

# A Primary Academy Pupil Premium Strategy Statement

1. Summary information					
School	Lady Modifords			Total PPG Budget	£20,100
Academic Year	2017/18	Pupils eligible for PPG	14	Date of most recent PP Review	Feb 2018
Total number of pupils	56	Pupils eligible for SP	1	Date for next internal review of this strategy	Feb 2019

2. Review of expenditure 2016/17				
2.1 Quality of teaching for all				
Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
<p>PP students in all years make progress in line with or exceeding the attainment and progress of their non PP peers especially in writing (emphasised KS1) and maths</p> <p>to further improve teaching and learning across school and for targeted cohorts especially in writing and challenge in maths emphasised KS2</p>	<p>to develop further the range of intervention strategies in use to</p> <p>TA training - How can TAs enable learners to be challenged, motivated and enjoy their learning? TA release and SENDCo = £425</p>	<p>Edison release for 3 advisor visits = £960</p> <p>Edison briefings (part paid) SAF lead, LE lead, AFL lead = £960</p> <p>Subject leaders CPD (Trust), literacy am = £940</p> <p>Subject Leader release (MAT) = £320</p> <p>SENDCo qualification release and admin costs = £800</p> <p>Liaison time with P&amp;C (Pedagogy and Curriculum) lead, AFL lead and LE (Learning</p>	<p>Progress of PP children continues to improve and the vast majority are in line with their peers. Progress is tracked half termly by teachers with specific notes made for all groups and individuals. This is reported to the SENCo and SMT. Pupil progress meetings are also held each half term where SLs discuss specific children and groups with each class teacher. This then enables those pupils to be identified for extra support. There are also achievement team meetings every 3 weeks which enable staff to advise colleagues on interventions for specific children at risk of not achieving expected levels. There is an increasing evidence base built up for pupils in receipt of PP and this is enabling staff and leaders to track the group accurately.</p>	<p>ATMs and PPMs work well together</p> <p>ATMs being 3 weekly enable intervention at an earlier stage and also peers hold teachers to account.</p> <p>Look to an even more rigorous approach to monitoring and recording/reporting the impact</p> <p>Good activities for governor involvement</p>

		Environment) lead – release time PC/LE leads and SENDCo £105x9 = £945		
--	--	---	--	--

## 2.2 Targeted support

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
Reduce the attainment and progress gaps in Reading, Writing and Maths between PPG group and all pupils in the school	teaching to take place in smaller groups in mathematics and literacy	<p>Provision of additional SEN support (SENCO) - <b>£1500</b></p> <p>Release for PPMs = <b>£540</b></p> <p>Release for SL time ½ day per week = <b>£3000</b></p> <p>Release for meetings with other agencies specifically involved with PP children = <b>£960</b></p> <p>TA employed 3 hours/week to support interventions for groups and individual as required = <b>£1404</b></p> <p>HLTA support as needed = <b>£2500</b></p>	<p>The SENDCo has undertaken TA appraisals enabling targeted training at all levels and new procedures to be adopted for assessing progress in small group interventions. This will have greater impact next year as targets are monitored.</p> <p>Observations, drop in etc are evidencing that pupils are supported more effectively by TAs.</p> <p>Progress is tracked half termly by teachers with specific notes made for all groups and individuals. This is reported to the SENCo and SMT. Pupil progress meetings are also held each half term where SLs discuss specific children and groups with each class teacher. This then enables those pupils to be identified for extra support. There are also achievement team meetings every 3 weeks which enable staff to advise colleagues on interventions for specific children at risk of not achieving expected levels. There is an increasing evidence base built up for pupils in receipt of PP and this is enabling staff and leaders to track the group accurately.</p>	<p>Class teaching assistants were most effective when they were given the autonomy. They were less effective when unclear about learning intentions and the progression of learning.</p> <p>Majority of TAs welcomed training opportunities at all levels and are keen to continue CPD</p> <p>Autonomy combined with accountability has improved provision</p> <p>TAs no longer used solely for lower ability – however this has also identified subject knowledge gaps.</p>
Reduce impact of barriers to learning for PPG/SEN	Whole staff training on Visual Impairment – led by	to include TA release and SENDCo= <b>£424</b>	Improved understanding of specific barriers to learning and how to	Recognition that several children need specific IEPs now to ensure improved

