

1. Summary information

School	Mount Charles Primary School				
Academic Year	2018/19	Total PP budget	£180,000	Date of most recent internal review	January 2019
Total number of pupils	421	Number of pupils eligible for PP	163 (39%)	Date for next internal review of this strategy	July 2019

2. Current attainment (End of academic year 2017/18)

	Pupils eligible for PP (Mount Charles)			Pupils not eligible for PP (Mount Charles)		
	EYFS	KS1	KS2	EYFS	KS1	KS2
% at expected in reading	37%	49%	49%	88%	83%	81%
% at expected in writing	37%	51%	55%	79%	74%	85%
% at expected in maths	44%	51%	56%	82%	80%	85%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupils enter the Early Years Foundation Stage with significantly lower than average baselines, particularly in Communication and Language.
B.	There is an attainment gap between disadvantaged pupils and other pupils at KS1.
C.	There is a difference in progress between disadvantaged pupils and other pupils at KS2. This may prevent high achievement at end of KS2.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance gap – 1.4%
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development	Percentage of disadvantaged pupils making expected progress or better is at least in line with other pupils within the EYFS cohort.
B.	To diminish the attainment gap in KS1	Year 2 pupils will make accelerated progress in order to ensure the GLD gap at EYFS is diminished by the end of KS1.

C.	To ensure disadvantaged pupils make at least expected progress from KS1	Percentage of disadvantaged pupils making expected progress and above is in line with other pupils across the school.
D.	To increase attendance rates for pupils eligible for pupil premium	Reduce the attendance gap to less than 1%. Proportion of PP persistent absentees to be less than 10%.

5. Review of expenditure																				
Academic year		2017/18																		
i. Quality of teaching (In school barriers)																				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		Lessons learnt																
EYFS Increased GLD for PP from 38% to 50%	Quality first teaching for all PP children. Continue focus on RWInc phonics in EYFS. GB involvement in Maths Hub for best EYFS methods. Targeted support EYFS HLTA. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET with a focus on fluency and reasoning Gill Behennah EYFS lead on board of Early Maths Hub to further research best practice for EYFS maths.	<table><tr><td>ELG</td><td>2017</td><td>2018</td><td>Diff.</td></tr><tr><td>Reading</td><td>41%</td><td>50%</td><td>+9%</td></tr><tr><td>Writing</td><td>41%</td><td>55%</td><td>+14%</td></tr><tr><td>Numbers</td><td>41%</td><td>73%</td><td>+32%</td></tr></table>		ELG	2017	2018	Diff.	Reading	41%	50%	+9%	Writing	41%	55%	+14%	Numbers	41%	73%	+32%	A robust approach to Speech and Language implemented throughout KS1. Successes in EYFS replicated in Year 1 and Year 2.
ELG	2017	2018	Diff.																	
Reading	41%	50%	+9%																	
Writing	41%	55%	+14%																	
Numbers	41%	73%	+32%																	
Year 1 90% PP children meet Phonics screening standard.	Quality first teaching for all PP children and targeted marking and feedback. Continue focus on RWInc phonics from EYFS. Focused support and intervention for those children who did not meet GLD in EYFS. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET Investment in programmes proven to improve Maths fluency – Sum Dog	All PP pupils who achieved the Reading ELG went on to pass the year 1 phonics screening.		Daily rigorous monitoring of RWI across Early Years and KS1 by the Reading Leader is essential to ensure accelerated progress for all but particularly our disadvantaged pupils.																
Year 2 50% (3/6) of children who did not meet Phonics screening in Year 1 will meet in Y2. Percentage of PP children meeting combined EXS at the	Quality first teaching for all PP children and targeted marking and feedback. Continue focus on RWInc phonics from Y1. Focused support and intervention for those children who did not meet EXS by the end of the previous year. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET	2/6 Year 2 pupils passed the screening on the retake. Percentage of disadvantaged pupils achieving the combined EXS standard or above at end of KS1 increased 47% in 2017 to 56% in 2018.		The approach taken for 2018-19 needs to include meticulous tracking and reflection on the impact the strategy is having on raising standards. If it isn't working, recognise that																

end of the year will increase from 56% to 63%	Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths.		fact, and quickly. Find a more effective alternative and implement it swiftly.
KS2 Percentage of PP children meeting combined EXS at the end of the year will increase.	Quality first teaching for all PP children and targeted marking and feedback. Focused support and intervention for those children who did not meet EXS by the end of the previous year. Focus on High Previous Attainers to ensure that they are on track to meet Greater Depth. Newly appointed phase leaders impact on quality of teaching and learning in their phase. Maths INSET Investment in Accelerated Reader Use of RWInc Phonics/Fresh Start in small teacher/TA led groups for children who need this input. Investment in programmes proven to improve Maths fluency – Sum Dog, Disraeli maths and Times Table Rock Stars.	Percentage of disadvantaged pupils achieving the combined EXS standard or above at end of KS2 increased 20% in 2017 to 43% in 2018.	Quality class teacher feedback at the point of learning has had a significant impact. Data tracking now needs to be further improved so that pupils are meticulously tracked from their starting points and targeted appropriately according to individual barriers to learning.

