



Pupil Premium Strategy Statement

1. Summary information					
School	Heald Place Primary School				
Academic Year	2019-2020	Total PP budget	£357,385	Date of most recent PP Review	September 2019
Total number of pupils	671	Number of pupils eligible for PP	233	Date for next PP Strategy Review	September 2020
		% of pupils eligible for PP	35%		

2. Current attainment		
	<i>Pupils eligible for PP (your school-unvalidated data)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving expected/above in Reading, Writing & Maths (or equivalent)	53%	71%
% achieving expected/above in Reading	60%	78%
% achieving expected/above in Writing	67%	83%
% achieving expected/above in Maths	69%	84%

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.	Speech and language skills in Reception and KS1 are lower for pupils eligible for Pupil Premium.
B.	Attainment and Progress in reading.
C.	Attainment and Progress in writing.
D.	Attainment and Progress in maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental boundaries for behaviour (parenting skills)
F.	Lack of opportunities to access enrichment facilities and vocabulary deficit (eg to gain a deeper understanding of the world)
G.	Parental mental health concerns and housing concerns (eg overcrowding/state of repair/infestations etc)

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in the Reception make rapid progress so by the end of the year they meet Are Related Expectations.
B.	Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all classes make accelerated progress in reading to continue to diminish the difference in with 'other' pupils, particularly the middle and higher prior attainers. Moderation practices with partnership schools demonstrate accurate judgements.
C.	Continued progress and improved attainment in writing for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all classes make accelerated progress to continue to diminish the difference in attainment with 'other' pupils in writing, particularly the middle and higher prior attainers. Moderation practices with partnership schools demonstrate accurate judgements.
D.	Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all classes continue to make accelerated progress to continue to diminish the difference in attainment with 'other' pupils in maths, particularly the middle and higher prior attainers. Moderation practices with partnership schools demonstrate accurate judgements.
E.	Parental skills and housing concerns are supported through the Early Help process.	Parents are provided with personalised intervention, attend recommended workshops or are directed to and engage with the most appropriate support.
F.	Enrichment and first hand experiences are provided for the pupils. Pupil and staff voice shows a greater engagement in learning. Learning outcomes will be measured.	Pupils are more engaged and there is a positive impact on progress and attainment across the school, but particularly for pupils in KS2.
G.	Parental mental health is supported through the Early Help model. This process is reviewed regularly.	Parents are correctly identified as needing support through the Early Help model. Appropriate agencies are accessed and support for families provided.

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i Quality of teaching for all					
Desired outcome	Chosen action / 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?
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Elklan approaches used by all Teaching and Learning Support staff (TLS).	All trained TLS to understand children's speech, language and communication development, as apply CPD in how to assess and measure these skills in young children appropriately.	Monitor impact of CPD. Monitor pupil outcomes. Analysis impact on progress and attainment. Organise learning walks.	SENDCO Heads of Year Phase Leaders	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Staff professional development on the use of effective strategies for early reading.	Staff CPD to develop reading through providing effective feedback, using running records, develop early reading skills, contingent teaching, sequencing, developing fluency, summarizing, comparison, relationship and word effect. The EEF toolkit shows research that effective reading approaches improves learning and impacts significantly on progress.	Staff CPD External moderation. Moderation with English consultant and local schools. Moderation within Year Groups. SLT to monitor impact on progress and attainment in reading. Learning walks and lesson observations.	Headteacher Deputy Head Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Use of Accelerated Reader from Year 2 to Year 6.	The EEF toolkit shows that Accelerated Reader is a whole-class reading management and monitoring programme that aims to foster the habit of independent reading. The internet-based software initially screens pupils according to their reading levels, and suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read and earn Accelerated Reader points related to difficulty.	Staff CPD External moderation. Moderation with English consultant and local schools. SLT to monitor impact on progress and attainment in reading. Learning walks and lesson observations.	Headteacher Deputy Head Phase Leaders English Team	Half termly review