Support pupils	<p>Julian Wragg</p> <p>Various CPD for all staff.</p> <p>SENDCo to complete national award</p> <p>The SENDCo has undertaken TA appraisals enabling targeted training at all levels and new procedures to be adopted for assessing progress in small group interventions.</p>	<p>Sensory processing workshop = <b>£160</b></p> <p>SEN network meeting = <b>£160</b></p> <p>Contributing to an EHCP training = <b>£160</b></p> <p>Emotional Logic training = <b>£160</b></p> <p>Right For Children Training = <b>£160</b></p> <p>SENDCo qualification release and admin costs = <b>£800</b></p>	<p>approach these.</p> <p>Moderation of practises and procedures with other SENDCos ensure common understanding.</p> <p>The federation has a SENDCo who has achieved the national qualification.</p>	<p>progress and also hold staff to account for that progress at more specific level.</p>
----------------	--	--	--	--

### 2.3 Other approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
to provide a range of opportunities for students to access learning opportunities outside the classroom	Thrive practitioner in school	<p>updated Thrive training 1 day release = <b>£180</b></p> <p>Thrive delivery HLTA release 1 session/week = <b>£990</b></p> <p>Thrive resource = <b>£320</b></p> <p>subsidised annual residential Y5/6 and other year group trips: <b>£400</b></p> <p>subsidised trips eg England rugby international. - <b>£150</b></p>	<p>Thrive: Several of the PP children benefitted from Thrive sessions this year. A 'board games' club was also set up at lunchtime to help pupils socialise and learn the skills to enable them to play these games appropriately.</p> <p>Growth mind set introduced and pupil conferencing evidences this is having an impact on pupil learning behaviours.</p>	Positive strategy to maintain, but the challenge is to sustain the access to emotional support throughout the week within existing resources.

		Some subsidisation for after school care has been needed specifically for PP children. = <b>£200</b>		
to improve pupils' learning behaviours and social skills.	Growth mind set training for staff	TA training - How can TAs enable learners to be challenged, motivated and enjoy their learning? TA release and SENDCo = <b>£425</b>	pupil conferencing evidences this is having an impact on pupil learning behaviours.	Keep this strategy moving forward and to decide how to measure, record and report impact.

### 3. KS2 attainment 2016/17

Pupils eligible for PPG	1	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>Diminishing difference?</i>	<i>Pupils not eligible for PP (national)</i>	<i>Diminishing Difference?</i>
<b>% achieving expected or above in reading, writing and maths</b>	0%	44%		67%		
<b>% achieving expected or above in reading</b>	100%	56%		77%		
<b>% achieving expected or above in writing</b>	100%	78%		81%		
<b>% achieving expected or above in maths</b>	0%	44%		80%		
<b>Average scaled progress score in reading</b>	-0.91	-2.57		0.33		
<b>Average scaled progress score in writing</b>	+8.51	-0.78		0.17		
<b>Average scaled progress score in maths</b>	-14.1	-8.53		0.28		

### 4. Needs, Barriers and Outcomes

	<b>Evidence of Need</b>	<b>In-school barriers</b>	<b>External barriers</b>	<b>Desired outcomes</b>	<b>Success criteria</b>
<b>A.</b>	<p>Improving the outcomes in maths across the school -</p> <p>KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally. (20% of PP pupils are currently below ARE and need additional support in maths)</p> <p>Pupils need to be able to articulate their reasoning and deepen their understanding</p>	<p>Until recently, pupils have had limited access to images, models and resources to develop and demonstrate mathematical understanding. ??? See Derek's action plan</p> <p>There has been limited opportunities for pupils to develop and demonstrate understanding and reasoning alongside learning key skills.</p> <p>Pupils' vocabulary levels impacts their ability to articulate their reasoning.</p> <p>TA expertise in maths</p>	<p>Parental understanding of curriculum changes.</p> <p>generational experiences of learning maths in school</p> <p>Pupil mobility?</p>	<p>Improve outcomes for PP pupils across the school in maths</p>	<p>All PP pupils make typical progress relative to their starting points, in maths with the majority achieving 'expected' and some making better progress to 'exceeding'</p>

