



Pupil Premium Strategy Statement

Lansdowne Primary School 2018-2019



| 1. Summary information | | | | | |
|-------------------------------|--------------------------|---|-------------|--|-----------|
| School | Lansdowne Primary School | | | | |
| Academic Year | 2018/2019 | Total PP budget | £139,920.00 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 336 | Number of pupils eligible for PP | 84 | Date for next internal review of this | Jan 2019 |

| 2. Attainment End of Year 2018-2019 | | |
|---|--------------------------------------|---|
| | Pupils eligible for PP (school) % | Pupils not eligible for PP (national average) % |
| % KS2 pupils achieving expected or above in reading, writing & maths | 35.7 | 64.0 |
| Reading Expected + | 42.8 | 75.0 |
| Writing Expected + | 67.0 | 78.0 |
| GPS Expected + | 42.8 | 78.0 |
| Maths Expected + | 50.0 | 76.0 |
| %KS1 pupils achieving expected or above | | |
| Reading + | 85.7 | 75.4 |
| Writing + | 71.4 | 69.9 |
| Maths + | 85.7 | 67.1 |
| Phonics Pass | 84.0 | 82.5 |
| % EYFS pupils achieving GLD | 75.0 | 71.5 |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |

| In-school barriers | |
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| A. | On entry to Reception, Communication & Language skills are lower in pupils eligible for PP than for other pupils. This slows down literacy progress. |
| B. | % of PP pupils making above attainment and progress at KS1 and KS2 need to rise in line with non PP. |
| C. | % of PP pupils in KS2 classes is higher than in KS1 so high quality teaching is vital and the effective deployment of staff to raise attainment. |
| D. | In KS1 PP pupils are making less expected progress than other pupils in reading and writing. This can prevent expected attainment in Key Stage 2. |
| External barriers | |
| E. | Low attendance reduces pupils' school hours and causes them to fall behind on average. There is a whole school gap in attendance between Pupil Premium pupils (92.1%) and other pupils in the school (94.2%). ALL groups are below the national average for attendance. The percentage of persistent absentees is much higher than national (11%) and pupil premium pupils make up a larger proportion of this figure. |
| F. | Well-being of pupils due to family circumstances identified as a trend across the school. This affects focus and attention as well as emotional well-being of PP pupils. 38% of vulnerable pupils are receiving Pupils Premium funding. |

| 4. Desired outcomes | | Success criteria |
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| A. | That the Prime Areas are a focus in the Autumn terms, to improve oral language skills, so that accelerated progress is evident in T1 and 2 data and pupils develop reading and writing skills. Speech and Language barriers are addressed so that pupils can reach age expected in reading and writing. | By the end of the school year there is no gap between the proportion of PP pupils achieving GLD and other pupils. The Reception cohort is in line with national average for the GLD. Pupils are not disadvantaged by not reading at home (mostly pupils with pupil premium funding). |
| B. | The teaching of English in KS1 is consistent and first quality. Teachers focus on Pupil Premium pupils that are below to identify any barriers to developing English skills and provision put in place to accelerate progress. | The % of ALL pupils age expected, end of Year 1, increases and the proportion of pupils at end of Year 2 achieve age expected in writing so in line with National. More Pupil Premium pupils reaching the expected standard or making rapid catch up progress so that the gap is narrowed or closes between PP pupils and others. |
| C. | The teaching of English in KS2 is consistent and first quality. Teachers focus on Pupil Premium pupils that are below to identify any barriers to developing English skills and provision put in place to accelerate progress. | The % of ALL pupils age expected at end of year increases and the proportion of pupils at end of Year 6 achieve age expected in Reading is in line with National. More Pupil Premium pupils reaching the expected standard or making rapid catch up progress so that the gap is narrowed or closes between PP pupils and others. |
| D. | The teaching of Maths in KS2 is consistent and first quality. Teachers focus on Pupil Premium pupils that are below to identify any barriers to | The % of ALL pupils age expected at end of year increases and the proportion of pupils at end of Year 6 achieve age expected in Reading is in line with National. More Pupil Premium pupils reaching the expected standard or making rapid |

