

Coalway Community Infant School

Review of Pupil Premium Strategy 2018-19: END OF YEAR REVIEW

N.B. The content of this plan is written for the academic year 2018-2019 (September 2018-July 2019) although its' funding straddles two financial years (April 2018-March 2019 and April 2019-March 2020). The 2018-19 financial year funding is used to support delivery of this 2018-19 academic year Pupil Premium Plan and the 2019-20 financial year funding will be used to fund the 2019-20 academic year plan.

Part 1: Pupil Premium Strategy Statement 2018-19: Summary Information, Barriers & Desired Outcomes

1. Summary information					
School	Coalway Community Infant School				
Academic Year	2018-19	Total PP budget	£40,920	Date of most recent PP Review	September 2019
Total number of pupils	170	Number of pupils eligible for PP	funding calculated on 33 PP pupils January 2018	Date for next internal review of this strategy	March 2020

2. Current attainment				
	<i>June 2019</i>	<i>Previous year: June 2018</i>	<i>Pupils not eligible for PP (national average)</i>	
% PP pupils achieving at least the expected standard in Reading at the end of KS1	93%	79%	awaiting 2019 fig.	79% 2018
% PP pupils achieving at least the expected standard in Writing at the end of KS1	93%	86%		74%
% PP pupils achieving at least the expected standard in Maths at the end of KS1	84%	79%		80%
% PP pupils achieving the expected standard in Phonics Screening Test at the end of Y1	64%	60%		85%

3. Barriers to future attainment for pupils eligible for PP (identified at start of year)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	A significant proportion of PP children enter school with levels of development which are below age related expectations. Areas of difficulty include Listening & Attention, Speaking, Understanding, Reading, Writing, Mathematics, Personal, Social and Emotional Development (including Managing feelings and behaviour and Self-confidence) and Fine motor skills.
B.	Pupils need additional support and intervention to attain age related expectations (ARE) and accelerate rates of progress in English and Maths.
C.	Pupils need additional support and intervention to develop their phonic and decoding skills. The percentage of PP pupils achieving at least the expected Phonics standard at the end of Year 1 needs to improve.
D.	The percentages of PP pupils who attain greater depth by the end of KS1 are lower than non-PP pupils.
E.	Some pupils present with other vulnerabilities and social, emotional and mental health (SEMH) needs and require additional emotional/social support.
F.	PP children who present with additional special educational needs (SEN) require specific targeted support and intervention. There are high levels of SEND among pupils eligible for PP in some year groups (and 34% of the overall PP group).
External barriers (<i>issues which also require action outside school</i>)	
E.	A significant proportion of PP pupils do not consistently practice key learning skills outside of school (Reading, home learning, Oracy skills).
F.	Lateness and a lack of consistency in attendance are barriers to pupil progress for particular PP / vulnerable children.
G.	A significant number of PP families face challenges at home or within their family situation. Support from school staff helps with particular issues and the general pressures/stresses of family life. A number of children have experienced traumatic events in their early life.
H.	Many children have limited social experiences/opportunities outside of school or their family unit.

4. Desired outcomes identified at start of year (matched to barriers to be addressed listed above)		Success criteria
A.	PP children who enter school with levels of development which are below age related expectations need to 'catch up' and make accelerated progress in their acquisition of these skills during their Reception year and continue to maintain this throughout KS1 in order to achieve ARE by the end of KS1 (<i>particularly Listening & Attention, Speaking, Understanding, Reading, Writing, Mathematics, PSED (including Managing feelings and behaviour and Self-confidence) and Fine motor skills.</i>)	Year group tracking data demonstrates improved skills at key points; PP pupils make good rates of progress. PP Pupils increasingly meeting age related expectations in CLL, PSED, Reading, Writing, Maths at EYFS, Y1 & end of KS1.
B.	Pupils receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and attain ARE by the end of KS1 (taking into account pupils with SEND needs).	To secure greater levels of progress for each PP pupil in English & Maths; tracking data shows PP pupils make good progress. Pupils meet ARE in Reading, Writing & Maths by end of KS1. Pupils attain the Y1 Phonics test standard.
C.	Pupils receive additional support and intervention to develop their phonic and decoding skills and confidently demonstrate understanding and application of these skills. An improvement is evident in the percentage of PP pupils who achieve at least the expected Phonics standard by the end of Year 1.	Year group tracking data demonstrates improved skills at key points; PP pupils make good rates of progress. PP Pupils increasingly meet age related expectations in all year groups. An increased percentage of pupils attain the Y1 Phonics test standard.
D.	A greater proportion of PP pupils will attain greater depth in English and Maths by the end of KS1. The gap to non-PP peers will be reduced at greater depth level.	More PP pupils will attain greater depth in Reading, Writing & Maths by the end of Y2. By the end of Year 1 a proportion of PP pupils will be working within greater depth for Reading, Writing & Maths. Gap is narrowed between PP and non-PP pupils at greater depth level.