Desired outcome	Chosen action / 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?
C. Continued progress and improved attainment in writing for pupils eligible for Pupil Premium.	Use of effective strategies for the teaching of spelling, grammar and review the use of texts to teach writing skills.	Teachers continue to use texts within teaching sequences to extend the range of genre and vocabulary the pupils are taught and existing staff provided with refresher training. Small group teaching during class lessons and corrective teaching to follow up any additional support needed to ensure pupils improve skills.	External moderation. Moderation with English consultant and local schools. Moderation within Year Groups. Monitor impact of CPD. Monitor impact on progress and attainment in writing. Learning walks and lesson observations.	Deputy Head FS/KS1/KS2 Phase Leaders English Team	Half termly review
D. Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Use of Maths No Problem, Years 1 to 5.	The EEF toolkit shows that the Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. The EEF toolkit shows research that Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy.	External moderation. Moderation within Year Groups. Monitor impact of CPD. Monitor impact on progress and attainment in maths. Learning walks and lesson observations.	Deputy Head FS/KS1/KS2 Phase Leaders Maths Team	Half termly review
D. Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Use of the Maths No Problem programme from Year 1 to Year 6.	Teachers to ensure they have the knowledge and skills to deliver effective lessons, through the understanding of the concrete, pictorial and abstract Small group teaching during class lessons and corrective teaching to follow up any additional support needed to ensure pupils embed the correct concepts and challenge the more-able pupils through the mastery approach.	Moderation with partnership schools. Moderation within Year Groups. Monitor impact of CPD. Monitor impact on progress and attainment in maths. Learning walks and lesson observations.	Deputy Head FS/KS1/KS2 Phase Leaders Maths Team	Half termly review
Total budgeted cost					£20,313.75

ii Targeted support					
Desired outcome	Chosen action/ 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?
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Investment in speech and language professional.	Pupils are identified and referred for speech and language support. Effective strategies based on research are used. The strategies are then delivered by the class teacher and Teaching and Learning Support staff (TLS) for a consistent approach. Programme selected using evidence of effectiveness on pupil outcomes.	Monitor impact of CPD. Monitor pupil outcomes. Analysis impact on progress and attainment. Organise learning walks.	SENDCO Foundation Stage Lead/AHT Reception Lead	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	All pupils are heard read during the week on a 1:1 basis by teachers and TLS.	Pupils reading on a 1:1 basis has previously been shown to be effective in accelerating pupil progress.	The English Team monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Head FS/KS1/KS2 Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis Better Reading Partners (BRP).	BRP intervention has previously been shown to be effective in accelerating pupil progress. Reading sessions to include pre and post tasks linked to guided reading text. Additional staff deployed to teach each part.	The English Team monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Head FS/KS1/KS2 Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis with a Reading Champion.	This intervention has previously been shown to be effective in accelerating pupil progress. Pupils are identified through ongoing assessment and during pupil progress meetings.	The English Team monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Head KS1 Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Routes into reading a specially trained teacher for identified pupils.	Research shows that Reading Recovery achieves good results that are swift and long lasting. Reading Recovery is designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks. Reading Recovery is recognised as an example of good practice in literacy education	A specialist trained teacher will deliver the reading Recovery sessions.	Headteacher English Team	Half termly review
Total budgeted cost					£249,543.65

iii Other approaches					
Desired outcome	Chosen action / 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?
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Additional experienced teachers in Reception. These teachers focus on identified ELG for groups of pupils in addition to the lessons.	Additional teachers and TLS in Reception to enable quality teaching focusing on more pupils in class. Focus will be on ensuring that pupils make at accelerated progress from their baseline. So that Reception pupils achieve a Good Level of Development by the end of Reception and equivalent achievement in all ELG. Small group interventions are considerably more effective when delivered by experienced teachers with the right skills and approach.	The teachers and leaders jointly plan with Reception teachers to identify pupils for ELG for groups. Moderation of learning outcomes with year group teams and partnership schools to ensure sound assessment judgements and pupils are making accelerated progress.	Deputy Head FS Phase Leader Heads of Year	Half termly review
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Therapeutic Team provide targeted support for identified pupils, including counselling.	The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, particularly for older pupils.	The behaviour of the group of vulnerable pupils has improved. Fewer behaviour incidents recorded on CPOMS for identified pupils. Class teachers complete a referral form which includes assessment data and behaviours for learning before and after intervention.	Deputy Head Designated Lead for Safeguarding Therapeutic Lead Learning Mentor	Half termly review
E. Parental skills and housing concerns are supported through the Early Help process.	The Lead Professional for Safeguarding targets parents for support through the Early Help model.	The Designated Lead for Safeguarding supports parents with contacting landlords and housing associations to ensure improvements are made to properties to provide adequate accommodation. The EEF toolkit states that the association between parental involvement and a child's academic success is well established. We therefore aim to provide parents with the knowledge and skills to achieve this partnership.	The Designated Lead for Safeguarding chairs and coordinates the Early Help cluster meetings and attends MARAC meetings representing education. This ensures best practice is maintained. Key parental workshops identified and provided. Pupil outcomes improve. Pupil voice shows that pupils feel safe.	Designated Lead for Safeguarding	Half termly review

