

# New Wave Federation Pupil Premium Strategy Statement



Summary information					
School	Grazebrook Primary School				
Academic Year	2018-19	Total PP budget	£132,000	Date of most recent PP Review	July 18
Total number of pupils	464	Number of pupils eligible for PP	102 (22%)	Date for next internal review of this strategy	Dec 18

Current Attainment		
KS2 2018 Data	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils (provisional)</i>
% achieving the expected standard or above in Reading, Writing and Mathematics	<b>89%</b>	64%
Progress scores in Reading, Writing and Mathematics	<b>Reading: 7.16 Writing: 1.91 Maths: 2.11</b>	<i>Awaiting national statistics</i>
Average scaled score in Reading and Maths	<b>Reading: 112.3 Maths: 107.5</b>	<i>Reading: 105.4 Maths: 105.3</i>
% achieving a high level of attainment in Reading, Writing and Mathematics	<b>16%</b>	11%

Barriers to future attainment (for pupils eligible for PP)		
In-School Barriers		
A.	<i>Non-disadvantaged pupils at Grazebrook have much higher starting points; the gap is wide on entry and whilst PPG pupils typically outperform 'others' nationally, there is still a noticeable in-school gap in some key areas, especially at Greater Depth or Exceeding Standards.</i>	
B.	<i>Non-disadvantaged pupils at Grazebrook often have highly aspirational parents who are very motivated to support their children's learning. For a number of possible reasons, for example; due to working hours, childcare concerns, comparatively low proficiency in spoken and written English at home, insufficient space for homework and others, our PPG pupils may not have access to the same levels of parental support outside of school.</i>	
C.	<i>Comparatively low access to enrichment activities and resources compared to peers; many of our disadvantaged pupils come from low-income families who are not able to provide the access to opportunities our non-disadvantaged pupils are accessing outside of school. Grazebrook is committed to providing access to experiences, both in and beyond the classroom, which will enrich pupils vocabulary, creativity and imagination as well as their knowledge and understanding.</i>	
External Barriers		
D.	<i>Higher levels of external agency intervention among some disadvantaged pupils. A larger proportion of pupils who are PPG also have additional support from professionals such as Family Support, Speech and Language specialists and Educational Psychologists.</i>	
Desired Outcomes		Success criteria
A.	<i>To further reduce in-school attainment gaps between disadvantaged pupils and others where gaps occur.</i>	<ul style="list-style-type: none"> <li>• <i>Frequent and robust monitoring and data analysis will allow leaders and teachers to identify and act on gaps promptly</i></li> <li>• <i>End of Key Stage data will show gaps continuing to narrow across all subjects and for the combined RWM measure and that PPG pupils at Grazebrook continue to perform well in comparison to national 'others'</i></li> </ul>

		<ul style="list-style-type: none"> <li>● <i>In Year 6, for Maths and English, pupils to be split in to smaller groups to allow for more targeted teaching</i></li> <li>● <i>Pupils across the school will be taught in smaller, targeted groups for English lessons which precisely match their needs and allow for rapid progress</i></li> <li>● <i>The explicit teaching of vocabulary will lead to greater fluency when reading and high standards of spoken and written language for all pupils</i></li> </ul>
<b>B.</b>	<i>To build on previous successes with raising aspirations for disadvantaged pupils so pupils leaving the school are confident and successful learners, with high ambitions for themselves, and who are well prepared for the next stage in their education.</i>	<ul style="list-style-type: none"> <li>● <i>Parent and pupil voice will continue to demonstrate higher aspirations for PPG pupils</i></li> <li>● <i>Children will report higher expectations of themselves and confidently discuss their aspirations for the future</i></li> <li>● <i>Higher levels of PPG participation in enrichment activities and additional provision will raise aspirations for the future</i></li> <li>● <i>Increased levels of attendance for PPG pupils so that pupils are more frequently in school and learning</i></li> <li>● <i>A greater number of parents attending parent workshops, coffee mornings and ‘Come Learn with Me’ will increase family engagement and participation with education that will continue beyond their primary education</i></li> </ul>
<b>C.</b>	<i>To increase the number of disadvantaged pupils attaining at higher levels in all Key Stages.</i>	<ul style="list-style-type: none"> <li>● <i>End of Key Stage data will show increased percentage of pupils attaining Exceeding or Greater Depth at end of each Key Stage</i></li> </ul>

