

2020 - 2023

School overview

Area	Data
School name	Billesley Primary School
Pupils in school	670
Proportion of disadvantaged pupils	42.9%
Pupil premium allocation this academic year	£396,391
Academic year or years covered by statement	2020-2021
Publish date	18/10/2020
Review date	19/09/2021
Statement authorised by	Karl Rogerson
Pupil Premium lead	Liz Keogh
Governor lead	The Elliot Foundation Trustees

Disadvantaged pupil progress scores for last academic year are not available due to COVID-19 pandemic. Figures shown below are for the previous academic year.

KS2 2019	Progress Score
Reading	0.1
Writing	1.3
Maths	1.6

Disadvantaged pupil performance overview for last academic year is not available due to COVID-19 pandemic. Figures shown are for the previous academic year.

KS2 2019	Attainment: % reaching expected standard
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%

The strategy aims for disadvantaged pupils

Area	Activity
Priority 1	Pupils consistently achieve highly, particularly the most disadvantaged
Priority 2	A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed
Barriers to learning these priorities address	Impact of COVID 19 school closure on academic achievement and pupils mental health. Low levels of social, emotional and physical development. Poor attendance. Poor language skills on entry to school. Complex family needs, including poor parenting skills, chaotic home circumstances, drug and alcohol misuse and domestic violence. Parents whose additional language is English or have limited communication skills. Limited access to a range of broad life experiences. Ability to implement self-regulation strategies.
Projected spending	£396,391

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading for PP boys and PP SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022

Progress and attainment in Writing for PP boys and PP SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022
Progress and attainment in Mathematics for PP boys and SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022
Phonics	Attainment is inline with cohort and above all pupils nationally	July 2022
Other	In EYFS Disadvantaged pupils achieve in line with all pupils (cohort) at expected and at exceeding. Improve attendance of disadvantaged pupils so it is line with all pupils (cohort) and national 96.5%	July 2022

Targeted academic support for current academic year

Area	Activity
Priority 1	To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged Ensure that secure effective pedagogy meets individual pupil needs
Priority 2	To ensure the highest standards of learning behaviours for all pupils, with a focus on disadvantaged Further develop self regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning Embed SEL strategies which are tailored to meet individual needs, including individual targeted approaches and mentoring programmes

Barriers to learning these priorities address	Evidence-based approaches reduce barriers presented by: Social-emotional difficulties Language difficulties Poor language skills Gaps in understanding
Projected spending	£396,391

Wider strategies for current academic year

Area	Activity
Priority 1	<p>Support high attendance, excellent punctuality and engagement in learning</p> <p>Further develop pastoral support for families with low attendance through Early Help</p> <p>Revise and enhance systems for tackling day to day absence, in the light of the impact of COVID-19</p> <p>Tackle persistent absence early</p> <p>Implement a revised system of rewards - attend and spend, to ensure continual motivation</p> <p>In periods of COVID related absence, proactive strategies are implemented to secure engagement in online (virtual) learning, including the use of google classroom, bug club, spelling shed and TT rockstars</p>
Priority 2	<p>Develop disadvantaged pupils as healthy, resilient, independent young people</p> <p>Develop children who confidently question current topical issues and challenge stereotypes</p> <p>Empower parents/carers and pupils to be active and healthy members of the wider school community</p> <p>Ensure pupils and families have excellent cultural understanding and demonstrate a pride in their background and community</p> <p>Further, implement principles of RRSA and UNCRC</p>

Barriers to learning these priorities address	Access to wider life experiences and understanding Access to online learning (hardware/connectivity) Ability to manage own emotions Enhanced engagement in learning Ability to implement metacognition and self-regulation strategies Persistent absence
Projected spending	£105,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities Disruption caused by COVID related absence	Rigorous timetabling Two adults in each class to allow for cover Google classroom, online learning platforms
Targeted support	Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning. Staff absence due to COVID-19	Monitor timetables rigorously Imaginative use of catch-up funding and academic mentors
Wider strategies	Engaging families facing the most challenges Availability of technologies outside school.	Directly target families experiencing the most difficulties by establishing relationships via the pastoral team. Directly target the most disadvantaged to engage in activities. Provide chromebooks to use at home.

Review: Last year's aims and outcomes. COVID-19 disrupted last year and school closed to the majority of pupils on 20th March. Figures and aims below relate to the previous year.

Aim	Outcome
To raise standards of attainment to diminish differences in attainment of PP children and all children nationally	KS2 above cohort – 75%
To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up	KS1 above all pupils nationally (65%) - 71% Phonics above all pupils nationally (82%) – 84% EYFS above all pupils nationally (72%) – 77%
To ensure PP/SEN children make swift progress in achieving the expected standard in Y3 - 5 in Reading and then to continue support for wider reading skills so that they have the necessary skills to support their progress in all other subjects	SEN Y3 - 42% at ARE Disadvantaged (PP+SEN) 33% at ARE SEN Y4 - 47% at ARE Disadvantaged (PP+SEN) 38% at ARE SEN Y5 - 41% at ARE Disadvantaged (PP+SEN) 33% at ARE
To provide support and challenge for disadvantaged boys to ensure that they achieve the expected standard or higher at the end of KS2, with a particular focus on GDS	<p>Reading - ARE Cohort 74%, Disadvantaged 77%, Disadvantaged Boys 76%</p> <p>Of the 23 pupils who were higher attainers at KS1 70% achieved GDS. National 59%</p> <p>Of the 5 disadvantaged boys who were higher attainers at KS1 60% achieved GDS</p> <p>Writing – Cohort 85%, Disadvantaged 87%, Disadvantaged Boys 83%</p> <p>Of the 19 pupils who were higher attainers at KS1 68% achieved GDS. National 67%</p> <p>Of the 5 disadvantaged boys who were higher attainers at KS1 60% achieved GDS</p> <p>Mathematics - Cohort 87%, Disadvantaged 89%, Disadvantaged Boys 93%</p> <p>Of the 24 pupils who were higher attainers at KS1 71% achieved GDS. National 67%</p> <p>Of the 8 disadvantaged boys who were higher attainers at KS1 63% achieved GDS</p>

<p>To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources</p>	<p>Pupil attendance increased from 96.3 2017/18 to 96.4% 2018/19 (National 96.5%) Attendance at Parent workshops increased as did the number of workshops delivered Maths, reading and E safety, Create day E safety workshops were well attended with 100% positive feedback Online Bug Club monitoring showed significant increase in pupil usage Autumn term - Bug Club usage - 18% Spring term - Bug club usage - 31% Summer term - Bug Club usage - 53%</p>
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2019-2022

School overview

Area	Data
School name	Billesley Primary School
Pupils in school	647
Proportion of disadvantaged pupils	46%