E.	<p>Pupils who present with social, emotional and mental health needs or vulnerabilities or who require additional emotional/social support will receive this. Intervention will secure accelerated progress.</p> <p>Individual pupils will receive SEMH interventions matched to their needs. Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer or provide a daily on-going support/nurture opportunity.</p>	<p>All PP pupils have a 'Key Adult' whom they talk to daily.</p> <p>Pupils will receive targeted SEMH support/intervention as appropriate.</p> <p>Accelerated personal, social and emotional development will be evident. Tracking reflects good progress.</p> <p>Improved well-being & confidence impacts positively on academic achievement; progress accelerated.</p>
F.	<p>PP children who present with additional special educational needs (SEN) will receive specific targeted support and a range of interventions matched to their needs. Intervention will secure accelerated progress.</p>	<p>SEN PP pupils will receive appropriate targeted support & intervention matched to areas of need.</p> <p>Tracking demonstrates progress within specific areas of need; progress accelerated.</p> <p>Improved confidence, PSED and academic achievement are evidenced.</p>
G.	<p>A greater proportion of PP pupils will consistently practice key learning skills outside of school (Reading, home learning).</p>	<p>Improvement will be evident in regularity of home learning; reading, homework, basic skills practice.</p> <p>PP pupils make accelerated progress in key areas of learning.</p> <p>More PP pupils achieve ARE.</p>
H.	<p>Particular PP pupils' attendance and punctuality rates will improve and be consistent.</p>	<p>Improved punctuality and attendance rates to previous academic year for specific PP pupils.</p> <p>Improved parental engagement.</p>
I.	<p>PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning.</p> <p>Pupils who have experienced traumatic events in their early life will receive additional emotional/social support/nurturing as necessary (see also E above).</p>	<p>Pupils and families will receive appropriate targeted support & intervention matched to areas of need.</p> <p>Tracking & Chronologies will demonstrate the impact of individual and family support; progress demonstrated within specific areas of need.</p> <p>Pupils and parents are supported. Family life improved. Barriers to learning/engagement reduced/overcome.</p>

<p>J.</p>	<p>Children with limited social experiences/opportunities outside of school or their family unit will be provided with this in school. Pupil's social interaction skills will be developed and promoted through daily classroom work, inclusion in social skills interventions (Zippy's Friends & PALS), inclusion in a lunchtime Club, and access to a range of experiences within school that they may not otherwise encounter within their family lives outside of school (the 'Coalway Experiences').</p>	<p>Pupils take part in a rich breadth of planned activities each year - 'the Coalway experiences'. Selected pupils will receive social interventions targeted to their needs; pupils' social skills improved. PP 'take up' of lunchtime Club is high. Annual review & Pupil voice reviews demonstrate the positive impact of improved experiences & opportunities and enhanced pupil well-being.</p>
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Part 2: Review of Pupil Premium Initiatives & Expenditure Academic year 2018-19