6. Planned expenditure

Academic year

2018/19

The 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.

ii. Quality of teaching (In school barriers)

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?
A. To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development within a context of improving attainment for all.	Staffing structures within the Early Years to include three qualified teachers, an HLTA and two TAs. EYFS baselines completed early in new term to ensure accuracy of pupils' starting points. Speech and Language (S&L) screening to be carried out across Early Years and target pupils identified. Language Link and RWI resources (inc adult resource) are key aspects of the package of	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading	PP Lead, EYFS Lead and (EYFS/KS1) Assessment Lead to monitor progress of low baseline PP pupils to ensure approach is having the desired outcome. Cross-Trust moderation of baseline assessments to validate assessment.	PP Lead Early Years Lead Assessment Leaders TIS Lead Practitioner	January 2019

	<p>early years provision for disadvantaged pupils with low baselines.</p> <p>Trauma Informed Schools Training for all Early Years staff. Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <p>Appraisal process, pupil progress meetings and internal data procedures to prioritise progress for all and accelerated progress for target pupils including those identified as more able.</p> <p>Dedicated weekly leadership time focused on the meticulous tracking of targeted pupils. Appropriate action taken where maximum impact is not evidenced eg. where the attainment gap is not diminishing quickly enough from baseline.</p> <p>Targeted boys receive planned gross motor activities including balance-ability and woodwork to pave the way for readiness to write.</p>	<p>skills benefit from explicit discussion of either the content or processes of learning, or both. (EEF - gains of up to 5+months progress)</p> <p>Smaller groups taught by highly qualified staff have been shown to be effective e.g. by EEF (gains of up to 3+months progress)</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment. (EEF)</p>	<p>½ termly pupil progress meetings show rapid and accelerated progress by all low baseline PP pupils.</p> <p>Cross-school improvement collaboration (Fowey).</p>		
<p>B. To diminish the attainment gap between disadvantaged pupils and other pupils (sch) at KS1.</p>	<p>Dedicated time for Reading Leader to monitor and team teach with all Read, Write, Inc. (RWI) teachers to ensure quality teaching and learning during the RWI hour every day.</p> <p>Weekly masterclasses held for all RWI teachers to ensure very best practice for all learners, particularly underachieving PP pupils.</p> <p>Underachieving PP pupils placed in groups taught by the strongest and/or most experienced RWI teacher.</p> <p>Trauma Informed Schools Training for all Early Years staff. Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF). Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Smaller groups taught by highly qualified staff have been shown to be</p>	<p>PP Lead to ensure dedicated Reading Leader time is maintained as 'high priority' in timetabling and prioritising.</p> <p>PP Leader and Reading Leader to liaise weekly on progress being made on RWI action plan.</p> <p>Newly appointed Assistant Headteacher has the role of Reading Leader and monitors this key area of teaching and learning daily. The RWI 'Reading Leader' model empowers staff to improve their practice daily through coaching-</p>	<p>PP Lead</p> <p>Reading Leader</p> <p>TIS Lead Practitioner</p>	<p>January 2019</p>

