

## Pupil Premium Strategy Statement

1. Summary information					
School	Almond Hill Junior School				
Academic Year	2019/2020	Total PP budget	68,640	Date of most recent PP Review	September 2019
Total number of pupils	287	Number of pupils eligible for PP	53	Date for next review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Ability to solve mathematical reasoning problems
B.	Poor reading habits impacting on understanding and use of vocabulary, punctuation and sentence complexity in writing
C.	Attitude to learning and wellbeing including mental and physical
D.	Institutional low expectations
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	Attendance and punctuality
F.	Parental engagement

3. Desired outcomes																																								
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<b>D</b>	Teachers will have high expectations for all pupils including PPG pupils with barriers to learning	Children are engaging as much as non PPG peers in lessons and whole school activities through teacher/staff support teachers to adapt planning for every disadvantaged pupil. We felt that the second criterion needed to focus on pupils managing their feelings more effectively. Leaders will consider using other measures of progress discussed during the review for identified pupils (the orange booklet.) <b>Not completed.</b> <b>Anecdotal evidence e.g. school government representatives 20% PPG, 72% attended a school club free of charge which was as a result of significant school follow up.</b>
<b>E</b>	At least 75% of disadvantaged pupils with attendance below 95% to make marked improvements in their attendance and punctuality; the remaining 25% to be the focus for the PPAMs'/SLT work. Reduce the number of missed hours of learning from poor punctuality for individual pupils	Gap is narrowed – overall/general target – <b>At school closure 92.1% PPG 95.1% overall 3% gap</b> The majority of targeted PPG pupils have improved attendance year on year – <b>47% maintained or improved</b> Persistent absentees targeted and improved and missed hours reduced – for individual children – <b>Data collection interrupted by Covid 19</b> <b>Change of focus during school closure eg where possible children with prior low attendance as well as other vulnerabilities were offered school places and these were almost all taken up. 48% of PPG chn had some access to school with many having full time access. 10% refused.</b>
<b>F</b>	Children and parents attendance at school events increases and parents are engaged and informed; children are motivated. Currently less than 50% of PPG parents attend whole school events.	Maintain 100% structured conversations with parents – <b>almost all parents had structured conversations – interrupted by school closure - 85%</b> Ensure all parents of disadvantaged pupils attend at least one event for parents and follow up with personal invites where there is no engagement <b>Almost all parents of disadvantaged pupils attended at least one event for parents – 79% - interrupted by Covid 19 – increase secured by significant school follow up.</b>

#### 4. Planned expenditure

Academic year                      **2018/2019 including review August 2020**

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	Cost/RAG August 2020
<b>BARRIER A</b> Increase ARE+ Maths	Developing <b>problem-solving strategies</b> as part of daily teaching and feedback cycle. Use worked examples, visual representations, modelling meta-cognition and manipulatives as part of daily teaching. Provide CPD and monitor.	<b>'Improving Mathematics in Key Stages Two and Three' Guidance Report EEF November 2017</b> suggests, '...the evidence indicates that number lines are a particularly effective representation for teaching across Key Stages 2 and 3 and that there is strong evidence to support the use of diagrams as a problem solving strategy.' Additionally, prior to Curriculum 2014 school had a whole school problem solving scheme and attainment and progress in Maths was higher. Current and recent pupils have shown difficulties in reasoning.	<ul style="list-style-type: none"> <li>• Taking part in HfL Maths Progress Project</li> <li>• MSL and DH observations</li> <li>• Planned year group CPD to develop key aspects of problem solving Autumn Term</li> <li>• Staff and pupil view inform SLT</li> </ul>	MSL and DH	<b>£4000</b> Significant work completed on developing upper and lower school problem solving strategies – needs embedding

