

St Barnabas' Pupil Premium Strategy Statement 2017-18: Review

1. Summary information						
School	St Barnabas' CEP Primary School					
Academic Year	2017-18	Total PP budget	67,160	Date of most recent PP Review	Sep 2018	
Total number of pupils	200	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Jan 2019	

2. Current attainment						
	Pupils eligible for PP (your school)		All pupils in our school		Pupils eligible for PP in Kent	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
KS2 R/W/M % Expected Standard +	30.8	42.9	52	63	48.2	50
Reading Progress	-0.5	-2.1	+1.0	0.8	-0.4	-0.8
Reading Attainment % Expected Standard +	46.2	57.1	62	74.1	60.6	63
Writing Progress	+2.5	-0.4	+3.2	-0.8	0	-0.3
Writing Attainment % Expected Standard +	76.9	57.1	86	70.4	68.2	68.2
Maths Progress	-3.7	0.9	-0.8	1.2	-1.0	-1.3
Maths Attainment % Expected Standard +	30.8	57.1	55	70.4	62.3	61
KS1 Reading % Expected Standard +	33.3	62.5%	73.3	73.3	65.2	61.9
KS1 Writing % Expected Standard +	33.3	50%	70	76.7	56.8	55.5
KS1 Maths % Expected Standard +	33.3	50%	70	80	64.5	63.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Multiple needs. The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school. Many disadvantaged pupils are also EAL.
B.	Mobility. A large proportion of pupils who are eligible for Pupil Premium have joined the school later.
C.	Low Prior Attainment. Many pupils who are eligible for Pupil Premium have low prior attainment, either at the start of EYFS or upon a later entry into the school.
D.	Language Proficiency. Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.
E.	Behaviours for Learning. Many pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience required to be successful learners.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Pupil attendance. Although generally good, rates of absence are higher among PP eligible pupils compared to non-disadvantaged pupils.
G.	Home Environment. Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.
H.	Life Experience. Some pupils eligible for Pupils Premium have limited life experience when compared to their non-disadvantaged peers.
I.	Parental Engagement. Some of the parents of children eligible for Pupils Premium struggle to engage with their child's education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.
4. Desired outcomes	
A.	To close the gap in attainment between pupils eligible for Pupils Premium and their non-disadvantage peers (both within the school and nationally).
B.	To raise the attainment of all pupils eligible for Pupils Premium.
C.	To close the attendance gap between pupils eligible for Pupils Premium and their non-disadvantages peers.
D.	To ensure that all pupils eligible for Pupil Premium possess the personal, social and emotional attributes required to be successful at school.
E.	To increase the engagement of the parents of pupils eligible for Pupils Premium.

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actions Taken
To ensure Pupil Premium eligible children with SEN make accelerated progress across the academic year.	Additional SENco time to support classroom teachers in the implementation of quality first teaching practices for PP eligible children with SEN.	When investigating PP barriers to learning it was revealed that "The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school" In the 'Features of Practice in Schools' document provided by Ofsted it was quoted that, "Quality first provision, including teaching, is the key" A highly trained practitioner such as a SENco with assist in identifying gaps in learning and helping to put in place strategies for in-class support.	-DHT to work closely with SENco to plan in class provision for PP-SEN pupils. -Use of B Squared materials to diagnose gaps in learning- reviewed termly to ensure progress is made. -Effective use of provision mapping to plan, measure and review impact.	Deputy Head Teacher SENco	-Termly meetings between DHT and SENco to review PP SEN progress. -Personalised provision put in place and reviewed for PP eligible pupils with SEN. -PP eligible children with SEN's progress measured against personalised targets based upon B Squared materials. -Case studies produced to showcase the impact on SENco's role in PP SEN attainment.
Review -PP eligible children with SEN have all made accelerated progress against their personalised targets. (See PP folder 2017-18 for more detail)					
To narrow the gap in attainment in Maths between PP eligible pupils and non-disadvantaged pupils in KS2.	To provide CPD for classroom teachers to support teaching of mastery and reasoning skills for pupils of all abilities.	Current KS2 data reveals that progress in Maths is considerably poorer for PP eligible children compared to their non-disadvantaged peers. (-3.7 compared to -0.8) 'Features of Practice in Schools' document provided by Ofsted stated, "Quality first provision, including teaching, is the key" Improving the quality of teaching of mastery and reasoning for all teaching staff will help ensure that Pupil Premium eligible pupils close this gap.	-Termly review of Pupil Premium maths data. -Provision of mastery and reasoning linked to Maths Leader and Classroom Teacher performance management. -Lesson observations and book scrutiny focusing on mastery and reasoning of Pupil Premium eligible pupils.	Head teacher Maths Coordinator	-Maths specific CPD attended by senior leaders, maths leader and class teachers. -Visit from Sarah Morgan (KCC Maths Specialist) to review provision and make recommendations. -Working walls developed in each classroom to support disadvantaged pupils. -Peer to Peer Review-HT and DHTs from 3 local schools completed a review of the maths provision for PP eligible children at the school. Findings collated and recommendations put in place. -PDM meetings and whole staff INSET based around findings from peer review.