LEARNING INITIATIVES; improving English & Maths attainment as priorities				
Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
<p><u>Year 1/2 Precision teaching:</u> Teacher & TA intervention for targeted pupils within Year 1 & 2</p> <p>Precision teaching used to target specific gaps in learning within English and Maths. Phonics a priority.</p> <p>1:1 or 1:2 Interventions provided by Teacher/TA and focused on under-achieving pupils of all abilities in English & Maths</p>	<p>Proven success of this approach – accelerated progress evident.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support. Specific gaps in learning targeted.</p> <p>School priority focus on acquisition of English, phonics & Maths skills.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+7 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)</p>	<p>Greater levels of progress were secured for these groups overall; Our targeted interventions helped pupils make better than expected rates of progress.</p> <p>SATS & Y1 Phonics results were improved to the previous year for the PP group - 93% met age related expectation (ARE) in Reading (a 14% improvement to 2018), - 93% met ARE in Writing (a 7% improvement to 2018), - 84% met ARE in Reading (a 5% improvement to 2018) - 64% met ARE in Y1 Phonics test (a 4% improvement to 2018).</p> <p>Furthermore, the percentages of PP pupils who achieved Greater Depth levels were: 31% in Reading, 8% in Writing & 15% in Maths.</p> <p>The gap between PP and non-PP pupils closed within the school. PP children achieved better than non-PP children in</p>	<p>Phonics remains a priority area for intervention for our pupils.</p> <p>SDP work continues to focus on the development of Phonic skills using evidence based interventions and teaching approaches. Staff Phonics CPD to continue into 2019-20.</p> <p>Continue current interventions.</p>	<p>TA costs: 3hrs per week per Y1 & 2 class</p>

		<p>both Reading & Writing in 2019. In Maths a small gap of 6% remains between PP and non-PP children's attainment.</p> <p>For the Y1 Phonics test, the gap between PP & non-PP pupils within the school reduced to a 9% gap.</p>		
<p><u>EYFS Precision teaching:</u> 1:1, 1:2 or 1:3 targeted TA intervention to establish early skills and attitudes for learning (characteristics of learning) and to target specific gaps in Listening & attention, Speaking, Understanding (CLL), Reading, Writing, fine motor skills development & Number. Phonics a priority.</p> <p>Intervention to include pupils' below ARE at any assessment point in the year.</p>	<p>Focus on establishing essential key skills and attitudes at the earliest opportunity.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support.</p> <p>Specific gaps in learning targeted to reduce gap in learning on entry to school.</p> <p>Proven success of this approach & these interventions – accelerated progress evident.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+7 months) Mastery Learning (+5 months) One-to-one tuition (+5 months) Early years intervention (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months)</p>	<p>Early intervention and support has further developed vital initial building blocks of learning, including the Characteristics of learning, Literacy & Number skills and social, emotional and behavioural skills.</p> <p>PP pupils' rate of progress was accelerated by pupils' increased competence, with greater levels of progress secured for these pupils overall.</p> <p>Data analysis demonstrates good rates of progress and improved skills at key points.</p> <p>The percentages of PP pupils meeting age related expectations in targeted areas were: Listening & Attention 100% (with 38% exceeding) Speaking 100% (with 38% exceeding) Understanding 100% (with 38% exceeding) Reading 63% (with 13% exceeding) Writing 63% (with 13% exceeding) Number 75% (with 0% exceeding) Moving & Handling 100% (with 38%</p>	<p>Staff to continue to target specific gaps in this cohort's skills in 2019-20; Y1 intervention will focus on Reading, Writing & Number skills and ensuring pupils below GLD are given relevant support.</p> <p>SEN pupils will continue to receive targeted daily input and regular review.</p> <p>The new cohort entering EYFS are likely to require focus on similar priorities, as indicated by baseline information; Continue current breadth of focused interventions.</p> <p>CLL and fine motor intervention proved particularly successful –share best practice and continue.</p>	<p>3 hours TA support per week per EYFS class</p>