<b>BARRIER B</b> Increase ARE+ in Writing	Developing editing skills as part of daily teaching and feedback cycle. Revisit <b>Feedback and Editing</b> from 2018/2019 .	WSL monitoring and supporting Spelling and Grammar as lesson observations, work samples and Pupil Progress Meetings July 2019 indicate these are the greatest barriers to pupils securing ARE. CPD around feedback in 2018/2019 has shown some improvements in writing and children's independence in writing – want to build on this further.	<ul style="list-style-type: none"> <li>Experienced WSL leading and reporting to SLT</li> <li>WSL monitoring and support</li> <li>DH observations</li> <li>CPD in feedback</li> <li>DH retrain as Moderator for county ensures good subject knowledge</li> </ul>	WSL and DH	£2000 Significant work completed on developing editing – needs embedding
<b>BARRIER B</b> Increase ARE+ Reading	New <b>RSL</b> leading raising profile of Reading across the school- multiple ongoing actions agreed see School Improvement Plan.	Reading is highest attaining area for school across the four year groups but there remain children who are not engaged with reading. <i>Ofsted School Inspection for September 2019</i> refers to, 'Pupils read widely and often, with fluency and comprehension appropriate to their age.'	<ul style="list-style-type: none"> <li>SLT to monitor new to role subject leader</li> <li>Staff and pupil view inform</li> <li>Monitor assessment outcomes</li> </ul>	RSL and SLT	£380 – new subject leader has revamped teaching and assessment – needs embedding
<b>BARRIER C</b> Increase % of children with effective learning behaviours	½ term of <b>learning behaviour lessons</b> with HT/DH and CPD for teaching and support staff followed up in classroom throughout the year.	' <i>Improving Behaviour in Schools' Guidance Report EEF June 2019</i> suggests, '...the general climate for learning can be improved through the implicit teaching of learning behaviours.' Also, the implementation of growth mind-set ethos and raising the profile of learning behaviours has had positive impact for some pupils in our setting already.	<ul style="list-style-type: none"> <li>Learning behaviours decided and agreed by curriculum committee and teaching staff</li> <li>Planned and taught by HT and DH</li> <li>Pupil and staff view</li> </ul>	HT and DH DH	2 x hours weekly HT and DH – 25,000 Completed but learning behaviours remain a whole school issue

## 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	Cost
<b>BARRIER A</b> Increase ARE+ Maths Increase ARE+ in Writing Increase ARE+ Reading	<b>PPAMs</b> – 2x support staff dedicated to PPG pupils academic and emotional/social support. Develop in Spring term planned Oracy activities linked to new aspects of curriculum planned.	Children who have had structured interventions in our school have made progress against the targets set in the last two years. ' <i>Making Best Use of Teaching Assistants' Guidance Report EEF October 2018</i> suggests, '...TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months...Crucially these positive effects are only observed when TAs work in structured settings with high quality support and training.' PPAMs are very experienced and highly trained.	<ul style="list-style-type: none"> <li>Weekly PPAM meetings with DH to plan and review</li> <li>Pupil Premium Pupil Progress Meetings with teachers and PPAMs</li> <li>Explicit links made between intervention and class based work – PPAMs and class teachers to facilitate this</li> <li>PPAMs attend school based maths INSET/staff meetings</li> </ul>	DH PPAMs Teachers	2 x PPAMs  £25, 464 Interventions for maths, reading and writing successful. Oracy not yet started.