Desired outcome	Chosen action / 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?
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Pupils are provided with opportunities to work with others collaboratively, solve problems, build resilience and develop self-regulation.	Pupils are taught how to develop self-regulation through having opportunities to work with others collaboratively, solve problems and build resilience. EEF toolkit states that on average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	The behaviour of the group of vulnerable pupils has improved. Fewer behaviour incidents recorded on CPOMS for identified pupils.	Deputy Head FS/KS1/KS2 Phase Leaders Heads of Year Learning Mentor	Half termly review
F. Enrichment and first hand experiences are provided for the pupils translate into improved learning outcomes for pupils	Pupils are provided with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.	Pupils have the opportunity to develop life skills and have experiences they may otherwise not access, which are transferred to learning in class.	Enrichment activities, trips, visitors etc in all year groups will be evaluated.	Deputy Head FS/KS1/KS2 Phase Leaders Heads of Year Learning Mentor	Half termly review
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Achievement for All programme will focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes.	The EEF toolkit states that research into the AfA Schools Programme is a whole-school initiative and the content is bespoke for each school's specific needs, based on an analysis of its data and perceived issues. To ensure enjoyment and achievement for all pupils in all areas of school life. The programme focuses on a target cohort of underachieving pupils, but aims to improve outcomes for all pupils.	KS2 Leaders have been identified to be school champions and they will have coaching All staff to have Structured Conversations training to ensure that all parental contact supports engagement and improved pupil outcomes.	Deputy Head LKS2, UKS2 Phase Leaders KS2 Heads of Year	Half termly review

Desired outcome	Chosen action / 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?
G. Parental mental health is supported through the Early Help model. This process is reviewed regularly.	The Designated Lead for Safeguarding targets parents for support through the Early Help model. Therapeutic Team provide targeted support for identified pupils.	The Designated Lead for Safeguarding works with parents to access the most appropriate support. The Therapeutic Team supports the development of the social and emotional needs of individuals and groups of pupils so the provision can be personalised and the impact on self-esteem will contribute to improved pupil outcomes. The EEF toolkit states that the association between parental involvement and a child's academic success is well established. We therefore aim to provide parents with the support and skills to achieve this partnership.	Parents are correctly identified as needing support through the Early Help model. Appropriate agencies are accessed and support for families provided. Regular reviews with parents. Pupil voice shows that pupils feel safe. Data analysed. Positive impact on progress and attainment.	Designated Lead for Safeguarding	Half termly review
Total budgeted cost					£99,863

Other Spending	2019-2020
Specialist Teaching	
Music	£8,400
Computing	£5,145
Drama Workshops	£4,956
Theatre Company 3 productions	£3,000
Initiatives	
Times table rock star	£131.40
Horticultural	£4,488
Magic Breakfast	£1,500
Total	£27,620.40

Budgeted Cost	Amount
i Quality of teaching for all	£20,313.75
ii Targeted support	£249,543.65
iii Other approaches	£99,863
iv Other spending	£27,620.40
Total	£397,349.80

