pupils with reading age not matching chronological age, poor engagement with home reading	
D.	High percentages of pupils below age related expectations in writing due to gaps in basic skills.	
E.	Low %s of high attainers achieve GDS in R/W/M	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates below national expectation of 96% and PA rates above NA.	
4. Intended outcomes and how they will be measured		Success criteria
A	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.	Maths PP cohort exit targets for EXS are achieved: Y1=60% Y2=65% Y3=55% Y4=73% Y5=71% Y6=75%
B	Percentage of PP pupils passing the Y1 phonics check is in line with national for <i>all pupils</i> (82%). % of Y2 PP pupils passing the phonics check retake is in line with national (97% 2018). Increased %s of pupils achieving a GLD on exit from EYFS.	Percentage of PP pupils passing Y1 phonics check and Y2 retake is in line with national <i>for all pupils</i> (NA: Y1 - 82%; Y2 - 97%) % of pupils achieving the ELGs for reading, writing and number is in line with NA. (NA 2018 R:77% W:74% N:80%)
C	Increase reading ages of KS2 pupils to 18 months ahead from current reading ages. Progress in reading is accelerated, leading to the percentages of pupils achieving the EXS being in line with the national average for <i>all pupils</i> .	Reading PP cohort exit targets for EXS are achieved: Y1=60% Y2=62% Y3=50% Y4=70%Y5=68% Y6=67%
D	Progress in writing is accelerated, leading to percentages of pupils achieving the EXS 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 EXS are achieved: Y1=60% Y2=57% Y3=60% Y4=71% Y5=70% Y6=67% GPS Y3=40% Y4=72% Y5=70% Y6=67%
E	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 13% Y6=23% Writing Y2 GD exit target 10% Y6=17% Maths Y2 GD exit target 12% Y6=22%

F	Overall ATTENDANCE rates increase to be in line with or above national (95.7%) with rates of PA in line with national (10.9%).	Attendance of PP pupils is at least 96% with PA rates below national of 10.9%.
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5.Planned expenditure 2019/20

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
<p>Progress in maths for 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.</p>	<p>Wise Maths structure will be followed – varied fluency, reasoning and problem solving. Fluent in 5 addressing key objectives for the year group.</p> <p>Use of CPA approach to deepen learning.</p> <p>Regular use of TTRS by years 1-6.</p> <p>School is part of a 2 year project with the Maths Hub, including targeted CPD by Maths Hub consultant.</p> <p>DoTL provides regular support with planning and delivery in the classroom.</p>	<p>Mastery Learning can improve outcomes for pupils by adding 5 months. It is a challenge to make it work effectively (EEF T&L Toolkit) therefore high quality CPD needs to take place.</p> <p>Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit).</p> <p>Use of digital technology supports teachers in giving effective feedback and can be beneficial for maths practice.</p>	<p>A robust monitoring schedule ensuring that T& L, pupil books and pupil voice are all visited at least once every half term.</p> <p>Monitoring carried out by subject lead, HoS, EHT and DoTL</p> <p>Improved leadership capacity of maths with newly appointed AHT leading maths together with head of school.</p>	<p>JW CS TI</p>	
<p>Percentage of pupils passing the Y1 phonics check is in line with national for <i>all pupils</i> (82%). % of Y2 pupils passing the phonics check retake is in line with national (97%).</p> <p>Increased %s of pupils achieving a GLD on exit from EYFS.</p>	<p>RWI used to deliver daily phonics sessions across EYFS/KS1.</p> <p>Regular CPD for staff across school in teaching phonics.</p> <p>Sound charts to be displayed in all classrooms including KS2.</p> <p>Collaborative working between RWI leads across MR.CW and MC.</p>	<p>RWI enables teachers to give regular feedback to pupils, which has high effects on learning (EEF Toolkit).</p> <p>Parental engagement is important in developing children's reading skills. School and home need to have a consistent approach.</p> <p>A structured phonics programme can add 4 months onto a child's development and is effective in supporting young readers to master the basics of reading.</p>	<p>Half termly assessments of pupils' phonics knowledge will enable monitoring of progress.</p> <p>Regular CPD sessions focusing on teaching and learning of phonics.</p> <p>A robust monitoring schedule ensuring that T& L, pupil books and pupil voice are all visited at least once every half term.</p>	<p>CJ MG</p>	