<p><b>BARRIER C</b> <b>BARRIER E</b> <b>BARRIER F</b> Improved attendance and punctuality</p>	<p><b>Breakfast club</b> run by PPAMs targeting those pupils with persistent absence or social and emotional needs which affect their learning in school.</p>	<p><i>'Working with Parents to Support children's Learning' Guidance Report December 2018</i> suggests offering sustained and intensive support where needed and reports positive impact of free breakfast clubs on children's outcomes and that parents and children should be sensitively targeted. PPAMs have a good working relationship with many of the parents already through sharing of interventions and supporting children coming into school at the start of the school day.</p>	<ul style="list-style-type: none"> <li>• Weekly PPAM meetings with DH to plan and review outcomes</li> <li>• RAP meetings that monitor attendance and punctuality – PPAMs informed of outcomes</li> </ul>	<p>DH PPAMs</p>	<p>£1000 Really successful for supporting attendance and punctuality and developing relationships</p>
<p><b>BARRIER A</b> <b>BARRIER F</b> Increase ARE+ Maths</p>	<p><b>Booster class</b> run by PPAMs – children completing additional (maths) but not missing curriculum</p>	<p>Booster in Year 6 had a significant effect and helped accelerate progress for PPG pupils but they had more progress left to secure so some just missed ARE. Starting earlier in Year 5 might help them to achieve age related in Year 6. This may be linked to Maths Progress Project/Tables Project in September 2020.</p>	<ul style="list-style-type: none"> <li>• Monitored by DH</li> <li>• Both PPAMs very experienced</li> <li>• Pupil view</li> <li>• Teacher view</li> <li>• Observation</li> </ul>	<p>DH PPAMs</p>	<p>2 x PPAMs – already accounted for – planned for summer term</p>
<p><b>BARRIER C</b> <b>BARRIER D</b> Improve attitude to learning and well-being Increase ARE+ Maths/Writing Reading</p>	<p><b>PPG hour mentoring programme</b> for all teachers to spend with PPG pupils in own class individually or in pairs/small groups. Focus on targeted underachieving pupils using mentor style meetings.</p>	<p><i>'Improving Behaviour in Schools' Guidance Report EEF June 2019 suggests, '...at the teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact.'</i> Also, feedback from own teachers after first year trial 2018/2019 at our school reports relationships with some children were strengthened and this had a positive impact on behaviour and attainment. HfL Great Expectations Case Studies July 2019 Fairlands Primary School – a school local to us with similar intake has been using this dedicated time with success in a mentor style some aspects of which we will incorporate into our model to meet the needs of our pupils.</p>	<ul style="list-style-type: none"> <li>• Accounted for in case studies through action and impact statements</li> <li>• Pupil View</li> <li>• PPG Pupil Progress Meetings Autumn and Spring terms</li> </ul>	<p>HT/DH Teachers</p>	<p>2 x hours weekly HT and DH( also funds learning behaviour explained above) DH already accounted for – all teachers found useful for forming relationships but not delivering academic interventions.</p>
<p><b>BARRIER B</b> Authorify reading club</p>	<p>Year 5 teacher running <b>reading/writing club</b> – published intervention targeted at PPG pupils and run as a club after school.</p>	<p><i>'Improving Literacy in Key Stage 2,' guidance Report EEF April 2017</i> suggests, 'There is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions.' This intervention will be run by a qualified teacher outside of the school day to support progress.</p>	<ul style="list-style-type: none"> <li>• Monitor outcomes before and after intervention</li> <li>• Observe</li> <li>• Pupil and staff view</li> </ul>		<p>£500 Well attended and pupil view was that it was enjoyable</p>
<p><b>iii. Other approaches</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Cost
<b>BARRIER C</b> <b>BARRIER E</b> <b>BARRIER F</b>  Develop cultural capital Attendance Well being	Funded extra-curricular club for all PPG students funded by school. If place not taken up PPAMs make timely follow up phone call to facilitate	PPG pupils in our setting have told PPAMs they have wanted to attend clubs but parents have not organised for them. Adds to their feelings of disadvantage and lowers well being. School Business Manager reported, 'We offered all PPG pupils one club of their choice free. Only 4 took this offer up.' This further reiterates the school view that it is not only financial disadvantage that is a barrier for our children but organisational issues and differing family priorities which limit their opportunities.	<ul style="list-style-type: none"> <li>DH monitor</li> <li>Pupil view</li> </ul>	PPAMS upper and lower school DH	PPAM cost already accounted for DH cost already accounted for £1500 – almost all pupils (over 90%) attended at least one club and pupil view was very positive.
<b>BARRIER E</b> <b>BARRIER F</b> Attendance	HT/DH/PPAM/Office staff monitoring and phone call and collect from home	In some specific cases where parental engagement has improved for pupils in our school, attendance has too – sometimes significantly. It is time consuming so needs a greater number of school staff to be part of the team.	<ul style="list-style-type: none"> <li>Carefully monitor attendance of higher risk children especially who were identified last term</li> </ul>	HT/DH/PPAM/Office staff	PPAM cost already accounted for DH cost already accounted for – see safeguarding records
<b>BARRIER D</b> <b>BARRIER E</b> <b>BARRIER F</b> Structured conversations	Continue structured conversation and use as vehicle to to engage parents and support attendance at whole school events	Have been using these in school for several years and in last two years 98%+ attendance. Means there is a point of contact for all parents.	<ul style="list-style-type: none"> <li>Monitor actions and impact</li> <li>Parent view</li> </ul>	DH PPAMs	DH cost already accounted for – particularly useful during school closure as relationships already exist
<b>BARRIER B</b> <b>BARRIER D</b> Improve attitude to learning and well-being Increase ARE+ Maths/Writing Reading	Cover supervisors approx. 5 hours per week dedicated classroom support with a focus on vulnerable pupils being	<i>'Making Best Use of Teaching Assistants' Guidance Report EEF October 2018</i> suggests, 'If TAs have a direct instructional role it is important that they add to the value of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle the most have as much time with the teacher as other.' With extra TA support where it is available, the teacher can support struggling pupils within the classroom environment.	<ul style="list-style-type: none"> <li>Cover supervisors read case studies for pupils in targeted class</li> <li>DH monitor</li> <li>Pupil view</li> <li>Staff view</li> </ul>	Cover supervisors Teachers	£5692.50 Hard to measure impact on PPG children specifically
<b>BARRIER D</b>	PPG strategy high profile Sutton Trust and HfL materials used to provide CPD for teachers and support staff	Staff are regularly informed about PPG strategy and reviews so research based actions are implemented and teacher/support staff buy in and understanding are increased.	<ul style="list-style-type: none"> <li>Monitor impact on teacher actions and successes</li> </ul>	DH	DH cost already accounted for - some behaviour CPD undertaken
<b>BARRIER F</b>	HfL accreditation (see SIP) re emotional well being and engaging parents	High priority nationally and recurring issue for our pupils.	<ul style="list-style-type: none"> <li>Use external agency to assist in evaluation</li> </ul>	HT and teacher	£900 – almost complete