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| | developing English skills and provision put in place to accelerate progress. | catch up progress so that the gap is narrowed or closes between PP pupils and others. |
| E. | Teaching and Learning across the school is at least GOOD so that SEN provision is effective and pupils make strong progress to meet their targets. | Pupils eligible for PP identified as SEN make as much progress as 'other' pupils identified as SEN to ensure all pupils reach their full potential. Teachers and TAs, in KS2, deliver effective interventions so pupils catch up and rapidly identify barriers to learning for pupils that are below (not making progress) or falling below. |
| F. | Whole school attendance is in line with National and increased attendance of Pupil Premium pupils. | The attendance gap closes between the proportion of pupil premium and other pupils and that the proportion of persistent absentees drops (mostly pupils eligible for PP funding). |
| G. | Improve the social and emotional skills of Pupil Premium pupils across the school. | Records will show fewer behaviour incidents, particularly in KS2. A significant reduction in fixed term exclusions. Staff and pupils focus on learning rather than behaviour and pupils make strong progress. Greater engagement from hard to reach families to support pupils' learning and improve outcomes. |

| Planned expenditure | | | |
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| Academic year | 2018/2019 | | |
| 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 (Evidence /rationale) | How will you ensure it is implemented? | Staff lead |

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| <p>A. Prime Areas are a focus, to improve oral language skills, so that accelerated progress is evident in T1 and 2 and reading and writing skills are developed.</p> <p>Speech and Language barriers are addressed so that pupils can reach age expected in reading and writing and close the gap between disadvantaged pupils and others.</p> | <p>A well-balanced approach to developing early Literacy skills which gives pupils’ opportunities to enjoy a language rich environment in the indoor and outdoor provision. A balance between child-initiated play and targeted small group work and support. (EEF Early Literacy approaches- moderate impact).</p> <p>Developing early reading skills through a high-quality text (concepts of print, oral storytelling and phonics) taught by trained adults to develop pupils’ speaking and listening skills. The reading mileage of pupil’s who do not read at home are increased in school (EEF Communication and language approaches- high impact).</p> <p>Speech and Language Link assessments identify barriers to progress in the Prime Area of Communication and Language and provision is</p> | <p>Analysis of October Baseline and strategies from the pupil progress meeting.</p> <p>Trust reading guidance document</p> <p>EYFS key priorities from the ADP</p> | <p>DHT</p> <p>EYFS/Year 1 TLA</p> <p>SENCO</p> <p>Speech Link £542</p> |
| <p>B. The teaching of writing is consistent in KS1 and is first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Implement the Trust policy so that the teaching of writing and reading is taught effectively (NFER 2015 A focus on high quality teaching).</p> <p>Implement the revised Feedback and Marking Policy and ensure that all staff improve the quality of verbal feedback and “live marking”. (EEF high quality feedback is effective way to improve attainment – high impact).</p> <p>Embed BLP so that teachers are trained to develop metacognition</p> | <p>Trust English policy</p> <p>Revised feedback and marking policy</p> <p>Monitoring and feedback from SLT drop ins</p> <p>Key priorities from the ADP</p> | <p>HT and AHTs</p> <p>English team</p> <p>Creative Curriculum Lead (AHT)</p> |

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| <p>C. The teaching of English in KS2 is consistent and first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Implement the Trust policy so that the teaching of writing and reading is taught effectively (NFER 2015 A focus on high quality teaching).</p> <p>Implement the revised Feedback and Marking Policy and ensure that all staff improve the quality of verbal feedback and “live marking”. (EEF high quality feedback is effective way to improve attainment – high impact).</p> <p>Embed BLP so that teachers are trained to develop metacognition skills in their lessons and collaborative learning. (EEF Collaborative learning – moderate impact and metacognition – high impact).</p> <p>Embed the Trust reading guidance so pupils develop reading skills to enable them to gain a deeper understanding and enjoyment of</p> | <p>Trust reading guidance document</p> <p>Revised feedback and marking policy</p> <p>Trust English policy Monitoring and feedback from SLT drop ins</p> <p>Key priorities from the ADP</p> | <p>English team</p> <p>SLT</p> <p>CTs</p> |
| <p>D. The teaching of Maths in KS2 is consistent and first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Implement the Trust policy so that the teaching of maths is taught effectively (NFER 2015 A focus on high quality teaching)</p> <p>Implement the revised Feedback and Marking Policy and ensure that all staff improve the quality of verbal feedback and “live marking”. (EEF high quality feedback is effective way to improve attainment – high impact)</p> <p>Embed BLP so that teachers are trained to develop metacognition skills in their lessons and collaborative learning. (EEF Collaborative learning – moderate impact and metacognition – high impact).</p> | <p>Trust maths policy Revised feedback and marking policy Monitoring and feedback from SLT drop ins Key priorities from the ADP Training in SDD (Jan and April) – Challenge for ALL</p> | <p>Maths team</p> <p>SLT</p> <p>CTs</p> |
| <p>ii. Targeted support</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach (Evidence /rationale)</p> | <p>How will you ensure it is implemented?</p> | <p>Staff lead</p> |