<ul style="list-style-type: none"><li>● <i>Frequent and robust monitoring and data analysis will allow leaders and teachers to identify and act on gaps promptly</i></li><li>● <i>Detailed gap analysis will allow staff to precisely target areas of need for those working towards greater depth</i></li><li>● <i>Pupils learning will show high levels of stretch and challenge for all. Through the excellent design of learning opportunities, as well as the use of digital technology, pupils will gain greater conceptual understanding and deepen subject knowledge</i></li><li>● <i>A focus on vocabulary acquisition will support all learner to articulate themselves with a wider range of vocabulary in different contexts</i></li><li>● <i>A renewed focus on challenge in Mathematics will provide pupils with a depth of knowledge and increased reasoning skills</i></li><li>● <i>Enrichment such as Brilliant Club will deepen pupils' conceptual understanding and capacity to work at greater depth</i></li></ul>
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<p><b>D.</b></p>	<p><i>For all pupils to be confident and active users of digital technology. To use technology proficiently to showcase their learning and to be creator and designers of content digitally.</i></p>	<ul style="list-style-type: none"> <li>● <i>All pupils to have access to technology in all lessons</i></li> <li>● <i>Apps such as Apple Classroom and Google Classroom to be used by staff to design learning opportunities in innovative and create ways</i></li> <li>● <i>all teachers to be confident teachers of coding and for pupils to become confident coders</i></li> <li>● <i>Pupils to have aspirations for future careers within digital technology and coding</i></li> <li>● <i>Pupil Digital Leaders to be identified and taught to support staff and other pupils in the proficient use of technology as a tool for learning</i></li> <li>● <i>All pupils to share their skills in technology with the wider community as well as with educators and visitors both nationally and internationally</i></li> </ul>
<p><b>E.</b></p>	<p><i>To further improve the attendance and punctuality averages for PPG pupils so the gap is diminished in comparison to their peers. Pupils will attend school regularly and as a result with achieve improved outcomes.</i></p>	<ul style="list-style-type: none"> <li>● <i>Focused support for identified families from the pastoral team will improve attendance and punctuality for those pupils</i></li> <li>● <i>Further workshops and communications will ensure the profile of attendance remains raised and all families understand the importance of attending regularly as well as the school's procedures around attendance</i></li> </ul>

Planned Expenditure					
Academic Year		2018-2019			
1. 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	When will you review implementation?
<p><i>Innovative teaching and learning opportunities are precisely designed to meet the needs of all pupils through creative lessons which challenge pupils and develop their curiosity and inquisitiveness</i></p> <p><i>Quality-first teaching is engaging and creative and drives progress for all pupils</i></p>	<p><i>Through a bespoke CPD program, focussing on what teachers specifically need to develop their practice, all teachers will be provided with the support to allow them to become excellent practitioners.</i></p> <p><i>CPD will develop staff's skills in supporting all pupils within the school and planning and creating learning opportunities that improve engagement and outcomes for all.</i></p> <p><i>Cross-federation collaboration will allow for a greater wealth of support for staff, who can draw on the</i></p>	<p><i>When teaching and learning is excellent, all pupils benefit and achievement is improved</i></p> <p><i>Professional development for staff will lead to strong practitioners who will have greater impact on outcomes for pupils</i></p> <p><i>EEF research shows that effective CPD for staff has high impact on quality of</i></p>	<p><i>The school's monitoring and evaluating cycle will ensure that the strengths and areas for development for all staff are quickly identified and acted upon. Skilled leaders will support all teachers to challenge all pupils. They will provide coaching and modelling to ensure staff are confident in planning engaging and creative learning opportunities that strengthen pupils attainment.</i></p> <p><i>Pupil Attainment Reviews, led by Senior Leaders, will support staff with planning for and adapting to the needs of all pupils, especially those who are PPG. Through these reviews, identified pupils will be closely monitored and supported to achieve strong outcomes.</i></p>	<p><i>JH DK CW DW SP</i></p>	<p><i>Monthly</i></p>