Review

- Between 2016-17 and 2017-18, attainment for PP eligible children in KS2 Maths improved from 30.8% achieving the expected level to 57.1% achieving the expected level.
- The attainment gap in KS2 Maths between PP eligible children and all children in the school decreased from -24.2 percentage points in 2016-17 to -13.3 percentage points in 2017-18
- The attainment gap in KS2 Maths between PP eligible children in our school and PP eligible children in Kent decreased from -31.5 in 2016-17 to -3.9 in 2017-18

<p>To narrow the gap in attainment in Maths between PP eligible pupils and non-disadvantaged pupils in KS1.</p>	<p>To provide manipulatives for PP eligible children in KS1.</p>	<p>Current KS1 data reveals that attainment in Maths is considerably poorer for PP compared to their non-disadvantaged peers. We aim to provide PP eligible children with access to high quality manipulatives in KS1 to raise standards of attainment and close the gap in our KS2 data.</p>	<p>-Lesson observations and book scrutiny focussing on use of manipulatives in KS1 classrooms. -Pupil perception interviews highlighting pupils' experiences of using manipulatives in the classroom.</p>	<p>Deputy Head Teacher Maths Coordinator</p>	<p>-Visit from Sarah Morgan (KCC Maths Specialist) to review provision and make recommendations with regards to the effective use of manipulatives. -Adoption of a Concrete, Pictorial, Abstract approach to the teaching agreed upon. -Staff Meetings and INET organised to promote the effective use of manipulatives to promote a Concrete, Pictorial, Abstract approach. -Working walls developed in each classroom to support disadvantaged pupils. -Peer to Peer Review-HT and DHTs from 3 local schools completed a review of the maths provision for PP eligible children at the school. Findings collated and recommendations put in place. -PDM meetings and whole staff INSET based around findings from peer review.</p>
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Review

- Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 Maths improved from 33.3% achieving the expected level to 50% achieving the expected level.
- The attainment gap in KS1 Maths between PP eligible children and all children in the school decreased from -36.7 percentage points in 2016-17 to -30 percentage points in 2017-18
- The attainment gap in KS1 Maths between PP eligible children in our school and PP eligible children in Kent decreased from -31.2 percentage points in 2016-17 to -13.7 percentage points in 2017-18