	<p>Home reading books purchased that match pupils' phonetic developmental stage.</p> <p>Additional TAs employed to work in KS1.</p> <p>Parent workshops which focus on RWI and reading.</p>				
<p>Increase reading ages of KS2 pupils to 18 months ahead from current reading ages.</p> <p>Progress in reading is accelerated, leading to the percentages of pupils achieving the EXS being in line with the national average for <i>all pupils</i>.</p>	<p>Use Accelerated Reader reports to assess pupils' achievements.</p> <p>Increase number of i-pads to allow regular access to AR quizzes.</p> <p>Timetable reading for enjoyment sessions as a whole class.</p> <p>Follow WISE reading structure with a discrete daily reading lesson in KS2.</p> <p>1:1 reading with an adult for pupils who do not read at home.</p> <p>Improve quality of reading for pleasure home reading books.</p> <p>DoTL support with planning</p>	<p>Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit).</p> <p>Use of digital technology supports teachers in giving effective feedback and can be beneficial for maths practice.</p> <p>Parental engagement is important in developing children's reading skills. School and home need to have a consistent approach.</p>	<p>Half termly tracking of Star reading tests will show increased reading ages and improved oral fluency rates.</p> <p>Monitoring of AR quiz results will show pupils achieving 80% or more.</p> <p>Reading given high profile in CPD schedule.</p> <p>CPD delivered by DoTL.</p>		

	<p>and QA resources.</p> <p>Parent workshops focussing on how reading is taught at school.</p>				
<p>Progress in writing is accelerated, leading to percentages of pupils achieving the EXS in writing and Grammar, Punctuation & Spelling (GPS) being in line with the national average for <i>all pupils</i></p>	<p>On line resources integrated into planning eg; Spelling Shed.</p> <p>WISE writing structure followed with units planned over 2 weeks.</p> <p>Focus on basic skills.</p> <p>Units begin with a hook.</p> <p>Writing conferences</p> <p>Increase number of TAs in Y1/2/3/5.</p>	<p>Use of digital technology supports teachers in giving effective feedback and can be more beneficial for English practice than spelling.</p> <p>Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit).</p> <p>Effective feedback can improve a child's progress by up to 8 months (EEF T&L Toolkit).</p>	<p>A robust monitoring schedule ensuring that T& L, pupil books and pupil voice are all visited at least once every half term.</p> <p>Monitoring carried out by subject lead, HoS, EHT and DoTL</p> <p>Improved leadership capacity through appointment of new subject lead with a proven track record of success in reading and writing.</p>	<p>MG SJ JP</p>	
<p>High attaining learners make better progress, so the % achieving at greater depth moves closer to the national benchmarks in R/W/M.</p>	<p>All of the above.</p> <p>CPD for teachers in providing challenge for HA pupils.</p> <p>An awareness by all teachers of which pupils have high prior attainment.</p> <p>Use writing assessment grid to inform next steps in planning.</p>	<p>See above.</p>	<p>As above</p>	<p>MG CS TI SJ JP</p>	

Overall ATTENDANCE rates increase to be in line with or above national (95.7%) with rates of PA in line with national (10.9%)	Weekly class rewards Weekly draw for all pupils with 100% attendance Half termly/termly individual rewards Meetings with parents for PA pupils. Vulnerable pupils access nurture provision Family team support vulnerable families and help remove barriers to children attending school regularly.				
Total budgeted cost					
ii. Targeted support for pupil premium children					
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 and milestones achieved.
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.	Wise Maths structure will be followed – varied fluency, reasoning and problem solving. Fluent in 5 addressing key objectives for the year group. Use of CPA approach to deepen learning. Regular use of TTRS by years 1-6. School is part of a 2 year project with the Maths Hub, including targeted CPD by Maths Hub consultant.	Mastery Learning can improve outcomes for pupils by adding 5 months. It is a challenge to make it work effectively (EEF T&L Toolkit) therefore high quality CPD needs to take place. Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit). Use of digital technology supports teachers in giving effective feedback and can be beneficial for maths practice.	A robust monitoring schedule ensuring that T&L, pupil books and pupil voice are all visited at least once every half term. PP books will be a focus of monitoring. Monitoring carried out by subject lead, HoS, EHT and DoTL Improved leadership capacity of maths with newly appointed AHT leading maths together with head of school.	JW CS TI	

