

Pocklington Community Junior School Pupil Premium Grant (PPG) Expenditure

Pupil premium is funding we receive from the government. It is additional to our main school funding and is used to address the underlying inequalities between children who are eligible for Free School Meals (FSM) and their peers, by making sure this extra funding reaches the children who need it most.

Overview of the school

Cohort information	
Total number of pupils on roll in the school	270
Total number of pupils eligible for PPG or Ever6	59
Total Monies available for 2018 & 2019	£58,880
2017/2018	£62,040
2016/2017	£58,240
2015/2016	£58,540

Previous performance of disadvantaged pupils

	2016	2017	2018
Combined measure			
% of pupil premium pupils meeting the expected standard in Reading, Writing and Maths	30% (National: 39%)	53% (National: 43% National other: 64%)	50%
% of pupil premium pupils achieving greater depth in Reading, Writing and Maths		% (National: 3% National other: 10%)	0%
Reading			
% of pupils meeting the expected standard in Reading	60% (National: 53%)	64% (National: 55% National other: 74%)	63%
% of pupils achieving greater depth in Reading		21% (National: 12% National other: 27%)	13%
Progress score in Reading	-2.29 (National: -0.7)	-1.1 progress (National: -0.9 National other: 0.2)	-2.2 progress
Writing			
% of pupils meeting the expected standard in Writing	60% (National: 64%)	71% (National: 61% National other: 79%)	50%
% of pupils achieving greater depth in Writing		29% (National: 8% National other: 19%)	0%
Progress score in Writing	-5.48 (National: -0.3)	+2.4 progress (National: -0.7 National other: 0.1)	-2.8 progress
Maths			
% of pupils meeting the expected standard in Maths	50% (National: 58%)	71% (National: 59% National other: 78%)	40%
% of pupils achieving greater depth in Maths		21% (National: 11% National other: 25%)	25%
Progress score in Maths	-4.08 (National: -0.5)	-0.2 progress (National: -0.8 National other: 0.2)	+0.5 progress
Spelling, Punctuation and Grammar			
% of pupils meeting the expected standard in Grammar	40%	57%	63%

	(National: 61%)	(National: 62% National other: 80%)	
% of pupils achieving greater depth in Grammar		14% (National: 18% National other: 33%)	13%

Pupil premium intention statement 2017/2018

Where we are as a school

Our previous pupil premium expenditure has focussed on developing our pupil's engagement with the school and on developing the quality of teaching across the school. This has been successful with the attendance of pupils eligible for the Pupil Premium Grant (PPG) rising, as well as having a significant impact on pupils' self-reported enjoyment of school.

The quality of teaching and learning has consistently improved since 2015. This has led to significant improvements in the rate of progress for all pupils (see table below). The rate of progress of pupils eligible for the Pupil Premium Grant was greater than that of their non-eligible peers in all subjects. This demonstrates that across the 2016/2017 academic year, the interventions which were in place have supported children in making better progress.

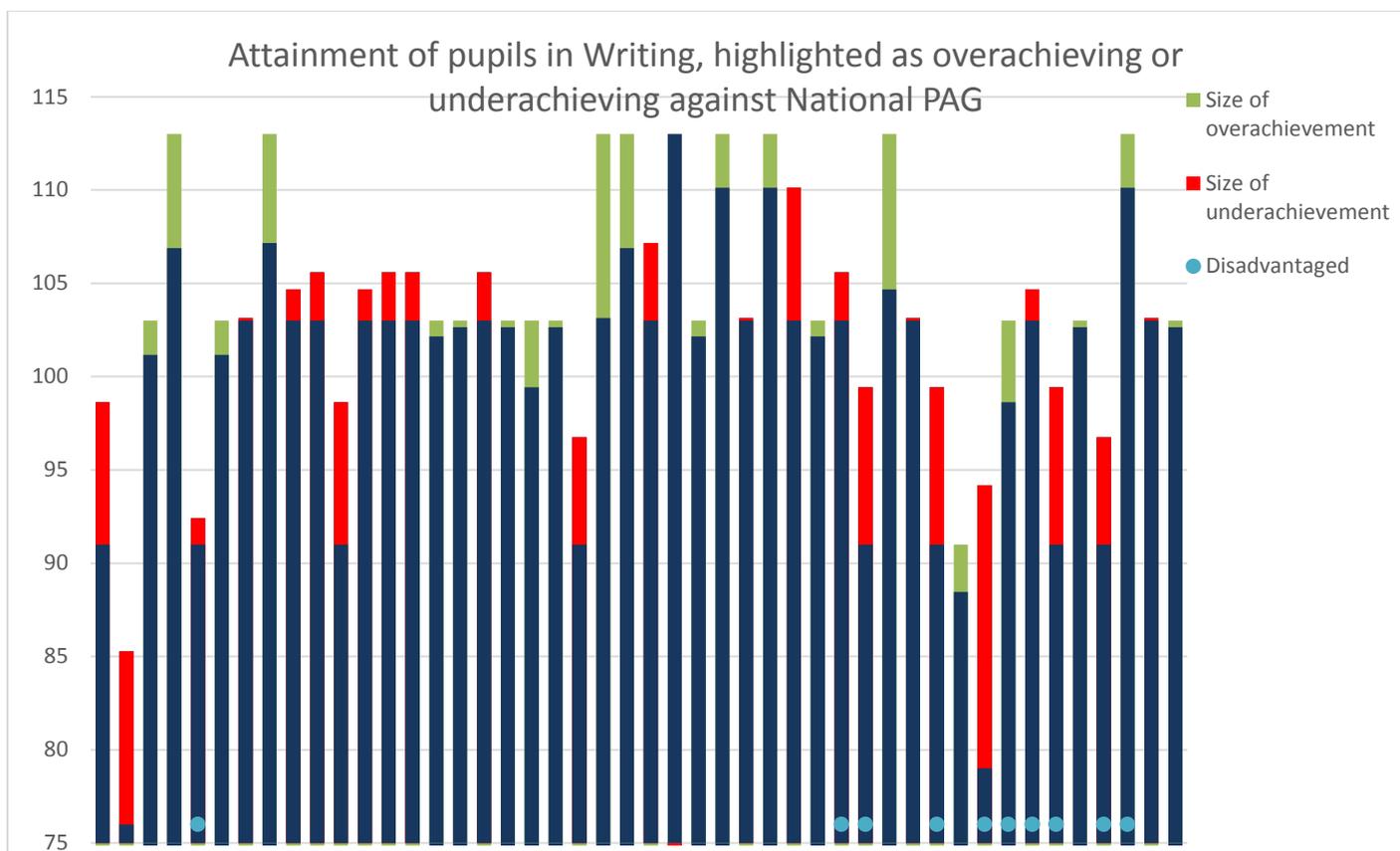
Subject	2016		2017		2018	
	Disadvantaged	Non-Dis	Disadvantaged	Non-Dis	Disadvantaged	Non-Dis
Reading	-2.28	-2.64	-1.1	-1.7	-2.2	-0.10
Writing	-5.48	-4.51	2.4	-0.2	-2.8	-0.59
Maths	-4.08	-3.45	-0.2	-1.0	+0.5	-0.64