<p>To improve the oral fluency of PP eligible pupils across the school.</p>	<p>To train teachers to implement dialogic teaching strategies across the school.</p>	<p>When investigating PP barriers to learning it was revealed that, "Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers." Furthermore, The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation (EEF) project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and English and 1 month accelerated progress in Maths. While less secure, they also found that such progress was matched by disadvantaged pupils.</p>	<ul style="list-style-type: none"> -Collaborative lesson studies to take place on a termly basis. -CPD Sessions to reflect, collaborate and expand repertoire of dialogic strategies. -Video case studies to be collected. -Transcripts of pupil dialogue to be analysed. 	<p>Deputy Head Teacher Class Teachers</p>	<ul style="list-style-type: none"> -Whole School Dialogic Teaching inset delivered in September 2017. -Support materials distributed to all members of teaching staff. -Collaborative lesson studies offered to all class teachers to promote the quality of classroom dialogue.
<p>Review</p> <ul style="list-style-type: none"> -Evidence obtained from lesson observation and drop ins identified an improvement in the quality of use of teacher talk to promote pupil dialogue. -Evidence obtained from lesson observation and drop ins identified an improvement in the quality of use of teacher questioning to promote pupil dialogue. -Collaborative lesson studies did not take place and planned PDMs relating to promoting pupil-pupil dialogue have been delayed until next academic year. 					
<p>To narrow the gap in reading between PP eligible pupils and their non-disadvantaged peers.</p>	<p>To provide high quality reading material which appeals directly to the interests of PP eligible children.</p>	<p>Current KS1 data reveals that attainment in Reading is lower for PP eligible children compared to their non-disadvantaged peers. (33.% Expected+ compared to 73.3% Expected+) KS2 Data reveals that the progress of PP eligible children is less than their non-disadvantaged peers (-0.5 compared to +1) Access to reading material has been proven to act as a reliable indicator for academic achievement. Pupils from disadvantaged backgrounds often have restricted access to a rich bank of literature at home. Furthermore, as the gap between PP eligible children and non-disadvantaged opens across KS2, reading material which is appropriate for children's reading ability does not often match their interests. We aim to ensure that all PP pupils have access to high quality reading materials.</p>	<ul style="list-style-type: none"> -Pupil and parent involvement in selecting reading material (through pupil-parent-teacher conferences or structured conversations) -Termly analysis of PP data for reading. -Pupil perception interviews highlighting pupils experience in reading and the effects of improved reading material. 	<p>Deputy Head Teacher FLO Literacy Coordinator</p>	<ul style="list-style-type: none"> -New reading material purchased for each class. -KS2 PP children were provided with a budget and then led a shopping expedition to purchase new reading material for all classes in the school. -Age appropriate books by our visiting author, Ross Montgomery, to be purchased for each classroom. -1 Day visit from award winning author, Ross Montgomery. Workshops led in classes with highest proportion of PP eligible children.
<p>Review</p> <ul style="list-style-type: none"> -The attainment gap in KS1 Reading between PP eligible children and all children in the school decreased from -40 percentage points in 2016-17 to -10.8 percentage points in 2017-18. -The attainment gap in KS2 Reading between PP eligible children and all children in the school increased from -15.8 percentage points in 2016-17 to -17 percentage points in 2017-18 -The attainment gap in KS2 Reading between PP eligible children and PP children in Kent decreased from -14.4 percentage points in 2016-17 to -5.9 percentage points in 2017-18. 					

To promote emotional wellbeing for PP eligible pupils in Year 2 and 3.	To provide a 24-week programme of sessions designed to promote social and emotional well-being for PP eligible pupils.	When investigating PP barriers to learning it was revealed that, "Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience." and "Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness." We will target Year 2 and 3 pupils and provide them with the core social and emotional skills necessary to be successful as they move through the school.	-Sessions to be delivered by highly trained FLO. -Review of programme.	FLO	-In December 2017, FLO began leading weekly "Zippy's/Apple's Friends sessions to Year 2 and 3. -Zippy's and Apple's friends programme completed in July 2018.
Review -Complete programme of social and emotional well-being sessions completed in Years 2 and 3. -Local secondary school pupils supported Year 2 sessions for the majority of the programme.					
Total budgeted cost					£9100
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actions Taken
To narrow the gap in reading between PP eligible pupils and their non-disadvantaged peers in the years 1-3	To provide highly targeted, short-term programmes of reading intervention for selected Pupil Premium eligible children.	Current KS1 data reveals that attainment in Reading is lower for PP eligible children compared to their non-disadvantaged peers. (33.% Expected+ compared to 73.3% Expected+) 1:1 Reading intervention strategies such as Reading Recovery have a proven track record of raising reading attainment.	-Pupil Premium meetings to identify pupils in need of additional reading support. -Experienced teacher to provide timetabled 1:1 support. -Detailed entry, progress and exit data recorded to accurately measure progress in terms of reading age.	KY	-Pupils requiring 1:1 support identified at the start of the year. -Regular 1:1 sessions led by KY. -Progress measured regularly and shared with classroom teachers.
Review -Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 Reading improved from 33.3% achieving the expected level to 50% achieving the expected level. -The attainment gap in KS1 Reading between PP eligible children and all children in the school decreased from -40 percentage points in 2016-17 to -10.8 percentage points in 2017-18. -All pupils engaged in 1:1 reading programme made accelerated progress against reading age. (see 2017-18 Pupil Premium folder for more information)					