6. Review of expenditure				
Previous Academic Year (2018-2019)				
i Quality of teaching for all				
Desired outcome	Chosen action / 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
A. Improvement in speech and language skills in Reception and KS1 for pupils eligible for Pupil Premium.	Investment in Speech and Language Therapy. (SALT)	Mixed: Observed increase in progress from identified pupils in Listening, Attention and Understanding, speech and language skills in the Reception. Attainment: Communication and Languages 74% Listening and Attention 74% Understanding 77% Speaking 78% Children who have been highlighted as needing specialist assessment have received this support. Advice has been given to staff working with the child to develop all areas of Speech, Language and Communication.	The advice and better practice has had a positive effect on inclusion within the classroom, self-esteem and learning behaviours. We will continue to develop the skills learnt with staff and embed the practice in more sessions with the pupils.	Speech and Language Therapy 1 day a week £3,637.14
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Elklan training for all Teaching and Learning Support staff.	High: Teaching and Learning Support staff and the SEND team valued the Elklan training. They have a better understanding of speech, language and communication development. The training and advice has improved practice within the classroom	We will continue to monitor the application of the Elklan training to ensure the practice is embedded within the classroom.	Cost of training £1,005 Resources £1,759 Staff £11,820.09
B. Higher rates of progress and improved attainment in reading for pupils eligible for Pupil Premium.	Staff professional development on the use of effective strategies for reading comprehension and vocabulary development and extension.	Medium: The training and support for the English team has begun to impact on the teaching of reading, as well as the attainment. Guided reading is taught using good quality texts and extracts the pupils have an interest in. Vocabulary development is an important element of the lessons. Each class has a class story/novel read to them and express and enjoyment of books. Reading attainment for disadvantaged pupils in KS2 is slightly higher than for other pupils and an improvement from 2018.	It has been important for the Teaching and Learning Support to have the same CPD as teachers. They have improved their own skills enabling them to support reading development and to provide corrective teaching for pupils needing further support.	English CPD INSET Leadership training for the English team + identified staff Cost of consultant £6,000

Desired outcome	Chosen action / 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
C. Higher rates of progress and improved attainment in writing for pupils eligible for Pupil Premium.	Staff professional development on the use of effective strategies for the teaching of spelling, grammar and the use of texts to teach writing skills.	Medium: CPD has had a positive impact on lesson structure, pitch and expectations. Teachers need to ensure that children have a secure knowledge of spelling, punctuation and grammar through gap analysis. consistently apply this to all their writing. Particularly in Lower Key Stage 2, teachers need to ensure that the children have mastered the KS1 objectives.	Leaders need to monitor this in the next academic year, to ensure that all staff apply the subject knowledge from the CPD to continue to make a positive impact on pupil outcomes.	English CPD INSET Leadership training for the English team + identified staff Cost of consultant £5,000
D. Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.	Introduction of Maths No Problem, initially to Years 1 to 4.	High: The structure of the Maths No Problem programme and the use of the concrete, pictorial and abstract, has meant that pupils are gaining secure understanding of maths concepts. Also the lower prior attaining pupils are accessing the curriculum alongside their peers. maths attainment for disadvantaged pupils in KS2 is slightly higher than for other pupils and an improvement from 2018.	Maths No Problem programme will continue to be used next year. To ensure all the objectives from the National Curriculum are covered additional resources from eg White Rose, Testbase etc will be sourced.	Maths No Problem resources £14,854.06
D. Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.	Staff professional development on the use of effective strategies for maths development.	High: Staff, including the Teaching and Learning Support, have made effective use of the Maths No Problem training resources to support their understanding of concepts to support planning and teaching. Staff also benefitted from whole school CPD for journaling and differentiation, where a concept can develop from EYFS to Year 6 and beyond.	This model need to continue in the next academic year, to ensure that all staff continue to be equipped with the subject knowledge and expertise required to make a positive impact on pupil outcomes.	1 day CPD Weekly ½ hour Maths No Problem sessions+ additional CPD for journaling and differentiation

ii Targeted support				
Desired outcome	Chosen action / 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
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	To identify and then provide a personalised programme for pupils at the earliest possibility to have maximum impact.	High: Speech and language therapists have provided specialist and professional support for identified pupils, review progress and amend provision. Staff continue to value and use the advice shared who were also able to deliver the Speech and language therapist's recommendations on a daily basis.	Teachers and Teaching and Learning Support staff remain positive about the programme and the impact on pupil outcomes. We will continue to use the approach of a personalised speech and language programme next year.	Specialist provision from Teaching Assistant £500
B. Higher rates of progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis Better Reading Partners (BRP).	High: BRP intervention has continued to be effective in accelerating pupil progress. This has been monitored regularly by Year Group Leaders and the English Team as well as through pupil progress meetings.	BRP will continue to be delivered next year to identified pupils next year. More pupils have been supported with the additional trained staff.	BRP delivered by Teaching Assistant £112.60
B. Higher rates of progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis with a Reading Champion.	High: Pupils chosen to work with the Reading Champion has seen their engagement, progress and attainment increase through the year. This has been monitored regularly by Year Group Leaders and the English Team as well as through pupil progress meetings.	The Reading Champion will continue to be delivered next year to identified pupils.	Reading Champion £4,026
B. Higher rates of progress and improved attainment in reading for pupils eligible for Pupil Premium.	Routes into reading delivered by a specially trained teacher for identified pupils.	High: Impact is high for the small number of identified pupils who had Routes into reading delivered by a specially trained teacher. There was significant impact on these pupils' reading age.	Routes into reading will continue to be delivered next year to identified pupils. Staff will be provided with CPD so where needed they can complete running records, assess the early stages of reading more effectively and identify what elements are preventing a pupil from making progress in reading eg visual, structural, meaning.	Routes into reading £14,000
C. Higher rates of progress and improved attainment in writing for pupils eligible for Pupil Premium.	Identified pupils access a small group interventions in Years 3, 4 and 6.	Mixed: Impact of the additional teachers was varied. Where there was consistency in the staffing, progress was able to be sustained in years 3 and 4. In year 6 the pupils who were targeted for greater depth based on their prior attainment, all met the expected standard but not greater depth.	The impact of additional teachers has not been consistent, so next year staffing will be changed, intervention teachers reduced and impact closely monitored.	Intervention teachers £8,258.63 Year 3 £5,613.75 Year 4 £5,656.13 Year 6