Progress dropped in 2018 compared to both non-Pupil Premium children and against prior performance. This was disproportionately impacted by two pupils who were eligible for the Pupil Premium who had additional SEN and Pastoral needs. The average progress made by these two pupils was -13.5 in Reading, -7.1 in Writing and -6.5 in Maths.

Progress in Maths for children eligible for the Pupil Premium is strong, with pupils making better progress over time than their Pupil Premium peers nationally, and is close to progress of the National Other (Pocklington: +0.12, National Other: +0.2 in 2017).

The progress for disadvantaged pupils in writing has been variable over time, with the progress in 2017 being well above national and in 2018 being well below. These 'swings' in progress come from the difference between Writing and the other subjects in terms of assessment. Writing is Teacher Assessed as one of a limited range of assessment levels. These are mapped to numerical outcomes and cohort averages are identified at the national level. As the national averages are finely graded to two decimal places, and yet the primary assessment points are at 91, 103 or 113. In 2018, children nationally in the Prior Attainment Group (PAG) 12 averaged a score of 96.76. However, it is impossible for a child in PAG 12 to meet that target. They will either significantly under- or over-achieve. If they were judged to be 'Working Towards' at the end of Key Stage 2, their progress would be considered to be -5.76. If they achieved the 'Expected Standard' their progress would be +6.24.

In our school, the progress of Disadvantaged Pupils is not accurately reflected in the published data. The graph below shows each child's over- or under-achievement against their PAG.



Almost exactly half of our pupils exceeded their targets, however the pupils who made good progress but did not quite reach the next level of assessment were classed as having made larger underachievement due to how the progress scores are calculated. This impacted on our headline writing figures positively in 2017, but negatively in 2018.

SEN links

The school has identified that there is a significant overlap between pupils who are eligible for the Pupil Premium and children who have additional educational needs as identified through the SEN register. The SENDCo and Pupil Premium Champion work closely to ensure that the interventions work hand-in-glove with each other. We also take great care to apply both lessons learned and best practice from one area into the other.

Looking forward

The National Pupil Premium Champion, John Dunford, identifies that “highly effective teaching disproportionately benefits disadvantaged children . . . if you teach well and they learn well, the gap should narrow.”¹ In our context, one of the key developments the school can make is to ensure that the consistency of teaching is a priority as the opposite to the above is also true – “poor teaching also disproportionately affects the disadvantaged, who generally don’t receive the help at home that more fortunate children have to make up what they lose by having a bad teacher.”¹

Alongside this focus on consistently high-quality teaching, we start by focusing identifying the barriers to progress for Pupil Premium eligible children. We have then turned to the educational research available to provide us with a framework from which we have then planned our interventions. Primarily, we have drawn on the Educational Endowment Fund research into the impact of various approaches and interventions. These approaches have been selected based on their impact in other settings and will be blended with approaches we already have in school in order to support the pupils we have who are eligible for the Pupil Premium grant.

¹ Using the pupil premium effectively: an evidence-based approach to closing the gap, Teaching Leaders Quarterly, Spring 2014.

Identifying need

Our school Pupil Premium Champion, Mrs Sally Penfold, has collated information gathered from class teachers about every pupil premium child in our school. This was based on 1:1 pupil conferencing, along with observations of children in class over time. There was a significant overlap between the identified needs between children and led to this list of support which we felt pupils would benefit from significantly.

FFT Aspire and a conversion from KS1 to predicted standardised scores have been used to target pupil premium children. All pupils eligible for the Pupil Premium Grant have been targeted at FFT 20th Centile or above.

Main trends from analysis of Summer Term (2018) End of Key Stage 2 SATs, NFER test data, pupils' needs and likely barriers for 2018 and 2019;

	Trends identified from end of Key Stage 2 S.A.T.s tests and Summer Term NFER tests.	Likely barriers to learning
A	<p>Year 6 Pupil Premium pupils (not more able) did not pass reading tests. There were larger differences between Pupil Premium and Non-Pupil Premium scores particularly on questions involving:</p> <ul style="list-style-type: none"> * understanding of the meaning of words (domain 2a) * making inferences (domain 2d) * making comparisons within texts (domain 2e) <p>Pupil Premium pupils scored lower than Non-Pupil Premium peers in NFER reading tests.</p>	<ol style="list-style-type: none"> 1. Fluency in reading 2. Processing speed. 3. Reduced working memory 4. Breadth of reading experience. 5. Breadth of vocabulary. 6. Lack of reading at home. 7. Limited parental support. 8. Limited experiences. 9. Lack of resources. 10. Lessened sense of belonging and affiliation to the class and peers. 11. Low self esteem.
B	<p>Pupil Premium pupils (not more able) achieved lower scores than Non-Pupil Premium Peers in writing assessments, maths and grammar, spelling and punctuation tests.</p>	<ol style="list-style-type: none"> 1. Processing speed. 2. Reduced working memory. 3. Lack of recall of early addition and subtraction facts and times tables resulting in lack of or delayed fluency. 4. Lack of completion of home learning tasks to support reading and writing. 5. Pupils do not complete home learning involving the practise of learning these facts. 6. Lack of parental support. 7. Fluency in reading. 8. Poor breadth of reading experience and vocabulary. 9. Limited experiences. 10. Lack of resources. 11. Lessened sense of belonging and affiliation to the class and peers. 12. Low self esteem.
C	<p>Pupil premium children score less than their peers across most question types, in all year groups, in all subjects, in standardised NFER tests.</p> <p>Key areas of weakness compared to peers are;</p> <ul style="list-style-type: none"> • Problem solving in numeracy, drawing from an unspecified range of possible approaches. • Calculation strategies • Not knowing multiplication tables 	<ol style="list-style-type: none"> 1. Lack of completion of home learning tasks to support reading and writing. 2. Pupils do not complete home learning involving the practise of learning these facts. 3. Lack of parental support.