Pupil premium allocation this academic year	£ 377,520
Academic year or years covered by statement	2019-2022
Publish date	14/11/19
Review date	10/9/20
Statement authorised by	Karl Rogerson
Pupil Premium lead	Liz Keogh
Governor lead	Chris Blythe

Disadvantaged pupil progress scores for last academic year

KS2 2019	Progress Score
Reading	0.1
Writing	1.3
Maths	1.6

Disadvantaged pupil performance overview for last academic year

KS2 2019	Attainment: % reaching expected standard
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%

The strategy aims for disadvantaged pupils

Area	Activity
Priority 1	To further develop pedagogy to meet the needs of all pupils, with a focus on the most disadvantaged
Priority 2	To develop the quality of the curriculum to ensure it meets the needs of all pupils
Barriers to learning these priorities address	Low levels of social, emotional and physical development. Poor attendance. Poor language skills on entry to school. Complex family needs, including poor parenting skills chaotic home circumstances, drug and alcohol misuse and domestic violence. Parents whose additional language is English or have limited communication skills. Limited access to a range of broad life experiences. Ability to implement self-regulation strategies.
Projected spending	£ 377,520

Teaching priorities for current academic year

Aim	Target	Target date
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Progress and attainment in Reading for PP boys and PP SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022
Progress and attainment in Writing for PP boys and PP SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022
Progress and attainment in Mathematics for PP boys and SEN	Attainment in line with cohort and above disadvantaged boys nationally Progress in line with national PP SEN is in line with SEN cohort and above SEN nationally	July 2022
Phonics	Attainment is inline with cohort and above all pupils nationally	July 2022
Other	In EYFS Disadvantaged pupils achieve in line with all pupils (cohort) at expected and at exceeding. Improve attendance of disadvantaged pupils so it is line with all pupils (cohort) and national 96.5%	July 2022

Targeted academic support for current academic year

Area	Activity
Priority 1	<p>Review and enhance the quality of teaching across the curriculum to ensure it meets the needs of disadvantaged pupils</p> <ul style="list-style-type: none"> • Ensure all staff receive appropriate training to further enhance the teaching of reading • Implement and embed a revised structure for teaching writing • Implement a structured scheme for the teaching and learning of spellings • Develop expert teachers in maths through TRGs linked to NCETM and so enhance the teaching of maths to meet the needs of disadvantaged pupils

	<ul style="list-style-type: none"> Implement the use of knowledge organisers to support curriculum progress
Priority 2	Implement a revised structure of evidenced-based support and interventions for all pupils experiencing difficulties or with gaps in learning, including SEND, social-emotional and SLCN.
Barriers to learning these priorities address	<p>Evidence-based approaches reduce barriers presented by:</p> <ul style="list-style-type: none"> Social-emotional difficulties Language difficulties Poor language skills Gaps in understanding
Projected spending	£272,520

Wider strategies for current academic year

Area	Activity
Priority 1	<p>Improve attendance and punctuality of our disadvantaged pupils</p> <ul style="list-style-type: none"> Implement a revised structure for the pastoral team, ensure appropriate training and effective systems to identify and meet the social-emotional needs of all pupils Extend opportunities for before and after school clubs, including magic breakfast Implement strategies to support mental health/well being, including the use of safe spaces Further, develop structured mentoring for pupils and their families
Priority 2	<p>Develop disadvantaged pupils' knowledge, skills and understanding of the wider world.</p> <ul style="list-style-type: none"> Enhance the use of digital technology, including bug club, spelling shed and TT rockstars Enhance the network of partners including with a focus on the Arts and Sports Enhance the provision of educational visits, including residential opportunities - the Brighthouse Further, implement principles of RRSA and UNCRC

Barriers to learning these priorities address	<p>Access to wider life experiences</p> <p>Ability to manage own emotions</p> <p>Enhanced engagement in learning</p> <p>Ability to implement metacognition and self-regulation strategies</p> <p>Persistent absence</p>
Projected spending	£105,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities	Use of cover to ensure all staff receive their entitlement.
Targeted support	We will ensure that pupils do not miss out on their wider curriculum entitlement due to interventions.	Revised timetable of class-based support and interventions.
Wider strategies	<p>Engaging families facing the most challenges</p> <p>Availability of technologies outside school.</p> <p>Impact of mentoring and self-regulation strategies</p>	<p>Directly target families experiencing the most difficulties by establishing relationships via the pastoral team.</p> <p>Directly target the most disadvantaged to engage in activities.</p> <p>Provide appropriate opportunities for self-reflection.</p>

Review: Last year's aims and outcomes

Aim	Outcome
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<p>To raise standards of attainment to diminish differences in attainment of PP children and all children nationally</p>	<p>KS2 above cohort – 75%</p> <p>KS1 above all pupils nationally (65%) - 71%</p>
<p>To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up</p>	<p>Phonics above all pupils nationally (82%) – 84%</p> <p>EYFS above all pupils nationally (72%) – 77%</p>
<p>To ensure PP/SEN children make swift progress in achieving the expected standard in Y3 - 5 in Reading and then to continue support for wider reading skills so that they have the necessary skills to support their progress in all other subjects</p>	<p>SEN Y3 - 42% at ARE</p> <p>Disadvantaged (PP+SEN) 33% at ARE</p> <p>SEN Y4 - 47% at ARE</p> <p>Disadvantaged (PP+SEN) 38% at ARE</p> <p>SEN Y5 - 41% at ARE</p> <p>Disadvantaged (PP+SEN) 33% at ARE</p>
<p>To provide support and challenge for disadvantaged boys to ensure that they achieve the expected standard or higher at the end of KS2, with a particular focus on GDS</p>	<p>Reading - ARE Cohort 74%, Disadvantaged 77%, Disadvantaged Boys 76%</p> <p>Of the 23 pupils who were higher attainers at KS1 70% achieved GDS. National 59%</p> <p>Of the 5 disadvantaged boys who were higher attainers at KS1 60% achieved GDS</p> <p>Writing – Cohort 85%, Disadvantaged 87%, Disadvantaged Boys 83%</p> <p>Of the 19 pupils who were higher attainers at KS1 68% achieved GDS. National 67%</p> <p>Of the 5 disadvantaged boys who were higher attainers at KS1 60% achieved GDS</p> <p>Mathematics - Cohort 87%, Disadvantaged 89%, Disadvantaged Boys 93%</p> <p>Of the 24 pupils who were higher attainers at KS1 71% achieved GDS. National 67%</p> <p>Of the 8 disadvantaged boys who were higher attainers at KS1 63% achieved GDS</p>

