

**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	267
Total number of pupils eligible for PPG or Ever6	59
Total Monies available for 2019 & 2020	£56,720
2018/2019	£78,100
2017/2018	£62,040
2016/2017	£58,240
2015/2016	£58,540

Previous performance of disadvantaged pupils

	2017	2018	2019
Combined measure			
% of pupil premium pupils meeting the expected standard in Reading, Writing and Maths	53%	50%	40%
% of pupil premium pupils achieving greater depth in Reading, Writing and Maths	0%	0%	5%
Reading			
% of pupils meeting the expected standard in Reading	64%	63%	63%
% of pupils achieving greater depth in Reading	21%	13%	13%
Progress score in Reading	-1.1	-2.2	-0.25
Writing			
% of pupils meeting the expected standard in Writing	71%	50%	55%
% of pupils achieving greater depth in Writing	29%	0%	5%
Progress score in Writing	+2.4	-2.8	-2.90
Maths			
% of pupils meeting the expected standard in Maths	71%	40%	64%
% of pupils achieving greater depth in Maths	21%	25%	9%
Progress score in Maths	-0.2	+0.5	-0.88
Spelling, Punctuation and Grammar			
% of pupils meeting the expected standard in Grammar	57%	63%	64%
% of pupils achieving greater depth in Grammar	14%	13%	14%

Pupil premium intention statement 2019/2020

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). This is not always accurately reflected in the official statistics from Key Stage 2, due to inconsistencies between official 'on-entry' data and the school's robust baselining of abilities on entry. This has continued for a number of years, but should no longer be the case at the end of the 2020/2021 academic year.

The table below shows the progress made by disadvantaged pupils from their official KS1 scores and from their starting points in Year 3 for the 2018 and 2019 test years. The difference is marked, and highlights the impact being made by the school.

Subject	2018		2019	
	Official KS1	Baseline	Official KS1	Baseline
Reading	-2.2	+0.58	-0.25	+1.94
Writing	-2.8	-0.90	-2.90	-0.68
Maths	+0.5	+1.05	-0.88	+1.23

Progress from actual starting points is excellent in both Reading and Maths and is improving over time. Progress in writing is not good enough and is a focus for improvement over the coming year.

The disconnect between the official and actual starting points focuses our efforts onto rapid and robust baselining and then ensuring that progress is accelerated from the earliest possible point in the year. Historically, pupils would need significant investment in 'gap-filling' activities once the diagnostics had been completed slowing apparent progress over Years 3 and into Year 4, with progress rapidly accelerating across Upper School due to the foundational knowledge now being secure and the additional focus and work building new knowledge rapidly.

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

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

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.

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	Too few of those pupils who were 'Middle' prior ability passed their reading tests. There were larger differences between Pupil Premium and Non-Pupil Premium scores particularly on questions involving: * finding and retrieving information (domain 2b) * making inferences (domain 2d) * making comparisons within texts (domain 2e)	<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 life experiences and cultural capital.
B	Pupil Premium pupils (not more able) achieved lower scores than Non-Pupil Premium Peers in writing assessments, maths and grammar, spelling and punctuation tests. Although all prior ability groups have similar official outcomes, the Middle prior ability groups results were significantly influenced by 2 pupils – one of whom had left the school to be home schooled immediately after the SATs tests in May, and the other with significant and complex issues outside of school. Removing these 2 pupils means that the most able pupils – those with a High PAG – make the least progress over Key stage 2.	<ol style="list-style-type: none"> 1. Processing speed. 2. Reduced working memory. 3. Lack of completion of home learning tasks to support reading and writing. 4. Lack of parental support. 5. Fluency in reading. 6. Poor breadth of reading experience and vocabulary. 7. Limited life experiences and cultural capital.
C	In numeracy, Pupil premium children score less than their peers across most question types, in all year groups, in all subjects, in standardised NFER tests. Key areas of weakness compared to peers are; <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. 4. Lack of engagement with tools such as DoodleMaths.
	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.	1. Less developed self-regulation.
F.	Pupil Premium pupils feel less affiliated to the class and year group compared to non-pupil premium peers.	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 attainment in writing, leading to progress which is above the national other.
2. Increased attainment and progress in reading, through the increased performance in domains 2b, 2d and 2e.

