

Pupil premium strategy statement for Bengeworth CE Academy

1. Summary information					
School	Bengeworth CE Academy, King's Road, Evesham, Worcestershire. WR11 3EU				
Academic Year	17-18	Total PP budget	£77,140	Date of most recent PP Review	Sep 17
Total number of pupils	495	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 18

2. Current attainment from 2016-2017 data			
ARE/ARE+ for PPG (% of children at ARE+)	<i>Pupils eligible for PPG at Bengeworth</i>	<i>Non PPG pupils at Bengeworth</i>	<i>National data (2016 data)</i>
% achieving (Good Level of Development) GLD in Reception (7 pupils)	86%	85%	69.3% all pupils (no data for national PPG GLD) 70% Worcs LA all children
% achieving expected standard in Year 1 Phonics check (16 pupils eligible for the check)	79%	86%	81% all pupils 69% FSM pupils 83% non PPG pupils
% achieving ARE in Reading at the end of Key Stage 1 (15 pupils)	87% (of those, 46% of PPG pupils working at ARE+/Greater Depth)	88% (30% of non PPG pupils working at ARE+/Greater Depth)	76% all pupils 61% FSM pupils 78% non FSM pupils
% achieving ARE in Writing at the end of Key Stage 1 (15 pupils)	87% (of those, 46% of PPG pupils working at ARE+/Greater Depth)	87% (25% of non PPG pupils working at ARE+/Greater Depth)	68% all pupils 52% FSM pupils 71% non FSM pupils
% achieving ARE in Mathematics at the end of Key Stage 1 (15 pupils)	87% (of those, 38% of PPG pupils working at ARE+/Greater Depth)	91% (32% of non PPG pupils working at ARE+/Greater Depth)	75% all pupils 60% FSM pupils 78% non FSM pupils
% of Y2 achieving expected standard of Phonics re-take	100%	100%	90% all pupils

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low self esteem and confidence of the majority of PPG pupils in lessons lead to a lack of risk-taking and perseverance in all areas of school life.
B.	Oral and written language skills (including a growing proportion of EAL/PPG pupils) are lower in PPG children across the school. This prevents high achievement in Speaking and Listening, Writing, Phonological awareness and some areas of Reading, as well as having an impact on self-esteem and confidence.
C.	Baseline levels for many areas of development, particularly in the prime areas, are below age-related expectations in Reception, with Communication and Language and Speech being significant barriers for a large proportion of PPG pupils (100% of PPG pupils working in 30-50 months on entry September 2017)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PPG attendance, although improving, is below that of non-PPG pupils in the school (PPG - 94.84% compared to non PPG pupils - 96.6% and whole school – 96.4%) This reduces their school hours and historically been a barrier to children’s progress.
E.	Parental engagement with school of PPG pupils is generally low, with a need to improve understanding of how to support children; parental attitude to school is often influenced by their own negative experiences of school.
F.	Many pupils do not have access to additional opportunities which are needed to provide a rounded education and the characteristics which lead to successful employment in the future.

4. Desired outcomes (<i>Desired outcomes and how</i>)		Success criteria
A.	Increased self esteem and confidence demonstrated in lessons/participation in extra curricular activities.	<ul style="list-style-type: none"> Increased % of PPG pupils achieving ARE/ARE+ in Reading (from 78% to 80%), Writing (from 75% to 78%) and Maths (from 75% to 80%). Increased participation in extra curricular clubs over the year (from 89% to above 90%) Increased meta-cognition to recognise strengths and personal attributes.
B.	Improved oral and written language skills from Reception to Year 5.	<ul style="list-style-type: none"> Greater % of PPG pupils achieve ARE/ARE+ at the end of each year as above. Greater % of PPG pupils passing Phonics check in Year 1 (from 79% to above 82%) Gap between PPG/non PPG pupils further reduced. Pupil engagement in speaking and listening opportunities increased – eg poetry festival,
C.	Accelerated rates of progress for Reception pupils in all areas, but particularly Prime areas, in order to meet ARE/ARE+ at the end of year as documented through EYFSP and GLD.	<ul style="list-style-type: none"> Greater % of PPG pupils achieve ARE/ARE+ at the end of the year. Gap between PPG/non PPG pupils further reduced. Reception pupils ready for Year 1 curriculum so that rates of progress and attainment continue.
D.	Improved attendance rates for PPG pupils which are in line with attendance rates for non PPG pupil (with target of at least 95%)	<ul style="list-style-type: none"> Attendance figures for PPG pupils increase from 94.84% to above 95% in line with whole school at the end of the 2017-20178 academic year. Persistent absenteeism for PPG pupils will reduce.
E.	Increased parental support and engagement in all aspects of school life, including support of homework, attendance at Parent workshops/Walk in Wednesdays/Parent Consultation evenings/shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> Increased voluntary attendance of parents of PPG eligible pupils at Walk in Wednesdays, school workshops, information evenings, parents' evenings, classroom based activities. Increased Parental Support of homework activities and learning in school.
F.	Increased opportunities for PPG pupils to access non-curricular activities in order to broaden knowledge and understanding of the world and to develop skills for life.	<ul style="list-style-type: none"> Greater % of PPG pupils attending extra curricular clubs (Curriculum+) as above Opportunities provided for pupils to experience a range of experiences, e.g French trip for Year 5, with a clear understanding shown by participating pupils of how such opportunities support future learning, aspirations and adult life.