	Teaching assistants (+1 month)	exceeding). The percentage of PP pupils achieving a good level of development (GLD) was 63%, this being 69% for the non-PP group in this cohort. Therefore a minimal gap exists in GLD.		
Employment of TAs to deliver specific <u>1:1 and small group interventions</u> within all classes (for pupils below ARE or who are not making sufficient progress based on our assessment data and prior KS attainment). Interventions to include: Phonics, Reading, Maths boosters, Read Write Inc., 1:1 Reading, Guided Reading, Talk Boost, Speech & Language groups, Fizzy (fine & gross motor), Hands on Early, Write from the Start, Write Dance, Stile tiles. (<u>EYFS, Year 1 & Year 2</u> : Phonics interventions a priority.)	To secure greater levels of progress in English & Maths and raise attainment. School priority focus on acquisition of English & Maths skills – all levels of challenge. Proven success of this approach which is embedded in teaching and learning. The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+7 months) Reading comprehension strategies (+6 months) Collaborative learning (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)	Greater levels of progress were secured for PP pupils in English & Maths; see data above. The gap between PP and non-PP pupils was closed in Reading & Maths by the end of KS1; PP children achieved better than non-PP children in both Reading & Writing in 2019. The gap was further reduced in Maths at KS1 and in the Year 1 Phonics test. At EYFS, all PP pupils met ARE in the key areas of CLL and Moving & Handling, with a minimal gap evident in GLD between PP and non-PP pupils. Tracking data also demonstrates improved skills at key points; targeted pupils made good progress and increasingly met/closed gap towards age related expectations in English & Maths.	A target in 2019-20 is to collate further & more detailed pupil progress data for each specific intervention we teach (SENCO & SDP target). The breadth of interventions is appropriate and relevant for our pupils' needs; all are successful evidence-based interventions. Next CPD requirements include the use of Stile tiles & Guided Reading. Phonics intervention will remain a priority in all year groups.	TA 5 hours per week per class – all classes
<u>Oracy Interventions</u> Implementation of speech	Early identification of speech and language difficulties and provision of	Targeted children made accelerated progress as a result of receiving these interventions, as demonstrated by Talk	Continue interventions as detailed. Collect further & more detailed	Speech and Language Training

<p>and language interventions for groups and individuals; priority focus within EYFS to ensure early help and early intervention.</p> <p>Implementation of the Talk Boost programme for targeted pupils in Years 1 & 2.</p> <p>Year 1 & 2 to implement additional speech and language support according to pupil need.</p>	<p>strategies for support.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Oral language interventions (+5 months) Feedback (+8 months) Meta-cognition (+7 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Small group tuition (+4 months) Teaching assistants (+1 month)</p>	<p>Boost, EYFS & National Curriculum assessments. Pupils further developed their speaking & listening/oral language skills, with greater levels of progress secured in Oracy skills; Listening & attention, Speaking, Understanding, Receptive and Expressive Language.</p> <p>In EYFS ALL PP pupils achieved the ARE in each area of CLL, which was also slightly higher achievement than their non-PP peers (by 4 or 2%). Therefore, the gap was reduced between PP and non-PP pupils' Oracy skills.</p> <p>The percentages of PP pupils attaining ARE in Speaking in Y1 was 80%. This was 92% in Y2, therefore reducing the gap between PP and non-PP pupils' Oracy skills.</p> <p>Provision of the Oracy interventions detailed has helped particular pupils in Y1 & Y2 with SEN relating to speech and language, as reflected in SEN review evidence.</p> <p>Staff skills and knowledge were further developed via high quality Speech and Language training. The impact on planning, teaching and intervention has been noticeable, however further review of impact is to be undertaken 2019-20. .</p>	<p>intervention/pupil progress data</p> <p>Further assess the impact of the SALT CPD during monitoring of teaching/intervention delivery in 2019-20.</p> <p>In EYFS, Phase 1 phonics work (oracy skills based) is planned to be given a greater priority in 2019-20.</p>	<p>cost of £450 met from main budget</p> <p>Resource costs sourced from main budget</p> <p>TA costs of 2.5 hours per class per week</p>
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<p><u>Reading:</u></p> <p>Daily reading for vulnerable children</p> <p>All pupils who need to be heard read daily will receive this support in school.</p> <p><i>Also: Extension of project to encourage home reading (see Family Initiatives section below)</i></p>	<p>Proven historical success of this strategy.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+7 months) Reading comprehension strategies (+6 months) Oral language interventions (+5 months) One-to-one tuition (+5 months) Phonics (+4 months) Individualised instruction (+3 months)</p> <p>1:1 time with an adult daily is proven to also improve emotional stability.</p>	<p>Children who needed to be heard read daily received this support in school.</p> <p>PP pupils read more frequently than non-PP pupils (excluding non-PP SEND pupils). Staff also over-compensated for & targeted PP pupils who did not read regularly at home (regular review & encouragement of parental engagement was undertaken throughout the year).</p> <p>Targeted pupils made accelerated/good progress in Reading overall, with a minority of SEN PP pupils making slower progress.</p> <p>Reading data demonstrates achievement against age related expectations for PP pupils - see data included in interventions 1 and 2 above.</p>	<p>Continue this approach.</p> <p>Further review ways of engaging some PP parents in home reading. Continue 'in-school' additional support to redress this.</p>	<p>TA 10 mins/wk per PP pupil= 5.5 hrs</p>
Total cost for Learning Initiatives				<p>TA costs £37,000</p> <p>Training cost £450 & Resource costs met from main budget</p>