Desired outcome	Chosen action / 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
D. Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.	Identified pupils access a small group intervention in Years 3, 4 and 6.	Mixed: Impact of the additional teachers was varied. Where there was consistency in the staffing, progress was able to be sustained in years 3 and 4. In year 6 the pupils who were targeted for greater depth based on their prior attainment, all met the expected standard but not greater depth.	The impact of additional teachers has not been consistent, so next year staffing will be changed, intervention teachers reduced and impact closely monitored.	Intervention teachers £8,258.63 Year 3 £5,613.75 Year 4 £5,656.13 Year 6 Corrective teaching £3,019.68

iii Other approaches				
Desired outcome	Chosen action / 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
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Experienced, non-class based teachers/leaders in KS2. These teachers deliver reading, writing and maths interventions and corrective teaching for identified groups of pupils in addition to the standard lessons.	Mixed: Impact of the additional teachers was varied. Where there was consistency in the staffing, progress was able to be sustained in years 3 and 4. Reading, writing and maths interventions as well as corrective teaching for identified groups of pupils in Year 6 made an impact on pupil outcomes.	There will not be any additional teachers in years 3 and 4. The focus will be on the delivery quality first teaching in class applying the CDP provided. An experienced teacher/leader from Year 6 will provide focused teaching on identified objectives and corrective teaching in Year 6 next year.	£8,258.63 Year 3 £5,613.75 Year 4 £5,656.13 Year 6
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Additional experienced teachers in Reception. These teachers focus on identified ELG for groups of pupils in addition to the lessons.	High: There has been a positive impact on engagement, enjoyment and pupil outcomes by the use of the additional staff. Consideration was given to ensure pupils had access to the continuous provision as well as timely focused activities. GLD 69%	The model will continue next year as there was a positive impact on the identified pupils.	Cost of additional teachers £8,488.75 Reception £6,381.00 Reception £14,523.00 EYFS
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Therapeutic Team provide targeted support for identified pupils.	High: The Therapeutic Team's weekly meetings allowed for the regular review of the impact of interventions and allowed for the identification of pupils needing support. High: The personalised provision for the social and emotional needs of individuals and groups of pupils did impact on self-esteem and behaviours for learning across the school.	We will continue to use the referral system in place in school to provide pupils with the most appropriate therapeutic intervention, whether it is Chatterbox, 1:1 therapeutic play, relaxation or counselling.	Counselling £9,000 Learning Mentor £7,638