To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources

Pupil attendance increased from 96.3 2017/18 to 96.4% 2018/19 (National 96.5%)
 Attendance at Parent workshops increased as did the number of workshops delivered
 Maths, reading and E safety, Create day
 E safety workshops were well attended with 100% positive feedback
 Online Bug Club monitoring showed significant increase in pupil usage
 Autumn term - Bug Club usage - 18%
 Spring term - Bug club usage - 31%
 Summer term - Bug Club usage - 53%

2018-2019

School	Billesley Primary School				
Academic Year	2018 – 19	Total PP budget	£421, 080 (est)	Date of most recent PP review	Curriculum review Summer 2018
No of Pupils	639 (including 39 FTE Nursery)	No of pupils eligible for PP	284 (+ 2 CLA) 45%	Date for next review	EY focus Autumn 2018

2. Current attainment

	Pupil eligible for PP	National – all pupils
Reading	87%	75%
Writing	89%	78%
Maths	74%	76%
GPS	90%	78%
RWM Combined	73%	64%

Reading progress	0.32	0
Writing progress	0.49	0
Maths progress	-0.15	0
End of KS1 2018		2018
Reading	75%	75%
Writing	68%	70%
Maths	80%	76%
RWM Combined	64%	65%
Phonics		2018
Year 1	89%	83%
Year 2	98%	62%
EYFS GLD		2018
	70%	72%

3. Barriers to learning (for pupils eligible for PP)

In school barriers

A	Poor language skills on entry to school, whether in the EYFS or at another point in school. This may be due to lack of parental knowledge at home on how to develop communication skills, parents who may have little English themselves or families are newly arrived
B	Lack of wider experiences in terms of vocabulary development eg. access to reading books, visits to places of cultural interest, sporting activities
C	Lack of access to resources eg. IT, books or excessive access to materials that are not necessarily supportive to education eg. long periods of time watching TV, games etc

External barriers

E	Attendance is a major barrier to learning for PP children at Billesley. Parents have struggled to find a school place near to their home, they are allocated a place at Billesley but may have a long journey and so sometimes struggle to attend regularly
F	Complex family needs – children may not have an adequate diet, regular sleep patterns, regular exercise or home may be chaotic and lack routines. They may have exposure to domestic violence.

G	Parents and families want to support their children but do not know how to and do not have experiences themselves of the 'wider world'
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4. Desired outcomes		Success Criteria
A	To raise standards of attainment to diminish differences in attainment of PP children and all children nationally	See overall school targets and outcomes (SIP 2018) RWM combined
B	To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up	See overall school targets and outcomes (SIP 2018) RWM combined
C	To ensure PP/SEN children make swift progress in achieving the expected standard in Y3 - 5 in Reading and then to continue support for wider reading skills so that they have the necessary skills to support their progress in all other subjects	Improved progress in Y3, 4 and 5 in order to achieve higher attainment Reading 2018-19 for SEN/PP group
D	To provide support and challenge for disadvantaged boys to ensure that they achieve the expected standard or higher at the end of KS2, with a particular focus on GDS	Improved progress measure for the more able PP boys
E	To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources	At least 95% of parents and carers in the target group report that they feel better able to support their child at home

Planned expenditure				
Academic Year	2018 - 19			
A. Quality of Teaching for all				
Outcome	Action	Evidence/rationale	Led by	Reviewed
To raise standards of boys/PP achievement in Maths, Reading and Writing at the end of Y6	To sustain and further develop the peer to peer pedagogical approach to teacher development with a focus on the high quality coaching	Feedback to teachers is most effective when it is immediate and shared through modeling and practical examples. LPs will focus on supporting all staff to ensure that teaching is effective and targeted to the needs of the most disadvantaged/those who are vulnerable to underachievement	KR	Fortnightly

To raise standards of boys/PP achievement in Maths, Reading and Writing through improved progress	To teach Year 6 in targeted groups with highly skilled subject specialist staff supporting the most and least able children	This has been the most successful approach and made the most impact in previous years as children are able to access support and feedback swiftly and ensure that any gaps in learning are addressed.	KR	Half termly
To raise standards of achievement for SEN/PP group into Y3/4/5	To ensure that Y3/4 children, including the newly arrived are taught in differentiated groups at an appropriate pitch to provide catch up support for reading and to develop wider reading skills	Teaching in small groups, at a swift pace with a multi sensory approach has shown at Billesley that children with low levels of language competency or who are new to English are able to catch up swiftly whilst the more able are able to progress to spelling and grammar at their own pace.	SH	Weekly
To raise standards at the end of KS1 for the disadvantaged group	To develop assessment and feedback processes with a focus on Y2 to ensure that the quality of teaching is improved through appropriate pitch and challenge	Following further adaptations to teaching in Year 2, the results overall for KS1 were positive. However, there is still a gap for the PP group in Reading. Our phonics results show that direct teaching by skilled staff at a fast pace has a strong impact. This will now be developed across Year 2 and into Year 3 this year led by the English Leader and modelled to other staff.	SH	Half termly
To raise standards of achievement in basic skills in the EYFS i.e. communication, phonics and number	To implement a programme of quick intervention in the Early Years from Nursery upwards of small group teaching for the most and least able disadvantaged in core areas	Our end of Reception data shows that children who attended our Nursery were considerably more likely to achieve a GLD than those who had not. We, therefore, need to implement further focus on basic skills in the Nursery and ensure 'catch up' in Reception for those children joining us later in the year.	AI	Half termly

B. Targeted support

Outcome	Action	Evidence/Rationale	Led by	Reviewed
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To identify specific strategies through dialogue with the children which will raise their achievement overall	To implement and sustain specific small group activities, based on the needs of the children, to raise their aspirations and engagement at school as well as impact on standards eg. Boys Reading Club, visit to the Brighthouse for coaching and mentoring	Following on from the success of Boys Writing Club and Library Club, this now needs to be developed with Key Stage 1 and widened into Reading so that PP boys enjoy reading more widely.	MT	Half termly
To ensure achievement of PP children is improving consistently across the school compared to all children nationally	To implement specific interventions eg precision teaching led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress meetings	Research evidence shows that TAs make the most impact when working with specialist programmes and are highly trained. Our previous interventions and target teaching led by specialist teachers and TAs show that this has made the greatest impact.	EK	Half termly
To raise standards in Reading and Writing for children in the ASD base and across the school with ASD	To provide additional emotional and well-being support for children with ASD and who are also PP in the Resource Base and across the school through mentoring support and coaching using ICT	This approach was highly successful last year but there it now needs to be tailored further so that it is used more regularly in mainstream classes. The Chrome Books are fully implemented into the Resource Base and now need to be embedded for children with SEN/PP. Lead staff from the base have timetabled capacity to support children and advise staff across the school.	EK/SH	Half termly
C. Other approaches				
Outcome	Action	Evidence/Rationale	Led by	Reviewed