	Other main trends	Likely barriers to learning
C	Pupil Premium pupils benefit from extra time to think and work.	<ol style="list-style-type: none"> 1. Reduced working memory. 2. Processing speed. 3. Fluency of reading and writing.
D	Pupil Premium pupils find it difficult to follow a sequence of instructions.	<ol style="list-style-type: none"> 1. Reduced working memory. 2. Slow processing speed.
E.	Pupil Premium pupils report a higher sensitivity to sound and prefer a quiet, calm place to work.	<ol style="list-style-type: none"> 1. Less developed self-regulation.
F.	Pupil Premium pupils feel less affiliated to the class and year group compared to non-pupil premium peers.	<ol style="list-style-type: none"> 1. Lessened sense of belonging and affiliation to the class and peers. 2. Low self esteem.

Approaches identified by Education Endowment Fund for use during 2018 and 2019

The most appropriate approaches have been identified through the Education Endowment Fund toolkit, taking only those which demonstrate good/high levels of impact in the research, focussing on addressing the trends above.

These are;

Education Endowment Fund approaches and level of impact	School level barriers addressed through this approach
Meta-cognition and self-regulation: +8 months impact	<ul style="list-style-type: none"> • Processing speed. • Working memory.
Feedback: +8 months impact	<ul style="list-style-type: none"> • Limited vocabulary arising from fewer experiences. • Working memory. • Processing speed.
Collaborative learning: +5 months	<ul style="list-style-type: none"> • Limited vocabulary arising from fewer experiences. • Working memory. • Processing speed. • Low self-esteem.
Digital technology: +4 months impact	<ul style="list-style-type: none"> • Fluency of reading and writing. • Reduced working memory. • Limited vocabulary arising from fewer experiences. • Fewer resources available to learners.
Behaviour interventions: +4 months impact	<ul style="list-style-type: none"> • Less developed self-regulation • Lessened sense of belonging and affiliation to the class and peers. • Low self-esteem.
Social and Emotional aspects of learning: +4 months impact.	<ul style="list-style-type: none"> • Processing speed • Lessened sense of belonging and affiliation to the class and peers. • Low self esteem.

Our approach to spending the pupil premium ties in directly to each of these needs and successful approaches identified by the Education Endowment Fund.

Baselining of approach is also recorded to ensure that the intentions, actions and outcomes can all be effectively monitored. All interventions and approaches identified in the 2018 and 2019 plan are based on UK research into effective teaching.

Our intended outcomes for 2018 and 2019

Having identified the likely barriers to learning, our Pupil Premium expenditure will seek to address each of these barriers in turn, leading to the following intended outcomes;

1. Increased processing speed
2. Increased fluency of reading and writing, in line with age related expectations
3. Improved working memory
4. Wide-ranging vocabulary arising from a range of experiences
5. Well-developed self-regulation strategies
6. Increased sense of belonging and ownership of learning.
7. Resources available to all pupils at the point of need.

Following a review of the school's attendance, the final intended outcome is;

8. Attendance of Pupil Premium children will be above the national 'other'.

	Desired outcome	Chosen action/approach	How will we ensure it is delivered well?	Review period, lead and projected cost
Quality of Teaching				
1	<ul style="list-style-type: none"> • Increased processing speed • Increased fluency of reading and writing, in line with age related expectations • Improved working memory • Wide-ranging vocabulary arising from a range of experiences • Well-developed self-regulation strategies • 6. Increased sense of belonging and ownership of learning. 	<ul style="list-style-type: none"> • Appointment of two additional teachers into Upper School where the overwhelming majority of Pupil Premium children are. • Additional training for staff on how they structure their learning time to ensure they can dedicate time to the disadvantaged pupils. • Teaching school time to share and model best practice, particularly to NQTs. 	<ul style="list-style-type: none"> • Monitoring by all SLT, but in particular the Pupil Premium Champion will focus on how teachers are engaging directly with the disadvantaged with the pupils. • Teaching school time will be allocated to modelling and coaching the approach for the staff so different approaches to classroom structure, physical layout and sequencing of learning can be explored. • Monitoring of books should evidence additional feedback being provided over time, and within lessons, to pupils who are disadvantaged, demonstrating the additional focus from the teachers. • The Pupil Premium Champion will use feedback through the Key Worker approach to monitoring how children feel they are being supported and whether they need any additional support. 	<p>Costs for 2 staff members including all on costs: £59,000</p> <p>Although the additional teachers will be funded by the Pupil Premium monies, the benefits will be across all 6 Upper School classes. The monitoring will therefore need to demonstrate the impact across all classes for this approach to be considered effective.</p> <p>Reviewed termly. Led by HT.</p>
<p>Evidence for this approach:</p> <p>Although the evidence for reduction in class sizes from the EEF only identifies a 3 month improvement through ‘modest’ reductions in size, the decision was made to invest in this approach due to the impact on how class teachers could then operate differently to specifically target those eligible for the Pupil Premium. Instead of having classes of 36, classes in Upper School have an average of 24 pupils. This is a third fewer pupils and therefore is more than double the ‘modest’ reduction in the meta-analyses which underpin the EEF’s recommendations of a reduction from 30 pupils to 25.</p> <p>The EEF does recognise that reductions in class sizes are most effective when combined with a step-change in how staff approach teaching, including how staff provide feedback and how they structure groups. Our newly written Feedback policy focuses on children receiving Developmental Feedback during the lesson. Although a straight division of the time by the fewer pupils yields a limited ‘additional’ amount of time per pupil, by supporting teachers in using the ‘gained time’ from having fewer pupils to ensure that all Disadvantaged pupils are receiving a Premium of feedback during the session we can have a more significant impact on their progress over time.</p>				
2	<ul style="list-style-type: none"> • Wide-ranging vocabulary arising from a range of experiences • Well-developed self-regulation strategies • Increased sense of belonging and ownership of learning. • 7. Resources available to all pupils at the point of need. 	<p>Additional staff training, coaching and mentoring, specifically targeting the individual needs of pupils in classes who are Disadvantaged; e.g ADHD training, Managing Autism in the classroom, etc. as well as additional coaching and mentoring from SLT.</p>	<ul style="list-style-type: none"> • Training will be carefully selected based on the research evidence and then monitored to ensure that they are applied within the school true to their intentions and planning. Deviation from the approach may lead to diminished impact. • The CPD and SEN/Dis support mechanisms already in place in school for staff to request additional support (from the SENDCo/Pupil Premium Champion) will be monitored to ensure that staff are asking for help when they need it. 	<p>Ongoing review through SLT meetings to plan CPD, through appraisals and performance management, and through the NQT development programme.</p> <p>£1,500 external CPD £1000 SLT release to</p>