3. Increased engagement in home learning in numeracy
4. Disadvantaged pupils performing at the same level as the national other in the Year 4 multiplication tests
5. Attendance of Pupil Premium children will be above the national 'other'.

Planning for the 2019 and 2020 academic year

	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 • Increased sense of belonging and ownership of learning. 	<ul style="list-style-type: none"> • Retention of an additional teacher in Year 6 where the majority of disadvantaged pupils 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, through programme of CPD. 	<ul style="list-style-type: none"> • Monitoring by all SLT, but in particular the Pupil Premium Champion will focus on how teachers and HLTAs 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 1 staff members including all on costs: £60,000</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>
	<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 • Increased sense of belonging and ownership of learning. 	<ul style="list-style-type: none"> • Employment of full time HLTA and 2 additional days of HLTA time for PPA provider as both 'supply cover' and intervention specialists, to ensure that any supply required has continuity for all pupils and a knowledge of school-wide systems, approaches and expectations, with any additional time gained through days where supply isn't needed targeting developing writing across all subjects for disadvantaged pupils. 		
	<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 34, classes in Year 6 have an average of 23 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. 	<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. 	<p>Ongoing review through SLT meetings to plan CPD, through appraisals and performance management, and through the NQT</p>

	<ul style="list-style-type: none"> 7. Resources available to all pupils at the point of need. 		<ul style="list-style-type: none"> 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. 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>development programme.</p> <p>£1,500 external CPD £1000 SLT release to 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 July 2019, 53 intervention groups and diagnostic assessment 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. Tracking on Provision Map by the SENCO. 	<p>£400 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. 	DoodleMaths – 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 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 Increased sense of belonging and ownership of learning. 	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. Regular reviews of targeted outcomes against actual. 	<p>£6000 Reviewed half-termly Led by SENCO and PPC.</p>
<p>Evidence for this approach: Evidence of positive pastoral impact over previous academic years through using the Pupil Premium grant.</p>				

7	<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. 	£900 Reviewed half-termly Led by SENCO and PPC.
	Evidence for this approach: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/			
8	<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. 	£2000 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				
9	<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
10	Ensure the attendance of disadvantaged pupils is high.	Dedicate time of the attendance officer to focus on disadvantaged pupils – engage with parents, immediate contact when absent, tracking and identification of trends in absence,	<ul style="list-style-type: none"> Regular monitoring and oversight of attendance from the HT and linked governor. 	£3000 Reviewed monthly

Total expenditure: £81,100

2018/2019 Pupil Premium expenditure review

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)
<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"> • Increased rate of progress in both Reading and Numeracy, above that of the progress made by non-disadvantaged pupils demonstrates that progress has been accelerated over time. • Staff are more intimately familiar with their disadvantaged pupils' particular needs in all areas and can talk at length about their needs and how they are adapting work for, and challenging, those pupils. • Quality and quantity of work in books has improved over time and is visible when comparing books from 2 periods within the school year. 	<p>The numbers of pupils in Years 4 and 5 for the 2019 and 2020 academic year are similar, with the largest cohort being in Year 6. Additional teachers are necessary to split the Year 5 cohort into a manageable size anyway, therefore this approach is happening in Year 5 without it being targeted through the pupil premium funding. The impact of the additional staff is particularly impactful on Ks2 outcomes and therefore reinvestment in a class teacher in Year 6 for the 2019 and 2020 academic year is recommended.</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • High-quality needs-led CPD across the school has provided teachers with a robust knowledge and understanding of the needs of individual pupils and what they can do about it. Teachers take more responsibility and accountability for the outcomes of pupils and are taking on additional training and research to extend this knowledge. The NFER data and KS2 data evidences the impact of the this, e.g. <ul style="list-style-type: none"> - JD: M - 107, 122 - RF: R – 93, 98 - MM: R – 93, 105, M – 94, 99 	<p>Specific training on identified needs has led to increased teacher confidence in managing those needs in the classroom. As CPD is targeted against the needs of the disadvantaged, those with similar needs (or indeed, presentations of needs) are positively affected by the new knowledge transfer to staff, yielding positive outcomes. As a secondary outcome, this has led to increased teacher wellbeing as noted that being unsure of how to best support a child, but really wanting to, is a tension which resolves itself as teacher stress. The additional training has led to increased teacher self-efficacy in managing additional needs.</p>
<ul style="list-style-type: none"> • Better Reading Support Partners 	<p>Progress Autumn: Still under completion, programme to finish Feb 19. Progress Spring: 0 Progress Summer: Still under completion – programme due to finish Oct 2019.</p> <p>Intervention making expected progress for PP children, based on NFER scores.</p>	<p>To review fully upon completion of second group (after seeing progress made) and investigate how to ensure progress is accelerated.</p> <p>Decide upon completion of second cohort, whether intervention is successful enough for us as a school to continuing investing in it.</p>