<p>To ensure that children are ready and fit to learn from the start of the day</p>	<p>To extend the opportunities available before and after school and to provide a greater range of out of hours activities, including reading clubs at different times. To have spare uniform, kit and also supply food as needed for vulnerable children.</p>	<p>Our previous actions have shown that ensuring children are fit and ready to learn have been successful. Behaviour tracking information shows that, although there was an increase in exclusions for a specific reason, the incidents relating to the PP group fell from 12 lunchtime incidents + 3 after school last year to 3 lunchtime and 1 after school. As these were from vulnerable families and, therefore, it is our intention to provide greater support for this group before and after school.</p>	<p>AG/EK</p>	<p>Termly</p>
<p>To provide support and challenge for parents in getting their children to school every day</p>	<p>Further develop the role of the mentor for attendance and family support, re-structure the Inclusion Team to allow greater time for the Senior Mentor to work with vulnerable families and additional family support work initially with an external agency</p>	<p>Our previous actions in 2017 – 18 have showed that this rigorous level of analysis and persistence when challenging poor attendance is successful. Attendance improved overall to 96.5% but there is still a lag for the PP group.</p>	<p>DL/EK</p>	<p>Half termly</p>
<p>To provide additional opportunities for PP vulnerable children who would benefit from additional support for vocabulary development, life skills and wider experiences</p>	<p>To provide additional out of school activities and residential for children where support is needed to develop focus, engagement and determination to achieve, which is particularly important where life outside school may be an issue. This includes a subscription cost to a local residential centre for at least 20 days per year.</p>	<p>The additional activities offered in the previous year led by the PP Lead teacher clearly had an impact in terms of a consistently positive attitude to learning from the group, low rates of behavioural concerns and improved attitudes to Writing. This now needs to be widened. It is clear that the new national assessments have higher expectations in both Reading and Writing and PP children need further support in developing resilience, confidence and also vocabulary to achieve the expected standard and higher.</p>	<p>MT</p>	<p>Termly</p>
<p style="text-align: right;">Total Budgeted cost</p>				<p>£450, 000</p>

Review of expenditure				
Previous academic year	£372, 240 56% est			
A Quality of teaching for all				
Outcome	Action	Impact	Lessons learned	Cost
Year 6 in 2017-18 were a vulnerable group due to high mobility and they were the first cohort at 90. In all areas bar Maths, PP children out performed all pupils. In Reading, more PP children achieved the higher standard than all children.	Focus on the quality of teaching: additional expert teachers focusing on vulnerable groups in Y6 and across the school. Additional support for mental well-being.	End of KS2 achievement, see overall SIP outcomes p.5; diminishing differences in attainment against all children nationally. Three year trend overall of improved achievement.	Overall there is still a need to improve reading achievement for PP boys across the school. More low prior attaining children need to achieve the expected standard and the rate of progress for PP who are new to the school needs to be tracked closely.	£250, 000 salary contributions
B. Targetted support				
Outcome	Action	Impact	Lessons learned	Cost
Diminishing differences for boys PP and all children across the school (Nursery to Y6)	Programme of targeted interventions and small group teaching with Assistant Principals and TAs	Whole school Reading: PP: 75% at age related compared to the whole school at 74% Reading expected. Whole school Writing: PP: 70% age related with whole school at 71%.	Overall success rates are high with this approach. Still some areas to improve in terms of consistency – Y5 progress and achievement was lower than expected; this year group had some issues with mobility and initially assessments needed to be moderated.	£200, 000 salary contributions (see above)

Improved achievement at the end of Y1 and Y2 phonics for PP children	Almost all TAs were allocated groups in Y1 after lunch every day.	PP children's phonics rose significantly this year to 89% PP (from 81% in 2017) and 98% at the end of Year 2 (95% in 2017)	This strategy was clearly successful with children who needed to catch up receiving swift support as needed. Further support will now be needed for the new Y2 PP who did not achieve the expected standard and the current Y4 where there are still a very small number who struggle with phonics.	£46, 000 TA costs
Diminished differences and greater engagement/positive attitudes to learning for Y5 and 6 PP boys	Engaging after school activities eg. Writing Clubs and Library visits led by the PP Champion teacher	Incidents for the PP group decreased overall.	Behaviour tracking information shows that, although there was an increase in exclusions for a specific reason, the incidents relating to the PP group fell from 12 lunchtime incidents + 3 after school last year to 3 lunchtime and 1 after school.	£4, 500 TLR2b for lead teacher £2, 500 contribution to buy 'life long' ownership share plus £1000 annual maintenance charge
C. Other approaches				
Outcome	Action	Impact	Lessons learned	Cost

<p>Differences removed for children attending full time Nursery by the end of the EYFS</p>	<p>Full time free Nursery places available for all families, including a high proportion of PP children and families</p>	<p>By the end of Reception in 2018, 71% of all children achieved a GLD and the difference was very small in terms of the PP group at 70%</p>	<p>This strategy has clearly made a successful impact and ensures that children have the best start to their early education. This however is no longer financially viable. However, vulnerable families will be offered a free full time Nursery place to ensure they have the best start according to specific criteria</p>	<p>£40, 000 additional contribution £25, 000 staffing costs</p>
<p>Differences in attendance rates for all children and PP children are small but still evident</p>	<p>Senior mentor has taken on broader management role and has improved systems for referral and court action</p>	<p>Attendance for all children aged 5 and over was 96.5% and PP 94.3%</p>	<p>Close tracking and swift interventions with attendance is clearly an effective strategy. There are still some hard to reach families plus children in the ASD provision which need support to improve. The lower attendance for this group is attributable in part to specific cases but needs to improve further.</p>	<p>Breakfast Club £5000 salary contribution £1000 food costs £1000 uniform costs £1000 resources Attendance team £12, 00 salary contribution £6000 family support worker contribution</p>

7. Additional Information

Overall, the school has a strong vision of ‘inspire, create, achieve’ and a belief that all children can achieve the highest standards if they are inspired and engaged by learning. There is a strong ‘can do’ ethos across the school underpinned by rigorous structures which focus on challenging staff to have the highest expectations for vulnerable children and careful targeting and allocation of resources.

The Local Governing Body place a strong focus on achievement for disadvantaged children and ensure that they challenge the Executive Principal, Principal and SLT to achieve the best outcomes for this group as well as all children through Performance Management, a named Governor and regular updates and visits to monitor progress.