Desired outcome	Chosen action / 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
E. Parental skills and housing concerns are supported through the Early Help process.	The Designated Safeguarding Lead targets parents for support through the Early Help model.	High: The Designated Safeguarding Lead supported parents by contacting landlords and housing associations to ensure improvements were made to properties to provide adequate accommodation. With an additional member of staff trained to support parents through the Early Help model parents have been provided with effective support from school and other agencies.	We will continue to provide this crucial support for families as the impact of safe, comfortable and healthy living conditions does impact the pupils' ability to focus, make progress and achieve in school. There continues to be an increase in the number of families requesting support due to being affected by or living with domestic violence.	Safeguarding £19,578.50
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Pupils are provided with opportunities to work with others collaboratively, solve problems and build resilience.	High: The vast majority of staff are able to identify potential triggers and have avoided on most occasions pupils reaching crisis across the school. The Therapeutic Team has been deployed effectively to meet the needs of pupils in the majority of year groups. Teachers used the referral system for requesting therapeutic intervention. Pupil and staff voice evidence an improvement in behaviours for learning.	The Therapeutic Team will continue to support the social, emotional and behavioural needs of vulnerable pupils and provide guidance for staff.	Therapeutic approaches £7,638
F. Enrichment and first hand experiences are provided for the pupils translate into improved learning outcomes for pupils.	Pupils are provided with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.	High: Pupils have had the opportunity to develop life skills and engage in experiences which have been transferred to learning in class. There continues to be positive benefits on academic learning, and wider outcomes such as self-confidence, cooperation, resilience as well as an enjoyment for learning.	We will continue to heavily subsidise all trips, experiences and visitors to the school in order to provide a vast range of opportunities that the pupils may otherwise not be able to engage in.	Cost of coaches, visitors, trips, experiences £40,000
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Achievement for All programme will focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes.	Low: The impact of the Achievement for All programme was limited. Leaders introduced the structured conversations into their practice following training. The coaching had limited impact.	A new Achievement for All coach has been provided for the next year.	Achievement for All £4,482.00

Desired outcome	Chosen action / 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
G. Parental mental health is supported through the Early Help model. This process is reviewed regularly.	The Designated Safeguarding Lead targets parents for support through the Early Help model. Therapeutic Team provide targeted support for identified pupils.	High: The Designated Lead for Safeguarding supported an increasing number of families through the Early Help model. Early Help has supported parents and has them provided with effective support from school and other agencies.	We will continue to provide this crucial support for families as the impact of safe, comfortable and healthy living conditions does impact the pupils' ability to focus, make progress and achieve in school. There has been an increase in the number of families requesting support due to being affected by or living with domestic violence, limited food, housing, access to funds. This support will continue next year.	Teaching Assistant £167.76
H. Improvement in the learning outcomes for pupils vulnerable to underachievement through the Achievement for All programme	The programme reviews of teaching practice, develops CPD. The programme focuses on a target cohort of underachieving pupils, but aims to improve outcomes for all pupils.	Low: The impact of the Achievement for All programme was limited. The progress and attainment of the identified pupils was mixed.	A new Achievement for All coach has been provided for the next year.	See Achievement for All

7. Additional Detail

Data Analysis: Comparison between the achievements for disadvantaged pupils at school and other pupils nationally.

2019 Year 1 Phonics Screening

Phonics Screening	Disadvantaged pupils	Other pupils	Other pupils nationally
Year 1	68%	74%	84%

2019 KS1

KS1 expected standard	Disadvantaged pupils	Other pupils	Other pupils nationally
Reading	68%	72%	78%
Writing	57%	69%	72%
Maths	64%	74%	79%

KS1 Greater Depth	Disadvantaged pupils	Other pupils	Other pupils nationally
Reading	7%	9%	28%
Writing	0%	3%	17%
Maths	7%	9%	24%

2019 KS2

KS2 expected standard	Disadvantaged pupils	Other pupils	Other pupils nationally
Reading	62%	60%	78%
Writing	70%	72%	83%
Maths	72%	68%	84%

KS2 Greater Depth	Disadvantaged pupils	Other pupils	Other pupils nationally
Reading	17%	12%	31%
Writing	0%	0%	24%
Maths	15%	12%	31%

KS2 Progress Score	Disadvantaged pupils	Other pupils	Other pupils nationally
Reading	-1.91	-0.31	0.3
Writing	-3.01	-2.64	0.3
Maths	-1.06	-0.14	0.4

Attainment in reading

	Year 1	Year 2	Year 3	Year 4	Year 5
Pupil Premium	59%	66%	60%	58%	65%
Non Pupil Premium	69%	74%	73%	73%	67%
All pupils	66%	71%	66%	65%	66%

Attainment in writing

	Year 1	Year 2	Year 3	Year 4	Year 5
Pupil Premium	59%	55%	45%	56%	52%
Non Pupil Premium	71%	70%	66%	63%	58%
All pupils	67%	65%	55%	60%	55%

Attainment in maths

	Year 1	Year 2	Year 3	Year 4	Year 5
Pupil Premium	56%	62%	50%	63%	67%
Non Pupil Premium	69%	75%	76%	68%	69%
All pupils	64%	71%	63%	65%	68%