	<p><i>expertise from across the schools. The opportunities for peer learning across the schools will further support teacher's professional development and understanding of strategies that can support PPG pupils.</i></p> <p><i>The Teaching School offers additional professional development opportunities for all staff, for example through the Outstanding Teacher Programme which further consolidates the practice of excellent teachers.</i></p>	<p><i>teaching and pupil attainment</i></p>	<p><i>Teachers will have a professional development pathway that is adapted to their needs and provides a personal approach to their CPD. This will be supported by the Teaching School offer to further develop excellent practice.</i></p>		
<p><i>All pupils will use digital technology as a tool to enhance their learning and to showcase learning in creative and innovative ways</i></p>	<p><i>The innovative use of technology within our classrooms will enhance quality-first teaching through creative and engaging learning opportunities for pupils. Pupils will be independant, curious and creative learners who are proficient in using technology to design their own learning opportunities and create their own content.</i></p>	<p><i>Research has shown that digital technologies have a positive impact on pupil attainment: 'EdTech presents an opportunity to help level the playing field and create more equal opportunities for every child.' (Reform</i></p>	<p><i>The school's Apple Distinguished Educator and digital lead will provide tailored, quality support for teachers when using new technologies.</i></p> <p><i>Through planning support, modelled lessons and coaching, all teachers will become proficient in designing engaging learning opportunities for all pupils. Pupils will be developed to be independent and creative learners with</i></p>		

		<i>Think Tank report - Beyond Gadgets 2018)</i>	<i>an innate enthusiasm for digital learning, especially coding.</i>		
<b>Total budgeted cost</b>					<b>£37,000</b>
<b>2. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>Across KS2 PPG pupils make strong progress in Writing to further improve writing progress scores at the end of KS2</i>	<i>Additional teacher to support pupils across KS2 to make strong progress in writing Quality CPD provided by highly skilled professionals will ensure all staff have a strong understanding of the importance of building pupils' vocabulary for writing.  Writing opportunities across the curriculum will engage and enthuse pupils and provide for stronger outcomes.</i>	<i>In 2018, at KS2 the progress measure for PPG pupils in writing was 1.91 compared to a progress measure of 4.36 for NPPG  Research shows that children from affluent backgrounds have a significantly wider vocabulary on</i>	<i>CPD will increase staff understanding of vocabulary acquisition and development and improve the direct teaching of vocabulary across lessons and subject areas. Monitoring of the teaching of vocabulary will increase teacher accountability for language acquisition.  Monitoring and evaluation of teaching and learning across the school, with a focus on PPG progress in Writing.</i>	<i>JH DK DW CW TD</i>	<i>Termly</i>

	<p><i>Focused feedback and marking will provide dialogue which develops pupils writing skills.</i></p> <p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs in order to target teaching for progress in Writing.</i></p>	<p><i>entering primary school than those from lower income or disadvantaged backgrounds</i></p>	<p><i>Detailed assessment tracking and cross-federation moderation in writing will allow leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are highly successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on progress for PPG pupils writing to increase teacher accountability.</i></p>		
<p><i>To increase numbers of PPG pupils achieving the greater depth standard in each subject at the end of KS1 and 2</i></p>	<p><i>Detailed gap analysis and assessment tracking will support teachers and leaders to identify pupils needs and target teaching for greater depth.</i></p> <p><i>Further focus in monitoring and evaluation processes on depth and challenge within lessons will ensure greater levels of teacher accountability for higher attaining PPG pupils.</i></p>	<p><i>In 2018 at KS1, PPG pupils matched GDS standard in RWM compared to 'others' nationally. Greater depth at KS1 in each subject area is one of the few areas where the school is not significantly above national figures.</i></p>	<p><i>Monitoring and evaluation of teaching and learning across the school, with a focus on greater depth.</i></p> <p><i>Progression on to the SFA programme for pupils in KS1 who are confident readers will provide a range of deeper comprehension skills for PPG pupils. SFA development leads will provide external review of the impact of the programme for pupils.</i></p> <p><i>Detailed assessment tracking and cross-federation moderation will allow</i></p>	<p><i>JH DK DW CW TD</i></p>	<p><i>Half-termly in Year 6 and Year 2. Termly in other year groups.</i></p>