<p>To narrow the gap in writing and maths between PP eligible pupils and their non-disadvantaged peers in KS1.</p>	<p>To provide highly targeted short-term programmes of Writing and Maths intervention for selected Pupil Premium eligible children.</p>	<p>Current KS1 data reveals that attainment in Writing and Maths is lower for PP eligible children compared to their non-disadvantaged peers. (Writing 33.3% Expected+ compared to 70% Expected+ Maths 33.3% Expected+ compared to 70% Expected+) Targeted programmes of intervention which are planned in conjunction with the class teacher and compliment the child's classroom learning will promote attainment for targeted pupils.</p>	<ul style="list-style-type: none"> -Pupil Premium meetings to identify pupils in need of additional Writing and Maths support. -HLTA to deliver bespoke intervention programmes designed to complement classroom learning. -Entry, progress and exit data recorded to accurately measure progress 	<p>Year 2 Class Teacher HLTA</p>	<ul style="list-style-type: none"> -Pupil Progress meetings between DHT and Class Teachers to identify PP eligible children with specific needs in English and Maths. -Intervention strategies designed in collaboration between DHT, Class Teachers, TAs and HLTAs. -Entry Data collected and performance targets set for all academic interventions. -Exit data collected and progress measured against performance targets. -Pupil progress meetings between DHT and Class Teachers to review progress and start a new cycle of academic interventions each term. -Pupil Premium reviews held at the end of the academic year to review progress, identify barriers for learning and support transition into the new class.
<p>Review</p> <ul style="list-style-type: none"> -Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 Writing improved from 33.3% achieving the expected level to 50% achieving the expected level. -The attainment gap in KS1 Writing between PP eligible children and all children in the school decreased from -36.7 percentage points in 2016-17 to -26.7 percentage points in 2017-18. -Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 Maths improved from 33.3% achieving the expected level to 50% achieving the expected level. -The attainment gap in KS1 Maths between PP eligible children and all children in the school decreased from -36.7 percentage points in 2016-17 to -30 percentage points in 2017-18. 					
<p>To narrow the gap in core curriculum areas between PP eligible pupils and their non-disadvantaged peers in each Year Group.</p>	<p>To provide highly targeted short-term programmes of Reading, Writing and Maths intervention for selected Pupil Premium eligible children.</p>	<p>Current KS1 and KS2 data reveals that the attainment in core curriculum areas is lower for PP eligible children compared to their non-disadvantaged peers. Targeted programmes of intervention which are planned in conjunction with the class teacher and compliment the child's classroom learning will promote attainment for targeted pupils.</p>	<ul style="list-style-type: none"> -Pupil Premium meetings to identify pupils in need of additional Writing and Maths support. -TA to deliver bespoke intervention programmes designed to complement classroom learning. -Entry, progress and exit data recorded to accurately measure progress 	<p>Deputy Head Teacher Class Teachers TAs</p>	<ul style="list-style-type: none"> -Pupil Progress meetings between DHT and Class Teachers to identify PP eligible children with specific needs in English and Maths. -Intervention strategies designed in collaboration between DHT, Class Teachers, TAs and HLTAs. -Entry Data collected and performance targets set for all academic interventions. -Exit data collected and progress measured against performance targets. -Pupil progress meetings between DHT and Class Teachers to review progress and start a new cycle of academic interventions.

Review

- Year 1 Reading Attainment: Start of 2017-18 Academic Year – 33.3% EXS+. End of 2017-18 Academic Year 67% EXS+
- Year 2 Reading Attainment: Start of 2017-18 Academic Year - 50% EXS+. End of 2017-18 Academic Year 62.5% EXS+
- Year 3 Reading Attainment: Start of 2017-18 Academic Year – 33.3% EXS+. End of 2017-18 Academic Year 33.3% EXS+
- Year 4 Reading Attainment: Start of 2017-18 Academic Year - 89% EXS+. End of 2017-18 Academic Year 89% EXS+
- Year 5 Reading Attainment: Start of 2017-18 Academic Year - 100% EXS+. End of 2017-18 Academic Year 100% EXS+
- Year 6 Reading Attainment: Start of 2017-18 Academic Year - 71% EXS+. End of 2017-18 Academic Year 71% EXS+