SOCIAL, EMOTIONAL & MENTAL HEALTH Initiatives

Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
<p>EYFS: Delivery of 'PALS' (Playing and Learning to Socialise) programme for targeted children in Reception</p> <p>Year 1 & 2: Delivery of 'Zippy's Friend's' programme for targeted children in KS1</p> <p>TA targeted intervention x1/wk for pupils below ARE and fitting baseline assessment requirements.</p>	<p>Success of previous intervention. Majority of children who attended 'Zippy's Friends' last year improved confidence and emotional resilience.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Feedback (+8 months) Meta-cognition (+7 months) Mastery Learning (+5 months) Collaborative learning (+5 months) Social and emotional learning (+4 months) Small group tuition (+4 months) Behaviour interventions (+3 months) Teaching assistants (+1 month)</p>	<p>Pupils have further developed their emotional, behavioural & social skills and understanding via these 2 successful interventions. Specific pupil impact/improvements are evident in PALS and Zippy assessment data at the end of each unit of work.</p> <p>Targeted children have secured greater levels of progress/made accelerated progress in other areas of learning as a result. Pupil confidence and self-esteem have noticeably improved.</p> <p>Pupils have increasingly met age related expectations in PSED/SEMH. The gap has therefore been reduced between targeted PP pupils and their peers.</p> <p>The school was recognised with the GHLL Mental Health Award, Summer 2019. A breadth of additional information/data is evidenced in this audit tool. Assessors commented on the strength, quality and breadth of our SEMH interventions and how well embedded practice was across the school for both pupils and staff.</p>	<p>Continue to use tailored SEMH interventions to suit the needs of our pupils.</p> <p>The SENCO intends to more closely monitor, measure & evaluate the impact of these interventions during 2019-20.</p>	<p>1 hour per class per week</p>

		<p>'Pupil voice' feedback for 2018-19 is very positive. Pupils talk enthusiastically & knowledgeably about strategies learnt, Y2 children from Zippy sessions in particular.</p>		
<p>Allocation of a key person to each PP pupil in school</p> <p>PP pupils receiving 1:1 attention and nurture from an allocated person; adults to show a special interest in them, develop a trusted relationship and a nurturing role.</p>	<p>Strong link between emotional regulation (bonding 1:1 with an adult) and cognition. (Golding 2008)</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: One-to-one tuition (+5 months) Social and emotional learning (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)</p>	<p>Via this key person approach, pupils have been able to discuss 'out of school' matters/worries immediately and therefore have been more ready to learn in class each day. All PP pupils have received dedicated 1:1 quality 'talk time'/attention/nurture.</p> <p>Improved self-esteem, self-confidence & PSED elements have been noted.</p> <p>Through 1:1 discussions, barriers to learning have been readily established, reported to CT/SLT and overcome. Staff have been able to swiftly respond to & provide additional support/referral.</p> <p>Skilled adults have offered an additional nurturing role for PP pupils. A close 'watching eye' has been kept over all PP pupils. PP pupils are very well known to particular adults; early identification of</p>	<p>Continue.</p> <p>Refresh this approach with a short CPD session in 2019-20. Explore & share ways to extend the key person role e.g. key questions CPD.</p> <p>Consider introducing a key person evaluation/progress form for baseline & end of year to assess impact in further detail.</p>	<p>20 mins TA cost per PP pupil per week</p>