	<p>DoTL provides regular support with planning and delivery in the classroom.</p> <p>TAs provide same day fluid interventions</p> <p>Pre teaching to adds gaps</p>	<p>Progress of PP pupils in line with all pupils in 2018. An attainment gap remains, PP pupils need to make accelerated progress to narrow the gap.</p>			
<p>Percentage of PP pupils passing the Y1 phonics check is in line with national for <i>all pupils (%)</i>. % of Y2 PP pupils passing the phonics check retake is in line with national (%).</p> <p>Increased %s of pupils achieving a GLD on exit from EYFS.</p>	<p>RWI used to deliver daily phonics sessions across EYFS/KS1.</p> <p>Regular CPD for staff across school in teaching phonics.</p> <p>Sound charts to be displayed in all classrooms including KS2.</p> <p>Collaborative working between RWI leads across MR.CW and MC.</p> <p>Home reading books purchased that match pupils' phonetic developmental stage.</p> <p>Additional TAs employed to work in KS1.</p> <p>Parent workshops which focus on RWI and reading.</p>	<p>RWI enables teachers to give regular feedback to pupils, which has high effects on learning (EEF Toolkit).</p> <p>Parental engagement is important in developing children's reading skills. School and home need to have a consistent approach.</p> <p>A structured phonics programme can add 4 months onto a child's development and is effective in supporting young readers to master the basics of reading.</p> <p>Improving quality of provision eg; CPD for staff, to improve interaction between staff and pupils is more promising than increasing quantity of provision (EEF T7L Toolkit)</p>	<p>Half termly assessments of pupils' phonics knowledge will enable monitoring of progress with a focus on PP pupils.</p> <p>Regular CPD sessions focusing on teaching and learning of phonics.</p> <p>A robust monitoring schedule ensuring that T& L, pupil books and pupil voice are all visited at least once every half term.</p>	<p>CJ MG</p>	

<p>Increase reading ages of KS2 PP pupils to 18 months ahead from current reading ages.</p> <p>Progress in reading for PP pupils is accelerated, leading to the percentages of pupils achieving the EXS being in line with the national average for <i>all pupils</i></p>	<p>Use Accelerated Reader reports to assess pupils' achievements.</p> <p>Increase number of i-pads to allow regular access to AR quizzes.</p> <p>Timetable reading for enjoyment sessions as a whole class.</p> <p>Follow WISE reading structure with a discrete daily reading lesson in KS2.</p> <p>1:1 reading with an adult for pupils who do not read at home.</p> <p>Improve quality of reading for pleasure home reading books.</p> <p>DoTL support with planning and QA resources.</p> <p>Parent workshops focussing on how reading is taught at school.</p> <p>CPD for all staff in reading and talking about stories.</p>	<p>Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit).</p> <p>Use of digital technology supports teachers in giving effective feedback and can be beneficial for maths practice.</p> <p>Parental engagement is important in developing children's reading skills. School and home need to have a consistent approach.</p>	<p>Half termly tracking of Star reading tests will show increased reading ages and improved oral fluency rates.</p> <p>Monitoring of AR quiz results will show pupils achieving 80% or more.</p> <p>Reading given high profile in CPD schedule.</p> <p>CPD delivered by DoTL.</p>		
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<p>Progress in writing for PP pupils is accelerated, leading to percentages of pupils achieving the EXS in writing and Grammar, Punctuation & Spelling (GPS) being in line with the national average for <i>all pupils</i></p>	<p>On line resources integrated into planning eg; Spelling Shed.</p> <p>WISE writing structure followed with units planned over 2 weeks.</p> <p>Focus on basic skills.</p> <p>Units begin with a hook.</p> <p>Writing conferences</p> <p>Increase number of TAs in Y1/2/3/5.</p>	<p>Use of digital technology supports teachers in giving effective feedback and can be more beneficial for English practice than spelling.</p> <p>Collaborative learning impacts positively on learning and pupils have the best gains through promotion of talk and interaction. This approach can also increase the effectiveness of mastery learning (EEF T&L Toolkit).</p> <p>Effective feedback can improve a child's progress by up to 8 months (EEF T&L Toolkit).</p>	<p>A robust monitoring schedule ensuring that T& L, pupil books and pupil voice are all visited at least once every half term.</p> <p>Monitoring carried out by subject lead, HoS, EHT and DoTL</p> <p>Improved leadership capacity through appointment of new subject lead with a proven track record of success in reading and writing.</p>	<p>MG SJ JP</p>	
<p>High attaining pupil premium learners make better progress, so the % achieving at greater depth moves closer to the national benchmarks in R/W/M.</p>	<p>All of the above.</p> <p>CPD for teachers in providing challenge for HA pupils.</p> <p>An awareness by all teachers of which PP pupils have high prior attainment.</p> <p>Use writing assessment grid to inform next steps in planning.</p>	<p>See above.</p>	<p>As above</p> <p>Books are identified to show PP pupils.</p>	<p>MG CS TI SJ JP</p>	
<p>Overall ATTENDANCE rates increase to be in line with or above national (95.8%) with rates of PA in line with national (9.6%)</p>	<p>Weekly class rewards</p> <p>Weekly draw for all pupils with 100% attendance</p> <p>Half termly/termly individual rewards</p> <p>Meetings with parents for PA pupils.</p>	<p>In order to make good progress and achieve high levels of attainment pupils need to be in school regularly.</p> <p>Pupils need to feel secure in school and have desire to come every day. By providing pastoral care these pupils will be supported in feeling secure.</p>			