	<p><i>Tailored CPD will develop staff skills to provide depth and challenge and thereby improving outcomes at the GDS. SFA development leads will provide masterclasses to further develop practice.</i></p> <p><i>Cross-federation collaboration will allow for a greater wealth of support for staff, who can draw on the expertise from across the schools. The opportunities for peer learning across the schools will further support teacher's professional development and understanding of strategies that can support PPG pupils working at or towards greater depth.</i></p> <p><i>Focused feedback and marking for greater depth will provide additional challenge for pupils at or working towards the greater depth standard.</i></p>	<p><i>The in-school gap at KS1 shows that only 18% of PPG pupils achieved GDS in RWM compared to 38% NPPG</i></p> <p><i>In 2018, at KS2 only 16% of pupils attained a higher standard in all three subjects compared with 47% of NPPG</i></p> <p><i>Pupils leaving primary school with GDS are more likely to achieve higher outcomes at GCSE and to go on to further education</i></p>	<p><i>leaders to evaluate the impact of strategies.</i></p> <p><i>Intervention impact reviews will identify those interventions that are most successful for pupils.</i></p> <p><i>Pupil attainment reviews will have a clear focus on those pupils at or working towards the greater depth standard to increase teacher accountability</i></p>		
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	<p><i>Targeted intervention for those pupils who are potential PPG higher attainers will ensure that pupils have additional support to make greater depth standards</i></p> <p><i>An additional teacher working across KS2 on greater depth skills to increase the number of pupils working at the GDS.</i></p>				
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<b>Total budgeted cost</b>					<b>£63,000</b>
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<b>3. Other Approaches</b>					
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality % so that a greater number of PPG pupils have good or</i>	<i>Attendance parent workshop with HLT AO will ensure parents understand the importance of good attendance, address some common misconceptions around attendance and provide parents with some strategies to use to</i>	<i>DfE research shows a clear link between attendance and attainment at the end of KS2 (published March 2016)</i>	<p><i>Prompt identification and intervention for pupils with low or falling attendance will improve attendance for those identified pupils.</i></p> <p><i>Weekly Attendance Review Meetings and analysis of impact will</i></p>	<i>JH, DK, TD, BT HLT AO</i>	<i>Monthly</i>

<p><i>excellent attendance</i></p>	<p><i>help improve their child's attendance.</i></p> <p><i>Frequent attendance meetings, supported by the AO, with targeted families will ensure attendance is a focus for our targeted families and support parents with strategies to improve attendance.</i></p> <p><i>Funded Breakfast Club places ensure identified pupils are in school before the school day begins and are well fed and able to focus on learning.</i></p>	<p><i>Pupils with good attendance are more likely to stay in education beyond compulsory school age which in turn will improve later career options</i></p>	<p><i>demonstrate effectiveness of policy and its application.</i></p> <p><i>Half termly attendance overview monitoring and analysis for identified groups and individuals will allow for more effective support to improve attendance percentages.</i></p> <p><i>Attendance Officer impact analysis will monitor the impact of PCN and pre-PCN warnings for improving attendance, including the impact of any PCN or PCN warning letters.</i></p>		
<p><i>Ensure that all pupils have necessary access to targeted intervention and/or support from additional professionals or external services from an early age to allow them greater access to learning</i></p>	<p><i>Early identification of children new to the school and EYFS pupils vulnerable of underachievement so appropriate intervention or external agency referrals occur promptly.</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist. This will</i></p>	<p><i>Early access to additional services allows gaps to be diminished at earlier stages in pupils' lives allowing them to be successful throughout their education</i></p>	<p><i>Analysis of provision map for school-based and additional services will ensure that pupils needs are identified promptly and provision is allocated accordingly to reduce barriers to learning.</i></p> <p><i>Review of speech and language groups will ensure that groups are high impact and pertinent to pupil need.</i></p>	<p><i>JH, DK, TD, BT</i></p>	<p><i>Monthly</i></p>