	<p>Children involved in this have a greater love of reading and have developed a reading for pleasure ethos.</p> <ul style="list-style-type: none"> • One child would not read at all before BRSP, they are now a lover of reading (Y5 child 19/20) 	
<ul style="list-style-type: none"> • Confidence boosters – Year 6 Literacy 	<p>Progress Autumn: -0.2 Progress Spring: 0.9 Progress Summer: N/A – not running</p> <p>Autumn term progress was slightly below average based on Decmeber retest but lessons learnt from this were implemented in the Spring Term and progress increased to 0.9.</p>	<p>New Y6 leader to do specific question level analysis of September baselines to target questioning to specific weaknesses to improve progress. This was not done for these children in 18/19 and will further accelerate progress.</p>
<ul style="list-style-type: none"> • Confidence boosters – Year 6 Numeracy 	<p>Progress Autumn: 0.43 Progress Spring: 0.9 Progress Summer: N/A – not running</p> <p>Progress was above average for both terms and continued to grow in the Spring Term as lessons learnt from Autumn Term were implemented.</p>	<p>New Y6 leader to do specific question level analysis of September baselines to target questioning to specific weaknesses to improve progress. This was not done in 18/19 and will further accelerate progress.</p>
<ul style="list-style-type: none"> • DoodleMaths – school wide access and additional time for children with additional needs. 	<ul style="list-style-type: none"> • Evidence of pupil premium children making more progress than non-pupil premium with similar starting points: <p>Current Y6:</p> <ul style="list-style-type: none"> • JD (PP): End of Y4 112 – End of Y5 122 • RH (Non-PP): End of Y4 113 – End of Y5 113 • EL (PP): End of Y4 109 – End of Y5 113 • SC (Non-PP) End of Y4 108 – End of Y5 106 <p>Current Y5:</p> <ul style="list-style-type: none"> • EH (PP): End of Y3 121 – End of Y4 124 • CA (Non-PP): End of Y3 122 – End of Y4 122 • LC (PP): End of Y3 109 – End of Y4 118 • LH (Non-PP): End of Y3 110 – End of Y4 115 • KS (PP): End of Y3 100 – End of Y4 109 • TW (Non-PP): End of Y3 101 – End of Y4 108 	<p>When pupils are using Doodle Maths as part of their home learning routine, it is serving to enhance their understanding and ability to tackle increasingly difficulty mathematical concepts in a set amount of time.</p> <p>Now need to ensure that this is done with greater consistency so that <u>all</u> pupils are using Doodle Maths/Doodle Maths Times Tables in addition to written times tables and spelling practice.</p>