5. Planned expenditure					
Academic year		2017 - 2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased progress and attainment for pupils across the school.	Implementation and review of feedback and marking policy. Focus on curriculum and 'Mastery'.	EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months).	PPG books marked first Teachers to give PPG pupils verbal feedback at least once daily. INSET focused on curriculum, feedback and Mastery to challenge pupils with Andy Meller – Chris Quigley. Analysis of policy into practice.	KS	Ongoing as part of Monitoring, Evaluation and Training schedule.
Increased meta-cognition to better understand learning styles and 'learning to learn'.	Use of 'Packtypes' for children using bespoke program and 'Talkabout' programme.	EEF toolkit demonstrates that increased meta-cognition has consistently high levels of impact.	Children in Key Stage 2 will demonstrate their understanding of their learning styles through the use of the Packtypes language and reflect on their learning styles. Increased resilience when faced with more challenging tasks.	DC KS EM	July 2018
Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)	Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for PPG pupils as required.	Many children at school have limited opportunities to experience extra-curricular activities, including sporting activities, to broaden life experiences and develop personal interests. Previous school approaches to clubs have limited the number of children able to attend.	Attendance at clubs will be monitored by office staff and PPG Lead to ensure that all those wishing to attend have an opportunity to do so. Parental consultation will inform further development.	HP VL KS	Half termly at end of each club cycle

<p>Continuous improvement of the quality of learning and teaching through Quality Assurance Reviews and CPD opportunities (Challenge Partners)</p>	<p>Engagement with all areas of Challenge Partners</p>	<p>Through a system of a knowledge sharing community, the school is able to collaborate with other schools who are focused on school improvement through a partnership approach and upwards convergence. The school seeks to continually improve practice in order to raise outcomes for pupils. Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that “successful schools spread good practice through working with neighbouring schools and well as continuing to learn from and contribute to national networks.”</p>	<p>The school will work with other schools in the Challenge Partners local Hub to discuss PPG provision, identifying and sharing areas of good practice and collaboratively working to improve provision. This will be reported to Headteachers of Hub schools at half termly meetings. Release of staff to support this will be facilitated and funded. Pupil Parliament pupils from the 3 Hub school will conduct learning walks in all 3 schools to identify the best ways children learn in order to feed into school development and evaluation.</p>	<p>KS DC</p>	<p>At the end of 2017-2018 but reviewed half termly at Bengeworth Challenge Partners Hub meetings.</p>
<p>Ensure the school’s curriculum marking strategies are consistent and effective to improve outcomes for all pupils.</p>	<p>Review the school’s curriculum to include better understanding of Mastery. Ensure clear marking policy gives constructive feedback with maximum impact on all pupils.</p>	<p>The school recognises that the curriculum must meet the needs of the learners and that all children need to make sense of their learning through purposeful, real life experiences. The EEF cites effective marking and feedback as high impact for low cost (+8 months).</p>	<p>Quality in-house CPD to identify areas where marking has most impact on pupils’ progress and outcomes and is therefore most effective. Monitor marking policy, regularly reviewed, which promotes purposeful and timely feedback, including peer-to-peer feedback. INSET to share with staff. Focus on marking policy into practice across the Challenge Partners’ hub to inform development.</p>	<p>HP KS</p>	<p>Half termly at curriculum staff meetings. At CP hub meetings half termly.</p>