			<ul style="list-style-type: none"> Time and money will be set aside to ensure staff have the opportunity to try and then fully embed new approaches and strategies properly, with support. 	<p>provide coaching and mentoring</p> <p>Reviewed half termly. Led by DHT.</p>
<p>Evidence for this approach: As with all current intervention packages, we select both training packages and training providers based on their proven impact on educational outcomes. The specific nature of the courses and coaching will be determined flexibly on a need-by-need basis.</p>				
<p>Targeted interventions</p>				
<p>As at October 2018, 53 intervention groups were running across the school. Interventions are tracked in detail using Provision Map and all information is available on request from the SENDCO. Included herein are the key approaches which have been either primarily targeted at pupils in receipt of the Pupil Premium Grant, or those which have been brought in after consideration of the needs of key Disadvantaged pupils, and then rolled out to other children also. As such, this is not a complete picture of all interventions undertaken by all disadvantaged pupils but represent key expenditures. Accelerating the progress made by pupils eligible for the PPG is the core thread within our school development plan, and considerations for those children are part of every decision made in school. Additional interventions are added and removed as appropriate.</p>				
3	<ul style="list-style-type: none"> Increased processing speed Increased fluency of reading and writing, in line with age related expectations 	Better Reading Support Partners	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Literacy leader also trained in BRSP – allowing effective monitoring against the intervention design. 	<p>£400</p> <p>Reviewed half-termly Led by SENCO and PPC.</p>
<p>Evidence for this approach: http://www.targetliteracy.co.uk/files/BRSP-information.pdf</p>				
4	<ul style="list-style-type: none"> Well-developed self-regulation strategies Increased sense of belonging and ownership of learning. 	Confidence boosters – Year 6 Numeracy Confidence boosters – Year 6 Literacy	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. Regular reviews of targeted outcomes against actual. 	<p>£1500</p> <p>Reviewed half-termly Led by SENCO and PPC.</p>
<p>Evidence for this approach: Where our children underperform in testing – giving a false impression of their true abilities – it is often due to confidence in approaching the test questions and breaking down what the questions are asking, along with their own perceptions of their abilities. In a small sample trial last year, a small number of children received additional time in ‘confidence booster’ sessions. These were not ‘SATs boosters’, but focused on the children enjoying and ‘playing with’ maths and numbers. This led to children feeling better prepared and more confident in their own ability to tackle a test situation as opposed to fearing them. Although the impact of such a group was not quantifiable as it would have been unethical to have run a control group given that we believed there would be positive outcomes from the intervention, but all children reported a greater degree of confidence in themselves when they were sitting the exams. This is enough evidence to justify a wider rollout for the coming academic year.</p>				
5	<ul style="list-style-type: none"> Well-developed self-regulation strategies Increased sense of belonging and ownership of learning. 	Doodle Maths – school wide access and additional time for children with additional needs.	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. Regular reviews of targeted outcomes against actual. 	<p>£1500</p> <p>Reviewed half-termly Led by SENCO and PPC.</p>
<p>Evidence for this approach: https://www.doodlemaths.com/2018/02/16/read-efining-maths-imagine-your-school-with-a-maths-scheme/</p>				
6	<ul style="list-style-type: none"> Well-developed self-regulation strategies 	Key Worker programme – TAs and Teachers attached to specific disadvantaged pupils.	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. 	<p>£400</p> <p>Reviewed half-termly</p>