	Vulnerable pupils access nurture provision Family team support vulnerable families and help remove barriers to children attending school regularly.	Parents need to understand the importance of their children attending school regularly and also feel supported when experiencing difficulties with this.			
Total budgeted cost					£
iii. Other approaches					
Intended outcomes	Chosen actions/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils' attendance, attainment and progress is in line with NA of all other pupils.	Employ an experience nurture TA to deliver a nurture programme to vulnerable pupils across school. Set up a nurture provision, which can be accessed by pupils from reception to year 6. Vulnerable pupils access specialised programmes with trained nurture TA. School SENDCo liaise with AHT SENDCo in identifying vulnerable pupils. Individual pupils access SALT and communication intervention with trained HLTA and TA. HLTA conducts S&L screening in EYFS to identify pupils in need of SALT.	Targeting social and emotional learning needs, can have an identifiable and valuable impact on attitudes to learning and social relationships in school (EEF Toolkit). Oral language interventions directly related to text comprehensions has the greatest impact. Slightly larger effects can be seen for younger children and those from disadvantaged backgrounds. A number of studies show the benefits of trained TAs supporting oral language skills and reading outcomes.	A robust monitoring schedule ensuring that T&L, pupil books and pupil voice are all visited at least once every half term. Monitoring carried out by subject lead, HoS, EHT and DoTL Improved leadership capacity through appointment of new subject leads for maths and English. Provide high quality CPD for all.	CS MG TI JP SJ	

Total budgeted cost					

6. Review of expenditure for 2018/19		Total cost = £		
i. Quality of teaching for all				
Intended outcomes	Chosen actions/approach	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)	Cost
<p>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.</p>	<p>AHT leads maths across school</p> <p>DoT&L supports with maths teaching and learning across school</p> <p>DoT&L supports maths lead to develop leadership skills</p>	<p><u>July 2019 – Maths</u></p> <p>Reception: PP pupils made +0.3 steps of progress compared to non-PP in number. 59% of PP pupils achieved ELG in number compared to 55% non-PP.</p> <p>KS1/2: PP pupils in years 1/2/4/5 made at least expected progress. In years 3 and 6 progress was -0.3 and -0.5 respectively compared to non-PP.</p> <p>A significant attainment gap remains between PP and non-PP, with higher %s of non-PP achieving EXS+. The attainment gap has widened in Y3.</p> <p>Gaps: Y1 -11%; Y2 -24%; Y3 -15%; Y4 -23%; Y5 -14%; Y6 -4%</p>	<p>AHT relinquished leadership role in spring term. There has been a lack of clear leadership for maths.</p> <p>The school needs to secure strong leadership for maths in 2019/20. The head of school will take the lead for maths with a newly appointed AHT supporting who has previous experience of leading maths in a high performing school.</p>	<p>£99,194</p>