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| <p>A. Prime Areas are a focus, to improve oral language skills, so that accelerated progress is evident in T1 and 2 and reading and writing skills are developed.</p> | <p>Speech and Language Link assessment and observations by staff inform reception Baseline and progress is tracked on TT so pupils are rapidly identified if falling below age expected. Skilled TA to deliver Speech and language intervention as well as Speech and Language therapist 3x weekly. (EEF Early years Intervention – moderate impact).</p> <p>Physical development interventions for pupils that are underdeveloped in this Prime Area are delivered by skilled TAs (clever fingers, write dance, toe-toe) (EEF Physical development approaches – moderate impact).</p> <p>Targeted families are supported by the Parent Support Advisor to attend training parenting skills (communication) and providing</p> | <p>EYFS October Baseline</p> <p>Expert provision for Speech and Language</p> <p>Parent Support Advisor</p> | <p>Speech and language (internal support)</p> <p>Speech and language (external)</p> <p>PSA support 3 days a week</p> |
| <p>B. The teaching of reading and writing is consistent in KS1 and is first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Skilled TAs deliver Switch- On Intervention (focus on PP Pupils who do not read at home) and entry and exit data shows accelerated progress. (EEF small group interventions led by skilled adults – moderate impact)</p> <p>Phonics interventions delivered within and outside lessons which ensures that both the CT and a skilled reading TA catch up pupils' who did not pass the phonics screening in year 1 and year 2 retakes (Phonics – moderate impact). <i>Lead Practitioner provides ongoing</i></p> | <p>Lead Practitioner training sessions – ongoing CPD</p> <p>Wave 2 intervention delivered 3-5 times a week for 30mins.</p> | <p>Lead Practitioner ongoing CPD termly</p> |
| <p>C. The teaching of English in KS2 is consistent and first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Skilled TAs deliver Switch On intervention (for pupils with poor phonic knowledge) and Inference reading intervention (barriers identified). Focus on PP pupils who do not read at home. This alongside explicit teaching of reading skills, in lessons, alongside reading for pleasure will ensure strong reading progress (EEF Reading comprehension strategies – high impact).</p> | <p>Wave 2 intervention delivered 3-5 times a week for 30mins.</p> | <p>Reading intervention TAs</p> |
| <p>D. The teaching of Maths in KS2 is consistent and first quality. Improve the attainment of Pupil Premium Pupils.</p> | <p>Effective targeted support in class and interventions to address and gaps in Times Tables knowledge. (EEF small group interventions led by skilled adults – moderate impact)</p> | <p>Designated time for teachers and TAs to be released to pupil conference. Launch of the Rock Stars Times tables across KS2.</p> | <p>Maths team</p> |