	<ul style="list-style-type: none"> Increased sense of belonging and ownership of learning. 		<ul style="list-style-type: none"> Regular reviews of targeted outcomes against actual. 	Led by SENCO and PPC.
Evidence for this approach: Evidence of positive pastoral impact over previous academic years through using the Pupil Premium grant.				
7	<ul style="list-style-type: none"> Well-developed self-regulation strategies Increased sense of belonging and ownership of learning. 	Play therapy	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. Regular reviews of targeted outcomes against actual. 	£400 Reviewed half-termly Led by SENCO and PPC.
Evidence for this approach: http://playtherapy.org.uk/ChildrensEmotionalWellBeing/AboutPlayTherapy/PlayAsTherapy/PlayItWorks				
8	<ul style="list-style-type: none"> Well-developed self-regulation strategies Increased sense of belonging and ownership of learning. Reduction in autistic mannerisms and behavioural outbursts caused by crisis. 	Sensory circuits	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. Regular reviews of targeted outcomes against actual. 	£400 Reviewed half-termly Led by SENCO and PPC.
Evidence for this approach: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/				
10	<ul style="list-style-type: none"> Increased fluency of reading and writing, in line with age related expectations Accelerated progress for children as their 'gaps' in knowledge are filled systematically. 	Small Steps programme	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. Tracking on Provision Map by the SENCO. Regular reviews of targeted outcomes against actual. 	£400 Reviewed half-termly Led by SENCO and PPC.
Evidence for this approach: http://www.leeds.ac.uk/educol/documents/00002257.htm				
Support for whole school approaches				
11	<ul style="list-style-type: none"> Increased processing speed Increased fluency of reading and writing, in line with age related expectations 	ELSA pastoral development work – lego therapy, guided meditation, drawing and talking	<ul style="list-style-type: none"> Dedicated time choreographed by the SENCO/PPC. 	£10,000 (total cost £18,000) Reviewed monthly Led by SENCO and DHT.
Evidence for this approach: https://orca.cf.ac.uk/95293/1/Carys%20Rees%20Thesis%202016.pdf				
12	<ul style="list-style-type: none"> Consistency of approach High quality teaching and learning. 	Release time for PPC from class, half day weekly (equivalent) to monitor, coach and mentor, as well as to provide specific diagnostic support for key children.	<ul style="list-style-type: none"> Monitoring oversight from SLT and the Headteacher to provide QA against judgements. Governor oversight and challenge on the effectiveness of the PPG expenditure as defined above. 	£5000 Reviewed termly Led by HT

Total expenditure: £81,100

2017/2018 Pupil Premium expenditure review

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)
2. Increased fluency of reading and writing, in line with age related expectations	<p>Additional training for teaching staff on phonics, SPaG, and the teaching and questioning of comprehension.</p> <p>Purchase, training and implementation of specific resources aimed at the diagnosis of need;</p> <ul style="list-style-type: none"> - British Picture Vocabulary Scale - Non-verbal reasoning - 6-minute fluency intervention 	<p>Additional training provided by external specialist training. Impact on how staff approach the teaching of Phonics, SPaG and comprehension. Shift in language use by staff; staff use grammatical terminology consistently and comfortably as part of their day-to-day teaching, leading to greater familiarity from children.</p> <p>6 minute interventions targeting the least-fluent children on entry (particularly those identified by Alison Bailey as part of the moderated Year 3 baseline work) has led to rapid improvements in reading speed over the year.</p> <p>(Case studies: RC 85wpm to 162wpm in months, RL: 43wpm to 100wpm in 7 months, SE: 70wpm to 128wpm in 4 months)</p>	<p>With the changeover in staff – and three NQTs – it’s important that we again provide this additional training and support moving forwards to ensure that all staff consistently teach this approach.</p> <p>The practice in school has been most effective when staff have had opportunities to observe each other teaching. This lesson learned will be used in future training to ensure that staff have access – through our Teaching School programme – to see each other teach.</p>
1. Increased processing speed	<p>Additional training for all staff on questioning in the classroom, as well as specific training based on pupil need relating to processing.</p>	<p>Evidence from monitoring demonstrates a shift in understanding from staff to question key children, but also a change in questioning style from questions which allow children to provide an ‘answer’, to questions which force children to explain their thinking which led to an answer. This has had the additional impact of underscoring to the children that the journey of thinking is as, if not more, important than being correct in your answer.</p>	<p>As above, additional focus is required moving forwards due to the changeover in staffing. Reinforcing our approach through rewriting relevant sections of the teaching and learning policy is required. This was successful and had an impact beyond just the pupils being targeted. The additional focus on questioning needs to continue in future years.</p>
4. Wide-ranging vocabulary arising from a range experiences	<p>Additional training to be provided on pre-teaching vocabulary, as well as the implementation of a whole-school approach to vocabulary.</p>	<p>Staff consistently pre-teach vocabulary as well as plan to expose children to a wider variety of vocabulary through sequential learning opportunities – e.g. guided reading materials underpin the language required to access learning within the foundation subjects in the following week.</p> <p>Additional training and heightened expectations from staff for Spelling has led to a change in how spellings are addressed in lessons, through feedback in and out-of-school expectations for learning.</p> <p>Outcomes on KS2 spelling section of SPaG tests rose from an average mark of 9.2 (2017) to 13.6 (2018). Pupil premium Spelling outcomes rose from 9.1 (2017) to 11.1 (2018).</p>	<p>Clear evidence of impact in how we’re broadening language has impacted positively on both our Enquiry curriculum as well as on outcomes in Spelling tests and in our Writing where, although progress at the headline level dropped, individual children had very positive outcomes and personal successes. This needs to continue to be embedded as part of the school-wide approach to learning.</p>

6. Increased sense of belonging and ownership of learning.	Additional training to last year based on the 'Motivating Every Learner' book and the approaches within.	Staff are more adept at tailoring their approach to teaching and learning to meet the needs of all children and are actively considering how best to engage children and develop agency and affiliation both to the class and to the school.	Additional books will need to be purchased as part of the ongoing programme of development for the NQTs as we've expanded the number of classes, however other than reading the books and then ensuring we talk about children's needs regularly as teachers using the relevant language and concepts, this can be ongoing with little additional investment. This has become part of our work as a school.
6. Increased sense of belonging and ownership of learning.	Key workers to be identified for every Pupil Premium child, with time for support taken from Teacher's directed time. Focus to be on removing academic barriers to learning through rehearsal with an alternative adult and by having another 'someone' to talk to.	Key Workers are assigned to all Pupil Premium pupils. They provide an extra layer of mentoring for this group of pupils in school. They meet regularly with their assigned pupils, outside of lesson time, in order to provide pastoral care and academic support or enrichment. As a result of individual meetings, adaptations are made for these pupils, both in and outside of lessons by their Key Workers and other adults concerned. The meetings and resulting adaptations made in class have enabled the difference in attainment to be diminished for the majority of these pupils as evidenced both in end of Key Stage 2 S.A.T.s and in year NFER testing, for example; NFER end of year testing shows that: In Year 3, 5/7 Pupil Premium pupils made expected progress or better than expected progress in reading. 7/7 Pupil Premium pupils made expected progress or better than expected progress in maths. In year 4, 21/21 Pupil Premium pupils made expected progress or better than expected progress in reading. 20/21 Pupil Premium pupils made expected progress or better than expected progress in maths. In year 5, 20/22 Pupil Premium pupils made expected progress or better than expected progress in maths and reading.	This approach will be continued as it forms a major part of our approach towards ensuring that all staff fully understand the needs of all pupil premium children. This approach has helped to identify where persistent barriers are to learning and helped to break these down.
2. Increased fluency of reading and writing, in line with age related expectations	Specific training in 'Better Reading Support Partners': https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/	Mixed results. Evidence from within school demonstrates significant impact on children's progress in Years 3 and 4, with far less progress as a result of the programme for children in Years 5 or 6. For Year 3 and 4 pupils, this impact was clear in both reading fluency and in comprehension.	BRSP is being targeted primarily at pupils in Lower school as a result of the lessons learned. This will hopefully support children 'gearing up' into the Key Stage 2 curriculum and address any gaps at the beginning of their time at the Junior school, meaning the rewards of doing this can be reaped over the