		difficulties and early intervention has been enabled via this approach.		
<u>All year groups:</u> Each year group's 'Coalway experiences' will be incorporated into curriculum planning across the academic year. Pupils will experience a breadth of new, stimulating activities	Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement. A stimulating, experiential curriculum inspires children and provides context to learning/understanding. Barriers to learning reduced/overcome.	PP pupils have experienced a breadth of rich, planned activities that they would not otherwise encounter outside of school. PSED & academic progress, knowledge and understanding have been enhanced. PP pupils are steadily being enabled to achieve in-line with/narrow the achievement gap with non-PP pupils by the end of EYFS & KS1.	Continue. PP pupils need to experience a more experiential curriculum than their peers – staff to plan to link additional 'follow-up' activities for particular PP/SEN children.	-
All PP pupils to be offered a free Lunchtime Club and Wake & Shake. Year 2 pupils to be offered an additional range of After School Clubs.	The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Social and emotional learning (+4 months) Sports participation (+2 months) Chosen to further promote our commitment to healthy lifestyle which in turns enables pupils to make healthy choices and relationships.	Attendance at Lunchtime Clubs is very good. Clubs have enabled PP pupils to have a greater variety and breadth of social experiences and opportunities to develop their social interaction skills with their peers. Pupil enjoyment and engagement is high, positive and noticeable. Self-esteem & self-confidence have been promoted.	Continue. Continue to target specific pupils for Wake & Shake and after school Clubs where a minority of PP families have declined the offer.	-
Total cost for Social, Emotional and Mental Health Initiatives				£0 (included in TA costs Section 1)

FAMILY Initiatives

Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
<p>To provide parents with access to <u>early intervention and support</u>.</p> <p>Family Support Worker/school staff to offer support as required/needed, particularly to vulnerable pupils and their families. Interventions to include parenting/family support, mental health, social, emotional, behavioural, learning support, attendance, referral to external agencies</p> <p>Provision of more intensive programmes of support for families in crisis or supported by Child in Need/Multi-Agency/Child Protection plans.</p>	<p>Improved emotional development and stability linked to cognition.</p> <p>Parental engagement (+3 months) is identified as an effective strategy within the EEF toolkit.</p> <p>The most promising opportunity for student achievement occurs when families, schools and community organisations work together.</p>	<p>Parents were provided with and given access to early intervention and support from the FSW and/or school staff.</p> <p>Parents have had access to interventions/advice to support their children's learning at school/emotional development/development of parenting skills. Parent/family involvement has had a significant, positive impact on pupil outcomes, as evidenced by FSW records.</p> <p>Barriers to learning have been reduced or overcome.</p> <p>Parental and pupil feedback has been overwhelmingly positive. Pupils and parents have felt supported.</p> <p>External agencies have become involved where necessary, meeting individual needs.</p>	<p>Continue the 50/50 pupil/parent balance of support</p> <p>Next steps: information sessions to be timetabled throughout the academic year for the whole parent group (once per term)</p> <p>One particular year group to receive additional tailored interventions from the FSW during 2019-20, targeting self-esteem, resilience & friendships.</p> <p>Continue & extend the 'Lego Build' sessions, which proved successful with Y2s this year. Consider introducing a Lego Mood Monsters group intervention for YR & Y1?</p>	<p>FSW costs – proportion of salary (majority sourced from main budget. Included in Section 1 costs above)</p>
<p><u>Attendance</u></p> <p>Particular PP pupils' attendance and punctuality rates will improve and be</p>	<p>Improved attainment is promoted by good attendance.</p> <p>EEF toolkit link- Parental engagement</p>	<p>Individual pupils' attendance rates improved overall. The majority of children identified at the start of the year with attendance rates of below 90% improved their rate to over 90% - 70% of</p>	<p>Continue the strategies detailed as these are proving successful with the majority of parents.</p> <p>Continue to engage with families of</p>	<p>3hrs/wk Admin staff plus 18hrs SLT non-contact/year</p>