- Year 1 Writing Attainment: Start of 2017-18 Academic Year – 33.3% EXS+. End of 2017-18 Academic Year 33.3% EXS+
- Year 2 Writing Attainment: Start of 2017-18 Academic Year – 50% EXS+. End of 2017-18 Academic Year 50% EXS+
- Year 3 Writing Attainment: Start of 2017-18 Academic Year – 33.3% EXS+. End of 2017-18 Academic Year 33.3% EXS+
- Year 4 Writing Attainment: Start of 2017-18 Academic Year – 66% EXS+. End of 2017-18 Academic Year 78% EXS+
- Year 5 Writing Attainment: Start of 2017-18 Academic Year – 60% EXS+. End of 2017-18 Academic Year 56% EXS+
- Year 6 Writing Attainment: Start of 2017-18 Academic Year – 57% EXS+. End of 2017-18 Academic Year 57% EXS+

- Year 1 Maths Attainment: Start of 2017-18 Academic Year – 67% EXS+. End of 2017-18 Academic Year 67% EXS+
- Year 2 Maths Attainment: Start of 2017-18 Academic Year – 57% EXS+. End of 2017-18 Academic Year 57% EXS+
- Year 3 Maths Attainment: Start of 2017-18 Academic Year – 33.3% EXS+. End of 2017-18 Academic Year 33.3% EXS+
- Year 4 Writing Attainment: Start of 2017-18 Academic Year – 78% EXS+. End of 2017-18 Academic Year 78% EXS+
- Year 5 Writing Attainment: Start of 2017-18 Academic Year – 89% EXS+. End of 2017-18 Academic Year 89% EXS+
- Year 6 Writing Attainment: Start of 2017-18 Academic Year – 57% EXS+. End of 2017-18 Academic Year 57% EXS+

<p>To ensure PP eligible pupils are provided with the emotional and social support required to succeed in the classroom.</p>	<p>To provide programmes of play therapy designed to promote well-being, resilience and emotional intelligence. To train additional members of staff to deliver programmes of play therapy.</p>	<p>When investigating PP barriers to learning it was revealed that, “Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.” and “Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.” Play therapy will help to address these issues and help promote school readiness.</p>	<p>-Meetings between Parents, Class Teachers and FLO to identify pupils who would benefit from play therapy. -Entry, progress and exit data collected to show progress. -Case studies including pupil perception interviews to show progress.</p>	<p>Head Teacher HLTA WD</p>	<p>-Pupils in need of Social and Emotional support identified. -Programmes of play therapy planned and delivered by WD -Regular meetings between WD and Class Teachers to measure impact of sessions. -Meeting between DHT and WD to review the progress of all PP children in the programme. -PP transition meetings planned in Term 6 to identify pupils with additional social and emotional needs. -2x additional staff trained in Talking and Drawing Therapy.</p>
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Review

- Entry and exit data reveals social and emotional progress made by all PP eligible pupils completing play therapy/special time sessions.