<p>Increased parental support and engagement to support learning.</p>	<p>Use of Mathletics, Phonics Hero, Education City and Rapid Read online for homework activities. Funded homework club for PPG pupils to facilitate provision for completion of homework. Provision of parental workshops to support parental understanding.</p>	<p>Subject leaders in the school have researched these software packages and have trialled them with specific year groups. Pupils have responded positively and enjoy using them independently. They can be accessed at home and require no parental involvement, which can often be a barrier to learning for PPG pupils completing homework.</p>	<p>INSET during the year 2017 – 2018 targeted to develop interventions with staff. Parents will be offered support to support their children with the programs, but children will also be supported with their use to enable them to work independently. Workshops will target identified parents. Review to take place as part of Subject Leader release time according to the MET schedule. Homework club will support PPG pupils who receive little parental support.</p>	<p>RSQ MHP SON GS HP KS</p>	<p>Half termly as part of MET schedule – subject leader release time. Impact measured July 2018.</p>
<p>Improved oral and written language skills from Reception to Year 5.</p>	<p>Targeted interventions to improve S and L skills: Word Aware, Communication TAs, external SALT interventions weekly Talk About, Language Link, Black Sheep Narrative, Listening Project, Star Words, Phonics workshop for Reception, Come and Read sessions, 'Communication Corners' in Reception classes, Role play areas Reception to Y3.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that more successful schools “look to identify need at every opportunity” and this is done through a baseline assessment on entry. Screening of all pupils when they start in Reception by highly qualified TAs ensures that baseline data can be responded to and any interventions can be put in place early.</p>	<p>Highly skilled TAs are trained to a high level in order to be able to deliver the interventions and will continue to receive CPD throughout the year. The TAs are timetabled to plan and deliver these interventions and do not have class responsibilities. Intervention time is protected and monitored closely by the Inclusion Leader. Detailed records of progress kept against baseline judgments for interventions.</p>	<p>RSQ KS</p>	<p>Half termly as part of IPP reviews and as part of PPG monitoring/Pupil Progress meetings. Overall impact reviewed July 2018.</p>

Improve the rate of progress for pupils in Reception.	Skilled teachers and teaching assistants (CSPs) deployed to work with small focus groups of pupils. Additional EAL TA to support those with EAL. Additional S&L/ Communication TA to support Speech and Language development.	We wish to ensure that our pupils have a greater number of opportunities to work with skilled and trained TAs (CSPs) on specific areas of need in order to close gaps. Where properly trained through CPD, the use of TAs (CSPs) to deliver focused, measured and evaluated interventions has proven to be effective in raising achievement and increasing progress.	Rigorous 2 day recruitment process to ensure that highest quality staff are employed. Performance Management targets to include focus on progress and attainment of PPG pupils. Ongoing CPD for all Early Years staff, including for NQT. New software for evidence collection/observations, with focused staff training and ICT resources to support. Pupil progress meetings with specific focus on PPG pupils. Learning Walks and lesson observations termly with focus on TA deployment and effectiveness of interventions.	DC KS SON	Termly from September 2017.
Total budgeted cost					£30,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improved meta-cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths.</p>	<p>Introduction of Pupil Conferencing for identified PPG pupils who are at risk of, or identified as, underachieving.</p>	<p>We aim to help our PPG pupils to think about their learning, motivation and to take responsibility for their own learning. This can only be done if they are more self-aware and believe in their own abilities as learners and can identify their barriers.</p> <p>Target group of PPG pupils who are identified as underachieving (not SEND initially) will have 1:1 meetings with PPG lead to discuss barriers, progress and ways in which provision in school can be improved.</p> <p>(EEF – meta-cognition and self-regulation shows high impact for low cost – potentially +8 months, Ofsted’s Pupil Premium update 2014 suggests that successful schools offer support to improve confidence and resilience.)</p>	<p>Record pupil conferencing meeting in detail, developing pro forma which can be used to identify barriers to learning and ways in which pupils feel that school/home can further support learning, as well as aspirations for the future.</p> <p>Outcomes of PPG pupil conferencing shared through the school’s PPG document so that all staff are aware.</p> <p>PPG is standing item at SLT weekly meetings.</p>	<p>KS</p>	<p>Termly reviews from September 2017</p>
<p>Improved self esteem and readiness to learn.</p>	<p>Before-school nurture groups for PPG pupils identified.</p>	<p>Many pupils come to school having had little support from home or unsettling experiences before school starts. Nurture groups allow staff to ensure that the pupils have eaten breakfast and that they are ready for the school day ahead, have the correct items needed for learning and that any issues have been addressed before the pupil joins the class. This facilitates a calm and purposeful start to the school day.</p> <p>(EEF suggests that there is some impact – potentially 2+ months).</p>	<p>Nurture groups will be monitored as part of the Monitoring, Evaluation and Training schedule (MET), the work of the Phase Leaders and the feedback from parents.</p> <p>Nurture groups will be clearly timetabled and given high status – time to be allocated and funded through PPG funding.</p> <p>Parents will be highly engaged and will remain fully informed about their child’s progress.</p>	<p>RSQ</p>	<p>Half termly from September 2017</p>