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| E. SEN provision is effective and pupils make strong progress to meet their targets. | To implement interventions that support pupils' social and emotional development through skilled nurture teaching assistant. A whole school nurture approach and the school values ensure that the development of the social and emotional needs of pupils is supported. (EEF Social and emotional learning – moderate impact). | The 6 Nurture principles and BLP are part of the whole school culture – a common understanding and language. | 2 Nurture TAs and full time nurture provision |
| iii. Other approaches | | | |
| Desired outcome | Chosen action/approach (Evidence /rationale) | How will you ensure it is implemented? | Staff lead |
| F. Whole school attendance is in line with National and increased attendance of Pupil Premium pupils. | PSA works closely with families at risk of falling below 80% to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school) (NFER identifies addressing attendance as a first and basic step in raising attainment) Monitoring of attendance and different groups. Attendance team consists of HT, AHT, Attendance officer, PSA, and Trust Safeguarding Lead. Strategies are put in place according to the families need and signposted to the appropriate professionals in the school. (Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance). | Clear roles identified within the attendance team. A joint approach so that all groups of children and key families are supported. Regular monitoring and weekly team meetings. Vulnerables meeting each term – SENCO, PSA, Trust Safeguarding Lead and HT | PSA - A dedicated member of staff to work with hard to reach families (below 90% attendance). Attendance team |
| G. Improve the social and emotional skills of Pupil Premium pupils across the school. | Embed the Restorative Justice approach so that pupils learn to self-regulate their behaviour with targeted interventions. Nurture interventions with skilled staff to deliver 5-point scale, social skills, Lego therapy and drawing and talking interventions. (EEF behaviour interventions – moderate impact). Pupil Premium case Studies (1 pupil per class) are implemented to develop the whole child (academic, social and emotional and behaviour). A team supports this approach through a whole school action plan which involves the HT, CT, SENCO, PSA, Safeguarding Lead and Nurture team, parents (EEF Social and emotional learning – moderate impact). | A whole school approach that is driven by the SLT and SENCO to create this ethos. Full time Nurture for KS1 pupils (mostly PP) and afternoon nurture therapies. A holistic approach to developing the child and supporting key families to break down barriers to pupil's reaching their full potential at school. | 2 Nurture TAs and full time nurture provision Nurture TA training for skilled interventions Pupil Premium case studies |

In addition to the above strategies the funding for 2018/2019 will be used as follows:

Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). We have high expectations of our teachers and provide them with a strong level of support and professional development opportunities to constantly improve their practice.

We have embedded a robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.

2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.

3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with a member of the SLT when required. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers. .

4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator. Pupil progress meetings are led by a '**Teaching and Learning Advisor**' for each year group.

The posts of Teaching and Learning Advisors were created by the school to work at middle management level. The school allocates a TLR point to each Advisor, reflecting the importance of the role. The Advisors have been trained in **mentoring and coaching**. The Teaching and Learning Advisors agree strategies and interventions to meet the set targets from the previous 1:1 meetings. Other members of the team are encouraged to offer support and suggestions that have been effective in similar circumstances. The Teaching and Learning Advisor will then monitor the implementation of the strategy and interventions agreed at the meeting and provide further support, if required.

This level of middle management has proved very effective and commended by Ofsted inspectors.

Throughout the process key information is fed into a **Termly Strategy Report** which will include a range of data on individual subjects in all year groups, percentages of expected and of accelerated progress of all groups, progress towards National Assessments, Pupil Premium Summary, progress towards floor targets, etc. Generally, data is only recorded where there is a concern. Throughout the process there is a clear focus on FSM pupils.

Other post holders also contribute to the report, especially on issues that may be barriers to learning, for example, attendance and punctuality, behaviour and safety, as well as levels of professional development, progress on performance management targets and the results of monitoring.

5. The **Termly Strategy Report** is then discussed at a termly SLT Strategy meeting, chaired by the Principal. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Although the report was initially designed to support **school self-evaluation**, it is shared with governors and has proved a valuable tool for effective **governance**, and the regular sharing of data supports the governing body in holding the Headteacher to account.

Other main strategies supporting 'closing the gap'

Teachers are further supported through access to a team of teachers recognised as 'outstanding'. Regular opportunities are provided for teachers to observe outstanding colleagues, have an outstanding teacher 'model' teaching with their class and to provide support with planning, assessment, etc. These opportunities are built into the school budget to ensure that teachers have regular access to this high quality provision.

The use of recording sheets for Teaching and Learning Advisors that identify **FSM** pupils ensures that those pupils remain a focus for teachers.

The development of a **Nurture Team**, encompassing trained staff, for example, Pastoral Care Support workers, SENCOs and trained Teaching Assistants, is the latest step by the school to address barriers to learning of FSM pupils and other groups. This strategy is already having an impact with data and behaviour logs showing a marked improvement.

A range of minor strategies, from a lunchtime 'Homework Club' for children from disadvantaged families, who do not always have resources to support their children at home, to free after-school clubs run by teachers as part of their 'Directed Time' have all contributed to supporting FSM pupils.

