

| 1. Summary information | | | | | |
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| School | Perry Wood Primary and Nursery School | | | | |
| Academic Year | 2018/2019 | Total PP Budget | £208,880 | Date of most recent PP Review | December 2018 |
| Total of Pupils | 427 | Number of pupils eligible for PP | 109 | Date for next internal review of this strategy | April 2019 |

| 2. Current attainment – 2017 KS2 | | |
|---|--|---|
| | Pupils eligible for PP (your school) 43.1% | Pupils not eligible for PP (national average) 56.9% |
| Average points progress in reading, writing and maths (expected 6 points) | 6.7 | 6.7 |
| Average points progress in reading | 6.4 | 6.8 |
| Average points progress in writing | 7.0 | 6.8 |
| Average points progress in maths | 6.6 | 6.5 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Poor language skills. Children arrive into EYFS with poor language and communication skills. |
| B. | High levels of EAL and SEND pupils. |
| C. | Vulnerable group in writing. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Poverty, low attendance, high mobility, parents with mental illness. |

| 4. Desired outcomes | |
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| Desired outcomes and how they will be measured | Success criteria |
| A. PP pupils achieve Age Related Expectations and show accelerated progress from individual starting points. | Analysis of data, Learning walks, Work scrutiny shows that PP children are making accelerated progress. Ensure that attainment and progress in line with non PP nationally and gaps in school reducing. |
| B. Intervention programmes raise attainment of PP pupils. Impact of intervention programmes analysed each half term as part of pupil progress meetings. Robust tracking ensuring concise information for governors and external validation. | Evaluations of interventions shows that PP children are making accelerated progress. Evaluations through Wave 2 paperwork and PPMs. |
| C. Attendance of PP children to increase to 97% Pupils are curious, resilient learners who enjoy the challenge and taking part in new tasks | Breakfast club and after school club attendance registers show good attendance of PP children SIMS Attendance data shows increased attendance for PP children Analysis of attendance at clubs, sports events and school events shows high participation from PP children |

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| D. | Engagement and involvement of parent's in child/children's education improves and greater attendance at school events. | Attendance of PP children and their families improves each term Positive feedback from families and children |
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5. Planned expenditure

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| Academic year | 2018/2019 | | | | |
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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? |
|--|--|--|---|-----------------------------------|--|
| <p>PP children make the same progress as their peers or accelerated progress if not meeting ARE</p> <p>Quality first teaching is good and outstanding to ensure children are achieving</p> | <p>Wave one interventions Engaging and differentiated curriculum High quality teaching and learning Trips and outside Visits</p> <p>External visitors Multisensory approaches</p> <p>SLT and middle leaders are teaching alongside and coaching to develop knowledge and support planning/assessment. Use of IRIS to share practice and identify areas of development.</p> | <p>Our professional knowledge with robust evidence shows that children make best progress when these strategies are used. Please refer to the Sutton Trust Teaching and Learning Toolkit 2015</p> <p>Teachers are able to share skill set and learn from each-other. Professional development is effective when staff are actively involved.</p> | <p>Learning walks Book Trawls Planning trawls Pupil voice Pupil Progress Meetings Data Analysis</p> <p>Ongoing evaluations through use of IRIS to ensure staff identify own areas of development. Curriculum team leaders creating action plans and action, impact, next steps.</p> | <p>Phase Leaders DHT</p> | <p>Every 6.5 weeks</p> <p>April 2019</p> |
| | | | | Total Cost | £18,500 |

| ii. Targeted support | | | | | |
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| <p>Pupils with emotional and social needs minimised to eliminate barriers to learning.</p> <p>Children are able to reason and understand mathematical skills more competently.</p> | <p>Thrive training for 3 members of staff. 2 based in KS2 and 1 in KS1</p> <p>Thrive room and resources</p> <p>Timetabling of staff for one to one thrive sessions.</p> <p>Whole class thrive approach to behaviour and nurture.</p> <p>Changes to planning and delivery of maths.</p> <p>Daily active maths training for whole staff (££)</p> <p>Purchase of TT Rockstars to support mathematical development (£)</p> <p>1-1 and small group booster sessions daily.</p> | <p>Children needing a lot of nurture and support in order for readiness to learn need strategies to calm and promote positive self-esteem through the thrive approach. 43% of children requiring 1.1 thrive sessions are in receipt of PP.</p> <p>High level/quality pastoral support engages hard to reach children and families and those in need of support.</p> <p>Small group and or 1.1 sessions rapidly address learning needs.</p> <p>Active maths promotes healthy lifestyles and more thorough understanding of maths skills embedded within the lessons.</p> <p>TT Rockstars allows children a different approach to learning times tables</p> | <p>Regular evaluations within school assessment cycle and strategic plan.</p> <p>Thrive lead to monitor impact and next steps for individual children</p> <p>Evaluate impact on progress and attainment across the curriculum. Maths lead and more experienced staff sharing ideas/team teach/coach less experienced staff.</p> <p>Learning walks/book scrutiny/data reports</p> <p>Regular evaluations within school assessment cycle and strategic plan.</p> | <p>OH</p> <p>Maths lead and phase leaders</p> | <p>Half termly</p> <p>Half termly</p> |
| Total cost | | | | | £3600 |