	<p><i>ensure that they make rapid progress in identified areas and are able to access learning more effectively.</i></p>		<p><i>Frequent monitoring of identified pupil progress (especially in EYFS) will lead to accelerated progress for those pupils.</i></p> <p><i>Focused pupil shadowing by SLT will support the identification of areas to develop within the school.</i></p> <p><i>Regular learning walks and feedback on quality of interactions in EYFS followed by further professional development for team members will support progress for pupils.</i></p> <p><i>Intervention and external support quality assurance will allow the school to build on the most successful interventions and support for pupils.</i></p>		
<p><i>To provide wider access to Enrichment and Extended Services for PPG pupils so aspirations and opportunities are broadened.</i></p>	<p><i>PPG pupils will be eligible for fully funded Enrichment activities.</i></p> <p><i>Subsidies for trips and residential activities will ensure that all pupils are able to participate regardless of background.</i></p>	<p><i>Pupils may feel socially isolated without access to enrichment opportunities</i></p> <p><i>Higher aspirations motivate and encourage pupils to</i></p>	<p><i>Pupil and parent feedback shows high levels of engagement and impact on aspirations for pupils attending events.</i></p> <p><i>Clubs sign-up analysis will show that a high percentage of PPG pupils are engaging with the After School provision.</i></p>	<p><i>BD, DK, TMB</i></p>	<p><i>Half-termly</i></p>

	<p><i>Subsidised breakfast club, Our Space and Sports provision will ensure that all pupils have access to a broad range of extracurricular activities.</i></p>	<p><i>engage with learning and to build resilience</i></p>	<p><i>Pupils will report positive experiences from Enrichment and other extended offer activities.</i></p> <p><i>Quality assurance of After School provision and Enrichment will show effectiveness in increasing engagement and raising participation and aspirations for pupils.</i></p>		
<b>Total budgeted cost</b>					<b>£36,000</b>

Review of Expenditure				
Previous Academic Year		2017-2018		
1. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p><i>Teaching and learning opportunities meet the needs of all pupils</i></p>	<p><i>CPD program</i></p> <p><i>Cross-federation collaboration</i></p> <p><i>Appraisal</i></p> <p><i>Teaching School Offer</i></p> <p><i>CPD</i></p>	<p><i>At KS2 89% of PPG achieved the expected standard in RWM combined compared to 100% of NPPG. This is significantly better than the national comparators of 67% of pupils achieving the expected standard in RWM.</i></p> <p><i>At KS1 88% of PPG children achieved expected the standard in RWM compared to 95% NPPG combined. This is significantly better than the national comparators of 64% of pupils achieving the expected standard in RWM.</i></p> <p><i>In the Phonics Screen, PPG pupils outperformed NPPG pupils; 100% of PPG pupils achieved the expected standard in phonics compared to 96% of NPPG.</i></p> <p><i>At the end of EYFS there was a small gap of 2% with 88% of NPPG pupils compared to</i></p>	<p><i>There are substantial successes for PPG in comparison to 'others' nationally at most assessment points.</i></p> <p><i>Additional support and targeted interventions had high levels of success, especially in EYFS and Phonics screen where in-school gaps were diminished at Expected Standards.</i></p> <p><i>Phonics monitoring and targeted interventions have been highly successful.</i></p>	<p>£8,650</p>

		<p>86% of PPG pupils, achieving a GLD. Both aspects are higher than national standards where 73% NPPG and 56% PPG pupils achieve a GLD.</p>		
<p>Quality first teaching drives progress for all pupils</p>	<p>Coaching and mentoring</p> <p>SLT targeted support</p> <p>Appraisal</p> <p>Teaching School Offer</p> <p>CPD program</p>	<p>At KS2 89% of PPG achieved the expected standard in RWM combined compared to 100% of NPPG. This is significantly better than the national comparators of 67% of pupils achieving the expected standard in RWM.</p> <p>At KS1 88% of PPG children achieved expected the standard in RWM compared to 95% NPPG combined. This is significantly better than the national comparators of 64% of pupils achieving the expected standard in RWM.</p> <p>In the Phonics Screen, PPG pupils outperformed NPPG pupils with 100% of PPG pupils achieved the expected standard in phonics compared to 96% of NPPG.</p> <p>At the end of EYFS there was a small gap of 2% with 88% of NPPG pupils compared to 86% of PPG pupils, achieving a GLD. Both aspects are higher than national standards</p>	<p>High quality teaching in Reception has seen excellent outcomes for pupils at the end of EYFS. A Local Authority moderation visit confirmed accurate assessments are taking place.</p> <p>Rigorous monitoring and assessment has led to highly accurate tracking of pupils and their phonological knowledge. Quality phonics teaching has also led to high outcomes for PPG pupils. The impact of the phonics coaching CPD is evident.</p> <p>The rigorous nature of the monitoring cycle has led to early identification of areas of development for staff and an improvement in the Teaching Profile of the school.</p> <p>An increased focus is needed on Pupil Attainment Reviews for PPG pupils aspiring to Greater Depth in RWM combined, especially across KS2.</p>	<p>£10,150</p>