In conclusion, the school constantly reviews its practice with the aim of improving teaching and learning. Systems and processes are manageable with clearly defined roles and support within teams. The strategies above have had a clear impact on the progress of FSM pupils, not only in 'closing the gap', but with many FSM pupils making accelerated progress across the key stage.

| Allocation of Funding | Desired Impact |
|---|--|
| Cover release costs for TLAs and our outstanding teaching team to regularly coach and mentor all teachers not yet judged as outstanding. | All teachers fully supported to become outstanding teachers. |
| Funding for the Nurture Team to support the removal of barriers to learning, specifically, but not entirely, associated with behavioural and/or emotional needs. | All children able to access behavioural, social and emotional support. |
| To use digital technology to support learning of Pupil Premium children and other vulnerable groups, specifically through the setting of homework that actively involves parents in supporting their children's learning. | Increased parental engagement. |

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| Continued Professional Development for Teaching and Learning Advisors to improve their effectiveness in supporting and monitoring Pupil Premium pupils, to include cover release costs and the costs of Teaching and Learning Responsibility salary points. | Effective tracking of PP children and rapid intervention when required. Support for all teachers in strategies for supporting PP children's progress and attainment. |
| Provide additional 1:1 support for Pupil Premium pupils, specifically in communication and reading. | Increased attainment and progress in reading. |
| Provide additional resources to support 'reluctant' readers, for example, Kindles, Ipads and phonic resources for home. | Increased attainment and progress in reading. Increased reading at home. |
| To improve homework outcomes for children we aim to provide resources in a specialised 'home packs' to allow children greater opportunities and support with home learning. We also aim to more fully engage parents. | All children able to access homework opportunities. |
| Disengaged children (boys in particular) to be funded to attend specific extra-curricular clubs to improve engagement and self-esteem. | Boys are fully engaged in their curriculum and self-esteem risen |
| Funding for specific children to attend breakfast club to support attendance and parental engagement. | Improved attendance for PP pupils |
| Increased workshops for parents to improve home support and partnerships with parents. | To raise parental engagement and home-school links and therefore pupil standards. |
| Parent Support Advisor to continue weekly drop in sessions and regular coffee mornings for parents to initiate discussions on how school can further improve and to encourage parents to take an active role in their child's education. | To raise parental engagement and home-school links and therefore pupil standards. |

Impact of Pupil Premium Strategy – Review July 2019

| STRATEGIES | | | |
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| Interventions | | | |
| Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate. | | | |
| Item | Details | Cost | Impact |
| Switch on | Switch on | £38,702 | 12 PP children have completed this intervention and made accelerated progress to age appropriate in reading. At the beginning of the year 55% Pupil Premium |

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| | Skilled reading intervention TAs accelerate children's progress to age appropriate A KS1 and Year 3 intervention | | children were below in reading Yr1-Yr3. At the end of the school year 26% are below. Out of the 11 pupils that are still below 7 pupils are on the SEN register. Of the 4 remaining, 3 are mid-way through the intervention and so will carry on in Year 3. A set of Switch on books and a benchmarking kit have been purchased so that this intervention can be delivered effectively. |
| Inference | Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention | Included Above | At the beginning of the school year 72% of Pupil Premium children from Yr4-Yr6 were below in reading. At the end of the school year 46% are below. There are 18 Pupil Premium children and 10 of them are also on the SEN register. |
| Speech and Language Link (EYFS) | Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry. | £542 | In Reception, 33.3 % of Pupil Premium children were assessed with age appropriate Communication and Language skills in the October baseline (on entry assessment) 77.8% of Pupil Premium children were assessed with age appropriate Communication and Language skills at the end of Reception. 2 children are still below age appropriate in Speaking (one child has complex SEN needs and the other child was identified for the SEN register in Term 6) 85.5% (47/55) of pupils achieved a GLD and 77.8% (7/9) Pupil Premium children achieved a GLD. The gap has diminished by the end of Reception. |
| Bug Club and Times Table Rock stars | To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home | £2,161 | Children in KS2 are given the opportunity to practise their timetables daily during school time and key Pupil Premium children are targeted for the lunchtime Rocks Star club. 54% of Pupil Premium children across KS2 have made accelerated progress in maths this year. Bug Club is used in KS1 and lower KS2 to increase the reading mileage of targeted Pupil Premium children who do not read regularly at home. This takes place during reading lessons and other times of the day with 1:1 planned time. 59% of Pupil Premium children have made accelerated progress in reading this year. |
| Total | | 41,405 | |

STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading and writing training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

| Item | Details | Cost | Impact |
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| Nurture training | For SEMH interventions – Drawing and talking, Lego Therapy and Circle of Friends. | £600 | A Nurture TA has attended training on the SEMH intervention, Circle of Friends. 19 children in KS2 have received this intervention and 10 of them are Pupil Premium children. The other Nurture TA has been trained in Lego therapy and Drawing and Talking which are skilled interventions. 40% of pupils who have completed these programmes have been Pupil Premium. The SENCO has the reports of impact from these interventions and the Boxall Profiles also record the progress. |
| Speech and Language | External A speech and Language Therapist employed 3 days a week. | £3330 | This external expert has assessed, planned, supported and to delivered support for pupils with speech, language & communication needs. 40% of pupils in the school have a need type of SLCN (Inc. ASD). 16% of Pupil Premium children have a need type SLCN. Three children have been closed to SALT and 11 new pupils have been assessed. Teachers have been able to work with the Speech and Language therapist to ensure effective delivery of SALT interventions. |
| Occupational Therapist | To provide training and advice for staff to improve provision for individuals and all pupils. | £1845 | Key children have received OT therapy plans which staff have followed. The OT has advised on specific resources and interventions to support sensory and physical needs. Conditions and specific difficulties identified by the OT have contributed towards referrals to other professionals. |
| Total | | £5775 | |

STRATEGIES

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

| Item | Details | Cost | Impact |
|-----------|---|----------------|---|
| Switch on | Switch on Skilled reading intervention TAs accelerate children's progress to age appropriate A KS1 and Year 3 intervention | £38,702 | 12 PP children have completed this intervention and made accelerated progress to age appropriate in reading. At the beginning of the year 55% Pupil Premium children were below in reading Yr1-Yr3. At the end of the school year 26% are below. Out of the 11 pupils that are still below 7 pupils are on the SEN register. Of the 4 remaining, 3 are mid-way through the intervention and so will carry on in Year 3. A set of Switch on books and a benchmarking kit have been purchased so that this intervention can be delivered effectively. |
| Inference | Skilled reading intervention TAs accelerate children's progress to age appropriate A KS2 intervention | Included Above | At the beginning of the school year 72% of Pupil Premium children from Yr4-Yr6 were below in reading. At the end of the school year 46% are below. There are 18 Pupil Premium children and 10 of them are also on the SEN register. |

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| Speech and Language Link (EYFS) | Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry. | £542 | In Reception, 33.3 % of Pupil Premium children were assessed with age appropriate Communication and Language skills in the October baseline (on entry assessment) 77.8% of Pupil Premium children were assessed with age appropriate Communication and Language skills at the end of Reception. 2 children are still below age appropriate in Speaking (one child has complex SEN needs and the other child was identified for the SEN register in Term 6) 85.5% (47/55) of pupils achieved a GLD and 77.8% (7/9) Pupil Premium children achieved a GLD. The gap has diminished by the end of Reception. |
| Bug Club and Times Table Rock stars | To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home | £2,161 | Children in KS2 are given the opportunity to practise their timetables daily during school time and key Pupil Premium children are targeted for the lunchtime Rocks Star club. 54% of Pupil Premium children across KS2 have made accelerated progress in maths this year. Bug Club is used in KS1 and lower KS2 to increase the reading mileage of targeted Pupil Premium children who do not read regularly at home. This takes place during reading lessons and other times of the day with 1:1 planned time. 59% of Pupil Premium children have made accelerated progress in reading this year. |
| Total | | 41,405 | |

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Attendance Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

| Item | Details | Cost | Impact |
|------------------------|--|--------|---|
| Parent Support Advisor | PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication. | £10282 | The Parent Support Advisor has identified 17 young carers in the school, since September, 58% of which are Pupil Premium children. She has made links with Swale Young Carers who come into school on a regular basis to meet with the children. They have also led assemblies and parent coffee mornings to raise awareness in the school community. 70% of children on the safeguarding log are Pupil Premium. The PSA works closely with the families who are open to agencies and also makes referrals when support is needed for vulnerable children. This support for families is instrumental in breaking down SEMH barriers and improving attendance. The proportion of Persistent absentees is now in line with national (8.4%) and the proportion of pupil premium pupils (4.2%) is the same as non-pupil premium (4.2%). The gap in whole school |