2017-2018

1. Summary Information

School	Billesley Primary School				
Academic Year	2017 – 18	Total PP budget	£390, 720 (est)	Date of most recent PP review	Maths review October 2016
No of Pupils	655 (including 39 FTE Nursery)	No of pupils eligible for PP	310 (+ 1 CLA) 55%	Date for next review	Autumn 2017

2. Current attainment

	Pupil eligible for PP	National – all pupils
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End of KS2 2016		
Reading	66%	71%
Writing	76%	76%
Maths	76%	75%
GPS	87%	77%
RWM Combined	66%	61%
Reading progress	-0.39	0
Writing progress	2.2	0
Maths progress	1.59	0
End of KS1 2016		
Reading	69%	74%
Writing	61%	66%
Maths	67%	73%

RWM Combined	64%	60%
Phonics		2016
Year 1	81%	81%
Year 2	95%	91%
EYFS GLD		2016
	78%	69%

3. Barriers to learning (for pupils eligible for PP)

In school barriers

A	Poor language skills on entry to school, whether in the EYFS or at another point in school. This may be due to lack of parental knowledge at home on how to develop communication skills, parents who may have little English themselves or families are newly arrived
B	Lack of wider experiences in terms of vocabulary development eg. access to reading books, visits to places of cultural interest, sporting activities
C	Lack of access to resources eg. IT, books or excessive access to materials that are not necessarily supportive to education eg. long periods of time watching TV, games etc

External barriers

E	Attendance is a major barrier to learning for PP children at Billesley. Parents have struggled to find a school place near to their home, they are allocated a place at Billesley but may have a long journey and so sometimes struggle to attend regularly
F	Complex family needs – children may not have an adequate diet, regular sleep patterns, regular exercise or home may be chaotic and lack routines
G	Parents and families want to support their children but do not know how to and do not have experiences themselves of the 'wider world'

4. Desired outcomes		Success Criteria
A	To raise standards of attainment to diminish differences in attainment of PP children and all children nationally	See overall school targets and outcomes (SIP 2017) RWM combined
B	To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up	See overall school targets and outcomes (SIP 2017) RWM combined
C	To ensure PP/SEN children make swift progress in achieving the expected standard in the Y1/2 phonics check and then to continue support for wider reading skills so that they have the necessary skills to support their progress in all other subjects	Improved progress in Y3 and 4 Reading 2017-18 for SEN/PP group
	To provide support and challenge for disadvantaged boys to ensure that they achieve the expected standard or higher at the end of KS2	% improvement in ARE end of KS2 for boys/PP
D	To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources	At least 95% of parents and carers in the target group report that they feel better able to support their child at home

Planned expenditure				
Academic Year	2017 - 18			
A. Quality of Teaching for all				
Outcome	Action	Evidence/rationale	Led by	Reviewed
To raise standards of boys/PP achievement in Reading and Writing at the end of Y6	To implement a peer to peer pedagogical approach to teacher development with a focus on the role of Lead Practitioners	Feedback to teachers is most effective when it is immediate and shared through modeling and practical examples. LPs will focus on supporting all staff to ensure that teaching is effective and targeted to the needs of the most disadvantaged/those who are vulnerable to underachievement	KR	Fortnightly
To raise standards of boys/PP achievement in Maths, Reading and Writing at the end of Y6	To teach Year 6 in targeted groups with highly skilled subject specialist staff supporting the most and least able children	This has been the most successful approach and made the most impact in previous years as children are able to access support and feedback swiftly and ensure that any gaps in learning are addressed.	KR	Half termly
To raise standards of achievement for SEN/PP group into Y3/4	To ensure that Y3/4 children, including the newly arrived are taught in differentiated groups at an appropriate pitch to provide catch up support for reading and to develop wider reading skills	Teaching in small groups, at a swift pace with a multi sensory approach has shown at Billesley that children with low levels of language competency or who are new to English are able to catch up swiftly whilst the more able are able to progress to spelling and grammar at their own pace.	SH	Weekly
To raise standards in Maths for the disadvantaged pupils in gaining ARE at the end of KS 1 and to support transition for this group into Y3	To develop assessment and feedback processes with a focus on Y2 to ensure that the quality of teaching is improved through appropriate pitch and challenge	The previous Y2 cohort have high mobility and a large number of pupils new to the school which has meant they need support to catch up. In the previous year this group showed they were able to achieve the higher standard in the KS 1 tests but lacked evidence of wider achievement at this level in their work overall. The target this year, therefore, with the new Y2 who are a more stable group is the	EK	Half termly

		improve the % which achieve GDS and then support the new Y3 in maintaining progress.		
To raise standards of achievement in basic skills in the EYFS i.e. communication, phonics and number	To implement a programme of quick intervention in the Early Years from Nursery upwards of small group teaching for the most and least able disadvantaged in core areas	Our end of Reception data shows that children who attended our Nursery were considerably more likely to achieve a GLD than those who had not. We, therefore, need to implement further focus on basic skills in the Nursery and ensure 'catch up' in Reception for those children joining us later in the year.	AI	Half termly
B. Targetted support				
Outcome	Action	Evidence/Rationale	Led by	Reviewed
To identify specific strategies through dialogue with the children which will raise their achievement overall	To implement and sustain specific small group activities, based on the needs of the children, to raise their aspirations and engagement at school as well as impact on standards eg. Boys Writing Club, Library Club	This year a range of targeted workshops and clubs was led by the PP Champion which were successful in improving engagement and attainment. Some staff also led additional clubs after school. This now needs to be embedded and extended across a wider staff group.	MT	Half termly
To ensure achievement of PP children is improving consistently across the school compared to all children nationally	To implement specific interventions eg precision teaching led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress meetings	Research evidence shows that TAs make the most impact when working with specialist programmes and are highly trained. Our previous interventions and target teaching led by specialist teachers and TAs show that this has made the greatest impact.	EK	Half termly
To raise standards in Reading and Writing for children in the ASD base and across the school with ASD	To provide additional emotional and well-being support for children with ASD and who are also PP in the Resource Base and across the school through mentoring support and coaching using ICT	The use of Google classroom is now embedded by the resource base in the Summer and in-school data showed that there were far fewer behavioural incidents and greater engagement in reading and writing due to the use of Chrome Book. This is now being further extended this year with the base children using Chrome Books for all of their core lessons. This has also meant that lead staff from the base have greater capacity to support children and advise staff across the school.	EK/SH	Half termly