**2018 -2019 Review of expenditure : £ 59, 840**

Previous Academic Year

2018/2019

**Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	RAG
<ul style="list-style-type: none"> <li>Improve ability to solve mathematical reasoning problems.</li> <li>Gaps in knowledge will be filled through secure arithmetic skills and improved reasoning skills.</li> <li>Increase proportion of children achieving ARE + in Maths</li> </ul>	<ul style="list-style-type: none"> <li>Embed and enhance maths mastery.</li> <li>Personalise to overcome barriers such as gaps in knowledge and differentiation.</li> <li>Use of diagnostic tests, Hfl Teaching and Learning advisor INSET for planning and reasoning development</li> </ul>	<p>Year 2 July 2018 71% (Baseline 57%)      Year 3 July 2019 57%</p> <p>Year 3 July 2018 53%                              Year 4 July 2019 59%</p> <p>Year 4 July 2018 38%                              Year 5 July 2019 44%</p> <p>Year 5 July 2018 46%                              Year 6 July 2019 57%</p> <p>PPG % significantly lower than Non PPG in Maths in Years 6 SATs</p> <p>PPG ARE+ Years 3-6 July 2018 53%</p> <p>PPG ARE+ Years 3-6 July 2019 54%</p> <p>NB – not a direct comparison as Year 3 and 6 are different children when comparing one school year with another. There were fewer Year 6 pupils leaving who were higher attainers than the Year 3 pupils joining.</p>	<p>Mastery approach to teaching has been refined but remains a key area for improvement. Far greater focus needs to be on independent problem solving strategies as it is reasoning papers where children are still struggling.</p>	<p>£500</p>	<p style="background-color: red; color: black; text-align: center;">RAG</p>
<ul style="list-style-type: none"> <li>Increase ARE+ Reading</li> <li>Children are reading for pleasure and engaging in reading tasks set by school supported by their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on reading through home learning/reading challenges and funded book.</li> <li>Open evening to introduce to parents. Funded books for all pupils (FOAH and K Follett)</li> <li>English Subject Leader (ESL) monitor year groups and impact</li> </ul>	<p>Children enjoyed funded books, ESL focused on libraries and a reading challenge was set for Spring term.</p> <p>Year 2 July 79% (Baseline 64%)      Year 3 July 2019 71%</p> <p>Year 3 July 65%                              Year 4 July 2019 65%</p> <p>Year 4 July 38%                              Year 5 July 2019 44%</p> <p>Year 5 July 92%                              Year 6 July 2019 79% (2 chn)</p> <p>PPG % slightly higher than Non PPG in reading in Years 6 SATs</p> <p>PPG ARE+ Years 3-6 July 2018 73%</p> <p>PPG ARE+ Years 3-6 July 2019 67%</p> <p>NB – not a direct comparison as Year 3 and 6 are different children when comparing one school year with another. There were fewer Year 6 pupils leaving who were higher attainers than the Year 3 pupils joining.</p>	<p>There needs to be a much higher focus on reading across the curriculum. Key action for School Improvement Plan-see this document.</p>	<p>£200</p>	<p style="background-color: red; color: black; text-align: center;">RAG</p>