			following years. This needs to be well resourced with books the children actually want to engage in, and therefore we need to continue to invest in this moving forwards to keep the resources relevant and of a high quality.
3. Improved working memory	Targeted use of iPad apps and games to develop working spatial memory and phonological loop.	Mixed impact. Although access to these iPad apps was open to all, there was no clearly defined approach implemented for all children. For key children, these were used as activities within the classroom to develop and support working memory, along with other approaches led by class teachers and teaching assistants. As such, there is no way to isolate the impact of these games from any other approach within the school.	Although this had limited quantifiable impact, research evidence demonstrates that access to such games and activities supports those children with additional needs. Although no major additional investments need to be made in the technology, small additional costs such as buying additional apps may be necessary. This is very low cost, and so on balance is a worthwhile investment moving forwards to ensure that the iPads continue to be used effectively.
8. Attendance of Pupil Premium children will be above the national 'other'.	Attendance officer to focus specifically on the pupil premium children and relationships with parents/carers. Additional time for attendance officer to meet with parents and carers of children with	Mixed impact, based on individual family's needs. Where attendance remained low, evidence shows that it is highly likely attendance would be even lower had the support not been in place. School attendance for 2017/18: 96.4% (national 96%) PP children: 95.4% (National 94.5%)	Although we continue to target disadvantaged pupils, their attendance remains lower than their peers. We can evidence the impact of the attendance officer through case studies and therefore need to continue this moving forwards.
5. Well-developed self-regulation strategies	Specifically targeted interventions both proactively and reactively led by the ELSA. Additional training for members of staff working with specific children, e.g. attachment, emotional needs etc.	High impact, but difficult to quantify due to the primary focus being on children with complex social and emotional needs. Case study example: Child joined at the start of Year 5. Had significant issues around making friends, lying, cheating in class etc. SDQ (Strength and difficulties questionnaire) score was 24. Support in the form of an hour per week with the ELSA on friendships, social strategies, 'Socially Speaking' programme, as well as addressing lying and behavioural choices directly. As a result, producing work to the appropriate standard (High ability PP), SDQ score down to 16, applying for school roles.	To continue. In 2017/18 the role of ELSA also included some elements of safeguarding as there was a high intersect between the children being worked with and their safeguarding needs. Moving forwards, this needs to be changed to ensure that the ELSA is not taken away from the children she is doing interventions with to manage the administration of safeguarding, even if it's relevant to these children. This needs to continue, and due to its success, needs to be ringfenced and protected by SLT to ensure that it has maximum impact on the pastoral needs of the children.
2. Increased fluency of reading and writing, in line with age related expectations 7. Resources available to all pupils at the point of need.	Purchase of a whole school reading package which is phonetically regular, as well as a second package which is more engaging (e.g. comics) which are banded.	Large impact on how controlled the children's language development is, as well as the impact on the children's writing. This is evident in their writing as 'turns of phrase', particularly in Year 6 writing, are creeping in from the books the children are reading. The children lower in school are benefiting from being given comprehension work at the appropriate level and this is evident in the reading NFER scores across the school.	To be continued, however additional investment is required on a semi-regular basis to ensure books stay relevant. Cost of this will be less than in the first year.

Review of 2016/2017 expenditure

Item/project,	Cost	Objective FFT/Sutton trust (FFT/ST) link, Key Focus (KF) area	Success Criteria	Baseline	Outcomes and lessons learned
<p>ELSA (Emotional Literacy Support Assistant) employed 4 days a week, plus use of TA support in each class for 1 hour and 20 minutes daily.</p>	<p>£23000</p>	<ul style="list-style-type: none"> • To support disadvantaged children: <ul style="list-style-type: none"> - to recognise good and not so good feelings - to recognise personal strengths and areas for improvement - to develop skills to maintain positive healthy relationships - to develop strategies to resolve disputes and conflict through negotiation • To support the children to understand and uphold the 6 school values (respect, independence, hard work, aspiration, honesty and confidence) as part of their personal development. <p>KF: Develop pupil's meta-cognition and self-regulation EEF: Meta-cognition and self-regulation: +8 months impact Social and Emotional aspects of learning: +4 months impact</p>	<ul style="list-style-type: none"> • Recorded incidents of behaviour will drop by at least 10% compared to the previous year. • Pupils will self-report feeling happier in school and feeling like they are more of a part of their class. • All pupils will be able to articulate what the key values are, what they represent, and how they show them every day. 	<p>5 PP pupils had more than 3 sanctions during the 2015/16 academic year. For these pupils, a 10% drop is targeted. Significant impact was made on sanctions from the previous year (number of sanctions halving for 3 children over the year) and input from ELSA will shift to being preventative, not reactive for the current year.</p>	<ul style="list-style-type: none"> • 100% of pupils were able to discuss our school's key values, what they look like when you see them in school, and how to develop them. • Disadvantaged pupils reported enjoying school more both in November 2016 (following September input), but also into the next academic year in September 2017. This improvement in the enjoyment of school therefore has been a lasting impact. From speaking to pupils this was primarily down to the change in the relationship with the teacher and feeling that teachers "got them better" than they used to. • Only four pupils received more than 3 sanctions during the 2016/17 academic year, which is a slight drop on the previous year. Of these 4, 3 pupils had a reduction in the numbers by more than 40%. The last child received more than the 2015/16 year, however this child has been used as a case study due to the significant impact of external circumstances. <p>This will continue into the 2017 and 2018 academic year.</p>
<p>Develop 'Key worker' roles in school for teachers to work alongside pupils in other classes.</p>	<p>£7,165</p>	<p>To develop children's feelings of association with the school through developing relationships with adults in school. To support and challenge teachers to ensure that they are providing a personalised approach in their classroom for all PPG children. To ensure pupils have someone they know who cares about them in school.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months</p>	<ul style="list-style-type: none"> • 80% of Pupil Premium children achieving the expected standards in the KS2 SATs for the combined measure • Internal tracking to show at least 80% meeting the year group expectations. 	<p>Internal NFER test data will be used as a measure by which we can identify narrowing of gaps to peers across the school.</p>	<ul style="list-style-type: none"> • Outcomes for pupils at the end of Key Stage 2 improved and are above the 2016 National average for Disadvantaged pupils in all subject areas, as well as in the combined measure. We did not meet the 80% target we had set for ourselves, however we have nearly doubled our 2016 attainment and are 15% above the national average. • Analysis of pupils' individual and group data progress data shows the majority of pupils narrowed the gap to their peers. In Reading and Maths, disadvantaged pupils made 3% more progress than their peers and in Writing this rose to 4%.