C. Other approaches

Outcome	Action	Evidence/Rationale	Led by	Reviewed
To ensure that children are ready and fit to learn from the start of the day	To extend the opportunities available before and after school and to provide a greater range of out of hours activities, including reading clubs at different times. To have spare uniform, kit and also supply food as needed for vulnerable children.	Our previous actions have shown that ensuring children are fit and ready to learn have been successful. There were 3 fixed term exclusions last year which is an improvement on the previous year (1 x 1 day; 2 x 0.5 days) which is low overall. The 3 were PP children, all 3 were from vulnerable families and, therefore, it is our intention to provide greater support for this group before and after school.	AG/EK	Termly
To provide support and challenge for parents in getting their children to school every day	Further develop the role of the mentor for attendance and family support, re-structure the Inclusion Team to allow greater time for the Senior Mentor to work with vulnerable families and additional family support work initially with an external agency	Our previous actions in 2016 – 17 have showed that this rigorous level of analysis and persistence when challenging poor attendance is successful.	DL/EK	Half termly
To provide additional opportunities for PP vulnerable children who would benefit from additional support for vocabulary development, life skills and wider experiences	To provide additional out of school activities and residentials for children where support is needed to develop focus, engagement and determination to achieve, which is particularly important where life outside school may be an issue. This includes a subscription cost to a local residential centre for at least 20 days per year.	The additional activities offered in the previous year led by the PP Lead teacher clearly had an impact in terms of a consistently positive attitude to learning from the group, low rates of behavioural concerns and improved attitudes to Writing. This now needs to be widened. It is clear that the new national assessments have higher expectations in both Reading and Writing and PP children need further support in developing resilience, confidence and also vocabulary to achieve the expected standard and higher.	MT	Termly
Total Budgeted cost				£450, 000

Review of expenditure

Previous academic year

£372, 240 56%

A Quality of teaching for all

Outcome	Action	Impact	Lessons learned	Cost
Differences are diminishing between all children at BPS and PP in achievement and more PP pupils achieved the higher standard at the end of KS2	Focus on the quality of teaching: additional expert teachers focusing on vulnerable groups in Y6 and across the school.	End of KS2 achievement, as per table above; diminishing differences in attainment against all children nationally. Three year trend overall of improved achievement.	With the changes in assessment nationally, further support is needed for PP boys in developing their reading skills. More low prior attaining children need to achieve the expected standard and the rate of progress for PP who are new to the school needs to be tracked closely.	£200, 000 salary contributions

B. Targetted support

Outcome	Action	Impact	Lessons learned	Cost
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<p>Diminishing differences for boys PP and all children across the school (Nursery to Y6)</p>	<p>Programme of targeted interventions and small group teaching with Assistant Principals and TAs</p>	<p>Whole school Reading: Boys PP: 64% secure with 71% making expected progress and 41% making accelerated progress. This compared to the whole school at 67% Reading expected secure.</p> <p>Whole school Writing: Boys PP: 63% secure with 71% making expected progress and 30% making accelerated progress. This compares to the whole school with 69% secure, 76% making expected progress and 41% making accelerated progress.</p>	<p>Overall success rates are high with this approach. Still some areas to improve in terms of consistency – Y3 progress was lower than expected; this year group has had high mobility and this has affected progress. New teacher to be appointed.</p>	<p>£200, 000 salary contributions (see above)</p>
<p>Improved achievement at the end of YR and Y1 phonics for PP children</p>	<p>Additional TAs allocated to the EYFS/Y1 in order to run small group interventions, both for the less able and the more able in Reading and Writing</p>	<p>At the end of Reception, PP children's attainment in Reading exceeds that of all children at 80%. PP children outperformed all children in Writing with 78% at age related compared to 73% all children. At the end of Y1, 81% PP children achieved the expected standard with 86% of all children at this standard. However, by the end of Y2, both PP and all pupils achieve a similar standard</p>	<p>This strategy was clearly successful with children who needed to catch up receiving swift support as needed. Further support will now be needed for the new Y2 PP who did not achieve the expected standard and the new Y3 SEN group.</p>	<p>£46, 000 TA costs</p>
<p>Diminished differences and greater engagement/positive attitudes to learning for Y5 and 6 PP boys</p>	<p>Engaging after school activities eg. Writing Clubs and Library visits led by the PP Champion teacher</p>	<p>Exclusions fell overall (2 x 0.5 days and 1 x 1 day)</p>	<p>Behaviour tracking information shows that there was a significant difference in low level incidents for Y5 and 6 boys compared to all across KS 2 and, therefore, this strategy clearly impacted on attitudes to learning.</p>	<p>£4, 500 TLR2b for lead teacher £2, 500 contribution to buy 'life long' ownership share plus £1000 annual maintenance charge</p>

C. Other approaches				
Outcome	Action	Impact	Lessons learned	Cost
Differences removed for children attending full time Nursery by the end of the EYFS	Full time free Nursery places available for all families, including a high proportion of PP children and families	By the end of Reception in 2016, 70% of all children achieved a GLD and the difference was very small in terms of the more able/more able PP	This strategy has clearly made a successful impact and ensures that children have the best start to their early education. This now needs to be developed further	£40, 000 additional contribution £25, 000 staffing costs
Differences in attendance rates for all children and PP children are small	Additional family support and attendance mentor employed and role extended.	Attendance for all children aged 5 and over was 95.56% and PP was 95.18%	Close tracking and swift interventions with attendance is clearly an effective strategy. There are still some hard to reach families plus children in the ASD provision which need support to improve.	Breakfast Club £5000 salary contribution £1000 food costs £1000 uniform costs £1000 resources Attendance team £12, 00 salary contribution £6000 family support worker contribution

7. Additional Information

Overall, the school has a strong vision of 'inspire, create, achieve' and a belief that all children can achieve the highest standards if they are inspired and engaged by learning. There is a strong 'can do' ethos across the school underpinned by rigorous structures which focus on challenging staff to have the highest expectations for vulnerable children and careful targeting and allocation of resources.

The Local Governing Body place a strong focus on achievement for disadvantaged children and ensure that they challenge the Executive Principal, Principal and SLT to achieve the best outcomes for this group as well as all children through Performance Management, a named Governor and regular updates and visits to monitor progress.

2016-2017

School	Billesley Primary School				
Academic Year	2016 – 17	Total PP budget	£372,240 (est)	Date of most recent PP review	Maths review October 2016
No of Pupils	624 (including 39 FTE Nursery)	No of pupils eligible for PP	331 (+ 5 CLA) 53.21%	Date for next review	Summer 2017

	Pupil eligible for PP	National – all pupils

Reading	57%	66%
Writing	67%	74%
Maths	74%	70%
GPS	72%	72%
RWM Combined	52%	53%
Reading progress	0.7	
Writing progress	0.9	
Maths progress	3.0	
Reading	64%	74%
Writing	57%	66%
Maths	64%	73%
RWM Combined	52%	60%

Year 1	76%	81%
Year 2 all	91%	90%
	62%	69%

In school barriers	
A	Poor language skills on entry to school, whether in the EYFS or at another point in school. This may be due to lack of parental knowledge at home on how to develop communication skills, parents who may have little English themselves or families are newly arrived
B	Lack of wider experiences in terms of vocabulary development eg. access to reading books, visits to places of cultural interest, sporting activities that impact on gross and fine motor skills for writing
C	Children have highly positive attitudes to learning and want to achieve but may want additional support and reassurance from adults that slows the development of their independent learning
D	Lack of access to resources eg. IT, books or excessive access to materials that are not necessarily supportive to education eg. long periods of time watching TV, games etc
External barriers	