		where 73% NPPG and 56% PPG pupils achieve a GLD.		
2. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Narrowing in-school gaps in writing attainment, especially at the end of KS2	Quality-First Teaching  Targeted Intervention  Additional teacher in Year 6 English sessions  Enrichment program	At KS2 89% of PPG attained the expected standard in writing compared to 100% of NPPG. This is a smaller gap than in 2017.  At KS2, in Writing, PPG pupils outperformed national 'others' by 8% at expected standard and by 5% at high standard.  100% of pupils accessing Enrichment programme achieved expected standards at the end of KS2.	Detailed feedback and marking with targeted steps for improvement ensured strong progress for pupils. For a few PPG pupils, although progress was good, it was not sufficiently rapid to bring attainment up to expected levels.  Strong cross-curricular writing opportunities gave pupils the opportunity to apply skills in a wider range of contexts.  Effective use of digital technology supported pupils in planning and evaluating their writing, allowing them to further refine their skills.  The support provided by the additional Year 6 teacher for writing allowed further targeted support which improved outcomes for pupils.	£13,500
Narrowing in-school gaps in combined	Quality-First Teaching	At KS2 89% of PPG achieved the expected standard in all three subjects compared to 100% of NPPG. This is a narrowing of the gap from 2017 where 16% fewer PPG pupils	Writing at KS2 was area in which % PPG pupils achieving expected standard was lowest, bringing down RWM combined score. In all subjects and	£26,650

<p><i>RWM especially at the end of KS2</i></p>	<p><i>Targeted Intervention</i></p> <p><i>Additional teacher in Year 6 English and Maths sessions</i></p> <p><i>Enrichment program</i></p>	<p><i>than NPPG pupils achieved the combined score.</i></p> <p><i>At KS2, in Reading, there was no attainment gap and all pupils achieved the Expected standard. PPG pupils outperformed national ‘others’ by 13% at expected and 50% at high standard.</i></p> <p><i>At KS2, in Writing, PPG pupils outperformed national ‘others’ by 8% at expected and 5% at high standard.</i></p> <p><i>At KS2, in Maths, PPG pupils outperformed national ‘others’ by 15% at expected and 10% at high standard.</i></p>	<p><i>across RWM combined, PPG pupils were higher than ‘others’ nationally.</i></p> <p><i>Detailed feedback and marking with targeted steps for improvement ensured strong progress for pupils. For a few PPG pupils, although progress was good, it was not sufficiently rapid to bring attainment up to expected levels.</i></p> <p><i>High quality teaching of reading ensured percentages of PPG achieving the EXS and GDS standards were much higher than national comparators.</i></p>	
<p><i>Narrowing in-school gaps in phonics attainment</i></p>	<p><i>High quality phonics provision</i></p> <p><i>Phonics interventions</i></p> <p><i>HLTA for phonics monitoring and intervention</i></p>	<p><i>100% of PPG achieved expected standard compared with 96% of NPPG.</i></p>	<p><i>Rigorous monitoring and assessment has led to highly accurate tracking of pupils and their phonological knowledge.</i></p> <p><i>Quality phonics teaching has also led to high outcomes for PPG pupils. The impact of the phonics coaching CPD is evident in those outcomes.</i></p>	<p><i>£22,750</i></p>

	<i>Parent Phonics training events and resources</i>			
<i>Increase numbers of pupils achieving higher levels of attainment (especially at the end of KS2)</i>	<i>Quality-First Teaching Targeted Intervention Additional teacher in Year 6 English and Maths sessions Enrichment program</i>	<i>16% of PPG achieved higher levels in RWM combined, compared to 47% of NPPG.  PPG pupils performed well when compared with national 'others' at GDS. Only 11% of others achieved the combined GDS standard nationally.  At KS2, in Reading, PPG pupils outperformed national 'others' by 50% at high standard.  At KS2, in Writing, PPG pupils outperformed national 'others' by 5% at high standard.  At KS2, in Maths, PPG pupils outperformed national 'others' by 10% at high standard.</i>	<i>Most able KS2 PPG pupils performed very successfully compared with 'others' nationally, although the gap within the school remains significant.  An additional focus on more able PPG pupils at lower KS2 would support greater numbers of pupils achieving higher standards at the end of KS2.</i>	<i>£17,250</i>
<i>Raising the number of PPG pupils achieving an Exceeding GLD at the end of EYFS</i>	<i>Quality-First Teaching Targeted Intervention</i>	<i>In comparison to 2017 where no PPG pupils achieved an Exceeding judgement for GLD, in 2018, 14% of PPG pupils achieved an Exceeding Level. In each of the 17 areas of</i>	<i>Most able EYFS PPG pupils performed successfully compared with 'others' nationally but the gap within the school remains a priority for further action.</i>	<i>£9,150</i>