		impact.			<ul style="list-style-type: none"> Pupil level data demonstrates that 57% of disadvantaged pupils narrowed the gap to their peers in Reading and Maths, and 74% of pupils narrowed the gap in Writing. <p>This approach will continue into the 2017/18 academic year with revisions to direct the role of the Key Worker to have an even greater academic focus.</p>
Playleader employed 7.5 hours a week	£2,186	<p>To support children with their development of sporting ethics (within the PE curriculum). This will include modelling and support with turn taking, fair play, following rules of the game and being a team player.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> Pupil premium children will report that they enjoy lunchtimes. At least 40% of pupil premium pupils will attend a sports club during the 2016/17 academic year. 	Registers for sports clubs for 2015/16 showed that 27% of pupil premium children were engaged in a sports club.	<ul style="list-style-type: none"> During the 2016/17 academic year, 50% of pupils eligible for pupil premium engaged in an extra-curricular activity at the school. <p>Although this is an area which has seen positive impact, this is an area which will be tackled across the whole school through the use of the Sports Premium, allowing these monies to be spent elsewhere on Pupil Premium children.</p>
PocklingTEAM opportunities for PP children	£1500	<p>To increase engagement and improve attitude to school for disadvantaged pupils. To increase attendance of disadvantaged pupils. To increase motivation of disadvantaged pupils by providing a sense of ownership and responsibility.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> At least 60% of PPG eligible pupils will be involved in a role within PocklingTEAM. 	September 16: 83% of PPG said they wanted to be in PocklingTEAM.	<ul style="list-style-type: none"> Only 35% of pupils who are eligible for the pupil premium grant are engaged in a role in PocklingTEAM. This has not been an effective way to engage learners in the school or to improve attendance. <p>This is not something which will be funded through the pupil premium monies in the coming year.</p>
Staff development and training on personalisation of approach based on child's needs	£1500	<p>Developing staff awareness of children's personal needs with regards emotional and personal development, and approaches through pedagogy to support their learning and affiliation with the class.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone</p>	<ul style="list-style-type: none"> Pupils will report a change in how much they feel a part of the class. Pupils will be able to identify a number of children with whom 	<p>September 16:</p> <ul style="list-style-type: none"> Pupils responded to the question "how much do you feel a part of your class" on a 10pt sliding scale. Average 	<ul style="list-style-type: none"> As with their enjoyment of school, teacher's work on really understanding children's needs (including the work derived from the 'motivating every learner' books) had an immediate impact (by November 2016) with the average response rising from 7.4 to 8.3, but this has also continued into the new academic year, with children self-

		<p>cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<p>they work well.</p> <ul style="list-style-type: none"> • Pupils report that their teacher 'gets them'. 	<p>response was 7.4 out of 10 – ranging from 4.5 to 9.6.</p> <ul style="list-style-type: none"> • Pupils identified other children who support them; 15 – 3 pupils 18 – 2 pupils 14 – 1 pupil 6 – 0 pupils • Pupils responded to the question "how much do you feel your class teacher understands you and your needs" on a 10pt sliding scale. Average response was 6.6 out of 10 – ranging from 4.8 to 8.9. 	<p>reporting 7.9 out of 10 for their new teachers.</p> <ul style="list-style-type: none"> • Pupils are more aware of being able to work with others, with 84% of disadvantaged pupils able to name 3 peers in their class with whom they work well and can ask for help. • The most dramatic difference for children related to how they felt their teacher understood them. In September 2016 the average was 6.6 out of 10. By November 2016 this had increased to 8.1 out of 10, following a focus on these children through Key Workers and through heightened awareness of these children generally. Again, this has been found to be a lasting effect, with children reporting an average 8.5 out of 10 in September 2017, even though this is with a new teacher. • Pupil's pride has risen from a self-reported 6.8 out of 10 in September to 7.4 in November, and this has continued to rise to 7.6 in September 2018. This shows that the effect of the intervention has lasted across the change in classes. <p>This investment has had significant impact on how children engage in their classrooms and as such, this will be continued in the coming year.</p>
Purchase of specific resources for staff reference	£500	<p>Purchase books and dedicated resources focused on intrinsic motivation.</p> <ul style="list-style-type: none"> - Motivating Every Learner, Alan McLean - The Motivated School, Alan McLean <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.</p>	<ul style="list-style-type: none"> • Pedagogy will be child-centred and will be adapted in response to pupil engagement in their learning. • Pupil will report higher levels of pride in their learning. • The progress of pupil premium children will be in line with non-PP peers. 	<p>September 16:</p> <ul style="list-style-type: none"> • Pupils responded to the question "how proud of your work are you?" on a 10pt sliding scale. Average response was 6.8 out of 10 – ranging from 4.0 to 8.0. 	
Subsidising year 6 residential	£1000	<p>To provide curriculum enrichment opportunities to disadvantaged children.</p> <p>KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom</p> <p>EEF: Behaviour interventions: +4 months impact</p>	<ul style="list-style-type: none"> • All pupil premium children will be able to access trips and clubs, and will be able to share all experiences with their peers. 	<ul style="list-style-type: none"> • The pupil premium funding allowed a number of pupils to access the Year 6 residential who otherwise would not have been able to. • Exact numbers are not being reported on due to the small numbers of pupils involved. <p>This will continue to be something we provide using the Pupil Premium monies in 2017/2018.</p>	