<p>consistent.</p> <p>Daily attendance monitoring/ support.</p> <p>Dedicated Administrator & SLT monitoring time.</p> <p>Importance of regular attendance/punctuality promoted to parents.</p> <p>Provision of support/advice via Administrators, SLT, FSW; liaison with families promoted.</p> <p>Improvements recognised & rewarded.</p>	<p>(+3 months)</p>	<p>this group of children. 3 children have been identified with continuing low attendance - persistent absence. All are Reception pupils. Continue to engage with these families and monitor attendance closely 2019-20.</p> <p>80% of the whole PP group achieved attendance of over 90% for the 2018-19 academic year. 46% (almost half of the whole group) attained over 95% attendance, an excellent outcome.</p> <p>Punctuality rates improved for targeted children.</p> <p>Engagement and liaison with parents was ongoing and improved overall (for targeted children).</p> <p>Clear evidence of parents recognising the importance of punctuality and regular attendance. Barriers to learning were therefore overcome or reduced for the majority of the target group. Opportunities for improved attainment were enhanced.</p>	<p>persistent absentees (3x YR pupils) and monitor their attendance closely 2019-20.</p>	<p>– all costed from main budget</p>
<p><u>Home learning:</u></p> <p>Continuation and extension of 'READ' project to encourage home reading</p>	<p>Proven success of this approach. When schools and families work together, opportunities for progress are maximised.</p> <p>Parental engagement (+3 months) is identified as an effective strategy</p>	<p>A significant proportion of PP parents have engaged in reading & home learning with their children. Frequency of Reading & home learning has been regularly reviewed, with staff having trialled different methods to engage</p>	<p>Continue the READ initiative but change the challenge sheets 2019-20.</p> <p>Tailor the reading bookmarks to specific families to ensure that the bookmark is achievable for all – launch new info</p>	<p>TA costs included in Section 1.</p>

Continuation of home learning tasks.	within the EEF toolkit.	<p>persistent non-home readers/learners. Improvements have been noted overall, with only a minority of families demonstrating little improvement. Staff have re-dressed this by undertaking additional Reading with these pupils within school, to ensure all complete a READ bookmark and receive an incentive to develop their enjoyment of reading.</p> <p>Pupils have received badges, certificates & rewards for completion of home reading and home learning tasks; pupil self-confidence and skills have been boosted.</p> <p>Targeted pupils have made accelerated progress in Reading.</p> <p>Pupils have been given the opportunity to practice skills & learning taught in school at home.</p>	<p>October 2019.</p> <p>Develop further Reading information for parents & target particular PP parents.</p> <p>Home learning: ensure certificates are given to parents to recognise & encourage their on-going support x3/yr. Also send home 'thank you for supporting your child's love of Reading' certificates linked to READ bookmarks.</p>	
Total cost for Family Initiatives				<p>£0</p> <p>Majority of costs met from main budget</p> <p>TA/FSW costs included in Section 1 total</p>

CPD Initiatives				
Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
<p>Staff to receive specific CPD to extend their understanding of the following aspects and their ability to support pupils' development with regard to these areas of learning.</p> <ul style="list-style-type: none"> Phonics Speech and language development; expressive and receptive language, speech sounds. The precision teaching approach & techniques Dyslexia friendly strategies & approaches Fine motor skills development YR & Y1 Reading approaches/comprehension 	<p>Teaching and learning strengthened through development of staff expertise.</p> <p>Improved emotional development and stability linked to cognition.</p> <p>Link to EEF toolkit suggested effective approaches: Meta-cognition (+7 months) Mastery learning (+5 months) Reading comprehension strategies (+6 months) Learning styles (+2 months) Phonics (+4 months) Oral language interventions (+5 months) Early Years Intervention (+5 months) One to one tuition (+5 months) Small group tuition (+4 months) Digital technology (+4 months) Individualised instruction (+3 months) Social and emotional learning (+4 months)</p>	<p>Staff knowledge and expertise have been further developed.</p> <p>Support strategies have improved for pupils with particular/specific needs.</p> <p>Pupil outcomes/attainment have improved – see intervention data detailed above.</p> <p>The emotional and mental health of pupils has improved: pupil skills have been strengthened (see relevant interventions above).</p> <p>For children with low emotional resilience or with attachment difficulties, these barriers to learning have been reduced / overcome.</p> <p>The quality of phonics, language teaching & provision has improved (see also intervention sections detailed above).</p>	<p>Continue provision of whole staff CPD to further support pupil's learning & enhance staff skills. Next areas of focus to include:</p> <ul style="list-style-type: none"> Further Phonics CPD CPD from the DfE Mangotsfield English Hub has been secured for 2019-20 Precision teaching approach & techniques was not covered 2018-19; carry over to 2019-20 CPD on use of STILE equipment Key person extension/review Greater Depth Maths, reasoning & problem solving Lego Mood Monsters (FSW) Further fine motor skills training IT training to be on-going throughout 2019-20. 	<p>Speech & Language training cost of £450 met from main budget</p> <p>Majority of CPD 'in-house': no additional costs</p>

<ul style="list-style-type: none"> • Use of iPads/IT in interventions • PALS 				
			Total cost for CPD Initiatives	
				£0 CPD costs met from main budget.