E	Attendance is a major barrier to learning for PP children at Billesley. Parents have struggled to find a school place near to their home, they are allocated a place at Billesley but may have a long journey and so sometimes struggle to attend regularly
F	Complex family needs – children may not have an adequate diet, regular sleep patterns, regular exercise or home may be chaotic and lack routines
G	Parents and families want to support their children but do not know how to and do not have experiences themselves of the 'wider world'

A	To raise standards of attainment to diminish differences in attainment of PP children and all children nationally	See overall school targets and outcomes (SIP 2016) RWM combined
B	To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up	See overall school targets and outcomes (SIP 2016) RWM combined
C	To ensure PP children make swift progress in achieving the expected standard in the Y1 phonics check so that they have the necessary reading skills to support their progress in all other subjects	At least 81% of PP children achieve the expected standard
D	To provide challenge for the most able disadvantaged children to ensure that they achieve the higher standard at the end of KS2	7% improvement in GDS in RWM combined at the end of KS2
E	To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources	At least 95% of parents and carers in the target group report that they feel better able to support their child at home

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Academic Year	2016 - 17			
Outcome	Action	Evidence/rationale	Led by	Reviewed
To raise standards of achievement in Reading and Writing at the end of Y6	To implement a peer to peer pedagogical approach to teacher development with a focus on the role of Lead Practitioners	Feedback to teachers is most effective when it is immediate and shared through modeling and practical examples. LPs will focus on supporting all staff to ensure that teaching is effective and targeted to the needs of the most disadvantaged/those who are vulnerable to underachievement	KR	Fortnightly
To raise standards of achievement in Maths, Reading and Writing at the end of Y6	To teach Year 6 in targeted groups with highly skilled subject specialist staff supporting the most and least able children	This has been the most successful approach and made the most impact in previous years as children are able to access support and feedback swiftly and ensure that any gaps in learning are addressed.	JC	Half termly
To raise standards of achievement in the Y1 phonics check	To ensure that Y1 children, including the newly arrived are taught in differentiated groups at an appropriate pitch using the synthetic phonic approach	Teaching in small groups, at a swift pace with a multi sensory approach has shown at Billesley that children with low levels of language competency or who are new to English are able to catch up swiftly whilst the more able are able to progress to spelling and grammar at their own pace.	SH	Weekly
To raise standards in Maths for the most able disadvantaged in at the end of KS 1	To develop assessment and feedback processes with a focus on Y 2 to ensure that the quality of teaching is improved through appropriate pitch and challenge	Last year showed that this group were able to achieve the higher standard in the KS 1 tests but lacked evidence of wider achievement at this level in their work overall.	EK	Half termly

To raise standards of achievement in basic skills in the EYFS i.e. communication, phonics and number	To implement a programme of quick intervention in the Early Years from Nursery upwards of small group teaching for the most and least able disadvantaged in core areas	Our end of Reception data shows that children who attended our Nursery were considerably more likely to achieve a GLD than those who had not. We, therefore, need to implement further focus on basic skills in the Nursery and ensure 'catch up' in Reception for those children joining us later in the year.	AI	Half termly
Outcome	Action	Evidence/Rationale	Led by	Reviewed
To identify specific strategies through dialogue with the children which will raise their achievement overall	To implement and sustain specific small group activities, based on the needs of the children, to raise their aspirations and engagement at school as well as impact on standards eg. Boys Writing Club, Library Club	This year a range of targeted workshops and clubs was led by the PP Champion which were successful in improving engagement and attainment. Some staff also led additional clubs after school. This now needs to be embedded and extended across a wider staff group.	MT	Half termly
To ensure achievement of PP children is improving consistently across the school compared to all children nationally	To implement specific interventions eg Project X, Toe by Toe, Precision Teaching, Wave 3 Maths led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress meetings	Research evidence shows that TAs make the most impact when working with specialist programmes and are highly trained. Our previous interventions and target teaching led by specialist teachers and TAs show that this has made the greatest impact.	EK	Half termly

To raise standards in Reading and Writing for children in the ASD base and across the school with ASD	To provide additional emotional and well-being support for children with ASD and who are also PP in the Resource Base and across the school through mentoring support and coaching using ICT	The use of Google classroom was piloted by the resource base in the Summer and in-school data showed that there were far fewer behavioural incidents and greater engagement in reading and writing due to the use of Chrome Book. This is now being further extended this year with the base children using Chrome Books for all of their core lessons. This has also meant that lead staff from the base have greater capacity to support children and advise staff across the school.	EK/SH	Half termly
Outcome	Action	Evidence/Rationale	Led by	Reviewed
To ensure that children are ready and fit to learn from the start of the day	To extend the opportunities available before school and provide additional resources for Breakfast Club. To have spare uniform, kit and also supply food as needed for vulnerable children.	Our previous actions have shown that ensuring children are fit and ready to learn have been successful. There were 4 fixed term exclusions last year (3 x 1 day; 1 x 6 days which is low overall. 3 of the 4 were PP children, 2 of which were from vulnerable families and, therefore, it is our intention to provide greater support for this group before and after school. http://us8.campaign-archive1.com/?u=cb569f99caaaedff117cdc74c&id=8f22e81bed&e=[UNIQID]	AG	Half termly at Pupil Progress
To provide support and challenge for parents in getting their children to school every day	Further develop the role of the mentor for attendance and family support, re-structure the Inclusion Team to allow greater time for the Senior Mentor to work with vulnerable families and additional family support work initially with an external agency	Our previous actions in 2015 – 16 have showed that this rigorous level of analysis and persistence when challenging poor attendance is successful.	DL/EK	Half termly at Pupil Progress

To provide additional support to parents where consistency at home is of concern	Engage in pilot scheme led by LA Health Education Team to work with mentor and family support worker alongside children in school with a focus on vulnerable PP families	There are still some families who are hard to reach and we need support in developing new ways to reach out to these parents and families.	EK	March 2017
To provide additional opportunities for PP vulnerable children who would benefit from additional support for vocabulary development, life skills and wider experiences	To provide additional out of school activities and residential for children where support is needed to develop focus, engagement and determination to achieve, which is particularly important where life outside school may be an issue. This includes a subscription cost to a local residential centre for at least 20 days per year.	The additional activities offered in the previous year led by the PP Lead teacher clearly had an impact in terms of a consistently positive attitude to learning from the group, low rates of behavioural concerns and improved attitudes to Writing. This now needs to be widened. It is clear that the new national assessments have higher expectations in both Reading and Writing and PP children need further support in developing resilience, confidence and also vocabulary to achieve the expected standard and higher.	MT	Termly at Pupil Progress
Total Budgeted cost				£380, 000