<ul style="list-style-type: none"> <li>Increase ARE+ in Writing</li> <li>Accelerated progress in writing is achieved through high expectations and clear evidence in books of improved outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly year group book monitoring with: Headteacher (HT), Deputy Headteacher (DH), Assistant Headteacher (AH) and ESL working with a year group each to focus on attainment and progress evidence in books and impact of feedback.</li> </ul>	<p>Year 2 July 57% (Baseline 36%)      Year 3 July 2019 57%</p> <p>Year 3 July 35%                              Year 4 July 2019 41%</p> <p>Year 4 July 38%                              Year 5 July 2019 33%</p> <p>Year 5 July 39%                              Year 6 July 2019 86%</p> <p>PPG % significantly higher than Non PPG in Writing in Years 6 SATs</p> <p>PPG ARE+ Years 3-6 July 2018 45%</p> <p>PPG ARE+ Years 3-6 July 2019 56%</p> <p>NB – not a direct comparison as Year 3 and 6 are different children when comparing one school year with another. There were fewer Year 6 pupils leaving who were higher attainers than the Year 3 pupils joining.</p> <p>Handwriting has significantly improved across the school as a direct result of this monitoring and this was acknowledged by the HIP in most recent JARV.</p>	<p>The regular and rigorous monitoring of writing by SLT and ESL raised expectations of all staff.</p>	<p>£1000</p>	
<b>Targeted support</b>					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
<ul style="list-style-type: none"> <li>Increase ARE+ Maths</li> <li>Increase ARE+ Reading</li> <li>Increase ARE+ Writing</li> <li>Improved well being</li> <li>Improve Attendance</li> <li>Increase Parental Engagement</li> </ul>	<p>Continue use of Pupil Premium Achievement Mentors(PPAMs) to support teaching and learning for specific groups of pupils in Reading, Writing and Maths and meeting pastoral needs – planning provided by teachers and delivery supported by DH. PPAMs to develop their work into some support of parents and children together.</p>	<p>A small proportion of parents met with PPAMs to support home learning – more in the lower school. Provision maps indicate of the specific targets that PPAMs were working on with children as part of intervention work</p> <p><b>Lower school :</b> 38 % targets achieved/ 21 % not achieved /42 % partially achieved.</p> <p><b>Upper school:</b> 50 % target achieved/15 % not achieved /35 % partially achieved.</p>	<p>PPAMs will continue to be used and their use adapted to me the bespoke needs of the pupils eg booster, breakfast club</p>	<p>£27, 400</p>	
<ul style="list-style-type: none"> <li>Improved ARE+ Maths</li> <li>Improve ARE + Reading and Writing</li> <li>Improve well-being</li> <li>Improved attendance</li> </ul>	<p>Smaller classes in Year 6 for Maths and Writing. Three teachers in Year 6 – DH focus on PP children with PPAM. PPAM receives CPD through team teaching.</p>	<p>Maths increase in ARE+ Year 5 July 46%    Year 6 July 2019 57%</p> <p>Average maths progress– 3.3 steps</p> <p>Writing increase in ARE+ Year 5 July 39%                              Year 6 July 2019 86%</p> <p>Average writing progress – 3.9 steps</p> <p>Reading decrease in ARE+ ( not taught in groups) Year 5 July 92%    Year 6 July 2019 79%</p>	<p>Additional experienced teacher and smaller classes has positive impact where applied.</p>	<p>£12 000</p>	