EDUCATIONAL RESOURCE Initiatives				
Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
<p>To purchase specific additional resources to support interventions & the needs of all disadvantaged pupils within school:</p> <ul style="list-style-type: none"> -‘Nessy’ subscriptions for targeted Y2 pupils and iPads to support delivery of this programme. -Additional iPads for all classes to enable extension of intervention work -Evaluation and purchase of additional software -‘Generic’ updating of our resources -Additional speech and language resources as 	<p>Quality resources and strategies impact significantly on children’s progress (EEF). In Literacy, IT, Phonics, Speech and Language & Reading comprehension concrete resources are widely and successfully used to develop children’s understanding of essential basic skills. A vibrant curriculum supported by engaging resources both inspires children and provides context to learning. Nessy, iPads, Software: EEF notes the positive impact of using digital technologies to support learning with younger pupils (+4 months progress). SEMH, PALS: EEF notes the positive</p>	<p>All additional resources detailed were purchased except Guided Reading and put to use in the year groups specified.</p> <p>Use of new resources (especially IT & phonics) impacted positively on pupils’ acquisition of skills.</p> <p>Rates of progress were accelerated (see data above).</p> <p>Pupils’ engagement in learning was promoted by providing a range of quality, motivating resources. Pupils were engaged and inspired in their learning.</p>	<p>Continue to update existing resources with high quality, motivating resources.</p> <p>2019-20 priorities:</p> <ul style="list-style-type: none"> • Phonics Hub funding for decodable Reading books & phonics resources • iPad software to continue to be reviewed/updated • ‘Nessy’ subscriptions to be purchased for targeted Y2 pupils • Generic updating of classroom resources to continue • Further STILE materials to be purchased • Lego to be purchased for ‘Lego Build’ groups & if Lego Mood Monsters groups are established. 	<p>Nessy subscriptions £234 met from main budget.</p> <p>iPads £2,728</p> <p>Software met from main budget.</p> <p>Phonics resources</p>

<p>required following SAL CPD -Additional Phonics resources -Additional Reading Comprehension resources for Years 1&2 -Additional resources to support SEMH development & the PALS intervention</p>	<p>impact of social and emotional learning (+4 months progress).</p>			<p>£555</p> <p>General resources met from main budget incl. 'Cracking Comprehension'.</p> <p>Speech, comprehension & SEMH resources met from main budget</p>
<p><u>Coalway Experiences</u> associated costs</p> <p>School to subsidise costs of 'Coalway Experiences' for PP and non-PP pupils (transport, entrance costs, cost of visitors to school, resources, etc.)</p>	<p>Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement.</p> <p>A stimulating, experiential curriculum inspires children and provides context to learning/understanding.</p>	<p>PP pupils' 'Coalway Experience' costs have been subsidised via fund raising & School Fund.</p> <p>Pupils have been able to experience a breadth of new key experiences once again this academic year. Parents have been free of monetary stress.</p>	<p>Continue</p>	<p>All costs to be subsidised via fundraising/School Fund.</p>
<p>Total cost for Educational Resource Initiatives</p>				<p>£3,283</p>

OTHER Initiatives

Chosen action/approach	Rationale for Choice	Impact Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach) ref. impact/implementation	Cost
Provision of milk to all PP pupils via the 'Cool Milk at School' scheme. All children in receipt of PP to be offered milk at no cost.	Meeting children's basic needs (Maslow 1954) will help to support their learning, behaviour and emotional development.	All success criteria met: Our PP children's balanced diet has been supported by the provision of milk. Children have been more ready to learn, having been able to start the day with a nutritious snack.	Continue 2019-20. Administrators to review provision in line with FSM info.	Provision costs April 2018 - March 2019 £512
Total cost for 'Other' Initiatives				£512
TOTAL PP SPEND 2018-19:				£40, 795
TOTAL OVERALL COST				
(*N.B. Additional funding for resources, Nesy subscriptions, CPD and 'Pupil Premium Champions'/SLT monitoring sourced from main budget)				