Previous academic year	£355, 080 58.35%			
Outcome	Action	Impact	Lessons learned	Cost

Differences are diminishing between all children at BPS and PP in achievement and progress at the end of KS 2 is better than all children overall and all children nationally	Focus on the quality of teaching: additional expert teachers focusing on vulnerable groups in Y6 and across the school.	End of KS2 progress, as per table above; diminishing differences in attainment against all children nationally. Three year trend overall of improved achievement.	With the changes in assessment nationally, further support is needed for PP children in developing their reading skills at a higher level. More low prior attaining children need to achieve the expected standard and some higher prior attainers need to achieve the higher standard this year.	£150, 000 salary contributions for Lead Practitioners £6000 cover for staff to work alongside expert teachers £20, 000 highly skilled TAs working on 'catch up activities with children 'just below' the required standard
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Outcome	Action	Impact	Lessons learned	Cost
Diminishing differences for boys PP and all children across the school (Nursery to Y6)	Programme of targeted interventions and small group teaching with Assistant Principals and TAs	<p>Whole school Reading: Boys PP: 62% secure with 78% making expected progress and 29% making accelerated progress. This compared to the whole school at 64% Reading expected secure.</p> <p>Whole school Writing: Boys PP: 58% secure with 79% making expected progress and 38% making accelerated progress. This compares to the whole school with 63% secure, 75% making expected progress and 32% making accelerated progress.</p>	Overall success rates are high with this approach. Still some areas to improve in terms of consistency – Y3 achievement was lower than expected; greater development of the use of assessment information needed	<p>£42, 000 contribution to salary costs plus</p> <p>£10, 000 additional activities and contribution to visits to develop language skills</p>

<p>Improved achievement at the end of YR and Y1 phonics for PP children</p>	<p>Additional TAs allocated to the EYFS in order to run small group interventions, both for the less able and the more able in Reading and Writing</p>	<p>At the end of Reception, PP children's attainment in Reading matches that of all children at 65%. PP children outperformed all children in Writing with 68% at age related compared to 66% all children. At the end of Y1, 76% PP children achieved the expected standard with 75% of all children at this standard.</p>	<p>This strategy was clearly successful with children who needed to catch up receiving swift support as needed. Further support is now needed to close the gap with the national figures for all children at 81%.</p>	<p>Contribution towards Teaching Assistant for children at L1 and 2 EAL who are also PP</p> <p>£8000 plus £10, 000 reading resources, synthetic phonics</p>
<p>Diminished differences and greater engagement/positive attitudes to learning for Y5 and 6 PP boys</p>	<p>Engaging after school activities eg. Writing Clubs and Library visits led by the PP Champion teacher</p>	<p>% of Y5 PP boys achieving ARE was for:</p> <p>Reading 62% (-1% all ch)</p> <p>Writing 61% (+5% all ch)</p> <p>Maths 75% (+8% all ch)</p> <p>% of Y6 PP boys achieving ARE was for:</p> <p>Reading 60% (-6% all ch)</p> <p>Writing 69% (+2% all ch)</p> <p>Maths 83% (+6% all ch)</p>	<p>Behaviour tracking information shows that there was a significant difference in low level incidents for Y5 and 6 boys compared to all across KS 2 and, therefore, this strategy clearly impacted on attitudes to learning.</p> <p>For example, a child in Y6 at risk of permanent exclusion went on to achieve the expected standard in all subjects and made accelerated progress due additional support from Writing Clubs, residentials, small group teaching and additional mentoring.</p>	<p>£ 2500 TLR 2a for PP Lead teacher</p>
<p>Outcome</p>	<p>Action</p>	<p>Impact</p>	<p>Lessons learned</p>	<p>Cost</p>

<p>Differences removed for children attending full time Nursery by the end of the EYFS</p>	<p>Full time free Nursery places available for all families, including a high proportion of PP children and families</p>	<p>By the end of Reception in 2016, 70% of all children achieved a GLD and the difference was very small in terms of the more able/more able PP</p>	<p>This strategy has clearly made a successful impact and ensures that children have the best start to their early education. This now needs to be developed further</p>	<p>£32, 000 contribution to additional Early Years staffing to enable additional staffing in Nursery</p>
<p>Differences in attendance rates for all children and PP children are small</p>	<p>Additional family support and attendance mentor employed and role extended.</p>	<p>Attendance for all children aged 5 and over was 95.56% and PP was 95.18%</p>	<p>Close tracking and swift interventions with attendance is clearly an effective strategy. There are still some hard to reach families plus children in the ASD provision which need support to improve.</p>	<p>£12, 000 salary contribution plus £2000 additional supports services</p>
<p>Vulnerable children supported in being ready to learn by ensuring have adequate food and equipment</p>	<p>Additional family support and mentor, Breakfast Club and additional uniform supplied.</p>	<p>Given that the school expanded significantly last year, there were few exclusions or significant behavioural issues.</p>	<p>This is, however, a growing issue as the school continues to expand and needs to be further developed.</p>	<p>£5000 salary contribution £1000 food costs £1000 uniform costs £1000 resources £2, 500 contribution to buy 'life long' ownership share in residential centre plus £1000 annual maintenance charge</p>

<p>Looked after children make good progress overall both academically and socially</p>	<p>Vulnerable looked after children provided with identified resources as agreed in order to support their academic and pastoral well-being</p>	<p>Currently 1 child looked after in Y1, who did not reach ELG in reception and is now working at ARE and is much more settled in school and developing better relationships with his peers rather than continuously seeking adult attention</p> <p>Two child adopted from care. 1 in Y1 with EHCP and 1:1 support, still below ARE, making accelerated progress and becoming more independent in learning. The other in Y3 more settled in school, but often distracted. Now working at ARE in Reading and Grammar. Just below in writing and maths. Beginning to make accelerated progress. Three children no longer classed as CLA - residency order (no longer receive additional funding). Y4 ARE accelerated progress whilst in CLA. Y2 ARE and YR ARE</p>	<p>Funding needs to be adapted on a continuous basis to ensure spent as appropriate</p>	<p>Adopted from care 2 children £2200</p> <p>£90 fine motor resources</p> <p>£2110 intervention programmes: fine motor, social skills groups.</p> <p>CLA £500 (September) Play equipment, to build friendships and play skills.</p>
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Overall, the school has a strong vision of 'inspire, create, achieve' and a belief that all children can achieve the highest standards if they are inspired and engaged by learning. There is a strong 'can do' ethos across the school underpinned by rigorous structures which focus on challenging staff to have the highest expectations for vulnerable children and careful targeting and allocation of resources.

The Local Governing Body place a strong focus on achievement for disadvantaged children and ensure that they challenge the Executive Principal, Principal and SLT to achieve the best outcomes for this group as well as all children through Performance Management, a named Governor and regular updates and visits to monitor progress.