<ul style="list-style-type: none"> <li>Improve well-being</li> </ul>	Attachment INSET training for teaching and support staff	Significant positive impact on 3 CLA children	Detailed CPD necessary for whole staff understanding of deep rooted issues – supplements STEPs approach to behaviour management	£200																	
<ul style="list-style-type: none"> <li>Increase ARE+ Maths</li> </ul>	Easter school – this was extended to all lower attainers in Maths not just PPG children. 12/14 PPG children attended.	<p>Children enjoyed and made good progress across the three days. Attitude to learning was very good.</p> <table border="1"> <thead> <tr> <th></th> <th>ALL</th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>April data 2019</td> <td>64%</td> <td>36%</td> <td>72%</td> </tr> <tr> <td>July data 2019</td> <td>75%</td> <td>57%</td> <td>81%</td> </tr> <tr> <td>Difference</td> <td>11%</td> <td>21%</td> <td>9%</td> </tr> </tbody> </table>		ALL	PPG	NPPG	April data 2019	64%	36%	72%	July data 2019	75%	57%	81%	Difference	11%	21%	9%	Targeted extra-curricular interventions need to start lower in the key stage to affect exit data.	£1000	
	ALL	PPG	NPPG																		
April data 2019	64%	36%	72%																		
July data 2019	75%	57%	81%																		
Difference	11%	21%	9%																		
<ul style="list-style-type: none"> <li>Improve well-being</li> <li>Improved attendance</li> </ul>	Free breakfast club for targeted pupils.	Not yet having a good impact for PPG pupils. Too few children attending and home school links not being made.	This might be more effective if run by PPAMs who have some of these links already.	£1100																	
<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Cookery club run by HT and DH.	No funding and not implemented	Don't over commit	£0																	
<ul style="list-style-type: none"> <li>Increase ARE+ Maths</li> </ul>	Booster classes	<p>All year 6 teachers and MSL are delivered booster sessions.. 12/14 PPG pupils are attending booster and 1 had 1:1 tuition instead. Almost all pupils in the cohort attended.</p> <table border="1"> <thead> <tr> <th></th> <th>ALL</th> <th>PPG</th> <th>NPPG</th> </tr> </thead> <tbody> <tr> <td>July 2018 Year 5</td> <td>63%</td> <td>46%</td> <td>68%</td> </tr> <tr> <td>July 2019 Year 6</td> <td>75%</td> <td>57%</td> <td>81%</td> </tr> <tr> <td>Difference</td> <td>12%</td> <td>11%</td> <td>13%</td> </tr> </tbody> </table> <p>One new CLA pupil arrived between Year 5 and 6 working significantly below age related in Maths</p>		ALL	PPG	NPPG	July 2018 Year 5	63%	46%	68%	July 2019 Year 6	75%	57%	81%	Difference	12%	11%	13%	Too late for PPG children in addition to their other barriers.	£1000	
	ALL	PPG	NPPG																		
July 2018 Year 5	63%	46%	68%																		
July 2019 Year 6	75%	57%	81%																		
Difference	12%	11%	13%																		
<ul style="list-style-type: none"> <li>Improve well-being</li> </ul>	Targeted work with pastoral TA eg protective behaviours, Bright stars and one to one support	<p>30 % of PPG pupils received pastoral support.</p> <p>35% of this was fully successfully and intervention ceased to be necessary</p> <p>59% was partially successfully with ongoing needs</p> <p>6% had no positive impact</p>	PPG children continue to be overrepresented in data linked to behaviour and well being issues. Continue the work started in extending what Pastoral TA offers to all children being shared with PPAMS eg Brick Therapy	£3334																	
<ul style="list-style-type: none"> <li>Increase ARE+ Maths</li> <li>Increase ARE+ Reading</li> <li>Increase ARE+ Writing</li> <li>Improved well being</li> </ul>	All teachers to have one hour conferencing time with PPG Pupils weekly – this can be used to conference work completed, pre-teach, - work individually or in groups	All teachers reported positively on in impact mostly in terms of getting to know these pupils more securely. However, not having a regular slot and leaving rest of the class not with a qualified teacher meant teachers felt there was a negative impact on the rest of the class overall.	The one hour conference time needs to be a regular slot each week and delivered by qualified teachers. What is taught most be a key part of the curriculum so learning time is not wasted/lost.	£4388																	