		Social and Emotional aspects of learning: +4 months impact.			
Providing subsidies for disadvantaged families for other trips and visits that incur a cost	£1000	To provide curriculum enrichment opportunities to disadvantaged children. KF: Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom EEF: Behaviour interventions: +4 months impact Social and Emotional aspects of learning: +4 months impact.	<ul style="list-style-type: none"> All pupil premium children will be able to access trips and clubs, and will be able to share all experiences with their peers. 		
Professional development of staff to assess and meet the needs of disadvantaged children	£3000	Dedicated staff training, 'Teaching School Assemblies' and staff-to-staff support with focus on Pupil premium children; <ul style="list-style-type: none"> Grammar and Spelling training (Ros Ferrera, focus education) Feedback development Peer critique training KF: Children benefit from having extra thinking time Children find it difficult to follow sequences of instructions EEF: Meta-cognition and self-regulation: +8 months impact	<ul style="list-style-type: none"> The progress of pupil premium children will be in line with non-PP peers. 	The quality of teaching was not consistently good across the school at all times. A number of new members of staff had joined the school and needed additional training in order to assure consistency across the school.	<ul style="list-style-type: none"> Teaching across the school is now consistently good or better. Additional investment in training with a specific focus on teacher knowledge and understanding has meant that all additional training has been able to be applied across subject areas; e.g. SPAG training by Ros Ferrara supported teaching and learning in all subject areas, additional investment in marking and feedback through the Key worker role has impacted on all children. <p>Staff training and development has had a significant impact on the quality of teaching, and as such will continue to be a key priority area in the coming year.</p>
Classroom iPads and management system.	£5400	To engage learners in developing key skills which will facilitate their ability to engage with the curriculum – e.g. ability to focus for extended periods of time, the ability to follow sequences of instructions. Key support apps such as Lexia allow support to be brought into the classroom. <ul style="list-style-type: none"> Memory training Sequence training KF: Children find it difficult to follow sequences of instructions Children benefit from having extra thinking time EEF: Meta-cognition and self-regulation: +8 months impact Digital technology: +4 months impact	<ul style="list-style-type: none"> Class teachers will remove key barriers to learning from PPIS as a result of pupils developing in these skills. Pupils will be able to sustain their learning, independently, for longer periods of time, producing more work in the same time period. 	Engagement with the enquiry was lower (self-reported pupil voice) for Pupil Premium children compared to their peers. Although no reason for this could be ascertained specifically, Pupil Premium children were more likely to explain that the enquiry hadn't been their 'first choice' for what they wanted to	<ul style="list-style-type: none"> Increasing the number of iPads in circulation has meant that each class has had more regular access to them as part of enquiry. Most classes use the iPads upwards of 3 times per week to support learning, either through open research or through directed access to apps or to specific websites. <p>Although the purchase of the iPads has had an impact on how children access learning, this is not an area which now needs to be repeated as the resources are now in place.</p>

				learn about.	
Employ key staff to diagnose and support pupils with specific barriers to learning.	£7500	SEN specialist with diagnostic training to be employed to ascertain specific needs. Clinical psychologists to work alongside staff to develop approaches to teaching and learning and to reduce the barriers in place. Educational psychologist access to provide specific input and resourcing for staff when facing learning barriers KF: To ensure that all staff have the most accurate information about each child's needs to ensure they can provide personalised learning.	<ul style="list-style-type: none"> Behavioural sanctions for pupils will drop compared to the 2015/16 academic year. 	61 in total for the academic year. 5 pupils with more than 5 sanctions over the course of the year.	<ul style="list-style-type: none"> Due to the significant overlap between pupils with SEN and those who are eligible for the Pupil Premium grant, key work was done with the SEN pupils to ensure that all diagnostic assessments were current and were leading to effective change to practice in the classroom. Staff received specific training on an ad-hoc basis following diagnostic work from the professionals working alongside us, in order to design new approaches to be used in the classroom. <p>This will continue to be an investment in the coming year.</p>
Employ attendance officer ½ day per week and resource support for parents	£2000	½ day per week for attendance officer to work alongside parents, support the development of action plans and to be first point of contact for parents and families. KF: Children can't learn if they're not in school. Children do not feel affiliated to the class, the year group or their peer group These children respond well to knowing someone cares about them/ is aware of their presence in the classroom. EEF: Social and Emotional aspects of learning: +4 months impact.	<ul style="list-style-type: none"> Attendance for pupil premium children will increase, for >90% of pupil premium children compared to their prior attendance. Where pupils do not increase, a full case history is recorded to demonstrate this is due to authorised circumstances. 	20% of pupil premium children were below 93% 'action plan' threshold in 2014/15, reduced to 6.7% in 2015/16	<ul style="list-style-type: none"> Attendance across the school was lower in the 2016/17 academic year than the previous year. Unfortunately, 20% of pupil premium children had attendance which was lower than 93% in the 2016/17 academic year which is a considerable drop compared to the previous year. In line with school policy, each of these pupils is tracked and monitored by the attendance officer who is in direct contact with the parents and who puts together action plans and meets directly with parents. This work is monitored by a link governor and is reported termly to governors. <p>External assessments of our approach from the Local Authority EWO demonstrates that it is both robust and effective, and in spite of this, the children's attendance is not yet high enough. Therefore, this needs to continue to be a focus for the coming year.</p>

Total monies available: £58,240

Total projected spend to date: £55,751