<p>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%).</p>	<p>RWI training</p> <p>School to school support from Bexhill SL in EYFS and KS1 with RWI implementation</p>	<p><u>July 2019 - PHONICS</u> 73% of Y1 pupils passed the phonics check.</p>	<p>The support for RWI in EYFS/KS1 developed the skills teachers and TAs. 2 TAs in particular are now demonstrating a high level of skill in the teaching of phonics. Both are on maternity leave from the autumn term.</p> <p>EYFS/KS1 staff will continue to liaise with staff from Malvins Close and Croftway Academies to ensure RWI is taught effectively.</p> <p>A newly appointed KS1 AHT is leading on RWI.</p> <p>New home reading books will be purchased to match pupils' phonological development stage.</p>	
<p>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%</p>	<p>DHT leads literacy across school</p> <p>Accelerated Reader purchased and training delivered</p> <p>DoT&L supports staff with planning and teaching of reading</p>	<p><u>July 2019 – READING</u> Significant gaps between non PP and PP across school with the exception of Y1 where attainment is broadly in line for both groups.</p> <p>Y2 outcomes for reading below NA with 43% gaining EXS. A broad gap remains between no PP and PP (-32%).</p> <p>53% of Y6 pupils achieved EXS in reading. 53% of PP with 50% no PP.</p>	<p>Y2 pupils moved from RWI to WISE Reading too early as they were not totally secure in their phonics knowledge.</p> <p>Key stage 2 pupils with significant low level of phonics will access RWI daily. Y2 pupils will not start WISE Reading until they are secure in their phonic knowledge.</p> <p>The staff with the most well developed skills in phonics have taught the higher attaining phonics groups.</p> <p>Teachers with the greatest level of skill and understanding in phonics will teach the pupils with lowest starting points.</p> <p>Not all of the functions of Accelerated Reader have been utilised.</p> <p>Pupils will need to take Star Reading tests half termly and their oral fluency rates, quiz marks and reading ages tracked each half term.</p> <p>Wise Reading has been successfully implemented across KS2 and this will continue with a discrete 30 minute daily reading lesson.</p>	

			Reading for pleasure will be given a high profile in 2019/20 with timetabled reading slots.	
E. Percentages of Y2 PP pupils achieving EXS in writing is in line with national. Reading = 75% Writing = 70%	<p>The trust SALT specialist supports EYFS team and HLTA in planning for pupils with oral skills below ARE.</p> <p>Talk for Writing approach used across school</p> <p>DoT&L supports with implementation of T4W</p> <p>Educational visits used as a hook into learning.</p>	<p><u>July 2019 - WRITING</u></p> <p>45% of Y2 children achieved EXS in writing.</p> <p>29% PP achieved EXs and 65% no PP achieved EXS.</p> <p>Significant gaps remain between the school results and NA and PP and no PP.</p>	<p>WISE writing has been reviewed and as a result the structure has been altered to allow more time to teach basic skills.</p> <p>Writing interventions have been affected by staff absence. New TA appointments will be made with an increase in the number of TAs in KS1.</p>	

ii. Targeted support for pupil premium children				
A. EARLY YEARS To accelerate progress in all the early learning goals, so results are in line with the national benchmark for all pupils.	<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><u>July 2019</u></p> <p>57% of pupils achieved GLD.</p> <p>68% of PP achieving GLD with 51% of no PP achieving GLD, a gap of +17%.</p> <p>Overall GLD below NA of 72% and below 2018 school outcome of 64%.</p>	<p>Launchpad to Literacy has had a positive impact on pupils' literacy development across EYFS. This will continue to be used for those pupils who enter EYFS significantly below ARE.</p> <p>Further Launchpad training is planned in the autumn term.</p> <p>The entire EYFS team has changed in the autumn term (2019) with the exception of 1 TA in nursery. There has also been a change of leadership in EYFS with a newly appointed AHT. The three teachers have all previously have a track record of success in EYFS settings in other WISE schools.</p>	£176,341