<ul style="list-style-type: none"> <li>Increase ARE+ Reading</li> <li>Increase ARE+ Writing</li> </ul>	DH work with cross key stage group to develop writing skills – once a week writing session	Some pupils are transferred vocabulary from session to class but not many. Became more of a focus on reading and discussing. It is evident that all of these pupils are not accessing challenging texts as part of their own chosen reading so providing access to a quality text has become the priority.	Although all children enjoyed and engaged well, it was hard to measure an academic impact and justify DH time.	£1200	
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
<ul style="list-style-type: none"> <li>Improve attendance and punctuality</li> </ul>	Office to inform DH on daily basis at start of day if targeted children not in school – target group pupils with attendance of less than 95% last academic year. DH and HT to follow up with phone calls and home visits.	<p>This has had limited success as HT and DH often unable to follow up as quickly as we would like as we were teaching, monitoring or in meetings.</p> <p>NPP 96.17 PPG 92.53 2017 -2018 gap of 3.64 NPP 96.37 PPG 91.95 2018 -2019 gap of 4.42</p> <p>NB one PPG pupil on role did not attend school all year and one was absent for 10 weeks – both due to exceptional circumstances</p>	There needs to be a larger group of staff targeting low attendance of this group. DH not teaching as much next year so will be more available and also PPAMS to work with SLT to support this target.	£421	
<ul style="list-style-type: none"> <li>Improved well being</li> <li>Improve Attendance</li> <li>Increase Parental Engagement</li> </ul>	Structured conversations between DH and parents	98% parents have had structured conversation. The majority of pupils have evidence of impact of this engagement on case study notes eg wider opportunities, improved attendance, targeted academic improvement.	These would be even better and might have more impact for those children who are underachieving if they were more frequent for targeted pupils.	£5000	
<ul style="list-style-type: none"> <li>Improve attainment</li> </ul>	All subject leaders will have a PPG action on their subject leader action plan.	This either did not happen or the existence of a target had little or no impact on the PPG pupils or their outcomes due to no planned actions.	Subject leaders need to be clearer about what actions might have an impact on PPG pupils through better understanding of their barriers and of current research. SLT need to ensure this research is shared with staff and revisited and evaluated with our school in mind.	£0	
<ul style="list-style-type: none"> <li>Improve well-being</li> </ul>	Extend successful KS1 transition programme to KS3 – where possible involve parents.	DH to contact KS3 early in year and plan meetings with PPAMs and additional visit to ensure information is shared KS2 transition was strong again but not	DH needs to start this work very early in academic year with KS3 to avoid running out of time. This could be started in September with upper school PPAM to look at transition for those who have just left with a view to planning a much longer programme for Year 6 next year. We could track data and barriers for ex-pupils if we had better links with secondary schools.	£500	

<ul style="list-style-type: none"> <li>• Increase ARE+ Maths</li> <li>• Increase ARE+ Reading</li> <li>• Increase ARE+ Writing</li> <li>• Improved well being</li> </ul>	<p>Change in paperwork to reflect greater teacher accountability for outcomes</p>	<p>Majority of forms were completed so action and impact were clear. Where they weren't, DH gave further input. Teachers were able to see where impact was evidenced. 3 NQTs this year.</p>	<p>Some teachers need further guidance for how to record action and impact more succinctly so it can be tracked easily. Further guidance in September.</p>	<p>£500</p>	
<ul style="list-style-type: none"> <li>• Increase ARE+ Maths</li> <li>• Increase ARE+ Reading</li> <li>• Increase ARE+ Writing</li> <li>• Improved well being</li> </ul>	<p>School uniform and revision books – provision for those parents who are not able to provide these for their children</p>	<p>CPG books provided to all Year 6 pupils – some of which are using and some might be but aren't bringing into school. Some uniform provided for families. PE kit continues to be an issue and class teachers asked to keep some in school for those individuals. Joined a uniform recycling scheme which provides second -hand uniform that families can go and collect upon invitation.</p>	<p>Continue to set aside some funds for items that if children were not to have they would be disadvantaged from their peers.</p>	<p>£500</p>	

## Data analysis for comparison 2017 - 2019

### % of pupils attaining expected standard or above(statutory assessments) in 2017, 2018 and 2019 comparing PPG with non PPG