Improved self esteem and readiness to learn	Breakfast club and after school club (Shine) places offered to identified families.	As above – unsettled family life has historically been shown to have a negative impact on pupils’ readiness to learn. Funding Breakfast Club and After School Club places will enable pupils to have a purposeful start to the school day and opportunities to have a more structured, purposeful after-school experience.	All PPG pupils will monitored closely and places offered when a need is identified. Impact will be monitored by class teachers, as well as Breakfast Club/Shine staff.	KS DC	At the end of every half termly place offered
Wider life experiences and opportunities for PPG pupils	Funding of extras – trips, music, wider experiences, including PGL residential trip to France/London.	The school recognises that PPG pupils may have narrower life experiences than other children. Although this has been seen to have less impact than other strategies, all children should be offered, and be able to enjoy, cultural opportunities which will broaden their life experiences. Funding for these experiences must not be a barrier for our PPG pupils.	Use INSET to ensure that all staff understand that the gap is more than academic and to deliver training. SLT will oversee the support offered to parents of PPG pupils and will analyse impact. Pupils will analyse their learning in order to recognise the benefits of their experience in France, which will be communicated to Governors in able to demonstrate value for money.	KS	Impact reviewed termly.
Improved self esteem and readiness to learn	Specific Interventions to target individual needs/gaps for PPG pupils including ‘Packtypes’	Staff are encouraged to view each PPG pupil as an individual, and as such, constantly strive to identify the gaps in learning which are barriers for individual pupils. The use of successful interventions will support these pupils and address gaps.	Progress of PPG pupils will be closely monitored as part of rigorous assessment and tracking, with impact RAG rated and discussed at Pupil Progress meetings. Action plans monitored and reviewed by SLT.	KS RSQ	Half termly in conjunction with SEND /Intervention reviews
Total budgeted cost					£40,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increased attendance rate for those eligible for the PPG grant.</p>	<p>Part time EWO to work alongside members of SLT to follow up absences and low attendance rates. First day calling and text message service. End of year parent interviews for persistent absenteeism.</p>	<p>Children are only able to learn if they are at school and do not miss chunks of learning. NfER briefing for school leaders identifies addressing attendance as a key step. Ofsted's 2014 Pupil Premium update suggests that the most successful schools ensure that they provide support to improve pupils' attendance.</p>	<p>Attendance of PPG pupils will be discussed weekly with the EWO, with follow up letters and home-visits conducted as necessary. Attendance of PPG pupils as a whole will be monitored half termly and reported to Governors. Attendance will be discussed with SLT half termly.</p>	<p>KS</p>	<p>Half termly to establish impact of EWO and to ensure that attendance rates are rising as a result of EWO intervention.</p>
<p>Increased and more consistent parent support and engagement with all areas of school life.</p>	<p>Groupcall, Walk in Wednesday sessions monthly, Packtypes for parents as part of the CtG program, Curriculum evenings, Phonics workshops, Facebook page and Twitter feed</p>	<p>Parental engagement for PPG pupils at Bengeworth is generally low, with a poor attendance at curriculum evenings, Walk in Wednesdays and workshops. Parents need to fully engage in their children's learning in order to be able to support them.</p>	<p>Parental engagement will continue to be a focus for 2017-2018 with regular reviews, including questionnaires, of how to improve this. Parental engagement will be monitored for the target group, with a parental contract signed to ensure engagement. INSET guidance and expectation shared with staff re engaging parents. Expectation of parental engagement shared at Reception Induction meetings.</p>	<p>KS DC</p>	<p>Half termly</p>
<p>Increased parent engagement with the school through parental support and child sense of belonging</p>	<p>Provision of pupil's first school uniform for identified PPG pupils in Reception.</p>	<p>Due to the UIFSM grant, the school has identified that parents of eligible pupils who are entitled to the PPG grant are not always identified, meaning that provision for these pupils is not always available. The school purchases software which helps early identification of PPG eligibility, and aims to support parents of low income by providing eligible pupils with their first school uniform, the cost of which can be a barrier for some parents on low incomes.</p>	<p>PPG pupils will have the correct uniform and will have less likelihood of being seen as 'different'. SLT monitor the uptake of the use of vouchers from the school uniform supplier. All Reception parents will be informed of the scheme at the induction meeting in June/July, with the PPG grant explained.</p>	<p>KS DC CO</p>	<p>November 2017 and June/July 2018.</p>

Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.	CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Revised Pupil Progress Meeting format and discussion and action plans to address individual needs.	Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage”, which can be achieved more successfully by a greater whole school awareness & understanding. The school aims to promote a “Whole-school ethos of attainment for all” (Supporting the attainment ... Nov 15)	Half termly analysis of all data, including PPG pupils in Reading, Writing and Mathematics to analyse progress and to plan for interventions to meet the needs of the pupils. Pupil Progress meetings half termly to discuss progress, with PPG pupils clearly identified on action plans for each year group.	KS	Reviewed half termly.
Total budgeted cost					£7,140

6. Review of expenditure				
Previous Academic Year	2016 – 2017 – Grant received £85,800			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Increased opportunities for all children to attend a wider range of clubs to broaden extra-curricular experiences. (Curriculum Plus)	Review of the allocation of clubs and external clubs engaged to provide further opportunities.	% of PPG pupils attending extra curricular clubs during 2016-2017 increased to 89% compared to 74% who attended extra curricular clubs in 2015-2016. Many PPG pupils attended more than one extra curricular club.	PPG pupils will continue to remain high priority when allocating clubs during 2017-2018. Pupils who did not attend a club will be highlighted on the PPG booklet shared with staff and will be given highest priority during allocations of places.	Approximate cost - £200

<p>Continuous improvement of the quality of learning and teaching through Quality Assurance Reviews and CPD opportunities (Challenge Partners)</p>	<p>Engagement with all areas of Challenge Partners</p>	<p>Challenge Partners' QAR review Jan 2017 validated the school's judgments about the progress of PPG pupils and the 'estimation' of the school's provision was deemed to be Outstanding.</p> <p>The gap between the achievement of PPG pupils and non continues to close (see data above) and areas in which the school can improve the quality of PPG provision for pupils planned for as a result of feedback from the review.</p>	<p>The school will continue to be part of the Challenge Partners' network of excellence in order to be proactive in a school-led review system.</p> <p>Every opportunity to share good practice and successful strategies to raise the attainment of PP pupils discussed at Hub meetings and put into practice.</p> <p>Members of the SLT will access opportunities to learn from other schools nationally within Challenge Partners through Leadership Development Days and through release to take part in Quality Assurance Reviews in other Challenge Partner Schools.</p>	<p>£3,704.40 plus supply costs for release of staff to attend QAR reviews and training.</p>
<p>Review the school's curriculum marking strategies to improve outcomes for all pupils.</p>	<p>Review the school's curriculum Establish clear marking policy to ensure constructive feedback has maximum impact</p>	<p>Policy reviewed and shared with staff. Monitoring activities show greater consistency when work is marked, with pupil's feedback and responses demonstrating increased resilience and independence, including recognition of editing own work.</p>	<p>Continue to monitor feedback and marking policy to ensure policy is reflected in practice at all levels and has intended impact.</p> <p>Continue to develop curriculum, with main focus for 2017-2018 on mastery.</p>	<p>Printing costs approx. £50</p>
<p>Improved oral and written skills for children from Reception to Year 5.</p>	<p>Introduction of 'Rapid Read' and 'Mathletics' online programs and review of how these can be used for homework activities.</p>	<p>Software introduced with workshops held for parents. Support given and use of programs monitored by staff, with those not accessing given time in school to use iPads and computers to access learning.</p> <p>INSET held to enable staff to support.</p> <p>Greater engagement seen with homework set through subject leader monitoring and awards given in assemblies.</p>	<p>Software subscription to continue during 2017-2018, to also include Phonics Hero and Education City.</p> <p>Homework club to continue to provide PPG pupils with an opportunity to complete homework tasks with the support of a qualified teacher/TA.</p>	<p>Mathletics £2,570.40 Rapid Read - £360 plus training costs of 2x 2 hours.</p>