<p>To ensure PP eligible pupils and their families are provided with the emotional and social support required to succeed at school.</p>	<p>To support vulnerable families and ensure the attendance and school readiness of Pupil Premium eligible children. To deliver workshops to Year 2 and Year 3 classes to promote emotional and social wellbeing. To provide a nurture group for Year 6 Children.</p>	<p>When investigating PP barriers to learning it was revealed that, "Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience." and "Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness." The FLO will work to ensure that PP eligible children's families feel supported so that their children arrive at school ready to learn. They will organise planned impact meetings to meet the individual needs of learners and their families.</p>	<p>Case studies including pupil perception interviews to show progress.</p>	<p>FLO</p>	<ul style="list-style-type: none"> -FLO provides personalised support to PP eligible pupils and their families. -Attendance meetings and logs introduced. -Counselling sessions delivered. -Safe space provided during unstructured periods of the school day. -Help provided to transport PP eligible children into school. -Weekly "Zippy's/Apple's Friends sessions to Year 2 and 3.
<p>Review -Case studies show the positive impact FLO has had on the experiences of PP eligible pupils and their families.</p>					
<p>To ensure PP eligible pupils with SEN make accelerated progress across the academic year.</p>	<p>To provide 1:1 therapeutic, mentoring, coaching sessions for PP eligible pupils. To liaise with FLO and Headteacher to support vulnerable families. To facilitate planned impact meetings designed to meet the individual needs of learners and their families to improve outcomes in school.</p>	<p>When investigating PP barriers to learning it was revealed that: "The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school." and "Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness." The SENco will act as an important role for coordinating strategies designed to address these barriers for learning.</p>	<ul style="list-style-type: none"> -Pupil Progress Meetings with FLO and Class Teachers. -Termly review by SENco. -SENco Performance Management 	<p>SENco</p>	<ul style="list-style-type: none"> -Termly meetings between DHT and SENco to review PP SEN progress. -Personalised provision put in place and reviewed for PP eligible pupils with SEN. -PP eligible children with SEN's progress measured against personalised targets. -Case studies produced to showcase the impact on PP SEN attainment.
<p>Review -PP eligible children with SEN have all made accelerated progress against their personalised targets. (See PP folder 2017-18 for more detail)</p>					

<p>To improve the oral fluency of PP eligible pupils across the school.</p>	<p>To provide 1:1 or small group speech and language intervention to targeted PP eligible children. To provide a 24-week programme of speech and language intervention for KS1 pupils.</p>	<p>When investigating PP barriers to learning it was revealed that, "Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers." The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that "on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." Furthermore, it was added that, "some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds." We will start oral language interventions in EYFS and target pupils throughout the school.</p>	<p>-Meetings between class teachers, TAs, FLO and SENco to identify targeted pupils. -Entry, progress and exit data collected. -Review of speech and language programme to ensure effectiveness.</p>	<p>Deputy Head Teacher CB</p>	<p>-Class Teachers identified PP eligible children in need of group speech, language and communication support. -Speech Bubbles Communication programme started in December 2017. -Class Teachers and SENco identified PP eligible pupils in need of 1:1 speech, language and communication support. -1:1 sessions led by Speech Therapist for PP eligible children.</p>
<p>Review</p> <p>-PP eligible children with Speech and Language needs were identified prior to even starting in EYFS and intervention began immediately.</p> <p>-PP eligible children receiving 1:1 Speech and Language support have made significant progress (See PP folder 2017-18 for more detail)</p> <p>-A group of PP eligible children from Year 1 and 2 received a 24-week programme of speech and communication support from an external provider. Anecdotal evidence suggests that the programme of speech and communication support had some success</p> <p>-SENco observation and review questioned the effectiveness and the speech and communication programme.</p> <p>-No reliable entry and exit data was collected from the speech and communication support programme so the impact of the intervention is difficult to measure.</p> <p>-The speech and communication will not be continued next year and funds will be directed elsewhere.</p>					
<p>To increase the engagement of PP eligible children with their learning.</p>	<p>To provide enhanced feedback and metacognitive opportunities for PP eligible children.</p>	<p>The Education Endowment Foundation identified Metacognition and Self-Regulation as areas with the potential to have significant positive effects on pupil attainment. The EEF concluded that on average pupils engaging in such strategies demonstrated 8 months accelerated progress. We will provide targeted PP eligible children with time and support to reflect upon and make improvements to their classroom learning. Pupils will set personal and academic targets and have review sessions with their parents, teachers and members of the SLT.</p>	<p>-Pupil-Parent-Teacher conferences to take place instead of traditional parents' consultations. -Review of the programme at the end of Term 1. -Collection of case studies to demonstrate impact.</p>	<p>Head Teacher Deputy Head Teacher</p>	<p>-Programme of structured conversations and enhanced metacognitive and feedback opportunities designed and in place for next academic year.</p>
<p>-Programme of structured conversations and enhanced metacognitive and feedback opportunities were designed.</p> <p>-Programme of structured conversations and enhanced metacognitive and feedback opportunities were delayed until next academic year.</p>					