| iii. Other approaches | | | | | |
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| Raised Self- Esteem and aspirations by having a wide range of experiences offered. | | | | | |
| 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? |
| Pupils taught a high quality wider curriculum | Subsidised school trips (£) Free Clubs from outside (£) Residential Subsidies (£) Visiting productions? GST Arts Transport Development of outdoor areas and provision in Early Years, Key Stage One and Key Stage Two | Linking to wide horizons ensuring all children have access to a range of activities and experiences to enable them to develop aspirations, self -belief and self –confidence. High attainment is linked to pupils well being and personal development/relationships. Year one outdoor area developed and revamped. Resources purchased to develop Early Years Gardens. Music Provision? Sports provision? | Change of clubs offered to pupils each term. Ensuring class trips are offered within each class linked to the curriculum. Pupil and parental voice questionnaires. Monitor quality of clubs and percentages of children attending clubs. PP data v non PP pupils Attendance data | SLT+ NJ | Half Termly |
| Inclusivity and increased self-esteem | Free uniform | If children are dressed the same as their peers, they will feel akin to their peers. | Children look smart and are wearing appropriate school uniform | Karen King | Once per year/as necessary |
| Enrichment and widening children’s horizons | 33 free clubs every week | Due to the needs of our families, our children do not have access to a range of extra-curricular activities that other pupils may have. The transferrable skills taught in sports and other extra-curricular activities ensure that children can utilise these in their learning. | Analysis of attendance at clubs, sports events and school events. | Karen King | Every 6.5 weeks |
| Total budgeted cost | | | | | £49,000 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| i. Quality of teaching for all | | | | |
| Desired Outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| PPG children make the same progress as their peers or accelerated progress if not meeting ARE | Wave one interventions Differentiated curriculum High quality teaching and learning Multisensory approaches Concrete and practical materials TA support for targeted groups Visual timetables Writing frames Coloured paper High quality verbal and written feedback Collaborative learning | There is no particular gap between PP and non PP in EYFS. KS1 and Year 3 PP children are working with higher percentage in line with ARE than non PP. No real gap in Year 4 between PP and non PP. Year 5 no gap between PP and non PP but higher percentage of PP children attaining ARE in Maths than non PP. Year 6 no gap except PP attaining lower than non PP at ARE in Maths. | PP Funding to be focussed more on in class resources than on Breakfast Club/After school club to have a higher impact. Other strategies to continue as working well. | £35,500 |

| ii. Targeted support | | | | |
|---|--|---|---|-------------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| PPG children make the same progress as their peers or accelerated progress if not meeting ARE | Wave 2 and 3 interventions: Language link Rapid Reading SALT Precision teaching Learning support Family support Educational Psychology OT exercises 1:1 tutoring | As above | A considerable proportion of our PP children also have significant social, emotional and behavioural needs. As a result, we will focus interventions on whole school interventions to meet these specific needs, including: Thrive BST (Behaviour support team from local PRU) PBT (Positive Behaviour Team to carry out whole school audit) SENCO assessments will be carried out in-house Indoor provision at lunchtime to limit the impact of behaviour on afternoon learning | £78,500 |

| iii. Other approaches | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improved attendance and ready for learning | Breakfast, after school clubs Motivations and encouragement to attend on time each day | PP attendance 2017-2018: % | There needs to be a stronger focus on academic support such as reading during after school provision. After school activities need to be planned and evaluated. | £23,780 |
| Enrichment and widening children's horizons | 33 free clubs every week | 77% of our PP children accessed a place at our after school clubs enabling the children to socialise, increase self-esteem, experience new activities and widen horizons. The impact of these clubs was seen both socially in the children's attitudes and also academically with children's aspirations raised and inspired to achieve great. | Use a wider range of external providers for clubs in order to broaden children's experiences e.g. archery. | |

7. Additional detail

N/A