	<p>Three qualified teachers in Year 2 three days a week across all curriculum areas. Team led by the strongest and most experienced teacher.</p> <p>Small groups and 1:1 teaching in wider curricular writing and mathematics by lead teacher three days a week to support underachieving PP pupils to reach the expected standard in Reading, writing and maths by the end of KS1.</p> <p>Targeted support takes into account high prior attainers as well as pupils that achieved the expected standard with potential to progress further into 'greater depth' in Year 2. Appropriate provision is carefully planned for in the organisation of third qualified teacher in Year 2.</p> <p>Following initial implementation in Early Years, Speech and Language (S&L) screening to be carried out across KS1 for all underachieving PP pupils. Package of provision to support language with specific focus on vocabulary for target pupils.</p> <p>Leadership time for phase leader includes purposeful and supportive mentoring time for all newly qualified teachers (NQTs) in KS1. New teachers know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class.</p>	<p>effective e.g. by EEF (gains of up to 3+months progress)</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 4 months additional progress on attainment.</p>	<p>style support and weekly staff masterclasses.</p> <p>Two day RWI training attended by all new members of KS1 staff.</p> <p>RWI development days provides personalised CPD for Reading Leader and RWI teachers and an independent, external view of the progress being made for senior leaders.</p> <p>Pupil Progress meeting include the careful tracking of more able PP pupils in relation to prior attainment and pupils with potential to make accelerated progress from the expected standard to greater depth.</p>		
<p>C. To ensure disadvantaged pupils make at least expected progress from KS1.</p>	<p>Appraisal process, pupil progress meetings and internal data procedures to prioritise expected progress for all and accelerated progress for targeted pupils.</p> <p>Small group teaching by high quality teachers including X2 Assistant Head teachers and two HLTAs. Smaller set sizes in Y5/6 five days a week for Reading, Writing and Mathematics each morning and four TAs to facilitate further targeted intervention each afternoon.</p> <p>Release cover 3 times weekly for quality intervention in Y6 with class/English Leader. Targeted Reading, Maths and Writing including 1:1 and small group guided editing and</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF +4 months progress)</p>	<p>Impact overseen by PP Leader and Assessments Leads.</p> <p>Phase leaders to monitor progress through whole school and on-going subject monitoring.</p> <p>CPD based on latest research on Coaching with particular reference for 'Leverage Leadership' amongst senior leaders.</p>	<p>PP Leader</p> <p>Assessment Leaders</p> <p>Phase Leaders</p> <p>TIS Lead Practitioner</p>	<p>January 2019</p>

	<p>publishing sessions with Writing Leader and AHT.</p> <p>Coaching across KS2 to focus on progress of underachieving disadvantaged pupils.</p> <p>Review of and implementation of feedback policy, with an emphasis on quality verbal feedback given at the point of learning.</p> <p>Learning Mentor with Year 6 daily to support quality verbal feedback from class teachers for underachieving disadvantaged pupils.</p> <p>Identification of higher attaining disadvantaged pupils and shared with teachers. Provision discussed and appropriate changes made at each pupil progress meeting. School-wide focus from summer term whilst PP pupils at risk of not meeting expected standard are focus in Autumn and Spring terms.</p> <p>Trauma Informed Schools Training for all KS2 staff. Implemented at whole school level and as part of daily 1:1 interactions, helping pupils who have suffered trauma to improve emotional well-being and be emotionally ready for school and learning.</p> <p>Greater Depth 'Writer's Block' writing enrichment day (UKS2).</p> <p>Leadership time for phase leader includes purposeful and supportive mentoring time for all newly qualified teachers (NQTs) in KS2. New teachers know and understand how to prioritise the needs of underachieving disadvantaged pupils in their class.</p> <p>Reaction funds set aside to respond to additional ongoing needs eg. Providing additional counselling, 1:1 support, uniform, additional external enrichment activities.</p>	<p>Feedback studies tend to show high effects on learning with up to +8months progress (EEF)</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment. (EEF)</p>	<p>Daily Lunchtime quiet club, library club and 'Lunch Bunch' group for targeted pupils with social and emotional needs.</p> <p>Carefully managed use of reaction funds help individuals in positive social integration, growth and development and emotional regulation. Pupils' progress remains on track as a result of appropriate support.</p>		
				Total Budgeted cost:	£142,465

Other approaches (external barriers)					
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?
D. To increase attendance rates for pupils eligible for pupil premium.	<p>Review of attendance systems and rigorous implementation of revised attendance policy under newly appointed Attendance Leader.</p> <p>Learning Mentor to support the daily improvement of disadvantaged pupils' attendance through</p> <p>Learning Mentor to support disadvantaged pupils at breakfast club with home learning.</p> <p>Early intervention to include letters for children at 93% and awareness raising of importance of attendance from EYFS. Look to increase threshold to 95% once established.</p> <p>Pastoral Care Manager working daily with disadvantaged pupils and parents/carers in receipt of 'Early Help' and other outside agencies to help remove external barriers having an effect on pupils' attendance.</p> <p>Admin Attendance Officer hours to issue 1st/2nd/3rd letters and/or penalty notice if required as outlined in attendance policy.</p> <p>Implementation of Class Dojo to increase parental engagement and further improve home-school communication.</p> <p>Attendance rewards weekly, termly and annually for all children with 100% and significantly improved attendance.</p>	<p>There is a need to remove barriers to attendance e.g. poor morning routines, parental and pupil disabilities, cycle of neglect.</p> <p>A correlation between underachievement and poor attendance is evident in each Key Stage.</p>	Close weekly focus on lowering number of disadvantaged persistent absentees and overall percentage of absences.	<p>PP Leader</p> <p>Attendance Leader</p> <p>Learning Mentor</p>	January 2019
				Total budgeted cost:	£41,510
Total expenditure: £183,975					