	PPG 2017	Non-PPG 2017	PPG 2018 ASP	Non PPG 2018 ASP	PPG 2019 HfL	Non PPG 2019 HfL
Reading	79%	85%	100%	70%	79%	77%
Writing	79%	87%	100%	70%	86%	75%
Maths	86%	80%	83%	68%	57%	81%
GPS	88%	87%	100%	70%	71%	81%

### % of pupils attaining Greater Depth(statutory assessments) in 2017, 2018 and 2019 comparing PPG with non PPG

	PPG 2017	Non-PPG 2017	PPG 2018 ASP	Non PPG 2018 ASP	PPG 2019 HfL	Non PPG 2019 HfL
Reading	25%	31%	67%	32%	7%	21%
Writing	25%	41%	17%	18%	0%	19%
Maths	19%	23%	17%	20%	0%	19%
GPS	38%	41%	50%	30%	7%	26%

**July 2019**

The within school differences between PPG pupils and non PPG pupils are as follows:

Each 'step' equates approximately to a term's learning so negative ½ a step means PPG pupils are approximately half a term behind their peers whereas a positive step means they are a term ahead of their peers.

**Average attainment step for each group**

Year 3	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	B1	B2	B1	B1/2	B1/2	B1/2
GAP	1		½		0	

Year 4	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	B4	B5	B3	B4/5	B4	B5
GAP	1		1 1/2		1	

Year 5	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
STEP	B6	C2	B6	C1/2	B6	C2
GAP	2		1 1/2		2	

**Attainment proportions 'Gap' in % of pupils at securely age related in July 2019**

**Year 3**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	71%	71%	57%	62%	57%	63%
GAP	0%		-5%		-6%	

**Year 4**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	65%	75%	41%	68%	59%	78%
GAP	-10%		-27%		-19%	

**Year 5**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	44%	78%	33%	65%	44%	77%
GAP	-34%		-32%		-33%	

**Progress 'Gap' July 2019****Year 3**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	-0.1	1.9	-0.3	1	0.1	1
GAP	-2		-1.3		-0.9	

**Year 4**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	0.5	0.8	-1.8	0.2	1.0	1.1
GAP	-0.3		-2		-0.1	

**Year 5**

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
%	0.7	1.2	1.3	-0.2	0.3	1.1
GAP	-0.5		+1.5		-0.8	

## Closing the gaps in attainment in Year 6 ( children that have now left the school)

Expected standard + RWM%		School 2019		National 2019			Ofsted gap School eligible group – national other
	Eligible	Other	Gap	National Other			
PPs	43% (14)	68% (47)	-25%				

Expected standard + RWM%		School 2018		National 2018			Ofsted gap School eligible group – national other
	Eligible	Other	Gap	National Other			
PPs	83% (6)	62% (50)	+ 21%	70%			+13%

Expected standard + RWM%		School 2017		Herts 2017		National 2017			Ofsted gap Herts eligible group – national other	Ofsted gap School eligible group – national other	
	Eligible	Other	Gap	Eligible	Other	Gap	Eligible	Other	Gap		
PPs	63% (16)	72% (39)	-9%	46.3%	70.2%	-23.9%	47.4%	66.5%	-19.1%	-20.2%	-3.5%
Current FSM	60% (5)	70% (50)	-10%	40.1%	67.7%	-27.6%	41.7%	64.1%	-22.4%	-24.0%	-4.1%

## Progress

Pupil Premium	2017	2018 (ASP) National	2019 (HfL)
Progress score in reading	-2.88	0.02 0.31	-1.2
Progress score in writing	-0.76	-0.97 0.24	-1.1
Progress score in maths	-2.20	-2.64 0.31	-4.3

## **Glossary of terms and acronyms**

CPD – Continued Professional Development

DH – Deputy Headteacher

ARE – Age Related Expectation

HIP – Hertfordshire Improvement Advisor

HfL – Hertfordshire for Learning

HT – Headteacher

JARV – Joint Annual Review Visit

MSL – Maths Subject Leader

PPAMs: Pupil Premium Achievement Mentors

RSL – Reading Subject leader

WSL – Writing Subject leader