		Overall progress through KS2 is a strategic priority for the school			
<b>B.</b>	Improving outcomes in writing (particularly spelling, grammar and punctuation) across the school – KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally. (33% of PP pupils are currently below ARE and need additional support in writing)	Spelling ability – children not building on their phonics teaching and developing spelling skills at sufficient pace to meet the standard.  Resources to support SPaG teaching  TA expertise in supporting SPaG	Assessment at KS1 did not have such an emphasis on spelling and grammar whereas this is now included in the KS2 assessments.  Parental understanding of curriculum changes.  Pupil mobility	Increase progress and attainment in Writing for all PP pupils across the school.	All PP pupils make typical progress relative to their starting points, in writing with the majority achieving ‘expected’ and some making better progress to ‘exceeding’
<b>C.</b>	Continuing work on pupil learning behaviours across the school.  Some PP pupils have social and emotional issues that are impacting on their readiness to access the curriculum and learn.	Some PP pupils have a range of emotional difficulties which impacts on their relationships with peers, their ability to concentrate, self-regulate and cope with change. Some PP pupils have low self-esteem a negative mind set about their own ability and level of achievement.	Family circumstances (including instability and attachment issues) impacts on some children’s ability to cope in school.	Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	Lesson visits, book scrutinies and pupil conferencing show children are more confident and positive about their learning.  Strengths and Difficulties Questionnaires (SDQs) show lower levels of need and less negative impact on classroom learning following in-school support strategies.
<b>D.</b>	Some PP pupils would be unable to attend trips/take part in curriculum enrichment without subsidy from PP funding.	Ensure effective communication with parents/carers to clarify what support is available.	Less opportunities to engage in activities outside school.	Increased participation in educational visits, clubs, and enrichment activities.	No child misses out on trips/clubs/other enrichment activities because of lack of funding

## 5. Planned expenditure 2017/18

### 5.1 Quality of teaching for all

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
<p>Improve outcomes for PP pupils across the school in maths</p>	<p>Additional and Flexible in-class support enabling staff to address children at point of need from day to day.</p> <p>Embed new initiatives such as Fast Maths</p> <p>Develop TA subject knowledge to enable them to challenge and support children with problem solving and maths reasoning.</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy) ??</p>	<p>Education Endowment Foundation (EEF) research has shown that quality of TAs talk can improve pupils' independence and quality feedback improves pupils' learning.</p>	<p>Is learning being adapted at point of need?            Are pupils making better progress with the support they have received?            Following the gaps analysis, what is being done to support learning and teaching?            Can children explain their reasoning behind an answer to a problem?            Are TAs using questioning to move learning forward or are they just explaining what children need to do?            Are pupils more or less independent as a result of TA support?            Book scrutiny, pupil conferencing and analysis of test results.</p>	<p>DP (maths SL)</p> <p>SB (SENCo) to monitor TAs</p> <p>KG (feedback marking policy)</p>	<p>TA training</p> <p>in-class support</p> <p>staff inset £480 per lead x2</p> <p>DP release time 3x half day</p>
<p>Improve outcomes for PP pupils across the school in writing (particularly SPaG)</p>	<p>Develop teacher and TA subject knowledge of SPaG.</p> <p>Embed and develop extended writing opportunities (including the development of SPaG) for all pupils.</p> <p>More opportunities to write across the curriculum</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy) ??</p>	<p>To equip staff to meet the requirement of KS2 writing assessment??</p> <p>Marking/Feedback taking place at time of learning means that teacher can assess learning and next steps can be given in a meaningful context.</p>	<p>Is progress in writing evident in children's books?            Is there a focus on feedback so that the children are clear about what they have done well and what they need to action to improve?</p>	<p>A-M C            CB (English SLs)</p>	<p>TA training</p> <p>in-class support</p> <p>staff inset £480 per lead</p> <p>SLs release time 3x days for 3 leads £1440</p>

Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	Embed learning behaviours (Growth Mindset) through a whole school approach.  Use SDQs to identify levels of need.	Growth mindset have been successfully used in schools to promote positive learning behaviours and attitudes. EEF evidence study shows that meta-cognition and self-regulation approaches have consistently high levels of impact.	Are children showing positive learning behaviours in class? What does the soft data show about children's attitudes to learning and their readiness to learn? Are children able to talk about the characteristics of a successful learner?	?? LE lead	staff meeting/ training time  LE lead to carry out drop-ins and monitoring 6x half days
Increased participation in educational visits, clubs, and enrichment activities.	To continue to review curriculum content to ensure pupils have access to a broad, balanced and engaging curriculum.  Promote clubs and enrichment opportunities to encourage those who might not usually attend to do so.	Children will be more engaged in school and it will broaden their horizons.	Does the curriculum appeal to the range of interests of pupils?  Are there opportunities for educational enrichment (e.g. outdoor learning) within topics?  Do teachers enable children to pursue their own learning interests?  Monitor uptake of visits/clubs/enrichment activities by PP pupils	SAF team?	SAF team to monitor 3x days

**Total budgeted cost** £7140

## 5.2 Targeted support

<b>Desired outcomes</b> from Section 4	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring</b> questions you will ask during implementation	<b>Staff lead</b>	<b>Cost</b>
Improve outcomes for PP pupils across the school in maths	Short term targeted interventions for underachieving pupils.	Small group and 1:1 tuition is effective (EEF evidence).  Use of baseline and end point data for intervention groups	What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support?	SENCo to monitor interventions	cost of TA support to lead interventions £960  SENCo time to co-ordinate £800

Improve outcomes for PP pupils across the school in writing (particularly SPaG)	Use of spelling intervention programme 'Sound Discovery'	research evidence from various sources e.g. <a href="http://www.interventionsforliteracy.org.uk/home/interventions/list-view/sound-discovery/">http://www.interventionsforliteracy.org.uk/home/interventions/list-view/sound-discovery/</a> relating to the effectiveness of this phonic programme	What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support?	SENCo to monitor interventions	cost of TA support to lead interventions £960  SENCo time to train TAs to use Sound Discovery and co-ordinate interventions £640
Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress.	'Emotional Logic' approach to managing difficult situations and promoting emotional well-being.	Testimonials from schools using Emotional Logic <a href="https://www.emotionallogiccentre.org.uk/index.html">https://www.emotionallogiccentre.org.uk/index.html</a>	Do formal and informal observations of children's behaviour reflect input of Emotional Logic Pupil conferencing – what has helped?	SENCo	SENCo training (£200) SENCo to work 1-1 and with small groups £1200 Emotional Logic resources £200

**Total budgeted cost** £4260

### 5.3 Other approaches

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
Improve outcomes for PP pupils across the school in maths	prepare calculation support leaflets for parents and carers  Maths open sessions for parents to observe maths lessons/curriculum evenings to inform parents about maths curriculum	some evidence from EEF on parental engagement	feedback to be gathered from parents How are families engaged with learning within school? Are they able to support the learning within school?	DP	release time for SL 3 days a year = £1420
Improve outcomes for PP pupils across the school in writing (particularly SPaG)	use English open sessions/curriculum evenings to inform parents about spelling and grammar so they are able to help their children	some evidence from EEF on parental engagement	feedback to be gathered from parents How are families engaged with learning within school? Are they able to support the learning within school?	A-M C, CM	release time for SLs 3 days a year = £1420
Increased participation in educational visits, clubs, and	Funding for PP pupils to enable them to fully participate in all	Successfully implemented last year – improved access to	How many PP children are accessing enrichment and extra-	SAF team ??	£1500 coaches, entry etc...

enrichment activities.	educational visits and extra-curricular clubs. 'Heroes Club' for all children of forces families.	enrichment using PP budget.	curricular provision? Is this having an impact on attendance? What does pupil feedback tell you about attitudes to school and enjoyment? What impact has there been on pupils' wellbeing / confidence / self-esteem?		
Improve leadership of PPG	SENDCo to lead PP	Improved distribution of leadership SLT include PPG lead Oversight of PPG and SEN improves		SENDCo	SENDCo release £2000
<b>Total budgeted cost</b>					£20410

## 7. Additional information supporting this strategy

There will always be a disconnect between the projection and what is spent. Generally the spend in actual terms surpasses the grant. In this case the shortfall is taken up through the main school budget. Likewise if the spend falls below the prediction and therefore there is slightly more grant left than expected, this will be used for the benefit of PP children.