<p>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.</p>	<p>A SENCO Assistant TA supports targeted groups of pupils in maths.</p> <p>CPD delivered re: maths mastery by DoT&L for maths</p>	<p><u>July 2019 – MATHS</u> Gaps in attainment between PP and no PP remain in years 1-6. Attainment gap between PP/No PP Y1: -11% Y2: -24% Y3: -15% Y4: -23% Y5: -14% Y6: -4% Progress gap between PP/No PP Y1: +0.2 Y2: +1.2 Y3: -0.8 Y4: -0.5 Y5: +0.8 Y6: Equal</p>	<p>The WISE maths curriculum has been implemented but impact has been limited due to the gaps in pupils' basic skills.</p> <p>CPD has been delivered throughout the year (2018/19) and will continue to be a key focus in 2019/20.</p> <p>Staff will plan with colleagues from Malvins Close and Croftway and maths leads from the three schools will work as a team to further develop the curriculum.</p>	
<p>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%).</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><u>July 2019 – PHONICS</u> 73% of pupils passed the phonics check.</p>	<p>RWI will continue to be used as the platform for delivering phonics with Y2 pupils moving to WISE reading when they are developmentally ready.</p> <p>KS1 staffing has remained stable with only one newly appointed teacher to the team, therefore 75% of teachers are familiar with the structure of RWI.</p>	

<p>D. Progress in reading is accelerated leading to percentages of pupils achieving EXS in line with national. (75%)</p>	<p>RWI delivered across EYFS and key stage 1.</p>	<p><u>July 2019 - READING</u> %s PP achieving EXS in reading: Y1:75% Y2: 27% Y3: 57% Y4: 50% Y5: 76% Y6: 53% Y1 and Y5 in line with NA.</p>	<p>Launchpad to Literacy has had a positive impact on pupils' literacy development across EYFS. This will continue to be used for those pupils who enter EYFS significantly below ARE.</p> <p>Further Launchpad training is planned in the autumn term.</p> <p>The entire EYFS team has changed in the autumn term (2019) with the exception of 1 TA in nursery. There has also been a change of leadership in EYFS with a newly appointed AHT. The three teachers have all previously have a track record of success in EYFS settings in other WISE schools.</p>																																	
<p>E. Percentages of Y2 PP pupils achieving EXS in writing is in line with national. Writing = 70%</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><u>July 2019 – WRITING</u> 45% of Y2 pupils achieved EXS in writing. 27% of PP achieved EXS 59% of no PP achieved EXS</p>	<p>WISE writing will continue to be implemented. Gaps in pupils' basic skills remain therefore this needs to be a focus for 2019/20.</p>																																	
<p>F. High attaining pupil premium learners to make better progress, so the % achieving greater depth moves closer to the national benchmarks.</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>% of PP pupils achieving GDS:</p> <table border="1" data-bbox="898 912 1281 1383"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>GPS</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td>8%</td> <td>4%</td> <td>13%</td> </tr> <tr> <td>Y2</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>0%</td> <td>11%</td> <td>27%</td> </tr> <tr> <td>Y4</td> <td>7%</td> <td>4%</td> <td>21%</td> </tr> <tr> <td>Y5</td> <td>19%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Y6</td> <td>9%</td> <td>9%</td> <td>2%</td> </tr> </tbody> </table>		Reading	Writing	Maths	GPS				Y1	8%	4%	13%	Y2	0%	0%	0%	Y3	0%	11%	27%	Y4	7%	4%	21%	Y5	19%	17%	17%	Y6	9%	9%	2%	<p>Due to the low starting points and the gaps in basic skills, the focus in 2018/19 has been accelerating progress of all groups so that greater %s of pupils achieve EXS.</p> <p>Challenge for HA pupils will now be planned across school.</p> <p>CPD has ensured that teachers have a greater understanding of teaching to mastery and providing challenge for HA pupils.</p>	
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i. Other approaches to improve the attainment and progress of pupil premium children.			Total cost =
<p>G. Overall attendance rates increase to be in line or above national (95.8%) with rates of PA in line with national (9.6%)</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 barriers to attendance.</p> <p>Lunchtime provision improved. New school lunch menu introduced with choices. Move from family service to counter service.</p>	<p><u>July 2019</u></p> <p>Overall attendance rate = 95.16%</p> <p>PP attendance rate = 95.27%</p> <p>Non PP attendance rate = 95.04%</p>	<p>EWO is effective in challenging PA. Head of school invites parents of pupils with PA to meet. Attendance at these meetings is very low.</p> <p>Incentives and rewards have been introduced at class level and individual level. These will continue in 2019/20. Term time holidays continue to be an issue.</p> <p>£127,934</p>