	<p>Current Y4:</p> <ul style="list-style-type: none"> • JH (PP): Start of Y3 110 – End of Y3 122 • MP (Non-PP): Start of Y3 112 – End of Y3 119 • AS (PP): Start of Y3 97 – End of Y3 109 • CG (Non-PP): Start of Y3 98 – End of Y3 107 • BQ (PP): Start of Y3 112 – End of Y3 141 • IH (Non-PP) Start of Y3 112 – End of Y3 118 	
<ul style="list-style-type: none"> • Key Worker programme – TAs and Teachers attached to specific disadvantaged pupils. • 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"> • The outcomes of this are tied with the additional staff training on the needs of disadvantaged pupils. By providing additional time for adults to be with the disadvantaged pupils, teachers have a better understanding of need – which then flows into planning and delivery at a whole class level – but also allows teachers to tackle misconceptions at that point. • Impact is visible in children’s books where teachers have specifically addressed a misconception, but this outcomes of these ‘gap filling’ opportunities are seen in the both the NFER outcomes and KS2 outcomes. 	<ul style="list-style-type: none"> • This approach goes hand-in-glove with the additional CPD and with the release of the PPC from class to support and monitor directly in the classroom. • Focus needs to shift to writing, particularly writing across the curriculum, as the impact on KS2 outcomes is not yet being seen in writing. This approach will continue.
<ul style="list-style-type: none"> • Play therapy 	<ul style="list-style-type: none"> • Not delivered – became control group in NHS research project. 	
<ul style="list-style-type: none"> • Sensory circuits 	<p>Progress Autumn: 0.8 Progress Spring: 1.3 Progress Summer: 1.6</p> <p>Clear better than expected progress through all terms. Teachers report children are calmer in the classroom and more settled to learn</p> <p>One child who did not want to attend school (new Y3) took part in Sensory Circuits and now is happy to come into school each day.</p> <p>‘I like sensory circuits because it’s relaxing and makes me calm.’ Quote of one pupil to an external agency he is working with (SAPTs) and is on his recent SAPTS report.</p>	<p>Continue to run in 19/20</p> <p>Move intervention earlier so that less learning time is missed (to now run from opening of doors).</p> <p>Allow children who are having a difficult morning to join that day to allow the opportunity to co/self-regulate and settle to learn.</p> <p>Do not cancel Sensory Circuits, arrange anything else around this (this action was implemented in Spring Term after realising a missed morning affected the children’s ability to self-regulate.</p> <p>Focus on key PP children where necessary.</p>
<ul style="list-style-type: none"> • Small Steps programme 	<p>Progress Autumn: 0.9 (Reading), 0.8 (Writing), 0.9 (Maths) Progress Spring: 1.0 (Reading), 1.1 (Writing), 0.3 (Maths)</p>	<p>Ensure that what is being learnt stan- alone in Small Steps is ALWAYS transferring through to classroom</p>

	<p>Progress Summer: 0.7 (Reading), 0.8 (Writing), 0.6 (Maths)</p> <p>Clear better than expected progress through each term based on amount of small steps learnt per term.</p> <p>This approach is clearly plugging gaps that SEND children (inc. SEND PP) have and is preventing cumulative dysfluency.</p>	<p>and independent work, including in end of key stage assessments. To do this through continued improvement in liaison between Small Steps teacher and classroom teachers, as well as continued work in the classroom around Small Steps.</p>
<ul style="list-style-type: none"> • ELSA pastoral development work – lego therapy, guided meditation, drawing and talking 	<p>Progress Autumn: 1.1 (ELSA), 1.2 (Meditation), 0.9 (Play Therapy) Progress Spring: 1.5 (ELSA), 1.7 (Meditation), 1.1 (Play Therapy) Progress Summer: 1.5 (ELSA), 1.6 (Meditation), 1.3 (Play Therapy)</p> <p>All of these pastoral interventions had a higher than expected rate of progress. This was measured through using the Strengths and Difficulties Questionnaire at the start of the year and at the end of each intervention.</p> <p>Qualitatively, on the whole, staff report that children were calmer and beginning to be able to self-regulate. One example of this is a Y3 (last year) PP child who at the start of the year could not self-regulate and SLT had to regularly intervene to support him during learning time. There was a huge reduction in these incidences over the course of the year. There have been no interventions by SLT to date this term.</p>	<p>Continue with all of these interventions due to the impact they are having on PP and non-PP children with SEMH difficulties.</p> <p>Provide Drawing and Talking therapy training for ELSA to further support these needs in a structured way.</p> <p>Complete the funded DDP training for the Theraplay leader (this year the Theraplay leader had disseminated training from the SENCO based on the Theraplay training received as part of the Attachment Lead training. Full DDP funded training is now available and this will support the Theraplay leader in the further understanding of need and how to support).</p> <p>Complete the Lego Therapy training once control group research programme is completed (funded).</p>
<ul style="list-style-type: none"> • Dedicated time of the attendance officer to focus on disadvantaged pupils – engage with parents, immediate contact when absent, tracking and identification of trends in absence, 	<ul style="list-style-type: none"> • Attendance of those pupils eligible for the pupil premium (96.2%) is above that of their non-disadvantaged peers (96.0%) over the 2018/19 academic year. • Attendance of our disadvantaged pupils is also above that of their national like-for-like peers (93.8%) and in line with the national other (96.2%) – <i>National data autumn 2017 and Spring 2018 combined.</i> 	<ul style="list-style-type: none"> • The attendance of pupils who are eligible for the pupil premium grant shows a three-year upward trend and is now above that of their non-disadvantaged peers within the school and in line with the national other. This will continue.