<p>To ensure that able PP eligible pupils are provided with sufficient levels of challenge.</p>	<p>To provide extension and enrichment opportunities for gifted PP eligible pupils.</p>	<p>Analysis of school data reveals that the proportion of pupils achieving GDS is significantly lower than their non-disadvantaged peers. Targeted extension and enrichment activities will help ensure that talented PP eligible pupils reach GDS.</p>	<p>-Pupil Premium Progress meetings to identify talented PP eligible pupils. -bespoke provision put in place to meet the needs of targeted pupils. -collection of evidence ad case studies to demonstrate impact.</p>	<p>Deputy Head Teacher Class Teachers</p>	<p>-A range of extension/enrichment opportunities have taken place and/or are planned. These include: -Tunbridge Wells Schools Shakespeare Festival- Year 6 Performed Macbeth at the Trinity Theatre. All PP eligible pupils took part. -Forest Schools -Sports fixtures and competitions -Educational Visits -KS2 book buying expedition -Shadow Puppet Workshops -Drama Workshops -Able Writers Sessions -Visiting Author with PP focus -Follow up 'Pen-Pal' sessions with visiting author. -ICT/programming activity for KS2 PP children. -Year 6 residential -Maths enrichment</p>
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-A wide range of enrichment and extra-curricular visits were provided for all children. Places for PP eligible children were funded where necessary.
-A limited number of PP eligible specific enrichment activities were organised.
-It is felt that more PP eligible specific enrichment opportunities should be organised for next academic year.
-Between 2016-17 and 2017-18, attainment for PP eligible children in KS1 in Reading, Writing and Maths stayed at 0% of pupils achieving GDS.
-Between 2016-17 and 2017-18, attainment for PP eligible children in KS2 in Reading, Writing decreased from 15.4% and 7.7% respectively to 0% of pupils achieving GDS.
-Between 2016-17 and 2017-18, attainment for PP eligible children in KS2 GPS and Maths increased from 15.4% and 7.7% to 28.6% and 14.3 of pupils achieving GDS respectively.

Total budgeted cost £50,180.50

iii Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actions Taken
<p>To increase the engagement of the parents of PP eligible children.</p>	<p>To invite the parents of PP eligible children to take part in parent-teacher- pupil conferences. To provide opportunities for the parents of PP eligible children to take a more active role in their child's education.</p>	<p>When investigating PP barriers to learning it was revealed that, "Some of the parents of pupils eligible for Pupil Premium struggle to engage with their child's education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers." The Education Endowment Foundation identified 'Parental Engagement' as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes designed to promote parental engagement resulted in 3 months accelerated progress over an academic year.</p>	<p>-Structured conversations with the parents of PP eligible children. -Trial and review of parent-teacher-parent conferences. -Review of programme of parental engagement activities.</p>	<p>Head Teacher Deputy Head Teacher FLO</p>	<p>-Programme of Pupil-Led Parent Teacher Conferences designed and ready to be put in place next academic year. -Class Blog trailed in Year 2. -Parent Perception Questionnaires to be handed out at the start of Term 6 to gauge the impact of the blog trial. -Findings from the Parent Perception Questionnaires to be fed forward into future plans for parental contact.</p>

-Pupil-led parent-teacher conferences delayed and ready to be put in place next academic year.
 -Class Blog successfully trialled in Year 2.
 -No parent perception interviews handed out in Term 6.

<p>To provide the parents of PP eligible children with the skills needed to support their children with their home learning.</p>	<p>To lead workshops focussing on core curriculum areas as well as social and emotional issues designed to help parents support their children's home learning.</p>	<p>When investigating PP barriers to learning it was revealed that, "Some of the parents of pupils eligible for Pupils Premium struggle to engage with their child's education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers." The Education Endowment Foundation identified 'Parental Engagement' as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes to promote parental engagement resulted in 3 months accelerated progress over an academic year. We will implement a range of strategies designed to promote parental engagement.</p>	<p>-FLO to invite all parents to workshops but target Pupil premium families. -Workshops to be delivered by trained Family Liaison Officer.</p>	<p>FLO KY</p>	<p>-Parental Reading Workshops started in October 2017. -Parental Phonics Workshop completed.</p>
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-Successful parental reading workshops set up and delivered. Significant and measurable impact on the attainment of children's reading levels.
 -Parental phonics workshop delivered.
 -No measure of impact from parental phonics workshop.

Total budgeted cost	£7,700