	<p><i>Increased level of stretch and challenge in all key EYFS profile areas</i></p> <p><i>Maker Spaces</i></p>	<p><i>learning, PPG pupils exceeds National comparisons.</i></p> <p><i>There were no gaps between PPG and NPPG pupils achieving a GLD at the end of EYFS.</i></p>	<p><i>Maker Spaces made a significant contribution to pupils' development in a number of Early Learning Goals.</i></p>	
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### 3. Other Approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p><i>To narrow the gap between PPG and non-PPG pupils attendance and punctuality</i></p>	<p><i>Increased profile of attendance with parents</i></p> <p><i>Weekly attendance reviews were followed by more timely letters and meetings with parents</i></p> <p><i>Increased communication regarding the revised Attendance</i></p>	<p><i>Both PPG and non-PPG pupils attendance averages are higher than national comparators. The school's overall attendance averages are also higher than those seen nationally.</i></p> <p><i>There remains an in-school gap of 1.4% between NPPG and PPG pupils attendance averages. This is narrower than the gap nationally but would benefit from continued focus.</i></p>	<p><i>The impact of the work of the AO and the Inclusion lead on reducing absences has led to further improvement in attendance figures in comparison with national averages.</i></p> <p><i>There remain in school gaps which need to close further. This necessitates a continued focus on attendance and punctuality for PPG pupils.</i></p>	<p>£12,100</p>

	<p><i>Policy set out clearer guidelines for parents on expectations</i></p> <p><i>Funded Breakfast Club places</i></p>			
<p><i>Improve access to external services from an early age</i></p>	<p><i>Early identification of children new to the school and EYFS pupils</i></p> <p><i>Appropriate intervention or external agency referrals</i></p> <p><i>Identified children receive additional support, e.g. one to one input from speech &amp; language therapist or small group SALT support</i></p>	<p><i>There was an insignificant gap between PPG and NPPG pupils at the end of EYFS (2%).</i></p> <p><i>PPG pupils outperformed NPPG pupils in the phonics screen with 100% of PPG pupils achieving the expected standard.</i></p>	<p><i>Early assessment and identification of need has allowed the school to promptly support those identified pupils.</i></p> <p><i>Targeted support has been effective in increasing progress for those pupils to bring them in line with their peers.</i></p> <p><i>Speech and Language intervention in EYFS has been particularly effective in supporting those pupils with CLL and those pupils with English as an Additional Language.</i></p> <p><i>Close and effective partnerships with external agencies ensured a joint strategy for key pupils.</i></p>	<p>£11,850</p>

<p><i>Wider access to Enrichment and Extended Services for PPG pupils</i></p>	<p><i>Fully funded Enrichment opportunities</i></p> <p><i>Club subsidies</i></p> <p><i>Trip subsidies and Residential subsidies</i></p> <p><i>Saturday school</i></p> <p><i>Subsidised breakfast club, Our Space and Sports provision</i></p>	<p><i>Increased engagement with learning contributed significantly to the success of PPG attainment by reducing barriers to learning.</i></p> <p><i>At KS1, 88% of PPG children achieved expected standards across RWM compared to 95% NPPG.</i></p> <p><i>At KS2, 89% of PPG pupils achieved expected standards at KS2 compared to 100% NPPG. This is 22% higher than national 'other' comparators.</i></p>	<p><i>Rigorous and consistent implementation of the key school policies (for example behaviour, uniform and attendance policies) have ensured pupils understand expectations and are settled and ready to learn.</i></p> <p><i>Parental engagement in school projects has been a particular success. A small group of hard-to-reach families would benefit from increased support from the school to access these events.</i></p>	<p>£12,975</p>
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