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| | | | attendance has diminished when comparing Pupil Premium children with all children in the school (this school year : 95.4% for all children and 93.7% for Pupil Premium children). |
| Trust Safeguarding Lead | To support vulnerable families and work as part of the team to break down SEMH barriers. | £14024 | Trust Safeguarding Lead works closely with the Parent Support Advisor and Head teacher to support vulnerable families. The Trust leads works 2 days and the PSA works the other 3 days of the week. |
| Educational Psychologist | To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning. | £1845 | The EP has met with teachers individually as part of the School Based review process. Provision plans and personalised plans demonstrate a greater, and more appropriate, range of effective strategies to support the 10 pupils that this process involved. |
| Nurture Teaching assistants | Trained staff to deliver full time nurture and nurture interventions to remover SEMH barriers. | £29664 | 10 Pupil Premium children have benefitted from full time /part Nurture provision. All but 1 have integrated back into class ready for the start of the new school year. One Nurture TA is highly skilled in whole school Boxalls and is able to support teachers and the SENCO in tracking progress of social and emotional development of nurture children as well as providing strategies in class . |
| Attendance Officer | Monitoring and tracking of attendance on a daily basis. Working with PSA to improve attendance of Persistent absentees. | £18656 | The Attendance Office, works 4 days a week, and is solely responsible for first day calling and challenging absences. She works closely with the PSA and Head teacher in monitoring and tracking attendance of vulnerable groups and persistent absentees. Impact is as above (PSA section). |
| Pupil Premium Case studies | Ring fenced money for 12 children PP children in the school. A holistic approach with a team around the child. | £2600 | A vulnerable child from each year group is selected and a case study is set up with a team around the child to plan strategies and actions to improve the child's well-being and academic progress. Funding for specific children to attend breakfast club has improved attendance of key families. Money is allocated for resources that will make a difference to a child's well-being. One child received a camera so that she could spend time with her dad, who suffers from depression, and his only hobby is photography. The impact of these case studies is tracked by Boxall profiles, Pupil Premium case study evidence and data on Target Tracker for the focus group. |
| Total | | £77071 | |

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

| Item | Details | Cost | Impact |
|----------------------|---|--------|---|
| Challenger Troop | A 6-week programme which offers a stimulating alternative approach to learning, in a predominately outdoor environment. To develop self-confidence and gaining valuable life skills | £2000 | This is an intervention that is funded by Pupil Premium money and is a strategy that is targeted for some Pupil Premium case studies. The impact is tracked by Boxall profiles and by the number of internal and external exclusions. 85% of the children who attended Challenger Troop are Pupil Premium and this intervention was a strategy from their Pupil Premium Case Study. |
| School trips subs | As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life. | £1000 | A range of educational workshops and trips have taken place throughout the year, linked to the topics children have been learning about. Teachers have been making greater use of the local area as a stimulus for learning. Further funding was used to subsidise part of the cost of other trips, further afield, to ensure they were affordable for all. |
| Swimming subs | Swimming is subsidised | £8000 | To ensure all pupils can access this experience, as it is part of the PE curriculum but also a life skill. No child should be disadvantaged because of lack of support or finance from home. |
| Year 4 camping | This activity is part of the Trust Pledges. | £1000 | To ensure all pupils can access this experience. As a child moves through Primary School they will be exposed to a wide range of activities that are planned to enrich and broaden their life experiences. 10 out of the 14 pupil Premium children in year 4 attended the trip. |
| Pantomime | A Trust Pledge | £900 | As part of the Trust Pledges going to see a Pantomime is an activity that all children should experience. To enable this the school organised a company to come into school to perform the Snow Queen to the whole school. |
| Reading for pleasure | 1:1 reading mileage To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home | £4000 | Targeted Pupil Premium children, who do not read regularly at home have daily 1:1 reading sessions to increase their reading mileage. These children have then been able to access the whole school reading incentive whereby a free book is given to children when they fill their reading bookmarks. High quality fiction, non-fiction, poetry and graphic novels have been purchased to ensure that children can read for enjoyment. |
| Total | | £16900 | |