<p>Improved oral and written language skills from Reception to Year 5.</p>	<p>Targeted interventions to improve S and L skills: Word Aware program, Use of Communication TAs for interventions, external SALT interventions weekly Talk About, program, Language Link, Phonics workshop for Reception, Come and Read sessions.</p>	<p>Interventions for all pupils, but particularly PPG pupils, tracked through the year with accelerated progress monitored and recorded.</p> <p>Language Link intervention for targeted Reception and Year 1 PPG pupils demonstrated 100% of PPG pupils made significant progress from starting points and all were discharged from SALT intervention.</p> <p>The gap between PPG pupils and non, as well as the % of pupils achieving ARE/ARE+, increased in all year groups as identified by rigorous tracking and internal data in Reading, Writing and Maths.</p>	<p>Interventions to continue for identified PPG pupils during 2017-2018.</p> <p>Further Communication TAs to be trained in order to deliver high quality interventions, particularly in Reception and Year 1 in response to low baseline assessments in Communication, Speech and Language.</p>	<p>Group support £8.39 for Scale 2 + approx. 20% for 4x TAs for year.</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Improved meta-cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths.</p>	<p>Challenge the Gap programme (through Challenge Partners)</p> <p>Bespoke Packtypes programme followed, monitored and developed with target cohort of 15 Y3 and Y4 pupils – self awareness strategies.</p>	<p>Bespoke Packtypes programme created and implemented with all children demonstrating increased self awareness and meta-cognition as recorded through baseline assessments and end of programme assessments.</p> <p>Pupils tracked rigorously for progress, attainment, learning behaviour, self confidence and contribution to life, with improvements seen in all areas by class teachers.</p> <p>Case studies from CtG project demonstrates greater self esteem with increased rates of progress and attainment seen in end of year data:</p> <p><u>% of target group achieving ARE/ARE+ at end of year from the beginning:</u></p> <p>Reading – from 64% to 79%</p> <p>Writing – from 64% to 86%</p> <p>Maths – from 64% to 71%</p>	<p>Initially a one year project, school will continue to use the programme created and trialled with identified pupils across the school as an intervention.</p> <p>Continue bespoke Packtypes programme as an intervention to target pupils identified as needing to further develop meta-cognition and learning styles/raise self esteem following review and modification.</p> <p>The school has decided not to be part of the Challenge the Gap programme this academic year as SLT feel that the programme could not offer further development for PPG provision.</p>	<p>Challenge the Gap – £4,477.50 + costs for release time, joint working and supply cover.</p> <p>Para Professional working with groups – £17.00 approx per hour with oncosts for minimum 6 hours a week.</p> <p>Children's Packtypes cards and resources for the intervention group – approx £954 + resource printing costs.</p>
<p>Improved self esteem and readiness to learn.</p>	<p>Before-school nurture groups for PPG pupils identified.</p>	<p>Identified and targeted pupils attended Nurture (Good to be Me) group during the academic year.</p> <p>Teachers reported increased confidence, participation and resilience in the class, particularly in Reception and Year 1, leading to identified progress as detailed in in-school data and end of year GLD data in Reception.</p>	<p>This strategy will continue daily during 2017-2018 with identified and targeted pupils at risk of under-achievement or poor choices of behaviour/learning behaviour.</p>	<p>£2,650 for Nurture Group TA – daily for group of 6 pupils</p>

<p>Improved self esteem and readiness to learn</p>	<p>Breakfast club and after school club (Shine) places offered to identified families.</p>	<p>6 pupils offered Breakfast Club places during the academic year, with fewer absences and late marks seen as a result and increased PPG attendance (see below).</p> <p>Teachers reported a more settled start to the school day and fewer 'red' marks for poor choices of behaviour.</p> <p>1 child funded for Shine after school club in order to support family in crisis and disruption to learning for the child minimised in class.</p>	<p>This strategy will continue.</p> <p>All PPG pupils will monitored closely and places offered when a need is identified. Impact will be monitored by class teachers, as well as Breakfast Club/Shine staff.</p>	<p>Breakfast Club funding for 7 pupils at 8 pupils £6,800</p> <p>Shine Club funding for 1 child @£9.00 session.</p>
<p>Wider life experiences and opportunities for PPG pupils</p>	<p>Funding of extras – trips, music, wider experiences, including residential trip to France/London.</p>	<p>2 Pupils were supported to attend the residential French trip in Year 5. This would not have been possible without financial support.</p> <p>Funding was provided for selected pupils to attend educational visits after discussions with parents. This allowed them to fully engage with the activities.</p>	<p>This strategy will continue, with an expectation that the PPG pupils funded for the residential trip will demonstrate value for money in the form of a presentation about the differences it has made to their learning.</p>	<p>Contribution for funding for 2x pupils @ £210 each.</p> <p>Swimming and educational visit support for selected PPG pupils £108.50</p>
<p>Wider life experiences for PPG+ (LAC) pupils</p>	<p>PPG+ funding for LAC pupils – Music lessons, Dance lessons and extra curricular tuition</p>	<p>3 LAC pupils were funded for singing lessons, guitar lessons and for dance tuition.</p> <p>1 LAC pupil attended an out of school provider to further develop knowledge and depth of understanding in English and Maths. Although the pupil left the school, this pupil was working at Greater Depth across the 3 core subjects as a result of both quality first teaching in school and opportunities provided by the external provider.</p>	<p>PPG+ funding will continue to be used effectively, when appropriate, to support wider life experiences for LAC pupils.</p> <p>The school currently has no LAC pupils on role.</p>	<p>Explore Learning - £850 per annum</p> <p>Guitar lessons – 3 x £405 per annum</p> <p>Dance - £100 approx</p> <p>Singing - £230 per annum</p>

Wider life experiences and improved self esteem	Active promotion and allocation of 'pupil voice' roles within school	PPG pupils targeted for pupil voice positions, including Pupil Parliament and Worship Team. Prime Minister was voted for by pupils and was eligible for PPG grant. Learning Ambassadors targeted at PPG pupils to encourage participation in school life and increased self confidence demonstrated excellent communication skills as documented by external visitors.	Staff will continue to target PPG pupils for pupil voice positions in the school, providing coaching opportunities to ensure that they speak confidently.	No recorded cost
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Increased attendance rate	Part time EWO to work alongside members of SLT to follow up absences and low attendance rates. First day calling and text message service.	PPG attendance rose from 92.9% in 2015-2016 to 94.8% in 2016-2017. Whole school attendance rose from 95.6% in 2015-2016 to 96.7% in 2016-2017. The gap between PPG attendance and non PPG attendance fell from 2.7% in 2015-2016 to 1.9% in 2016-2017. Persistent absence panels were held and pupils targeted will be monitored closely during the year 2017-2018 to demonstrate impact.	This strategy will continue during 2017-2018. The PPG lead will continue to monitor PPG attendance and liaise with the EWO to target persistent absentees or issues with punctuality with the aim of further reducing the % gap between the attendance of PPG pupils and non-PPG pupils in 2018.	EWO for 2016-2017 - £2,710 per term
Increased and more consistent parent engagement with all areas of school life.	Groupcall Walk in Wednesday sessions Packtypes for parents as part of the CtG program Curriculum evenings Phonics workshops	Parental engagement continues to be a focus for 2017-2018 despite initiatives in 2016-2017. Staff will be given further guidance as to how to engage the harder to reach parents, particularly those of PPG pupils. Strategies employed in 2016-2017 demonstrated some improvement, but additional and new strategies need to be developed in order to improve this.	This will continue to be a focus through: - Targeting PPG parents to ensure they attend workshops, parent consultation meetings and SEND reviews/PSP meetings - Questionnaires to establish barriers to parents' engagement with schools - Targeted positive conversations to improve parental perception of school.	Groupcall – approx. £4,000

<p>Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.</p>	<p>CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Pupil Progress Meeting discussion and action plans to address individual needs.</p>	<p>An individualised and updated PPG list of all pupils raised the profile of this group of pupils and facilitated a ‘no excuses for not knowing’ culture in the school. Pupil progress meetings were adapted to include specific questions about PPG pupils’ progress. Data presentation was refined and focused on an individual level and reported on progress as well as attainment.</p>	<p>This strategy will continue, with all staff receiving an updated PPG list with barriers to learning identified, along with attendance data, attainment and relevant information. Teachers will receive individualised and group data for PPG/non PPG as part of half termly pupil progress meetings. Pupil conferencing will support identification of barriers which will be fed into the PPG list and shared with staff.</p>	<p>Printing costs – approx. £50</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.